

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1858;
WITH
APPENDICES:
BY THE
CHIEF SUPERINTENDENT OF EDUCATION.

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1859.



Department of Public Instruction for Upper Canada.

[No. 1643, A².]

EDUCATION OFFICE,

TORONTO, 20th April, 1859.

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 1858, 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 Grammar and Common Schools throughout Upper Canada.

I have the honor to be,
Sir,

Your obedient Servant,

E. RYERSON.

The Honorable

CHARLES ALLEYN, M. P. P.

Secretary of the Province,
Toronto.

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ANNUAL REPORT
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NORMAL, MODEL, GRAMMAR
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IN
UPPER CANADA,
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PART I.—GENERAL REPORT.

TO HIS EXCELLENCY THE RIGHT HONORABLE SIR EDMUND
WALKER HEAD, BARONET,

GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,—

I have the honour to present herewith my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1858,—a year of still greater financial depression and commercial disasters, in both Europe and America, than 1857. Two successive years of failures in the productions of husbandry, attended by a large decrease in the public revenue, and an unprecedented stagnation in every branch of business, could not fail to be seriously felt in the operations of our school system.

Under these extremely adverse circumstances I expected a decline in the works of the school system in proportion at least to that which has been experienced in every other branch of our social economy. In this painful apprehension I have been pleasingly disappointed. There has been an increase of *six days* in the average period of keeping open the schools throughout Upper Canada. There has, however, been a decrease of \$49,927 in the aggregate sum raised for the support of Common Schools; but this decrease falls entirely under the head of *Trustee School Rates*, and chiefly in relation to moneys raised and expended for the *purchase of school sites and the erection and rent of schoolhouses*—there being a decrease under these heads of \$34,620,—the very large sum of \$245,495 having been raised and expended for those purposes in 1857, and in 1858 the still large, but less sum, of \$210,875.

On the other hand, there has been no decrease in the number of schools kept open, but an increase of 135. Nor has there been any decrease in the attendance of pupils at school, but an increase of 21,046. The aggregate number of children attending the Common Schools in Upper Canada in 1858 was 293,683, and the number of schools open was 3,866. There has also been an increase of \$22,687 in the Municipal assessments for school purposes, and an increase of \$60,402 in the aggregate amount paid to teachers.

Notwithstanding, therefore, the financial depression of the country and the check to the multiplication of new schoolhouses, the opening of 135 new schools, and the increased attendance of 21,046 pupils, together with an increase of \$22,687 in the school Municipal assessments, and of \$60,402 in the amount paid to teachers, show an unexpectedly large and gratifying success under the circumstances, and evince the varied adaptation and resources of our Local Municipal and elective Trustee school system, in contradistinction to a central Legislative or European despotic system.

I. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS.

The extracts from the reports of Local Superintendents, given in Appendix A. pp. 1-84, present the best view possible of the nature and working of the school system in the Townships, Cities, Towns and Villages of Upper Canada. The Local Superintendents (of whom there are 303) are not appointed or paid by the Government; they are appointed and paid by the County, City Town, and Village Municipalities, and are paid out of Municipal funds independent of the school fund; they, therefore, reflect the feelings as well as watch over the interests of those by whose local representatives they are appointed and paid. This fact presents another feature of the local Municipal character of our school system—that it is not only supported and extended by means of voluntary local assessments, supplemented by Legislative grants, but administered by officers of local appointment in co-operation with one of responsible executive appointment.

The extracts from the Local School Reports are brief, impartial, and practi-

cal, and present a life picture of the labors and deficiencies, the struggles and neglects, the enterprises and sacrifices, the difficulties and disadvantages, the successes and failures of the people in the cities, towns and villages in the old and new settlements, in promoting the school education of their children, and the nature and facilities of the school law and regulations in aiding them to accomplish that great object.

As a copy of each of my Reports is sent to the Trustees of each school section, and to other local school authorities, these extracts of reports of Local Superintendents are read with a great deal of interest; as also the statistical tables, and the doings of one township or town compared with those of another; and often furnish topics and materials of earnest and useful discussions at school meetings.

I will now proceed to give a *resumé* of the statistical tables.

II. TABLE A.—MONEYS RECEIVED AND EXPENDED FOR THE SUPPORT OF COMMON SCHOOLS. (*Page xxxiv.*)

1. The amount of Legislative School Grant apportioned to the Municipalities in aid of Common and Separate Schools in 1858, was \$133,000—increase on that of the preceding year \$3,000. The law required an equal sum to be raised by Municipal assessment in order to entitle Municipalities to this aid. The amount raised by Municipalities was \$270,503—being \$137,503 *more* than the sum the law required in order to entitle them to the whole of the Legislative Grant, and \$22,687 *more* than the amount raised by them in 1857.

2. The amount apportioned from the Legislative Grant for Common School apparatus, prizes and libraries, was \$6,517—decrease on the preceding year \$1,649. The same sum was received from the local sources; the amount of the apportionment in each case depending upon the amount advanced from local sources, in connexion with the application for the articles or books desired. The total value of articles sent out to, or elsewhere purchased by Common School Trustees under this head was \$14,142—being a decrease of \$3,251.

3. The amount of Trustee School Assessments was \$486,572—being a decrease to the large amount of \$98,569, chiefly under the head of moneys raised and expended for the purchase of school sites, and the erection and furnishing of school houses. Still the amount of \$486,572 of *Trustees'* Assessments, in addition to *Municipal* Assessments of \$270,503, is very large, and indicates the educational spirit, as well as resources of the country, considering the unprecedented pressure of the times.

4. The amount of Trustee School Rate Bills on parents sending children to school was \$195,879—increase, \$45,380.

5. The total receipts for Common School purposes for the year 1858 was \$1,244,488—being a decrease on the total receipts of the preceding year of 49,927

6. The total amount paid Teachers was \$920,633—an increase of \$60,402 on the amount paid in 1857.

7. The total amount raised and expended for the purchase of school sites and the erection of schoolhouses was \$173,625—a large sum, but \$34,263 less than the amount raised and expended the preceding year for the same purposes. The amount raised and expended for the *rents* and *repairs* of schoolhouses was \$37,250—a decrease of \$356.

8. The amount raised and expended for school-books, stationery, and to defray incidental expenses, was \$102,838—an increase of \$13,804.

III. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING THE SCHOOLS IN THE DIFFERENT BRANCHES OF COMMON SCHOOL EDUCATION. (Page xxxviii.)

1. Formerly the legal school ages of children having a right to attend the schools, were from 5 to 16 years; since 1850, the right to attend the schools has been extended to all persons from 5 to 21 years of age; but the provisions of the law in regard to school population returns remain unchanged, and include only children from the ages of 5 to 16 years. The school population in 1858, as thus limited, was 360,578—increase 35,690.

2. The number of pupils attending the Common Schools (not including Grammar Schools, Colleges or private schools) between the ages of 5 and 16 years, was 267,383—increase 19,949. The number of pupils of other ages attending the schools was 26,300—increase 1097. The whole number of pupils attending the schools was 293,683—increase 21,046.

3. The number of *boys* attending the schools was 160,633—increase 10,604. The number of *girls* attending the schools was 133,050—increase 10,442. Number of *indigent* children attending the schools was 6,490—increase 1,670. The distinction of *indigent* children does not obtain where the schools are *free*, as no child then attends as a *pauper*, but all children attend as a matter of right, each inhabitant contributing to support the school according to his *property*, and not according to the number of his children.

4. The other columns in this table show the different periods of time children attend the schools, and the number in the different branches of common school education—presenting, as last year, a gratifying increase in the number studying the higher branches. The number of children reported as not attending any schools I lament to say amounts to 52,943, being an increase of 6,216 on the number returned under this head the preceding year.

IV. TABLE C.—COMMON SCHOOL TEACHERS. (Page xlii.)

Table C. gives the number of Common School Teachers employed, their religious persuasion, rank and salary. I will only make three remarks in reference to this table.

1. The number of *male* teachers employed during the year was 2,965—being an increase of 178. The number of *female* teachers employed was 1,237—being a decrease of 59.

2. The number of *first* class teachers employed during the year was 856—being an increase of 216. The number of *second* class teachers employed was 2,364—being an increase of 300. The number of *third* or *lowest* class teachers employed was 883—being a decrease of 79. It is to be hoped this class of teachers will decrease more and more from year to year. With a view to raise the standard of the teachers' qualifications, the Council of Public Instruction has recently altered the Programme of Examination, as will be seen in Appendix E., page 151.

3. The average salaries of *male* teachers as reported by the Local Superintendents for the year was \$454—being a decrease of \$7. The average salaries of *female* teachers was \$212—being a decrease of \$12. Had all the Local Superintendents reported under this head the average decrease would not have been material, for the aggregate increase in the sum paid as salaries of teachers is \$60,000, including the salaries of the new teachers employed in 1858.

V. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL HOUSES, TITLES TO SCHOOL PROPERTY, SCHOOL VISITS AND LECTURES, TIME OF KEEPING THE SCHOOLS OPEN. (*Page xlvii.*)

Table D. contains the statistics of the number and kind of schools, the number and kind of school houses, the number built during the year, the titles to school property, the number of school visits, lectures and by whom delivered, and the time of keeping open the schools in each county, city, town and village in Upper Canada.

1. *Number of School Sections and Schools.*—The number of School Sections (formerly called School Districts) formed by the Township Councils, including the Ward School Divisions in cities and towns was 4,267—being an increase during the year of 250. The number of schools reported as open was 3,866—being an increase of 135. Number of school sections not reporting schools open, 401.

2. *Kinds of Schools, as to the mode of support.*—The number of schools in which the rate-bills were less than *twenty-five cents* per month for each pupil was only 13—being an increase in the schools abolishing this rate-bill of 431. The number of schools in which the rate-bills were twenty-five cents per month for each pupil (the highest rate-bill permitted by law) was 114—a decrease of 1240, indicating the gradual doing away with rate-bills by the people, as the result of their own trial and experience. The number of schools *partly free* was 1660—being an increase of 101. Number of *free schools* (that is, schools in which there are no fees paid by pupils, but which are supported by all according to property) was 1936—being an increase of 229. These facts show the gradual and sure

progress among the people (the result of their own voluntary action, arising from their own reason and experience) of that true principle of universal education which is regarded as a national interest, and therefore, like every national interest, as the interest of every man in the nation according to his property, and in which every child in the nation is held to have a right to such an education as will qualify him to become a good and useful citizen.

3. *Number and Kinds of School Houses.*—The whole number of school houses reported was 3,694; of which 352 are reported as built of *brick*, 244 of *stone*, 1505 of *frame*, 1573 as built of *logs*, 20 kind not reported. The number of school *sites* held by deed was 2,993—increase 255; the number held by *lease* 463—increase 19; the number *rented* 160—increase 13; the number of which the tenure is not reported 78—decrease 165. The whole number of school houses built during the year was 158, a large number considering the times, but a decrease of 43 as compared with the number built the preceding year; of these 21 were of brick, 15 of stone, 50 of frame, 50 of log (in the new settlements), and 22 not reported.

4. *School Visits.*—The whole number of school visits during the year, reported, was 58,941—being an increase of 9.745; a very gratifying and encouraging fact. The number of school visits by *Local Superintendents* was 8111—being an increase of 789; an increase of ten per cent. The number of visits by *Clergymen* was 4360—increase 335. Number of visits by Municipal Councillors, 1949—increase 155. Number of visits by Magistrates, 2005—an increase of 371. Number of visits by Judges and Members of Parliament, 353—decrease, 13. Number of visits by School Trustees, 20,210—increase 2,480; an increase of more than ten per cent. Number of visits by other persons, 21,953—increase 5,628. The returns under this head, as a whole, are very gratifying.

5. *School or Educational Lectures.*—The whole number of school or educational lectures delivered during the year was 2,957—increase 417. The number delivered by Local Superintendents being 2,389—increase 144; by other persons, 568—increase 273; gratifying facts.

6. *Time of Keeping Open the Schools.*—The number of schools which have been reported under this head is 3,665—increase 207. The *average* time of keeping open the schools throughout Upper Canada was *ten months and twelve days*, being an increase of *six days*; or an aggregate increase of 21,990 days.

The facts reported in this table indicate the increasingly energetic and successful exertions of the people in the great work of educating their children. This table, like the preceding, relates to each township, city, town and incorporated village.

 VI. TABLE E.—RELIGIOUS EXERCISES, SCHOOL BOOKS AND APPARATUS. (*Page 1.*)

Table E. exhibits the number of schools in which the different text-books are used, maps, globes, &c., are provided, and the bible and religious exercises employed. It appears that in 1,708 schools the daily exercises are opened and closed with prayer—being an increase of 159; that the bible or testament is read in 2,510—being an increase of 95. These facts show that prayers and the scriptures might be used in all the schools were the local school authorities favorable to their introduction. The Regulations provide for and recommend religious exercises and instruction in the schools, but do not *compel* them, and the question is, whether the government has the right to employ compulsion in matters of religion, or whether the right and responsibility in such matters are not with the parents and pastors of the children, and whether the government has not gone to the utmost limits of its legitimate power and duty when it has secured the rights of all parents, and provided facilities by which they and the pastors can discharge their natural and divinely enjoined duties to their children. The official regulations and recommendations on this subject will be found in Appendix E. page 136.

From this table it also appears that the text-books sanctioned by the Council of Public Instruction, especially the National School Books, are almost universally used in the schools, and that the great evils of a changing and endless variety of text-books no longer exist in Upper Canada. Maps are provided in 2,403 schools—being an increase of 113; Globes in 612—the first report under this head; Blackboards in 2,895—being an increase of 243; sets of Apparatus, including orreries, tellurians, &c. in 500—being an increase of 28. These details exhibit essential and important progress in the right direction, even under the most unfavorable circumstances. In regard to the General Regulations for the Government and Discipline of Common Schools in Upper Canada see Appendix E., page 135.

 VII. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS. (*Page liv.*)

The Protestant Separate Schools are still established and conducted under the provisions contained in the 19th section of the School Act of 1850, and the 4th section of the Supplementary School Act passed in 1853. The Roman Catholic Separate Schools were established and conducted under these same sections until May, 1855, when the authorities of the Roman Catholic Church succeeded in getting the “Roman Catholic Separate School Act” (18 Vict., cap. 131) passed. There are less than a dozen Protestant Separate Schools in all Upper Canada, and these seem to exist (and they only exist) under peculiar circumstances. On the other hand, great efforts have been made to establish and increase the Roman Catholic Separate Schools, and especially under the new Act, the provisions of which were framed by the supporters of Roman Catholic Separate Schools, in contradistinction to the separate school clauses of the law, which had been framed by the Chief Superintendent, after full and free consultation with the ecclesiastical leaders of the Roman Catholic Separate School movement.

The supporters of separate schools are exempted from the payment of any public school taxes in the school divisions in which their schools exist; they are exempted from the county school tax, for a sum equal to the Legislative Grant apportioned to the county, as a condition of receiving it; nor are they, like the supporters of public schools, required to employ teachers who have appeared before the County Board, to be examined and obtain a certificate of qualification, as each Board of Separate School Trustees can examine and give a certificate of qualification to any teacher whom it thinks proper to employ. The supporters of Roman Catholic Separate Schools were exempted from all these conditions, which are required on the part of the supporters of public schools, because they complained of them as a burden and as restrictive upon their own voluntary action. The only conditions required of them, as the law now stands, are,—that each supporter of a separate school should notify the Clerk of his Municipality before the 1st of February in each year that he is, for that year, a supporter of a separate school; and that the separate school be kept open, at least, six months of the year, and reported half-yearly and yearly according to blank forms provided, the two latter conditions being required of the trustees of the common schools in each section throughout Upper Canada. The trustees of Roman Catholic Separate Schools have also the same corporate powers to levy and collect rate-bills and property rates from their supporters as have the trustees of public schools or municipal councils. The Legislative School Grant is likewise distributed to each separate school according to the average attendance of pupils, precisely as it is distributed to every public school in every school section in Upper Canada; and maps, apparatus, and books are furnished to separate schools by the Educational Department upon the same conditions as to the public schools.

I make these remarks to correct again the truthless and absurd statements and representations which are still authoritatively repeated by some parties, and in some newspapers, as to the Roman Catholic Separate School Law of Upper Canada; whereas, under that law, the supporters of separate schools have fewer obligations to fulfil than the supporters of public schools—have the most free scope for the exercise of the voluntary principle, and also the power to levy such rates as they please upon all of their own persuasion who prefer the separate to the public schools.

If, therefore, the Roman Catholic Separate Schools are of little account, and feebly supported in comparison with the public schools, it is because the supporters of separate schools are less concerned and energetic in the education of their children than are the supporters of public schools, and isolate themselves from the latter in order to avoid paying municipal and public trustee school rates, rather than to employ greater efforts for school purposes; or because, in spite of all appeals and influences to the contrary, the progressive portion of the Roman Catholic as well as of the Protestant population prefers the public schools to separate schools, combined action to isolated action, the principle which is the *magna charta* as well as characteristic of a free people, to the principle that has been the prop of every despotism which has oppressed mankind; the principle which makes a good education the right of every child in the land, to the principle

which, in every land where it has prevailed, has left the great majority of the most needy classes of children in ignorance.

With these explanatory and general remarks I proceed to refer to the statistics of the Roman Catholic Separate Schools, as contained in Table F., pages liv.-lvii.

1. The number of separate schools is 94—being a decrease of 6, or six per cent. The number of separate schools in townships, 50. The number of separate schools in cities, towns, and incorporated villages, 44.

2. The whole number of pupils is 9,991—being an increase of 27.

3. The average time during which the schools have been kept open is *ten months*—being a decrease of *one month*, or nine per cent.

4. The amount of Legislative Grant apportioned according to average attendance of pupils as compared with the average attendance of pupils at the public schools was \$8,531—being an increase of \$16.

5. The amount raised and paid for the salaries of teachers of separate schools was \$16,731—being a decrease of \$2,012, or eleven per cent. The amount raised and expended for the purchase of school sites, erection, repairs, and furnishing of school houses, &c., was \$11,180—being a decrease of \$2,444, or twenty per cent. The whole amount received from all sources for separate school purposes was \$28,206—being a decrease of \$4,161, or about fifteen per cent.

By comparing the statistics of this Table with the statistics of the Tables relating to public schools, the following results are obtained :

1. There has been a decrease of 6 in the number of separate schools, but an increase of 135 in the number of public schools.

2. There has been an increase of 27 in the number of pupils in the separate schools, and an increase of 21,046 in the number of pupils attending the public schools.

3. The whole number of pupils attending the *public* schools is 283,692; the *average* attendance according to the returns is 98,254—about *one-third* of the *aggregate* attendance. The whole number of pupils attending the separate schools is 9,991; the *average* attendance, according to the returns, is 4,838—nearly *one-half* of the *aggregate* attendance. The apportionment is made to both classes of schools according to *average* attendance—to the public schools by each Local Superintendent out of the sum apportioned to townships by the Chief Superintendent, and to the Roman Catholic Separate Schools by the Chief Superintendent direct.

4. The whole amount of the Legislative Grant apportioned and paid to the *public* schools was \$123,993—not quite *forty-four cents* for each pupil; the whole amount paid to separate schools from the same grant is \$8,531—over *eighty-six cents* for each pupil. The amount paid per pupil, according to *average* attendance

to the *public* schools, is *one dollar and twenty-six cents* : the amount paid per pupil according to *average* attendance to the *separate* schools is *one dollar and seventy-six cents*. Thus just *twice as much* has been paid to the *separate* schools according to the reported *aggregate* attendance of pupils as to the public schools, and just *fifty cents more* per pupil according to the reported *average* attendance. This ought not so to be. The reason of this difference is, that the returns from the trustees of separate schools show a larger *average* attendance of pupils than do the returns from Local Superintendents in regard to the public schools, and the benefit of every doubt and of every doubtful return has been given to the separate schools. The fact shows that the law has been administered in the most liberal spirit in regard to the separate schools, while the Chief Superintendent has been the object of incessant attacks on the part of many of the supporters of separate schools for not doing them justice !

5. But while one hundred per cent. more has been paid out of the Legislative School Grant to separate schools than to the public schools, in proportion to the whole number of pupils taught in both, the former have done only one-fourth as much as the latter for the support of their schools, in proportion to the amount of Legislative aid granted to them. The amount paid to separate schools from the Legislative grant was \$8,531 ; the amount paid by their supporters from local sources was \$19,590, not quite *two and a half* times the amount paid from the Legislative Grant. The amount paid from the Legislative Grant to public schools was \$123,993 ; the amount paid by their supporters was \$1,085,856—*nearly nine times* the amount paid from the Legislative Grant towards their support.

From these comparisons of statistics it is clear that the Roman Catholic Separate Schools have received twice as much from the Legislative Grant as the public schools, in proportion to the work performed or the number of pupils taught by them, and that the supporters of Roman Catholic Separate Schools have not done one fourth as much as the supporters of public schools in proportion to the amount of Legislative Aid granted to them. From these facts and the preceding observations on the law relating to public and separate schools, the following inferences may be drawn :

First, That nothing can be more groundless than the statements and apprehensions expressed by some, that the general school system is endangered or enfeebled by the separate school provisions of the law.

Secondly, That nothing can be more untrue and unjust than the assertions and accusations on the part of some supporters of separate schools, that the Department of Public Instruction and the Legislators and people of Upper Canada have treated them unjustly and oppressively—the very reverse of which the foregoing facts and figures show to be the case.

But it is insisted by some advocates of separate schools, that Municipalities should be *compelled* to levy and collect taxes for the support of separate schools, as well as for the support of public schools. To this it may be replied: *First*,—That the Municipalities are not *compelled* to levy and collect a farthing for the support of public schools; when they do, they do so voluntarily; and it is in the power of each Municipality to put an end to the public school system within its own limits, by simply declining to levy and collect any rates for school purposes. *Secondly*,—The separate schools are established and conducted for exclusively Roman Catholic denominational purposes. The avowed object of these schools is to train up children under exclusively Roman Catholic influences, and to employ a great part of the school time in teaching and practising the ritual elements and ceremonies of the Roman Catholic Church, and also of inculcating betimes that Protestants are at war with God and His Church, and are subjected to the Divine curses in both worlds. I can easily adduce proof, if occasion requires, that those teachings form a part of the catechetical instruction of the separate schools; and it is with the express view of providing for these instructions and ceremonies, that the separation of Roman Catholic children from other children, and the establishment of separate schools, are advocated. Now, whatever may be the right and liberty of teaching in a free State, or whatever the liberality of the State may grant in aid of schools established for the purpose of imparting such instructions, that a free State or a free Municipality should be *compelled* to support such schools, is a thing unknown in the history of constitutional government, and monstrous in its very conception. What a feeling of indignation would arise in the mind of every Protestant in Upper Canada, of whatever religious persuasion, were it authoritatively proposed to *compel* the Municipalities to levy and collect rates to support schools for the Episcopal, or Presbyterian, or Methodist Churches, though in the Catechisms of not one of them is there a word in regard to either the Roman Catholic Church or Romanists! Yet it has been insisted upon by some Roman Catholic ecclesiastical leaders, even as their right, that the Municipalities of a free country, and that country mostly Protestant, should be compelled to levy and collect taxes for the support of Roman Catholic schools!

But I remark, secondly, that the public schools exist for no one religious persuasion more than another, but for all classes of citizens alike, without reference to their religious persuasion; that the rights of all religious persuasions are equally protected; that whatever religious instruction is given to any pupil, it is with the consent of his parent or guardian; that no pupil can be required to receive any religious instruction, or be present at any religious reading or exercise, or use any religious book against the wish of his parent or guardian; that the pastor of each religious persuasion has the right to each school-house within his charge, one hour a week for the special religious instruction of the children of his own persuasion in the school; and every resident from the ages of five to twenty-one years, of every religious persuasion in each municipality, has a *legal right* to

attend the school of the section in which he resides, as long as he observes the discipline of the school. Yet no municipality is *compelled* to levy and collect rates for the support of even these public schools; but any municipality can provide little or much or nothing at all, as it pleases, for the purchase and erection of school-houses, and the support of schools; and it can do the same for any separate school on the application of its supporters, though no municipality in Lower Canada is permitted by law to levy and collect any rate from the supporters of a "*dissentient*" school for its support, even on their application.

But when the proposition for the *direct* compulsion of a municipality to levy and collect rates for the support of separate schools is found untenable, it has been proposed *indirectly* to compel the municipality to do the same thing, by depriving it of the power to levy and collect rates for the support of public schools, unless it at the same time levies and collects such an amount for the support of separate schools, as is proportional to the Roman Catholic population or property in a municipality compared with the population or property of Protestants in such municipality. This proposition has a double aspect and a double application—the one in respect to the municipality at large, the other in respect to the Roman Catholic population in particular. In regard to the former, it involves to the municipalities the abolition of the conceded and inviolable rights of local self-government in school matters, unless they become agents and tax-gatherers for the support of Roman Catholic Schools—that they shall not provide schools at all for the education of all classes, with equal protection, and Roman Catholics equally with other classes, unless they at the same time provide separate schools for the Roman Catholics! A proposition as monstrous in principle as it is impudent in assumption. But this proposition is more odious and outrageous still, in reference to the Roman Catholic population. It proposes to do *by the law of the land* what certain ecclesiastics have warmly but vainly endeavoured to do, namely, to separate the Roman Catholic population *en masse* from the rest of their fellow-citizens—to take away from each Roman Catholic all right of choice as to how his money for school purposes shall be applied, or where his children shall receive school instruction, and to isolate him and his children from the rest of the community in which they live, whether they desire it or not!

Now, if some or many Roman Catholics choose to transfer their divinely supreme parental right to the priest, and at his command, to isolate themselves and their children from the rest of their fellow-citizens, the State does not prevent them from doing so—it has even gone to the extent of enabling them legally to do so; but it is quite another thing for the State to *compel* them to do so, to isolate them and their children by law from other classes of the community, whether they will or not,—to deprive them and their children of the right of choice in school matters, of the rights and privileges enjoyed by all other classes of their fellow-citizens. What, therefore, some ecclesiastics and their instruments have advocated, under the seductive title

of "freedom of education," is but the absolutism of the priesthood in education on the one hand, and the annihilation of the freedom and rights of the State and the parent in respect to education on the other. How would the whole community be startled, as by a Catiline conspiracy, were it gravely proposed from any high quarter, that all the school rates paid by members of the Episcopal, Presbyterian, or Methodist, or other churches should be paid into a separate fund for the support of such schools, and such only, as the clerical authorities of their persuasion approved, and that their children should have no right to attend any other than such schools? It would be said, and justly said, that such a proposal involved the establishment of the worst kind of clerical despotism, and the annihilation of the inherent rights of parents and children, and of the people as a State. But such is what has been advanced under the plea of "freedom of education," in respect to the priesthood and population of the Church of Rome. But the State is undoubtedly as much bound to protect the individual rights of Roman Catholic parents and children as those of Protestant parents and children. It cannot have a right to take away from one class of citizens rights enjoyed by all other classes, nor to take away from the municipalities rights with which they have been so long invested by law, and which they have exercised with so much energy and patriotism for the good of all classes of the community. It is these rights which make "freedom of education" the essential and vital principle of our school system—freedom for each municipality, parent, child and clergyman; but not freedom of absolute power to any one priesthood to employ the members, children and property of a religious denomination as goods and chattels for its own special purposes.

But in the event of all the foregoing propositions failing, it has been proposed as the last resort, to insist upon the *voluntary principle* in education; that is, to deprive the State, and municipalities, and citizens collectively, of the power of combining by law the resources of all for the education of all—to leave the vast public and social interests of the education of the youth of the land wholly to isolated, individual impulse and effort—to shut up and sell the public school-houses to private speculators, perhaps for grog shops and kindred purposes, and abandon the rising and future generations of our country to the educational freedom of nature—to ignore as a State what in every free and enlightened State is held to be the highest national interest—to transfer Upper Canada from the catalogue of civilized, to that of uncivilized nations!

This is a very natural resort for any interest in respect to which knowledge is weakness, and ignorance is power; but it must be as abhorrent to the great body of the Roman Catholic community as to all other classes of the population, and is the last and desperate device of a few individuals of one idea and one aim—that of making the priesthood the sole standard of truth and source of knowledge, and of extinguishing every ray of light and every spark of liberty which is not the emanation or creature of that clerical supremacy.

For the sincere and benevolent supporters of separate schools, the law is indulgent, perhaps to a fault, certainly beyond comparison ; and the explanations and financial analysis above given prove the more than merely equitable provisions of the law in respect to separate schools, and the corresponding spirit in which I have administered it. But I should be unfaithful to my trust and alien to my country, did I not at the same time show how little has been done in proportion to the Legislative aid received, and in comparison with other sections of the community, by the partizan assailants of our school system, and who in their newspaper organs are equally the assailants of everything sacred to the throne and the liberties, the character and prevalent Christianity of the British Empire ; and did I not sedulously watch and plainly expose every scheme for subverting or weakening an organization by which the people of Upper Canada can work out their highest educational and social destinies.

The Legislature has faithfully and fully provided for "the equal rights and privileges of all classes" in Upper Canada in our system of public schools, and more than what is "equal" in regard to the Roman Catholics, who have all that every other religious persuasion enjoys, besides a right and aid to establish separate schools not granted to any other one religious persuasion. Having settled the principles and created the frame work of the system, and secured inviolable parental supremacy and the rights of conscience in all matters of religion, the Legislature transferred the responsibility and power of management to the parents and rate-payers themselves in each municipality. The elected school representatives of the rate-payers in each municipality employ their teacher and determine the manner of supporting their school ; and in each city, town, and incorporated village in Upper Canada they can establish any kind or description of schools they please ; so that if in any of these municipalities they prefer denominational schools to mixed schools, rate-bill schools to free schools, or *vice versa*, they can establish them. As early as the year 1846, I drew attention to the inconvenience and frequent source of embarrassment, if not corruption, in a Government or Legislature being brought into contact with any one or more religious persuasions, and the necessity therefore of removing all questions of that kind from the arena of the Legislature and the Executive Government to each municipality ; and this is one characteristic feature of our school system. The efforts of certain parties to denude the rate-payers in the municipalities of this right to manage their own school affairs, by making it a religious party question in the Legislature, and invoking Legislative and Governmental interference, can receive no countenance from any one who respects the acknowledged and established rights of the municipalities and people.

VIII. TABLES G., H., I., AND K.—GRAMMAR SCHOOLS. (*Pages lviii-lxxi.*)

These tables present the various statistics which have been collected respecting the Grammar Schools. I refer to the Report of the Inspector (Appendix C., page 95,) for an account of the actual state and working of these schools,

and some important observations on the defects of the law; I here make a few references to the principal matters contained in the tables.

1. *Schools, Moneys, Salaries, Head Masters—Table G.*—There are 75 Grammar Schools, including 31 Senior County Grammar Schools. The amount of apportionment from the Grammar School Fund was \$30,382—being an increase of \$2,213. The amount derived from fees of pupils was \$19,991—being an increase of \$474. The amount granted by municipalities was \$13,305—being a decrease of \$3,525. The amount of *balances* of the previous year, \$11,417—being a decrease of \$10,314. The total receipts for Grammar School purposes for 1858, were \$75,617—being a decrease of \$10,631—chiefly under the head of building, rent and repairs of school-houses, the decrease under this head being \$7,839. The amount of Masters' Salaries was \$61,073—being an increase of \$3,520. This table contains a statement of the salaries and names of the Head Masters, and the authority under which they teach.

2. *Number of Pupils in different Branches of Instruction—Table I.*—The number of pupils reported is 4,459—being an increase of 386, or nearly 10 per cent. The number of pupils in Latin is 1,724—being an increase of 395, or about 20 per cent.; in Greek 378—being an increase of 94, or about 25 per cent.; in French 851—being an increase of 250, or about 30 per cent. The table shows the number of pupils in each class, and in each subject taught in the Grammar Schools, and indicates a gratifying progress.

3. *Table K.* contains a list of the Text-books used in the schools.

I see no means of any considerable improvement in the Grammar Schools, or of making them efficient, unless they are made the schools of the cities, towns, or incorporated villages within the limits of which they are situated, and the Trustees invested with the powers of the Trustees of Common Schools, and the Grammar School Fund distributed upon the same condition as the Legislative School Grant—namely, that of the Municipality raising a sum equal to that apportioned from the Parliamentary Grant. If Grammar Schools exist at all, they ought to be made as efficient as possible. Trustees cannot make them so without means of supporting them. The means of support which have been necessary and effective for the improvement and efficiency of the Common Schools ought to be provided for the Grammar Schools. This is alike the dictate of economy and patriotism, for it is both improvident and unpatriotic to leave without adequate means of support that class of schools in which the teachers of the higher seminaries, the members of all the liberal professions, and the chief servants of the public receive the elementary and most essential part of their education. For Programme of Studies and General Regulations for the County Grammar Schools in Upper Canada see Appendix C., page 106.

IX. TABLE L.—THE NORMAL SCHOOL FOR UPPER CANADA. (*Pages lxxii-lxxv.*)

Table L. presents a complete view of the statistics of the Normal School from its establishment in 1847 to the end of 1858. It will be seen that the

number of applications and admissions for the last year exceeded those of any preceding year. The number of students in the Normal School became inconveniently large, while their attainments were not likely to keep pace with the progress of the best schools, and the demand for teachers of higher qualifications. To promote the two-fold object of keeping the number of students within manageable dimensions, and sending out teachers of higher qualifications, the standard of *entrance examination* was raised; (See Appendix D., page 130); but this change has been attended with little or no diminution in the number of successful applicants, while it will contribute to multiply the number of Teachers possessing superior qualifications.

It will be seen that of the whole number of (2,463) students admitted to the Normal School since 1847, 1,267, or more than one half, had been teachers before attending the Normal School. Of 162 admitted the first session of 1858, 84 had been teachers; of 196 admitted the second session of 1858, 102 had been teachers. These facts furnish the strongest practical proof of the objects contemplated by the candidates admitted to the Normal School; while the influence of their teaching, and the demand for them throughout the country sufficiently illustrates the value of their training and instructions in the Normal School.

I do not think that the Normal and two Model Common Schools (the latter being essential appendages and practical exponents of the former) were ever, in all respects, in so high a state of efficiency as they are at the present time. Further information in regard to the Normal and Model Schools will be found in Appendix D., page 123.

The Model Grammar School, which was opened a few weeks before the close of the year, promises to contribute most efficiently to the improvement of the Grammar Schools of the country. Information in regard to it will be found in Appendix C., page 102.

X. TABLE M.—COLLEGES, ACADEMIES, AND PRIVATE SCHOOLS. (Page lxxvi.)

Table M. contains such statistics as I have been able to collect respecting the Colleges, Academies, and Private Schools of the country. These returns are voluntary, and appear to be very incomplete. They are, however, sufficiently full to convey a pretty accurate idea of the amount of public expenditure, and of the nature of the instruction given in other institutions than the Grammar and Common Schools. The number of students and pupils taught in these Colleges, Academies and Private Schools is reported as 7,467—being 388 less than the number reported the year preceding. The number of pupils taught in Private Schools appears to be nearly equal to the number taught in the Roman Catholic Separate Schools; but the former receive no Legislative aid, though their supporters contribute their rates according to property to the support of the public schools, which is not the case with the supporters of separate schools.

XI. TABLE N.—FREE PUBLIC LIBRARIES. (Pages lxxviii.—lxxxiii.)

In Table N., a complete view is given of the sums expended for Free Public Libraries, the number of volumes furnished, the kinds of books in each Library, the number of books read, and the number of inhabitants reading them. The returns of the number of books read and the number of readers, are defective; but as far as they go, they are highly satisfactory. The number of inhabitants reported as reading the books in each Library must be the number applying for them. The number actually reading them may be assumed to be much larger. This table is extremely interesting, as it exhibits the actual working of the Free Library System throughout Upper Canada.

In 1857 a large dividend from the Clergy Reserve sales was distributed to the several Municipalities, and many of them appropriated their shares to the purchase of Public Libraries and School Apparatus. The sums expended for these purposes in 1858 have been chiefly derived from rates levied and collected, and are therefore much less than those of the preceding year, though a larger amount was levied and collected by *rate* in 1858 than in 1857.

The amount appropriated from local sources (chiefly from the Clergy Reserve Fund) for Libraries in 1857 was, \$8,100; the same sum was apportioned from the Legislative Grant—total, \$16,200. The amount appropriated from local sources in 1858 (chiefly from rates) for the same purposes was, \$1,991; the same sum was apportioned from the Legislative Grant—total, \$3,982; and the number of volumes despatched was, 7,587 (not including prize books). The whole number of volumes sent out to Public School Libraries from the commencement of the system to the end of 1858, was 167,765; and if we add the 10,602 Prize Books, the number will be 178,367. Of the Library Books there were 29,400 volumes of *History*; on *Zoology*, 12,098 volumes; on *Botany*, 2,174; on *Natural Phenomena*, 4,819; on *Physical Science*, 3,749; on *Geology and Mineralogy*, 1,400; on *Natural Philosophy*, 2,674; on *Chemistry*, 1,183; on *Agricultural Chemistry*, 687; on *Agriculture*, 7,390; on *Manufactures*, 7,476; of *General Literature*, 16,359; of *Travels*, 12,478; of *Biography* 18,406; *Tales*, 45,654; Teachers' Library, 1,799.

The same table contains such information as has been collected respecting Sunday School and other Public Libraries, as those of Mechanics' Institutes, &c. In the Sunday School Libraries there were 254,459 volumes—being an increase during the year 1858 of 20,141 volumes. An immense deal of good must result from so large a number of strictly religious books, and those, as a general rule, of a most interesting character. The number of volumes in the other Public Libraries was 110,639—being an increase during the year of 13,631 volumes. The number of volumes in Public School Libraries was 167,765—being an increase of 7,587. Total, 532,893—being an increase during the year of 41,359 volumes—a most gratifying fact. Further information on the Library system will be found in Appendix I., page 173.

The following is a full and interesting statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department from 1853 to 1858, inclusive.

Number of Volumes sent out during the Months of	History.	Zoology.	Religion.	Phonomena &c.	Physical Science.	Geology, &c.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages, &c.	Biography.	Tracts and Sketches Practical L.	Teachers' Library.	Prize Books.	Total.
November, 1853	168	62	16	29	15	5	9	6	9	48	36	80	54	126	284	4	...	961
December "	3990	1540	271	577	511	229	187	126	183	759	708	2904	1687	2791	4894	204	...	20961
January, 1854	621	259	46	113	34	39	34	29	48	151	98	308	291	435	545	34	...	3129
February "	1299	627	125	275	237	85	104	93	65	348	291	839	523	538	2253	74	...	7874
March "	362	161	25	62	50	27	22	22	24	103	50	229	182	225	556	67	...	2161
April "	174	101	13	31	28	13	11	10	42	33	115	96	110	348	110	...	1149	
May "	797	472	56	112	98	45	66	40	32	156	145	527	291	597	1448	46	...	4948
June "	996	476	79	276	95	46	100	41	23	176	306	508	294	478	1286	56	...	5336
July "	1601	937	159	496	298	81	169	81	37	420	565	812	528	919	2320	70	...	9305
August "	1928	574	92	199	136	61	106	70	24	411	415	555	417	677	2303	44	...	7142
September "	1239	596	127	230	132	66	182	79	16	265	665	598	541	710	3751	42	...	9372
October "	1481	883	183	256	219	110	250	112	57	647	716	685	668	872	2549	65	...	9727
November "	619	278	74	110	92	47	59	33	308	245	422	322	494	1214	47	...	4282	
December "	589	115	51	63	22	25	49	19	105	196	184	162	228	715	20	...	2386	
January, 1855	865	392	64	110	214	48	69	50	186	162	608	357	468	935	94	...	4570	
February "	174	109	17	65	22	9	12	21	3	62	88	159	134	185	596	20	...	1667
March "	85	48	12	16	10	6	5	2	32	33	23	74	49	44	225	15	...	639
April "	398	169	29	41	48	15	48	18	22	130	370	248	359	651	29	...	2594	
May "	724	331	59	69	48	39	86	34	29	291	223	399	338	485	908	53	...	4100
June "	1047	493	71	95	99	35	108	45	14	355	280	581	607	416	1157	101	...	5446
July "	428	198	8	24	61	6	39	22	7	105	65	141	153	171	346	30	...	1794
August "	598	156	37	35	59	11	26	5	6	108	65	298	165	171	277	14	...	1941
September "	492	36	4	10	16	6	11	...	...	91	89	208	217	182	514	31	...	1619
October "	612	211	9	46	53	14	49	4	11	128	165	258	418	391	293	23	...	2695
November "	194	116	12	32	27	9	24	3	1	49	32	206	153	139	206	19	...	1213
December "	100	5	6	15	6	2	5	3	...	4	59	87	40	231	3	...	571	
January, 1856	36	36	...	3	24	9	26	11	3	36	32	4	5	2	10	...	245	
February "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29
March "	261	41	4	...	27	9	30	16	...	52	44	264	89	135	338	...	...	1359
April "	137	20	2	21	8	5	2	1	1	30	12	62	41	81	146	...	...	571
May "	195	10	...	5	4	1	1	...	...	18	2	41	41	32	173	...	...	434
June "	159	49	14	36	6	5	7	2	2	35	12	74	61	207	108	26	...	794
July "	236	129	12	83	13	12	11	6	...	46	58	184	154	313	515	22	...	1736
August "	77	5	...	...	21	3	9	...	...	1	7	55	30	29	103	4	...	351
September "	19	...	...	...	...	...	...	...	...	1	5	4	...	11	227	2	...	272
October "	225	57	30	46	37	3	27	2	1	40	61	54	53	109	284	21	...	1650
November "	382	104	32	59	35	7	16	5	3	76	116	266	167	378	848	59	...	2544
December "	870	197	24	155	112	23	65	12	14	111	99	495	369	544	1094	69	...	4233
January, 1857	691	258	46	51	171	35	66	37	9	130	217	464	304	566	1359	31	...	4492
February "	1049	410	73	110	182	55	98	30	16	274	300	546	347	723	1326	53	...	5587
March "	1386	439	96	116	215	59	136	39	19	323	417	622	684	1023	2957	58	...	8790
April "	177	87	22	48	38	10	29	7	6	99	74	100	98	162	295	9	...	1301
May "	392	108	25	67	34	9	24	4	4	115	32	62	203	195	1073	26	...	2283
June "	566	172	18	62	57	20	27	1	8	127	99	242	257	319	594	26	...	2845
July "	495	149	23	41	51	18	36	16	1	107	75	115	156	248	539	20	...	2000
August "	261	75	11	49	35	4	23	...	1	46	22	90	106	119	342	16	...	1341

September "	125	32	2	9	8	5	9	2	10	14	49	19	40	123	1	119	567	
October "	18	9	4	16	5	1	1	7	5	26	21	47	194	4	198	555		
November "	58	9	1	9	1	1	1	3	3	6	9	12	42	...	...	172	
December "	257	15	1	24	29	1	6	16	16	69	49	62	375	...	1566	2457		
January, 1858	22	...	...	2	...	...	...	...	...	6	10	8	24	2	269	343	
February "	119	44	6	1	16	1	26	11	29	37	99	74	356	21	167	1007		
March "	257	63	13	25	28	14	19	...	34	9	91	110	161	330	5	843	1945	
April "	163	61	7	10	8	4	31	8	24	9	46	83	79	234	6	633	1409	
May "	49	9	6	5	3	6	19	...	7	...	15	18	12	33	...	624	797	
June "	80	19	...	1	7	4	1	...	16	...	116	28	49	90	3	876	1290	
July "	88	35	9	23	4	1	...	...	17	12	26	53	41	166	...	563	978
August "	269	124	26	28	6	4	36	...	...	...	119	197	83	317	1	350	1590
September "	118	6	...	4	12	5	2	...	14	4	67	77	52	145	...	465	971	
October "	10	...	...	2	...	...	1	...	...	...	1	12	6	32	...	574	643
November "	358	126	16	54	12	13	68	4	17	6	155	138	158	393	33	630	2181	
December "	46	16	3	5	6	2	7	1	28	24	31	18	78	95	11	2111	2478	
Total to 31st December, 1858.	29626	12105	2169	4817	3742	1403	2694	1184	689	7355	7499	16416	12532	18495	45830	1804	10602	178,983
Deduct volumes returned for exchange, &c.																		616
Volumes sent to Mechanics' Institutes, &c., not included in the above																		178,367
																		3,900
Grand Total, Library Books, &c., despatched, to 31st December, 1858																		182,267

The Mechanics' Institutes which have received Libraries from the Depository, and the number of Volumes sent to each, are, in alphabetical order, as follows :—

	Vols.	Years.		Vols.	Years.
Baltimore	75	1858	St. Catharines	60	1854
Berlin	158	1855	Thorold	300	1858
Chatham	213	1857	Toronto	275	1856
Cobourg	359	1856	Vankleekhill	106	1858
Collingwood	46	1857	Whitby	244	1857-8
Foothill	157	1858			
Lindsay	106	1858			
Georgetown	372	1853-4	Total	3256	
Huntingdon, C. E.	159	1855			
Milton	68	1858	Rocks were also sent to Leeds and Grenville Agricultural Society	208	1855
Naples	27	1857	McGill College, Montreal	206	1857
Newmarket	37	1858	Summa Dialectic Society	82	1858
Oakville	230	1856	Southold Agricultural Society	23	1858
Port Perry	109	1858	Various other institutions, &c.	131	1851-8
Smith's Falls	73	1857-8			
				3900	

 XII. TABLE O.—MAPS, APPARATUS, PRIZE BOOKS.—(Pages lxxxiv.–xcvii.)

Table O. shows the amount which has been expended in providing Maps, Apparatus, and Prize Books for the schools, and the number supplied. The appropriations from the Clergy Reserve Fund in 1857, which had added so much to the Libraries, added proportionally to the amount expended for Maps, Apparatus, and Prize Books. Nevertheless, the amount provided and expended under this head, in 1858, was \$11,810—\$6,308 less than the sum appropriated in 1857.

The number of Maps of different kinds as detailed in the Table sent out in 1858, was 2,201; the number of Globes, Orreries, Tellurians, sets of Apparatus, and various articles was 1,474, including 3 complete sets of Meteorological Apparatus;* the number of sheets of Natural History and Phenomena, Scripture History and other Object Lessons was 12,350; the number of Prize Books was 8,045—being an increase under this head of 5,488 volumes.

Summary and General Remarks relative to the system of providing Public Libraries, Maps, and School Apparatus.

It was not until 1853 that provision was made by law for apportioning one hundred per cent. upon all contributions by Municipalities and School Sections from local sources, to encourage and aid them in procuring Libraries for their Schools, and not until 1855 that a similar provision was made for providing Maps and Apparatus. During the previous years the Municipal and School authorities were supplied with school requisites at cost prices, but without the apportionment of one hundred per cent. upon their contributions. So though Mechanics' Institutes are supplied with Library Books, and professional teachers and schools are supplied with classical school books at the net catalogue prices, no apportionment from the Library and Apparatus Grants is allowed to them.

To give a summary view of what has been done to supply the Municipalities and School Sections with Libraries, Maps and Apparatus, the following Table has been prepared:

* A set of Meteorological Instruments, &c., consists of: 1 Self-Registering Maximum Thermometer, 1 Minimum Thermometer, 1 Standard Barometer, 1 Hygrometer; manufactured by Negretti & Zambra, London; Rain Gauge, Drew's Meteorology, Glaisher's Hygrometrical Tables, Record Book, Book of Instructions, Register, Abstract Book, Plan of Stars, &c., Wind Vane procured at the Station.

A list of the Meteorological Stations at the Senior County Grammar Schools to which these instruments have been sent will be found in Table H., page lx.

TABLE showing the value of articles sent out from the Educational Depositories during the years 1851 to 1858 inclusive.

Year.	Articles on which the one hundred per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus dispatched.
	Public Library Books.	Maps, Apparatus and Prize Books.		
	\$ c.	\$ c.	\$ c.	\$ c.
1851.....	.....	.....	1414 25	1414 25
1852.....	.....	.....	2981 13	2981 13
1853.....	.....	.....	4233 14	4233 14
1854.....	51376 23	.....	5514 18	56890 41
1855.....	9947 15	4655 53	4389 40	18992 08
1856.....	7275 82	9320 87	5726 76	22323 45
1857.....	2200 92	18118 28	6459 20	26778 40
1858.....	3982 99	11810 28	6972 05	22765 32
Total...	\$74783 11	\$43904 96	\$37690 11	\$156,378 18

Tables N. and O. (Pages lxxviii. and lxxxiv.) show how extensively and in what detail this work is diffused to the various Municipalities. In this connexion the following facts may be noted:—

1. That the books for Libraries, and Maps and Apparatus of every description, are furnished to the remotest Municipalities and School Sections in Upper Canada, at lower prices than they are retailed to the public in London, Edinburgh, Boston, New York or Philadelphia; in addition to which one hundred per cent. is added to the local contributions of our Municipalities and School Sections for these purposes.

2. That all the text-books used in the schools (except the classical, and one or two others.) are *printed* in Canada, and mostly on paper of Canadian manufacture; and nearly all the Maps and Apparatus, (such as Globes, Orreries, Tellurians, &c. &c. &c.) are manufactured in Canada, after having been carefully revised or improved under the direction of the Department. Copies and models are furnished by the Department to the publishers and manufacturers, and they are allowed to use them at their discretion in producing articles for sale to all individuals and families desiring them, while the Department confines its supplies to the Municipalities and School Sections. It is highly creditable to the parties engaged in this publishing and manufacture, to state, that their work is generally not only equal in point of excellence to that of the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper.

3. That this method of creating and developing Canadian manufactures of articles seldom produced in a new country, and of supplying the Municipalities

and School Sections with Libraries and all the appliances of school instruction, must largely contribute to the improvement of the schools, and to the intellectual and social advancement of the country.

XIII. SUPERANNUATED TEACHERS. (*Pages xcvi–cix.*)

Table P. contains a list of the Superannuated or worn out Common School Teachers, who have been admitted as pensioners on the small grant which has been made for their relief; the age and abstract of the case of each pensioner, &c. It will be seen that the aggregate number of the pensioners is 170, of whom 15 have already died. The average age of the 155 survivors is 65 years, and their average period of service $21\frac{2}{3}$ years. Of these pensioners, 54 are members of the Church of England; 50 members of the Presbyterian Churches; 27 of the Church of Rome; 18 of the Methodist Churches; 5 of the Baptist Churches, &c. &c.

The maximum of the sum allowed as a pension is at the rate of six dollars for each year that the pensioner has taught a Common School in Upper Canada; but the number of the admitted claimants is so large in proportion to the sum to be distributed, (\$4,000, besides subscriptions,) that the amount available for each pensioner is less than two dollars for each year he has taught. No new claimants are admitted except those who pay their annual subscriptions according to the regulations; and comparatively few teachers seem to avail themselves of the privilege. As the existing pensioners die, those who survive will, of course, receive a larger dividend; and the teachers who subscribe will be materially assisted when they become worn out, as none but subscribers will hereafter be entitled to participate in the fund. The official regulations in regard to Superannuated Common School Teachers will be found in the Appendix E., page 156.

Tables from Q. to U. inclusive, (pages cx–cxxxvi,) present a complete view of the receipts and expenditures of school moneys for every purpose and school authorized by law; as also a statistical abstract (Table S.) exhibiting the comparative state and progress of education in Upper Canada from 1842 to 1858 inclusive.

XIV. REFERENCES TO THE APPENDICES.

Appendix A. (pp. 1–84) contains extracts from local reports, to which I have already referred, p. ii.

Appendix B. (pp. 84–95) contains a very valuable paper from the Rev. H. Mulkins, on *Prison Libraries*, and the operation of the Library in the Provincial Penitentiary. This is followed by several other brief reports from the Governors and other officials of Gaols, in which the Department has aided the authorities to establish libraries.

Appendix C. (pp. 95–123) contains a lucid report, with useful suggestions, on the state and progress of the Grammar Schools, by the Rev. W. Ormiston, A.M.,

sole Inspector of Grammar Schools for 1858; also a statement of the objects and regulations of the *Model Grammar School*, and the Programme of Studies, Text Books and Regulations of the Grammar Schools of Upper Canada.

Appendix D. (pp. 123–135) states the origin and progress of the Provincial *Normal School*, its Regulations, and the Programme of Studies.

Appendix E. (pp. 135–159) contains the General Regulations relative to the Common Schools of Upper Canada, the duties of County and Township Councils, Trustees, County Boards, Local Superintendents, Teachers, &c., together with the Revised Programme for examination and classification of Teachers, a Special Notice to Teachers, and the Forms and Regulations for Superannuated Teachers.

Appendix F. (pp. 159–166) contains the apportionment of Legislative School Grants for the current year, 1859.

Appendices G. and H. (pp. 166–172) contain Circulars and Addresses.

Appendix I. (pp. 173–175) explains the principles on which Books for the Public Libraries have been selected, and the regulations according to which Library and Prize Books, School Maps, and Apparatus are furnished to the Municipalities and Schools.

Appendices J. and K. (pp. 175–179) contain a brief statement of the character and objects of the Educational Museum for Upper Canada, and the Building and Rooms in which it is established. I regret not having been able to procure in time for this report, an engraving of the Model Grammar School Building.

In the extracts from my report for 1856, published separately, I gave an engraving of the Educational Museum at South Kensington, London, established by the Committee of Her Majesty's Privy Council on Education, and some account of it, together with a statement of the origin and objects of our own Educational Museum. I need not therefore enlarge upon the subject again in this report. I may observe that the influence of the Museum quite corresponds with that which is said of the Educational Museum in London. The number of visitors from all parts of the country, as well as from abroad, has been considerable; and the greatest satisfaction and delight has been generally expressed with the contents of the Museum. But the establishment of the School of Art and Design is essential to the practical use of a large portion of the contents of the Museum and the full accomplishment of its objects.

Appendix K. (pp. 180–200) contains an account of the Department of Public Instruction and its duties, together with a list of the Local Superintendents appointed by the County Councils to inspect the schools and administer the law. The Department has frequent communication with the 463 Municipal Councils,

with great numbers of the Trustees and Teachers of the 3,866 schools, besides the 303 Local Superintendents. The letters *sent out* per annum from the Department (not including circulars) have increased since 1850 from 720 to 4,627.

Of the 303 Local Superintendents of schools appointed by the Municipal Councils, 166 are Laymen, and 137 are Clergymen. Of the latter, 43 are Clergymen of the Church of England, 2 of the Roman Catholic Church, 57 of the Presbyterian Churches, 12 of the Methodist Churches, 15 of the Baptist Churches, 5 of the Congregationalist Churches, and 3 not ascertained.

XV. GENERAL AND CONCLUDING REMARKS.

Having thus given a statistical and practical view of the state of the Schools, and the working of the system, I have now to offer some remarks on two or three features which some writers continue to mistake and misrepresent.

1. The first relates to the QUESTION OF RELIGIOUS INSTRUCTION in the Public Schools. I discussed this question at length in my last report, as also in some preceding reports. I need not discuss the question again at length in this place; but think it proper to furnish anew the antidote to the representations which some writers persist in making, when they oppose the Public School system upon the ground that it is opposed to that religious education which it is the duty of every Christian parent to give to his children: whereas, so far have I been from regarding religious education as a secondary duty or interest, or establishing a system which ignored it, I have on every occasion insisted upon the religious education of youth as the first duty of parents,—as the first interest of the country, and of the individuals of its rising and future generations; and these objects have been regarded as permanent, so far as the State has power to promote them, in the construction of the School system in all its details. In a letter, dated 14th July, 1849, and addressed by me to the late Hon. R. Baldwin, C.B., then Premier of Upper Canada, I employed the following strong language:

“Be assured that no system of popular education will flourish in a country which does violence to the religious sentiments and feelings of the Churches of that country. Be assured, that every such system will droop and wither which does not take root in the Christian and patriotic sympathies of the people,—which does not command the respect and confidence of the several religious persuasions, both ministers and laity—for these in fact make up the aggregate of the Christianity of the country. The cold calculations of unchristianized selfishness will never sustain a School System, and if you will not embrace Christianity

in your School System, you will soon find that Christian persuasions will commence establishing Schools of their own ; and I think they ought to do so ; and I should feel it my imperative duty to urge them to do so.”—*Correspondence between Members of the Government and the Chief Superintendent, 1850, page 54.*

In my last report, I introduced a lengthened discussion of the question with four paragraphs, in which, after referring to the supreme importance of the subject, I distinguished between the delegated powers and functions of the State, and the Divine rights and duties of the Parent and the Church in regard to the bringing up of the rising generation ; and according to that natural and Divinely appointed *division of labour* is our School System constructed, and are the three-fold labours of the State, the Parent, and the Church, combined in the elementary education of the children and youth of the land. The paragraphs referred to, are as follows :

“ 1. Man has a higher destiny than that of States ; for these are born, and live, and die upon the earth,—man survives the earth, and is created for higher employment and higher distinctions and happiness than the earth affords. It is not state legislation that makes known to man his high destiny, nor state law that qualifies him for it. It is religious truth that reveals to him his immortal nature, and provides the proper food for its nourishment and perfection. Religious instruction is, therefore, an essential part of the education of every human being. The absence of religious instruction in youth is the precursor of the absence of religion in manhood. It is, therefore, alike the Divine command and the instinctive dictate of enlightened piety, “to bring up children in the nurture and admonition of the Lord.”

“ 2. There is then no difference of opinion, there is no question, as to the necessity and importance of religious instruction for the youth of the country. But the question is, to whom is the Divine command to provide for it given—to the parent or to the State ? It is clearly the duty of the State to provide for the security of life and property, and therefore to punish all crime that endangers the one or the other. It is clearly within the province of the State to provide for its own safety, and to do much for the well-being of man in his temporal and social relations ; and as education is essential to the security of government, the supremacy of public law, and the enjoyment of public liberty, as well as to the individual interests of the members of the community, it becomes the duty of the State, or of the people in their civil capacity, to provide for it. This the State can do ; this is within its legitimate province ; this is the common interest of all as men.

“ 3. But as there is a destiny, so there is a mission higher than that of States. The State is not the individual parent of the child, nor is the State the Christian Church ; nor was it intended to supersede either the parent or the church. The

functions of the parent and of the church are prior to and above those of the State. It is not to the State that the command was given, to "preach the Gospel to every creature," and "bring up children in the nurture and admonition of the Lord." Though religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the Divinely appointed religious instructor of the people. Nor can the State perform that work without determining the kind of religious instruction to be given, and appointing the religious instructors. This may be done where the State is the Church and the Church the State, as in the Roman States of Italy and in Turkey; but it is at the expense of all civil and religious liberty on the part of the people. It may also be done where but one form of religion is established and supported by the State, and where the clergy are officers of State; but in such circumstances there is no provision for dissentients, educationally or religiously, except at the expense of their religious rights and convictions. In none of these cases is there any instance in which civil or religious freedom has been enjoyed, or the people of a country educated; on the contrary, in every instance, the mass of the people have grown up in ignorance, and in most instances a government of absolute and oppressive despotism has prevailed.

"4. There remain but three other courses of action. The *first*, is to do as has been done in some of the neighbouring States, namely, to ignore religion altogether in a system of Public Instruction; an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The *second* is, to commit the public schools to the care of the religious denominations, as has been attempted in England, where £600,000 sterling are granted by Parliament for elementary education, and where there are only some 700,000 children in the schools, out of upwards of 4,000,000 children of school age. The *third* course is, for the State to provide for the education of the youth of all religious persuasions in *secular subjects* and at the same time to provide facilities by which such religious instruction may be given to the children of each religious persuasion as is desired and provided for by their respective parents and pastors. This is the system which was proposed and established for Ireland in 1831, but which now exists in only 1600 out of the 5000 schools aided by the National Board of Education in Ireland. This is the system which has been established in Upper Canada, and which now prevails, with the single exception of the 104 Separate Schools. In this system, as was the case in Ireland in regard to all the National Schools, the Commandments are taught, the daily exercises of the school are allowed and recommended to open and close with a recognition of Almighty God in such form of thanksgiving and prayer as the authorities of each school prefer, but no pupil is compelled to join in them contrary to the wish of his parents or guardians; the rights of conscience in regard to each child are equally protected; each parent's authority and wishes are supreme on the subject, and provision is made by which each child can receive religious instruction according to the wishes of his parents or guardians, and from

his own pastor or his authorized representative. The authorities of each school decide what version of the Scriptures shall be read at the opening and close of the daily exercises of the school, or whether any version shall be used. The Forms of Prayer prepared for the convenience of Local School Authorities who wish to use them, consist of collects and petitions, which are used alike in both Roman Catholic and Protestant Churches; but it is at the discretion of the authorities of each school to use those or any other form of prayer they think best.* There is no compulsion in the matter; nor has the State any right to compel in matters of religion. The State aids parents in the teaching of their children the *secular subjects* of a necessary education during six or seven hours each week-day, but, the *religious part* of the education of children as well as their food and clothing and their education during more than two-thirds of each week-day and the whole of Sunday, must rest exclusively with parents and their clergy, who, both by the injunctions of Scripture and their respective books of faith and discipline, are required to teach their children their catechisms and “bring them up in the nurture and admonition of the Lord.” [Page 18-24, Report for 1857.]

In my report for 1851, I thus explained how the principle of religious education should be recognized and provided for in respect to both day schools and the higher seminaries of learning, and the relations of the State, Parents and Christian denominations in regard to each class of educational institutions:

“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 religious 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 of 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, or the common school system.

“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

* See the Regulations on the subject of Religious Instruction in Schools, in Appendix to this Report, [1858] pp. 136—138.

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 their pastor and parent. Hence what is supplied by the parent and pastor at home, ought as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

“Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, or 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.” [Page 24, Report for 1857.]

It is thus seen that I have not ignored religion even in regard to Seminaries and Colleges, and that in no instance, and in no respect, has *religious* education been ignored or overlooked in our system of elementary schools, but that the State, or people collectively, propose to do what never has and never can be otherwise done by other parties,—namely, provide the means of day school instruction for all the children of the land; and it then provides facilities to enable both parents and pastors to do what the State, or people collectively, cannot do, but what JEHOVAH Himself has commanded parents and pastors to do,—namely, “to train up children in the nurture and admonition of the Lord.” If the State, or people collectively, are responsible for the one, parents and pastors individually, are responsible for the other. They have no right to impose upon the State, or upon any State teacher, what God hath enjoined upon them, any more than the State has a right to usurp the religious functions of the Parent or the Church.

But were the authorities and supporters of the schools disposed to carry even to the schools, *mixed religious* teaching to a greater extent than has been proposed, there would be no compromise of religious faith in their doing so; since there is no difference in the essentials of faith, any more than of words, among all the religious persuasions of Upper Canada, except one or two small congregations of Unitarians and Jews. It is known that the "Symbol of Faith," or "Apostles' Creed," is the same, *verbatim et literatim*, in the Roman Catholic, as in the Protestant Churches. To show the extent to which this Apostles' Creed expresses the Faith of the religious persuasions of Christendom, I quote the following account of a general meeting for prayer and supplication, lately held in one of the Protestant Episcopal Churches of Philadelphia, and published in the Protestant *Episcopal Recorder* :

"Dr. Nevin, of the Presbyterian Church, (Old School) rose and stated, that the Apostles' Creed was one of the symbols of his branch of the Church, and it might be of all the churches represented, and proposed that Mr. Cracraft, (the rector) should repeat it as the creed of the meeting, all standing and joining in it. Instantly every individual of the vast assemblage rose to his feet, and every voice responded, while the minister said :

"I believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ his only Son, our Lord, who was conceived by the Holy Ghost, Born of the Virgin Mary, Suffered under Pontius Pilate, Was crucified, dead, and buried; He descended into hell; the third day He rose again from the dead: He ascended into heaven, and sitteth on the right hand of God the Father Almighty; from thence He shall come to judge the quick and the dead. I believe in the Holy Ghost; the Holy Catholic Church; The Communion of Saints; The Forgiveness of sins; The Resurrection of the body, And the Life everlasting, Amen."

"Nearly two thousand people—Episcopalians, Presbyterians, (Old and New School,) Seceders, Covenanters, Dutch Reformed, German Reformed, Baptists, Methodists, Lutherans, Moravians, Independents—all repeated with the simplicity of children, this grand old formula which has come down to us on the stream of ages—'I believe in God, the Father Almighty!' Even a calm spectator, not easily excited, and standing aloof from any enthusiasm of the moment, could not but be moved. As the 'Apostles' Creed,' is the only uninspired summary of Christian doctrine in which all these churches believe, it seemed like an Act of Union of the Church Universal. It brought startlingly, and judging from the appearance of the congregation, affectingly to every individual, the idea so much lost sight of, that in all that is essential, these Christians, cut up into what are called *sects*, are in fact one."

Here is a platform of common faith, as the Ten Commandments furnish a

common platform of morals. There may be rival sects and parties among Protestants, as there are rival orders and parties in the Roman Catholic Church; but as the latter all rally under the standard of one POPE, and aim at a common object, so the former all rally under the standard of one BIBLE, and aim also at a common object. Yet both great divisions of Christendom avow a common Symbol of Faith, professedly received by them from the Apostolic Churches, and can therefore, without any compromise on either side, combine to teach their children the *faith*, as well as *morals* of the Apostles. It is only when they wish to teach their children what is not contained in the creed of the Apostles, or Ten Commandments, that they are *compelled* to separate. It is true that they differ in forms of worship and in matters of ecclesiastical discipline and procedure; but these form no part of the Apostles' Creed, or of the Ten Commandments, or of the Lord's Prayer, and therefore need not be taught in Schools of Apostolic Faith, of Apostolic Morals, and of Apostolic Charity.

I make these remarks to show, how far even *combined religious* teaching could be carried in the public schools, did not adverse jealousies and influences prevent it; but this is not involved in our common school system, which recognizes and provides facilities for *separate religious teaching*, under the direction of Parents and Pastors, whom God has appointed to teach children, as well as others, those Truths which are able to "make them wise unto salvation."

The School System, therefore, instead of ignoring religious education, as has been most unjustly asserted, recognizes it,—is based upon it,—provides for it, by giving to God, or the Church, the things that are God's, at the same time that it gives to Cæsar, or the State, the things that are Cæsar's; it assumes and maintains inviolate the Divine right and duty of the Parent and Pastor, while it provides for the human duty of the Teacher and the State; in its every school it is the voluntary creation of its supporters, the expression of their will, and the benefactor of their offspring.

2. A second point on which I beg to remark, is

THE DEFECTIVENESS OF OUR MUNICIPAL LAW IN REGARD TO VAGRANT AND IDLE CHILDREN IN CITIES, TOWNS AND VILLAGES.

In most of these municipalities, *free schools* have been established by the rate-payers, (who alone, have power to decide upon the mode of supporting their schools)—that is, schools to which all contribute according to their property, and to which all residents between the ages of five and twenty years have an equal right of access, without further payment of fee. But some of the largest rate-payers naturally object to this mode of supporting the Schools, unless means are employed to secure to all the children, especially to the more needy classes, the benefit of the Schools; that numbers of children are idle in the streets, quarrelling, swearing, and pilfering, and being sent to prison, while Schools are provided, supported, and open for their reception. Some have even objected to the School

system on this ground. But it is clear that the Schools cannot be accountable for the conduct of those who never enter them; and the statistics of youthful crime show, that scarcely one of the juvenile delinquents is, or ever has been a regular pupil of the Schools. Nor does any party under the School Law possess any power to *compel* parents to send their children to School any more than any party, by the common or ecclesiastical law, possesses power to compel attendance at a church, which has been built and opened *free* to all. The defect is not in the School System, or School Law, but in the *Municipal law*, by which each Municipal Council should be invested with power to impose penalties in all cases of street idleness and vagrancy, and to punish, or send to a House of Industry and instruction, all persons from the ages of six to sixteen or eighteen years of age who have no employment and attend no School. On this point, I beg to reiterate the remarks which I made in my last report :

“The rational objection is not that the people are municipally invested with too large powers for the education of the rising generation, but that those powers are still too limited to enable them to accomplish the great object desired—the education of all the youth in each Municipality. If ignorance is an evil to society *voluntary* ignorance is a *crime* against society. And if society is invested with power to relieve all from the evil of ignorance by providing for the education of all, the safety and interests of society, no less than the mission of its existence, require that it should be able to suppress and *prevent* the crime of *voluntary* ignorance by punishing its authors. If *idle mendicancy* is a crime in a man thirty years of age, why is not *idle vagrancy* a crime in a boy of ten years of age? The latter is the parent of the former. Why is not crime prevented by being punished and suppressed in its commencement, rather than be allowed to advance to the completion of manhood, ignorance, mendicancy and even theft, before being punished?

“In most European cities, except those of the Roman and Neapolitan States, street mendicancy, and especially idle mendicancy, whether in the young or old, is a crime punishable by law; and in many cities of Europe and in several States of Germany and Cantons of Switzerland, as also in some of the cities and towns of the neighbouring States, voluntary ignorance and idle vagrancy in youth is not less a crime, as it is a still greater evil to society. Why should it not be held as a crime, as well as an evil, in the cities and towns, and incorporated villages of Upper Canada? If society voluntarily and patriotically taxes itself to provide a free school for all the youth who will voluntarily enter it, why should it be prevented from sending to a school of reform, labour, and instruction, those who will enter no school, public or private, who pursue no labour, but are habitually committing the crime of idle ignorance and vagrancy, if not practising all kinds of vice? If parents cannot, or will not, prevent such crime in their own children, ought not society to do so? Ought it not to do so, and be empowered to do so, upon the double ground of self-protection and common humanity?” [Pages 26, 27.]

3. In conclusion, in my last report I compared the working and results of our School System with those of the School Systems of Great Britain and Ireland. I had intended in this report to institute a similar comparison between our School System and those in the principal neighbouring States; but I must defer this for another year. In the mean time, I trust the statistics and documents of this report, together with the observations with which I have thought proper to accompany them, furnish increased evidence that our School System, unanimously supported by successive Governments and Parliaments, and voluntarily sustained by the people in their several municipalities, is not less adapted than heretofore to teach self-reliance and self-government, to develop the spirit of liberty, in harmony with obedience to law, to unite Church and State in their appropriate and noblest work, to diffuse education and knowledge among all classes in the land, in connexion with the Christianity of the land.

I have the honor to be,

YOUR EXCELLENCY'S

Most obedient, humble Servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,
Toronto, July, 1859.

PART II.
STATISTICAL REPORT,
1858.

Table A.

THE COMMON SCHOOLS

COUNTIES.		RECEIPTS BY LOCAL SCHOOL AUTHORITIES.						Total Receipts for all Common School purposes, 1868.
		FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				
		For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill for Fees.	Balances and other Receipts.	
<i>Counties.</i>	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	
1	Glenagarry.....	2479 26	...	2295 52	3257 50	3627 38	119 37	11779 03
2	Stormont.....	1629 60	...	1748 00	3150 68	1350 92	358 80	8237 40
3	Dundas.....	1848 00	12 00	2426 92	6733 24	1383 83	193 76	1257 75
4	Prescott.....	1478 46	31 75	2000 00	4190 51	521 63	...	8222 35
5	Russell.....	529 82	...	610 32	1961 91	736 95	1166 58	5005 58
6	Carleton.....	3042 64	108 50	3063 88	8982 89	4246 90	614 74	20059 55
7	Greenville.....	2184 22	10 13	2134 00	5512 27	3333 83	1810 30	14984 75
8	Leeds.....	3452 94	53 00	3398 53	7123 29	8858 60	2633 74	25520 10
9	Lanark.....	2908 00	287 50	2908 40	8224 09	4767 52	851 83	19947 34
10	Renfrew.....	1403 00	309 20	1509 82	5831 95	1268 25	475 79	10798 01
11	Frontenac.....	2263 40	19 34	2188 60	10062 24	2204 69	956 18	17663 85
12	Addington.....	1728 75	11 00	1735 00	5992 08	2315 78	967 28	12809 89
13	Lennox.....	776 00	16 25	760 00	8377 68	1792 28	615 65	6526 89
14	Prince Edward.....	1966 60	170 66	2260 00	8377 68	5496 53	1160 67	19432 04
15	Hastings.....	3439 86	160 99	3124 43	13815 07	5459 03	1287 54	26586 98
16	Northumberland.....	3291 22	95 81	3268 80	15862 82	5540 88	3140 70	31240 23
17	Durham.....	3162 89	132 30	3153 50	18534 39	3759 17	1496 24	39228 77
18	Peterboro'.....	1778 00	164 52	2195 77	7943 03	3445 47	313 24	15840 03
19	Victoria.....	1641 00	89 25	1690 00	9554 70	1699 85	145 57	14829 37
20	Ontario.....	3359 20	173 01	3361 20	13910 58	9440 86	5013 20	35258 05
21	York.....	6223 12	448 00	6181 00	28761 89	11200 66	4561 27	57965 94
22	Peel.....	3710 00	83 51	2710 91	14995 40	6065 26	1493 23	28058 30
23	Simcoe.....	3188 10	397 01	4727 35	13546 13	8224 14	8705 09	39087 82
24	Haltim.....	2186 00	168 99	3594 77	9076 51	4471 35	1514 89	20922 51
25	Wentworth.....	2659 00	112 21	2659 00	13886 17	6764 78	1663 51	27744 67
26	Brant.....	1929 00	95 89	2160 00	7935 93	8842 55	1872 41	22815 78
27	Lincoln.....	2065 28	191 49	2430 00	7133 14	5976 97	2544 89	20281 77
28	Welland.....	2090 20	77 58	3962 45	8253 10	6688 21	3901 60	2392 94
29	Haldimand.....	2213 44	122 88	2596 00	8560 55	7431 89	3918 16	2774 02
30	Norfolk.....	2697 27	35 00	2603 00	13150 78	3779 03	1514 90	23689 98
31	Oxford.....	3647 00	178 62	3617 00	32498 46	6470 85	4229 30	49063 63
32	Waterloo.....	3279 73	209 97	4855 16	10925 27	3554 23	4495 05	35450 41
33	Wellington.....	3329 60	297 30	4802 75	16890 84	3066 11	3474 72	32452 32
34	Grey.....	1750 00	51 03	2190 00	9272 12	815 92	1671 41	16050 48
35	Perth.....	2566 92	124 57	3205 69	14194 13	1713 35	3842 29	25646 95
36	Huron.....	3261 00	323 59	3333 14	23145 11	2921 37	1629 16	34713 40
37	Bruce.....	1372 24	100 25	1286 50	7223 75	752 75	1511 84	12247 33
38	Middlesex.....	4277 36	254 75	4244 77	20110 45	8887 16	5322 43	45993 92
39	Elgin.....	2815 00	142 00	2820 00	14208 25	3784 97	2783 72	26553 94
40	Kent.....	2162 89	50 50	2139 35	11238 19	2789 53	1769 52	20149 98
41	Lambton.....	1770 00	112 63	2200 60	19135 91	2122 34	2122 70	27763 58
42	Essex.....	2921 93	67 20	2987 08	9799 64	1168 61	882 04	16326 50
	Total.....	104658 25	5187 23	16718 06	472399 38	179382 38	88975 68	967621 03
Cities.								
1	Toronto.....	6443 36	242 55	28672 00	...	...	1284 55	36642 76
2	Hamilton.....	2434 89	155 21	18650 00	...	2625 77	10799 24	34675 02
3	Kineston.....	2213 25	...	8918 00	860 72	142 90	913 64	12988 60
4	London.....	1591 45	...	6991 98	261 75	47 ...	5922 46	16984 64
5	Ottawa.....	2975 20	...	4090 00	...	618 64	3389 86	10083 70
	Total.....	14758 06	398 06	70211 98	1062 47	3434 40	21479 75	111374 72
Towns.								
1	Belleville.....	939 04	...	2557 54	3989 26	11 00	594 95	8091 79
2	Bowmanville.....	226 60	60 88	2920 00	...	537 96	160 26	2989 10
3	Brantford.....	555 19	...	5863 33	77 00	1552 73	4730 91	12779 07
4	Brockville.....	643 00	...	2745 00	...	...	...	3388 00
5	Chatham.....	383 15	50 00	2039 93	105 00	743 69	501 82	3823 50
6	Coosburg.....	452 98	61 37	2500 00	2390 00	580 93	199 26	5894 54
7	Collingwood.....	In T.p.	...	...	...	...	...	...
8	Corrwall.....	190 60	...	1000 00	...	126 00	242 42	1558 42
9	Dundas.....	550 13	10 69	362 90	...	547 75	4100 22	5551 69
10	Galt.....	277 60	12 02	4190 68	...	...	2183 65	6933 35
11	Goderich.....	250 00	20 ...	2800 00	...	...	1489 13	4589 13
12	Geolph.....	631 20	14 51	2393 60	...	789 50	725 14	4693 95

OF UPPER CANADA, 1858.

Table A.

EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.

	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School-houses.	For Rents and Repairs of School-houses.	For School-books, Stationery, Fuel, and other expenses.	Total Expenditure for all Common School purposes, 1858.	Balances unexpended.
	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.
1	9283 11	8 00	1617 89	270 01	121 51	11800 52	478 51
2	6843 10	...	500 76	141 36	138 03	7623 25	614 15
3	10082 25	...	393 47	265 43	305 04	11070 19	1517 56
4	6702 63	24 00	781 02	225 74	131 89	7904 78	317 57
5	2673 39	2 00	1895 53	100 40	91 70	4763 02	242 56
6	16539 76	217 00	290 38	290 33	329 16	17657 63	2401 92
7	10776 67	67 46	868 81	435 10	15 33	12153 37	3891 38
8	18289 92	106 00	2503 12	743 91	346 38	22049 33	3470 77
9	15523 30	575 00	1057 03	386 56	51 46	17503 35	2333 99
10	5202 34	618 40	474 00	403 70	216 52	6974 96	3823 05
11	11306 87	38 68	2037 70	468 37	644 78	14556 40	3107 45
12	8282 06	22 00	1285 28	239 25	318 49	10238 08	2571 81
13	4293 09	32 50	650 18	139 27	197 49	5203 53	1323 36
14	14093 67	341 12	1256 64	486 69	1136 49	17314 01	2118 03
15	18839 98	321 98	2502 45	558 64	647 85	22861 90	3725 08
16	18723 40	191 62	2479 94	700 81	1753 80	23819 57	7399 66
17	21351 52	264 60	2791 14	654 02	1012 47	26073 75	4135 02
18	9808 57	329 04	1498 05	48 09	179 68	11863 43	3976 60
19	7829 19	178 50	283 24	516 64	395 16	9223 73	5596 64
20	21309 57	259 15	3512 40	912 36	1578 29	27592 77	7665 29
21	43420 52	896 00	4372 11	1401 05	4331 87	54421 55	3264 38
22	21479 13	179 49	1843 40	835 28	770 75	24808 05	3250 25
23	19371 55	794 02	4734 09	537 24	7536 42	32973 32	6114 50
24	16527 13	397 98	733 24	431 08	1752 51	19781 94	1140 57
25	19499 82	224 42	2517 25	1419 22	1096 17	24696 89	3047 78
26	17303 61	191 78	1222 45	474 45	1090 05	20282 34	2533 44
27	13924 77	383 98	1362 05	375 15	635 69	16681 64	3690 13
28	15619 84	154 76	99 44	439 85	1299 28	17514 17	6468 77
29	17598 91	246 76	699 85	455 02	1269 05	20268 59	4594 33
30	14228 23	71 75	1543 66	423 88	893 78	17161 30	6528 68
31	27048 34	352 04	6796 96	559 81	1906 09	30654 24	4014 39
32	24114 26	419 94	3963 90	789 05	2158 84	31436 99	4022 42
33	20839 51	594 60	2865 88	877 61	1642 21	26819 81	5632 51
34	8519 85	102 06	1869 04	609 17	1167 73	12258 85	3791 64
35	15995 29	249 14	3709 74	459 45	1515 73	19839 35	3807 60
36	25113 93	647 18	1779 80	861 63	961 08	29363 72	5249 68
37	9102 38	200 50	1686 36	351 22	472 10	11812 56	434 77
38	31167 29	590 50	2318 04	988 48	1371 06	36294 37	6392 55
39	18039 59	284 00	1629 66	380 83	1748 93	22983 01	4470 93
40	14535 97	101 00	300 45	219 28	934 55	16082 25	4667 73
41	17439 09	225 26	2028 28	579 56	1255 47	21527 57	6246 01
42	11942 87	140 40	765 11	577 36	419 52	13785 26	2511 24
	660611 18	10956 11	77119 90	22067 75	45660 40	816415 34	151205 69
1	15843 35	488 04	2138 78	1410 93	12130 45	32041 55	4601 21
2	13731 33	1337 24	.....	3122 87	3662 23	21833 67	12821 35
3	5293 63	40 00	4231 23	1314 81	1625 82	12555 49	453 11
4	7226 78	.....	1176 70	374 25	1908 35	10686 08	6298 56
6	4885 38	30 00	414 92	610 50	1655 14	7595 94	2487 76
	46980 47	1895 28	7961 63	6893 36	20081 99	84712 73	26561 90
1	2368 01	.....	40 00	463 36	1214 94	4086 31	4005 48
2	2107 94	101 76	.....	87 80	580 61	2877 41	111 69
3	3475 98	.....	4515 81	1128 16	3523 80	12643 75	135 32
4	2273 86	.....	.....	.....	432 60	2085 36	702 64
5	3030 00	100 00	.....	180 83	497 45	3808 28	15 22
6	237 50	144 73	.....	404 55	323 63	3260 41	2634 13
7	.....	.....	.....	.....	.....	.....	.....
8	1080 00	.....	115 00	.....	205 25	1400 25	158 17
9	1567 11	21 38	2370 00	.....	418 18	4976 67	575 02
10	3442 37	24 04	392 37	.....	675 83	4534 61	2128 74
11	2295 00	240 00	1266 54	43 87	1033 72	4589 13	.....
12	2506 25	29 02	267 80	378 35	503 23	3684 65	919 30

Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNS, MUNICIPALITIES, AND VILLAGES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.						
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for all Common School purposes, 1858.
	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill for Fees.	Balances and other Receipts.	
	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.
<i>Towns (Continued.)</i>							
13 Lindsay.....	In Tp. ....	....	....	....	....	....	....
14 Milton.....	In Tp. ....	....	....	....	....	....	....
15 Niagara.....	475 32	11 89	72 00	....	498 00	267 40	1972 52
16 Oakville.....	In Tp. ....	....	....	....	....	....	....
17 Owen Sound.....	142 00	....	1757 22	....	....	377 90	4277 12
18 Paris.....	293 72	23 13	7017 19	82 85	58 38	952 33	8427 60
19 Perth.....	265 28	....	265 28	....	407 25	5001 49	5939 30
20 Peterborough.....	486 36	....	900 00	....	629 96	833 73	2550 05
21 Picton.....	242 28	....	880 00	....	300 00	2187 33	3809 61
22 Port Hope.....	440 00	20 00	2473 25	....	1022 99	263 00	4219 23
23 Prescott.....	445 71	....	300 00	100 00	397 18	663 75	1906 64
24 Sandwich.....	In Tp. ....	....	....	....	....	....	....
25 Sarnia.....	100 00	13 32	700 00	....	282 75	711 32	1807 39
26 St. Catharines.....	863 79	5 00	2496 00	300 00	335 39	1290 00	6290 09
27 Whitby.....	203 00	20 00	2700 00	....	492 60	180 50	3526 10
28 Windsor.....	129 00	5 00	1871 00	....	....	....	2005 00
Total.....	9187 97	317 72	50352 92	8954 11	9313 96	27706 51	105833 19
<i>Town Municipalities.</i>							
1 Amherstburgh.....	420 67	22 30	700 00	....	273 92	45 92	1462 81
2 Barrie.....	271 11	38 28	690 00	440 00	42 50	404 97	1796 86
3 Chilton.....	40 09	29 07	1430 67	54 00	160 81	75 05	1789 60
4 Simcoe.....	268 00	....	4080 00	....	....	3057 02	7945 02
5 Woodstock.....	288 00	15 00	1800 00	....	557 52	934 00	3594 52
Total.....	1227 78	104 65	9210 67	494 00	1034 75	4516 96	16588 81
<i>Incorporated Villages.</i>							
1 Berlin.....	147 00	....	1386 30	....	....	43 47	1576 77
2 Bradford.....	In Tp. ....	....	....	....	....	....	....
3 Brampton.....	115 00	....	1400 00	....	....	38	1515 38
4 Caledonia.....	164 00	35 16	880 00	....	405 00	29 88	1453 98
5 Chippewa.....	137 00	....	882 54	....	....	447 57	1467 11
6 Chilton.....	In Tp. ....	....	....	....	....	....	....
7 Elora.....	do	....	....	....	....	....	....
8 Ferris.....	do	....	....	....	....	....	....
9 Fort Erie.....	do	....	....	....	....	....	....
10 Ingersoll.....	200 00	....	6457 15	....	509 87	508 98	7671 00
11 Iroquois.....	In Tp. ....	....	....	....	....	....	....
12 Kemptville.....	196 00	196 00	866 45	....	273 60	367 18	1799 23
13 Kincardine.....	In Tp. ....	....	....	....	....	....	....
14 Mitchell.....	In Tp. ....	....	....	....	....	....	....
15 Napanee.....	155 36	....	100 00	....	154 16	844 41	1253 93
16 New Hamburg.....	In Tp. ....	....	....	....	....	....	....
17 Newcastle.....	125 09	....	125 00	....	320 37	1498 49	2068 86
18 Newmarket.....	In Tp. ....	....	....	....	....	....	....
19 Oshawa.....	150 65	....	1000 00	385 87	374 00	583 50	2403 42
20 Preston.....	144 40	20 10	1384 51	106 68	81 37	91 54	1828 60
21 St. Mary's.....	129 09	11 00	2900 00	2284 45	....	871 06	6295 51
22 St. Thomas.....	172 00	81 64	840 00	....	....	1694 48	2638 12
23 Smith's Falls.....	110 00	....	600 00	....	203 00	106 41	1019 41
24 Stratford.....	171 99	....	1900 00	....	....	670 72	2741 72
25 Streetsville.....	In Tp. ....	....	....	....	....	....	....
26 Thorold.....	244 28	6 00	2000 00	54 00	392 16	595 68	3292 10
27 Trenton.....	144 00	....	724 72	831 72	....	....	1700 44
28 Vienna.....	108 00	....	633 56	....	....	68 28	809 84
29 Waterloo.....	In Tp. ....	....	....	....	....	....	....
30 Yorkville.....	140 00	....	800 00	....	....	1505 42	2415 42
Total.....	2692 07	209 54	23980 23	3662 72	2713 53	9812 45	43070 84
Total.....	132524 13	6517 55	270503 86	486572 68	195879 02	152491 35	1244488 59
Balances*.....	....	....	....	....	....	....	....
Grand Total.....	132524 13	6517 55	270503 86	486572 68	195879 02	152491 35	1244488 59
Total, 1857.....	131806 68	8167 15	247816 20	585142 65	150493 60	170985 04	1229416 31
Increase.....	717 45	....	22687 66	....	45380 42	....	....
Decrease.....	....	1649 60	....	98569 97	....	18493 69	46927 73

* Due to various local parties for 1858, but not paid on 31st Dec., not having been collected within the year. In the cor-

OF UPPER CANADA, 1858.

Table A.—(Continued.)

EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.

	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School houses.	For Rents and Repairs of School houses.	For School books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes, 1858.	Balances unexpended.
	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.
13	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....
15	1329 23	23 60	.....	160 00	395 88	1908 71	63 81
16	.....	.....	.....	.....	.....	.....	.....
17	935 00	5 00	1504 80	51 00	456 45	2952 25	1324 87
18	1899 32	46 26	5376 25	91 25	514 42	7927 50	600 19
19	2637 30	.....	2616 80	99 05	586 15	5939 30	.....
20	2167 30	.....	.....	160 00	523 02	2850 05	.....
21	1093 52	.....	2459 75	37 50	108 84	3609 61	.....
22	2229 00	40 00	39 85	359 68	691 45	3341 98	877 25
23	1316 10	.....	.....	143 36	410 11	1869 57	37 07
24	.....	.....	.....	.....	.....	.....	.....
25	969 00	26 64	.....	94 00	380 82	1461 46	345 93
26	3036 66	10 00	.....	281 75	1132 58	4460 99	829 10
27	2110 15	40 00	656 75	41 78	485 59	3334 27	261 83
28	1580 00	10 00	.....	69 56	183 66	1843 22	161 78
	47617 13	662 43	22221 72	4266 85	15277 61	90045 74	16787 45
1	1048 20	44 60	.....	.....	69 97	1162 77	300 04
2	640 00	76 56	244 80	58 40	178 91	1196 67	600 19
3	718 06	58 14	148 00	17 00	827 62	1768 82	20 73
4	1090 17	.....	6180 00	.....	481 04	7701 21	243 81
5	1994 17	30 00	30 47	.....	743 71	2798 35	796 17
	5496 66	209 30	6553 27	73 40	2301 25	14627 82	1960 99
1	1337 49	.....	.....	.....	207 30	1544 79	31 98
2	.....	.....	.....	.....	.....	.....	.....
3	643 64	.....	.....	85 08	446 50	1175 22	310 16
4	1100 00	70 20	96 50	14 03	143 08	1423 81	30 17
5	447 18	.....	.....	74 28	122 63	644 09	823 02
6	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....
10	815 70	.....	5466 00	55 00	1304 30	7671 00	.....
11	.....	.....	.....	.....	.....	.....	.....
12	747 00	212 00	16 00	473 22	.....	1448 22	351 01
13	.....	.....	.....	.....	.....	.....	.....
14	737 68	.....	.....	84 09	431 56	1253 93	.....
15	.....	.....	.....	.....	.....	.....	.....
16	735 00	.....	1105 65	30 00	198 21	2668 86	.....
17	.....	.....	.....	.....	.....	.....	.....
18	1447 64	.....	.....	91 07	908 90	2467 63	25 79
19	1374 18	40 20	38 00	139 64	236 58	1828 60	.....
20	407 05	22 00	679 05	.....	2339 34	3447 44	1848 07
21	1631 14	63 28	240 00	36 38	432 58	2493 38	234 74
22	600 00	.....	.....	167 17	61 24	828 41	191 00
23	1560 00	.....	185 54	92 94	318 88	2697 36	644 36
24	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	.....	.....	.....	.....	.....
26	1616 00	12 00	1888 43	24 00	86 91	3027 39	264 71
27	800 00	.....	1 50	.....	318 22	1119 72	580 72
28	727 00	.....	.....	.....	82 84	809 84	.....
29	.....	.....	.....	.....	.....	.....	.....
30	800 00	.....	.....	.....	1274 00	2074 00	371 42
	16916 72	419 68	9716 72	1368 50	8912 07	37333 69	6797 15
	777616 10	14142 80	123573 24	34669 86	93133 32	1043135 32	261353 27
	143017 47	.....	50052 02	2580 22	9705 35	295355 06	.....
	920633 57	14142 80	173625 26	37250 08	102838 67	1248490 38	.....
	860231 20	17397 15	207882 25	37606 65	89033 90	1212158 15	.....
	60402 37	.....	.....	.....	13804 77	36332 23	.....
	.....	3254 35	34263 99	356 57	.....	.....	.....

responding Table for 1857, such balances were assumed to have been paid, and were so included in the totals of our Report.

STATISTICAL REPORT.

OF UPPER CANADA, 1858.

Table B.

COMMON SCHOOLS.		NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.																			OTHER INFORMATION.	
		Reading.					Arithmetic.	Grammar.	General Geogra- phy.	Canadian Geogra- phy.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.		
		1st Class.	2nd Do.	3rd Do.	4th Do.	5th Do.																
1	621	716	833	880	987	2006	1177	1069	186	301	2284	86	61	73	38	120	13	4	58	1477	.....
2	687	648	480	713	817	1890	776	656	94	159	2031	41	4	121	6	68	26	.....	16	389	34
3	637	684	820	884	635	1615	596	627	49	33	1797	66	12	26	14	30	.....	6	.....	832	542
4	713	523	482	474	477	1175	562	417	78	230	1288	44	36	51	26	60	.....	.....	.....	1435	67
5	186	164	206	182	125	385	173	288	133	59	389	5	7	12	1	14	.....	.....	.....	806	.....
6	922	1023	1215	1104	944	2328	828	1287	154	132	2816	70	28	58	29	66	58	40	10	2095	201	
7	788	868	972	1056	974	2117	763	751	66	167	2468	31	31	33	8	27	.....	.....	.....	20	.....
8	1139	1567	1703	1598	1624	3734	1270	1332	153	237	4019	118	44	61	39	26	20	23	149	631	487	
9	1012	1054	1377	1375	1330	3146	1046	1246	206	136	3997	128	67	57	38	54	117	6	17	1105	265	
10	547	706	736	706	465	1340	624	577	64	65	1555	16	21	8	12	80	.....	.....	.....	729	.....
11	956	978	1178	1085	852	2423	925	1001	120	253	2653	63	18	42	22	58	108	.....	.....	18	.....
12	692	728	953	873	898	1947	830	999	237	299	2065	125	20	55	27	42	83	30	42	727	274	
13	255	325	399	417	483	962	480	627	260	269	911	76	6	42	20	71	9	.....	.....	63	.....
14	712	908	1061	1047	1146	2824	1125	1864	449	714	2833	171	38	117	53	162	348	7	61	217	.....
15	1333	1575	1629	1463	1485	3719	1463	2101	602	808	3508	125	106	101	108	291	130	41	122	1730	.....
16	1533	1983	2156	1589	939	4582	1347	2097	179	315	4359	112	23	55	24	67	269	12	101	1248	20	
17	1124	1358	1605	1417	1438	3899	1146	1887	790	487	4129	178	78	104	52	155	281	42	210	1176	52	
18	705	724	944	878	667	1895	580	857	190	211	1942	59	53	31	22	52	165	.....	.....	27	1036
19	604	820	885	912	661	1623	588	487	151	323	1540	26	17	51	33	65	248	.....	.....	59	306
20	1549	1661	1967	1666	1644	4560	1985	2525	1042	1311	4450	225	111	182	174	645	341	35	265	583	223	
21	2037	2311	2462	2108	2167	6815	3059	4115	1261	1111	6483	258	247	277	140	603	1270	380	366	2893	217	
22	945	1179	1306	1273	1178	3336	1292	1816	775	456	3340	148	74	74	28	124	236	127	81	692	.....
23	1238	1348	1619	1374	960	3231	1157	1554	555	198	3407	35	47	46	26	34	66	34	37	1709	1705	
24	587	814	948	849	1000	2352	1031	1609	633	459	2502	172	68	110	60	262	482	150	339	877	84	
25	872	1113	1256	1055	1088	3200	1082	1676	133	369	3274	123	70	92	41	147	443	6	40	1571	.....
26	694	768	921	902	985	2536	1211	1739	248	375	2595	127	44	138	64	161	308	9	126	790	66	
27	588	611	819	770	873	2220	983	1148	195	374	2169	83	32	118	31	168	368	133	121	590	259	
28	647	692	863	883	919	2752	1292	1766	611	444	2691	215	66	170	54	144	251	81	148	418	21	
29	952	1078	1249	1231	940	3064	1108	174	515	224	3100	93	9	81	22	124	269	35	36	1636	235	
30	1011	1093	1115	1250	1423	3025	1233	1967	160	518	3691	134	21	94	54	295	811	90	239	3501	131	
31	1538	1714	2039	2054	2138	5470	2291	3472	576	812	5475	227	143	237	63	401	946	74	238	742	289	
32	1493	1606	1523	1310	1049	3833	1320	1885	603	411	4427	66	64	83	76	243	1269	149	342	1368	171	
33	1477	1678	2014	1659	1192	3826	1620	2254	726	231	4094	66	62	69	46	67	226	3	5	1267	93	
34	1175	1110	1247	890	588	2121	822	741	156	145	2370	26	13	18	22	113	262	.....	.....	78	1115
35	1082	1304	1321	972	880	2765	797	1680	492	221	2845	11	34	31	16	104	460	1	68	1207	.....
36	1544	1883	2140	1697	1168	4330	1502	2292	624	208	4382	48	22	24	22	5	40	1	14	2737	463	
37	913	999	965	805	1081	2681	585	777	291	63	1945	14	22	27	29	56	207	.....	.....	40	763
38	1568	1755	2131	2045	3025	6024	3033	4903	931	1136	6235	303	169	277	68	481	369	65	263	1195	.....
39	1052	1183	1358	1300	1726	3904	1765	3162	606	1831	2822	164	91	202	72	277	490	41	185	913	141	
40	722	855	1095	873	1217	2740	1108	2490	338	621	2840	101	37	115	41	183	212	104	49	900	.....
41	911	923	1151	877	940	2479	1089	1475	368	555	2186	88	36	60	35	109	458	73	37	389	160	
42	772	756	760	681	425	1672	688	875	250	166	2020	29	5	2	2	14	67	1	74	1566	39	
40513		45591	51845	47127	44831	121800	48187	65065	16029	17660	125397	4349	2169	3489	1851	6179	11484	1806	4201	45399	6999	
1	1415	1221	1277	590	434	3336	2216	4058	1482	1452	2765	58	50	82	65	419	3022	1152	22	3151	.....
2	1640	1618	674	530	233	4186	1832	4066	2356	845	4140	115	30	100	56	96	3170	1897	1816	519	53	
3	567	422	628	436	307	1342	999	946	286	386	1402	49	37	35	20	125	535	.....	.....	320	752
4	715	473	764	418	411	1521	1355	1114	290	416	1501	52	134	438	49	114	196	1045	127	316	.....
5	255	348	444	407	360	1117	909	917	917	578	1182	32	52	134	105	334	230	119	8	.....	.....
4592		4082	3787	2381	1745	11592	7371	11101	5331	3677	10990	306	312	789	286	1086	7447	4213	5659	4306	806	
1	330	227	251	206	205	854	747	759	96	116	928	34	2	10	9	103	.....	73	110	117	.....
2	78	78	124	110	38	356	153	302	22	340	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	89
3	298	344	387	110	98	946	406	671	249	493	539	170	166	166	13	58	685	2	318	410	89	
4	148	148	148	148	148	400	350	500	.....	.....	120	450	35	5	5	24	150	350	.....	90	208
5	20	16	13	11	8	19	16	12	12	12	12	37	9	11	43	11	70	30	.....	39	200
6	94	181	208	161	108	410	297	316	93	93	410	38	10	20	11	48	.....	.....	.....	280	.....
7	71	35	71	37	21	207	108	207	108	20	207	4	16	1	1	70	.....	.....	.....	18	8
8	33	64	108	95	74	352	297	325	.....	.....	67	325	30	.....	.....	6	49	.....	.....	20	60
9	119	93	87	43	45	247	202	248	40	45	257	10	.....	.....	7	8	45	100	30	220	.....
10	78	129	243	175	84	.....	324	236	184	172	709	.....	.....	.....	29	14	118	128	236	48	65

OF UPPER CANADA, 1858.

Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.															No. of children not attending school.	No. whose attendance is not reported.				
Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.						
1st Class.	2nd Do.	3rd Do.	4th Do.	5th Do.																
11	179	166	280	157	115	613	450	613	157	271	613	26	24	12	675	293	50			
12	99	135	198	198	111	503	399	336	173	140	489	19	11	12	36	14	69			
13	78	78	84	108	39	247	92	139	30	31	139	6	5	17	12	18	17			
14	12	18	14	25	30	100	30	87	18	16	70	12	6	10	6	30	18			
15	106	96	139	82	68	355	260	338	51	134	331	18	5	27	12	71	331			
16	75	90	77	70	40	277	177	40	110	277	40	.....	.....	.....	277	277	16
17	73	49	124	49	56	173	293	295	.....	295	.....	273	.....	.....	101	44	101
18	192	145	146	86	120	448	227	448	86	125	472	10	.....	.....	101	24	101	
19	103	74	56	45	26	201	127	309	45	71	201	26	.....	7	6	26	103		
20	101	119	120	101	65	333	286	333	217	163	183	.....	.....	.....	144	45	200
21	38	32	58	58	46	132	151	24	.....	109	58	135	.....	.....	.....	.....	200
22	174	149	188	159	68	558	370	569	336	225	555	55	60	29	29	66	310			
23	58	47	115	96	57	256	132	125	29	52	269	14	11	13	7	.....	200		
24	31	32	33	28	24	102	55	58	.....	25	108	.....	.....	6	.....	.....	16
25	45	38	74	44	44	145	43	61	.....	.....	168	.....	.....	.....	.....	.....	80
26	182	207	186	173	148	526	466	537	135	78	539	50	21	29	20	107	107			
27	54	94	97	66	67	225	138	184	20	84	220	3	18	2	44	102	107			
28	70	85	109	71	37	171	51	76	76	34	263	5	4	4	.....	.....	28	
29	2951	2967	3614	2762	1933	9148	6610	7548	2172	3581	8490	972	333	491	204	1069	2753			
30	469	483	424	306	305	951	739	738	622	271	980	87	104	54	94	284	157			
1	41	43	40	33	23	50	28	20	.....	6	65	4	5	2	.....	.....	29
2	125	62	82	51	31	164	96	83	.....	34	170	.....	.....	7	.....	.....	16
3	110	64	40	24	35	94	63	80	10	30	97	5	12	6	.....	.....	17	
4	66	113	88	67	64	183	104	105	171	64	188	.....	.....	64	141	66	95	
5	127	201	173	131	152	460	448	450	439	137	460	75	87	39	15	130	.....		
1	76	62	42	30	42	193	95	193	.....	63	184	2	6	10	12	30	62		
2	29	25	34	28	46	104	56	80	.....	40	107	12	0	14	11	.....	18	
3	98	85	96	79	21	209	88	103	.....	92	77	137	.....	.....	.....	.....	13
4	50	70	77	118	20	235	89	154	.....	.....	21	226	14	5	23	.....	10
5	47	40	54	73	98	155	131	136	.....	9	189	1	1	5	9	.....	10	
6	54	72	50	64	40	105	56	106	.....	.....	140	2	.....	.....	.....	.....	280
7	70	56	68	68	68	217	149	248	.....	59	80	12	2	2	.....	25	26	
8	43	40	34	50	54	176	122	142	26	28	120	.....	.....	0	.....	35	26
9	1	2	6	6	7	19	13	19	.....	.....	20	1	.....	.....	.....	.....	.....
10	147	82	177	126	69	388	205	301	301	60	386	7	2	16	6	.....	.....	
11	19	26	20	24	44	56	29	19	.....	2	50	2	.....	.....	.....	.....	.....
12	45	65	119	62	71	160	160	175	.....	72	175	2	5	6	3	71	.....		
13	66	63	73	62	34	142	68	170	170	.....	129	.....	.....	4	4	44	.....		
14	18	42	88	35	40	128	34	40	.....	.....	400	2	2	.....	.....	.....	.....
15	51	39	68	62	58	170	77	105	126	.....	44	88	4	.....	.....	.....	19
16	59	71	83	30	29	180	48	18	.....	4	6	156	3	1	.....	.....	.....
17	41	42	68	20	54	185	67	88	.....	.....	158	7	1	4	2	5	32	
18	29	34	35	30	72	115	89	101	6	15	120	4	.....	7	6	4	10		
19	40	55	63	70	70	258	140	203	70	140	203	.....	50	30	30	20	60		
20	114	98	77	46	21	309	157	162	88	113	334	.....	5	.....	21	294	141	
21	67	74	52	64	32	206	109	144	58	30	211	6	7	13	14	30	6			
22	85	94	92	92	54	217	218	238	28	10	265	14	4	4	6	54	.....		
23	80	57	147	.....	96	215	245	245	96	96	245	48	48	96	24	96	20		
24	20	16	32	29	46	107	47	60	8	62	107	25	.....	15	13	14	18		
25	202	151	122	104	101	423	295	450	40	30	400	12	2	12	19	30	100			
26	80	80	122	69	71	272	108	201	10	54	295	9	2	7	4	.....	6		
27	87	76	60	42	32	140	36	120	4	15	137	3	.....	6	1	.....	20	
28	41	65	60	69	48	176	119	95	4	8	150	.....	.....	.....	50	16	16
29	40	60	50	20	23	85	30	35	13	25	80	.....	5	5	3	12	103		
30	77	83	76	34	34	227	144	160	76	68	227	9	2	.....	34	131	18		
1857	1824	2145	1616	1497	5602	3224	4311	1147	1191	5232	550	161	272	174	564	1367	326			
50392	54947	61815	54192	50311	149003	66131	87623	25301	23157	161089	6264	3079	5105	2609	9182	24270	7329	11504	52943	9747
47725	51371	57821	49912	44027	130921	55334	91067	22956	139678	5503	2501	3587	1938	7527	22826	7519	6311	46727	9006
2667	3376	3994	4280	6284	18082	10797	7696	201	21411	761	578	1518	671	1655	1444	190	5193	6216	741

OF UPPER CANADA, 1858.

Table C.

TEACHERS.

	CERTIFICATES.							No. of schools in which teacher was changed during the year.	No. of schools having more than one teacher.	ANNUAL SALARIES.					
	Total holding certificates.	1st class.	2nd class.	3rd class.	Unclassified.	Unqualified.	Certificates annulled.			Highest salary paid.	Lowest salary paid male teacher.	Average.			
												Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
1	71	14	48	9	1	...	...	4	16	\$419 00	\$131 10	\$176 04	\$237 78	\$ 80 01	\$128 00
2	66	3	49	15	...	1	...	5	1	375 00	185 00	177 60	196 00	101 10	129 00
3	53	3	39	11	1	...	...	3	1	640 00	85 16	171 10	267 00	79 81	153 10
4	57	12	23	22	...	...	...	4	1	450 80	161 19	117 00	260 00	88 00	199 00
5	17	15	15	2	...	...	...	4	...	390 00	183 50	138 33	188 41	...	128 00
6	98	71	12	...	...	...	...	2	2	330 25	155 00	111 00	223 00	125 00	160 00
7	90	15	56	19	3	1	...	11	11	470 12	149 75	151 10	251 30	105 69	144 56
8	150	10	128	12	...	...	...	43	10	480 00	150 00	161 60	256 30	101 10	139 90
9	111	8	63	40	2	...	...	8	9	390 00	126 65	156 00	200 00	...	130 00
10	62	3	30	29	...	...	...	2	...	310 00	110 12	180 00	254 00	165 00	190 00
11	94	15	62	17	3	...	1	20	11	420 00	118 20	180 00	300 00	109 84	160 00
12	81	17	56	8	3	...	...	21	...	300 30	136 12	139 65	223 75	118 11	184 42
13	46	12	34	...	1	...	...	21	1	360 16	128 19	152 10	212 16	126 00	175 17
14	108	14	72	22	...	...	...	50	6	350 50	173 60	202 54	316 11	130 77	158 40
15	137	33	88	16	2	...	4	49	6	410 00	146 00	250 00	280 00	116 02	192 00
16	119	11	53	55	...	...	...	33	9	421 00	176 26	174 62	303 00	118 60	184 00
17	93	9	60	24	...	...	...	4	4	445 55	161 79	...	312 50	...	173 20
18	54	4	38	16	1	...	...	6	4	490 00	160 00	96 00	272 00	...	...
19	58	15	36	16	...	...	...	6	6	450 71	148 82	160 06	297 35	...	240 00
20	106	25	59	16	1	...	...	10	1	400 00	139 16	144 00	330 00	...	243 00
21	127	38	79	10	3	2	...	14	...	510 00	181 00	243 00	370 00	150 00	280 00
22	79	15	61	13	...	1	...	4	1	400 00	226 30	...	318 65	117 00	209 00
23	99	15	53	31	...	...	...	9	1	355 00	145 18	205 00	390 00	44 00	187 00
24	52	20	30	2	...	...	...	15	1	540 00	211 16	...	350 00	...	241 00
25	85	26	42	17	...	1	...	20	13	425 00	156 18	...	357 00	...	250 00
26	65	22	37	6	...	...	...	20	4	410 26	145 00	...	369 08	...	258 00
27	82	21	46	15	2	1	...	30	6	491 50	180 00	264 00	318 00	145 00	202 00
28	89	27	46	16	...	1	...	52	10	360 18	178 60	279 00	320 00	195 00	240 00
29	83	9	59	15	...	...	...	46	7	432 20	168 11	178 08	308 00	120 00	217 00
30	126	17	51	58	...	...	...	50	...	380 00	206 00	...	286 00	165 00	283 00
31	117	31	78	8	...	2	...	33	6	494 00	140 76	112 50	344 00	196 00	217 00
32	84	17	41	26	...	2	...	29	...	386 15	138 17	210 00	358 00	...	277 00
33	163	12	69	31	...	1	...	14	1	440 00	139 50	...	291 07	...	293 00
34	98	5	30	63	...	2	...	12	1	382 00	142 16	...	265 00	60 00	200 00
35	73	13	52	8	...	...	...	10	1	388 13	141 12	...	278 00	...	231 00
36	113	18	77	18	...	...	...	2	...	345 00	118 75	144 00	245 00	96 00	170 00
37	79	4	42	33	...	2	1	6	...	364 00	150 26	...	270 00	...	176 00
38	157	57	84	16	1	...	...	28	12	446 18	172 11	189 50	319 10	...	319 00
39	114	20	68	26	...	3	2	50	13	500 00	160 50	240 00	313 50	164 25	199 15
40	100	19	48	33	...	...	1	25	3	491 00	148 12	192 00	307 15	129 00	200 00
41	99	10	48	41	...	...	1	14	5	495 16	155 26	276 00	282 00	116 00	217 00
42	60	11	35	14	...	1	...	9	2	450 18	179 00	...	262 10	...	209 00
	3740	656	2226	867	26	20	12	802	179	640 00	85 16	180 00	289 00	121 00	199 00
1	35	20	14	1	18	...	...	3	15	700 00	170 00	...	655 00	...	287 00
2	30	11	17	2	12	...	...	4	9	1400 00	260 00	...	656 00	...	284 00
3	17	6	8	3	5	...	...	2	4	400 00	130 00	...	370 00	...	164 00
4	17	14	3	...	7	...	...	1	9	900 00	230 00	...	588 00	...	270 00
5	12	10	2	...	8	...	...	...	6	500 00	160 00	...	469 00	...	262 00
	111	61	44	6	50	...	...	10	43	1400 00	120 00	...	548 00	...	252 00
1	9	9	...	...	...	...	...	1	4	500 00	200 00	...	480 00	...	224 00
2	4	2	2	...	...	...	...	1	1	480 00	400 00	...	440 00	...	300 00
3	10	6	4	...	2	...	...	3	5	1000 00	385 00	...	514 00	...	277 00
4	7	2	5	...	...	...	...	...	...	800 00	360 00	...	504 00	...	230 00
5	9	2	6	2	1	...	...	2	4	500 00	300 00	...	400 00	...	247 00
6	6	4	2	...	...	...	...	3	...	500 00	240 00	...	418 00	...	300 00
7	2	2	2	...	...	...	...	1	...	500 00	500 00	...	500 00	...	300 00
8	4	2	12	...	...	...	...	1	...	346 00	220 00	...	282 00	...	313 00
9	4	3	1	...	...	...	...	1	2	510 00	250 00	...	356 00	...	257 00
10	8	7	1	...	...	...	...	4	1	1000 00	300 00	...	565 00	...	385 00
11	5	5	...	...	...	...	...	...	1	600 00	300 00	...	470 00	...	406 00
12	7	3	4	...	1	...	...	1	2	545 00	360 00	...	458 00	...	270 00

OF UPPER CANADA, 1858.

Table C.—(Continued.)

TEACHERS.

	CERTIFICATES.							No. of schools in which teachers were changed during the year.	No. of school having more than one teacher.	ANNUAL SALARIES.					
	Total holding certificates.	1st class.	2nd class.	3rd class.	Unclassified.	Unqualified.	Certificates annulled.			Highest salary paid.	Lowest salary paid male teacher.	AVERAGE.			
												Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
13	3	2	1	...	...	...	...	1	\$600 00	\$400 00	...	\$500 00	...	\$320 00
14	2	2	...	...	...	...	...	1	500 00	500 00	...	500 00	...	250 00
15	4	4	...	...	1	...	...	1	...	...	...	...	...	...
16	4	2	...	...	...	...	...	1	600 00	600 00	...	600 00	...	817 50
17	3	2	1	...	...	...	...	1	520 00	520 00	...	520 00	...	250 00
18	3	5	3	...	...	...	...	2	500 00	400 00	...	450 00	...	230 00
19	5	3	...	2	1	...	...	...	800 00	...	...	541 00	...	189 00
20	4	2	...	2	2	...	...	3	800 00	300 00	...	534 00	...	213 00
21	6	2	4	...	...	...	...	1	400 00	300 00	...	360 00	...	200 00
22	2	2	...	3	...	...	...	3	480 00	320 00	...	400 00	...	284 00
23	5	3	3	...	...	...	...	1	320 00	280 00	...	250 00	...	160 00
24	1	1	...	...	...	...	...	1	365 00	500 00	...	532 00	...	...
25	2	1	...	...	...	...	...	...	560 00	400 00	...	480 00	...	...
26	6	4	...	2	...	...	...	...	600 00	400 00	...	485 00	...	300 00
27	6	4	...	2	1	...	...	...	480 00	250 00	...	510 00	...	300 00
28	4	2	...	...	...	...	...	2	450 00	200 00	...	375 00	...	240 00
	146	83	56	7	11	29	40	1000 00	200 00	...	489 00	...	287 00
1	3	1	2	...	1	...	...	...	750 00	300 00	...	524 00	...	250 00
2	4	3	1	...	...	...	...	1	500 00	500 00	...	500 00	...	240 00
3	3	1	2	...	...	...	...	2	550 00	294 00	...	432 00	...	...
4	3	2	1	...	...	1	...	...	500 00	250 00	...	500 00	...	197 00
5	5	4	1	...	1	...	...	4	520 00	520 00	...	520 00	...	250 00
	18	11	7	...	2	1	...	6	3	750 00	250 00	...	495 00	...	235 00
1	4	1	3	...	1	...	...	1	700 00	400 00	...	550 00	...	275 00
2	1	1	...	...	...	...	...	...	546 00	546 00	...	546 00	...	...
3	2	1	...	...	...	...	...	1	400 00	400 00	...	400 00	...	300 00
4	2	2	...	...	...	...	...	...	500 00	500 00	...	500 00	...	300 00
5	2	2	...	...	...	...	...	...	400 00	400 00	...	400 00	...	...
6	2	1	1	...	...	...	...	1	400 00	400 00	...	400 00	...	200 00
7	2	1	1	...	...	...	...	1	500 00	240 00	...	370 00	...	320 00
8	2	1	1	...	1	...	...	1	500 00	500 00	...	500 00	...	253 00
9	2	2	...	...	...	...	...	1	480 00	480 00	...	480 00	...	...
10	2	2	...	3	...	...	...	1	800 00	600 00	...	700 00	...	240 00
11	2	2	...	...	...	...	...	1	360 00	360 00	...	360 00	...	120 00
12	3	3	...	...	...	...	...	...	320 00	240 00	...	263 00	...	...
13	1	1	...	...	...	...	...	...	600 00	600 00	...	600 00	...	...
14	2	2	...	...	...	...	...	1	450 00	450 00	...	450 00	...	160 00
15	5	3	2	...	...	...	...	1	466 00	466 00	...	466 00	...	207 00
16	2	1	1	...	...	...	...	1	...	...	...	...	...	...
17	1	1	...	...	...	...	...	2	400 00	360 00	...	380 00	...	...
18	2	1	1	...	2	...	...	2	520 00	520 00	...	520 00	...	202 00
19	5	5	...	...	...	...	...	1	650 00	440 00	...	545 00	...	238 00
20	4	3	1	...	...	...	...	1	500 00	218 00	...	339 00	...	400 00
21	5	2	1	...	...	...	...	1	480 00	260 00	...	370 00	...	226 00
22	4	3	2	...	1	1	...	1	700 00	450 00	...	575 00	...	150 00	
23	2	2	2	...	...	...	...	...	260 00	360 00	...	360 00	...	240 00
24	4	2	2	...	...	...	...	1	700 00	480 00	...	590 00	...	69 00
25	3	3	1	...	...	...	...	...	400 00	352 00	...	377 00	...	...
26	3	3	...	...	...	...	...	...	400 00	360 00	...	387 00	...	...
27	2	2	...	...	...	...	...	...	400 00	400 00	...	400 00	...	400 00
28	1	1	...	2	1	...	...	1	475 00	132 00	...	283 00	...	168 00
29	1	1	...	...	...	...	...	1	450 00	360 00	...	405 00	...	...
30	2	1	...	...	...	...	...	...	500 00	500 00	...	500 00	...	300 00
	79	45	31	3	10	2	...	11	14	800 00	192 00	...	450 00	...	239 00
4103	856	2364	883	99	23	12	858	279	1400 00	120 00	180 00	454 00	121 00	242 00	
3983	640	2064	802	150	25	34	1034	266	1400 00	96 00	216 00	461 00	148 00	254 00	
	170	216	300	79	51	2	176	13	...	24 00	...	7 00	27 00	12 00	

Table D. THE COMMON SCHOOLS

COUNTIES.	SCHOOLS.						SCHOOL HOUSES.																	
	No. of School sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly Free.	No. of Schools at 25 cents rate but per month.	No. of Schools at a less rate but than 25 cents.	Total No. of School houses.	KIND.					TITLE.				BUILT DURING THE YEAR.						
									Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.	
<i>Counties.</i>																								
1	Glengarry	77	70	8	10	61	63	2	2	8	52	1	52	9	2	1	1	7	6					
2	Stormont	79	67	3	33	39	64	6	3	19	36	54	9	0	2	1	1	1	2					
3	Dundas	79	72	7	45	24	69	2	7	16	44	65	2	2	2	1	1	1	1					
4	Prescott	66	61	5	52	8	56	4	2	7	43	54	2	2	1	1	1	1	2					
5	Russell	20	20	0	17	2	19	1	1	12	6	18	1	1	1	1	1	1	3					
6	Carleton	108	97	11	47	57	98	1	1	7	89	83	8	3	4	1	3	3	5					
7	Greenville	91	86	8	31	41	81	2	9	49	6	71	8	2	4	1	1	1	2					
8	Leeds	170	146	24	67	3	112	9	52	24	57	131	5	2	4	1	1	1	2					
9	Lanark	134	114	20	54	44	111	5	13	93	8	89	8	1	13	2	2	2	4					
10	Renfrew	59	53	6	25	29	57	6	6	51	5	54	1	2	1	1	1	1	7					
11	Frontenac	93	86	7	55	29	81	2	17	45	6	61	19	4	1	3	1	1	6					
12	Addington	83	66	17	27	37	67	5	7	35	19	61	4	2	1	1	1	1	1					
13	Lennox	44	42	2	20	22	39	1	1	31	7	33	4	2	1	1	1	1	2					
14	Prince Edward	88	82	6	17	64	81	3	19	52	5	64	7	8	2	1	1	1	2					
15	Hastings	155	132	23	75	64	122	3	7	60	59	111	11	2	1	1	1	2	1					
16	Northumberland	124	119	5	51	66	117	2	7	77	23	109	6	2	1	1	1	1	4					
17	Durham	98	98	0	62	44	91	8	6	31	24	84	3	3	3	1	1	1	5					
18	Peterborough	63	60	3	35	22	51	3	2	19	27	44	2	2	3	1	1	1	2					
19	Victoria	63	61	2	46	16	58	1	1	11	46	53	3	1	1	1	1	1	1					
20	Ontario	109	106	3	53	50	101	11	48	42	78	18	5	7	1	1	1	1	3					
21	York	139	135	4	50	83	129	28	69	30	2	106	16	7	2	1	1	1	6					
22	Peel	92	78	14	18	60	76	12	3	39	22	66	6	2	2	1	1	1	2					
23	Simcoe	150	130	20	90	60	94	2	31	61	7	74	15	4	1	1	1	1	5					
24	Halton	53	42	5	19	41	51	9	3	32	7	35	12	2	2	1	1	1	1					
25	Wentworth	89	77	12	21	52	77	10	6	45	16	59	15	8	1	1	1	1	2					
26	Brant	82	69	13	25	52	64	3	45	6	47	7	1	1	1	1	1	1	1					
27	Lincoln	84	74	10	14	57	70	11	4	52	3	51	18	1	2	1	1	1	1					
28	Welland	84	78	6	18	61	76	18	4	47	7	43	30	1	2	1	1	1	1					
29	Haldimand	90	79	11	39	39	78	6	2	42	28	61	14	1	2	1	1	1	1					
30	Norfolk	118	103	15	61	41	97	4	1	77	15	52	39	6	3	4	1	1	4					
31	Oxford	125	109	16	39	69	106	12	14	17	32	87	16	3	1	1	1	1	2					
32	Waterloo	89	84	5	50	32	83	20	14	17	32	51	5	10	6	1	1	1	3					
33	Wellington	110	95	15	57	38	102	1	14	36	51	81	5	3	2	1	1	1	2					
34	Grey	122	99	23	88	4	95	3	16	76	85	5	10	6	1	2	1	1	3					
35	Porth	83	73	10	50	22	73	8	4	6	53	68	4	1	4	1	1	1	11					
36	Huron	114	113	1	87	18	112	8	13	91	101	7	4	1	1	1	1	1	3					
37	Bruce	86	77	9	59	19	79	1	6	72	65	7	3	4	1	1	1	1	4					
38	Middlesex	176	159	17	81	72	153	19	4	56	74	120	21	12	1	1	1	1	6					
39	Elgin	129	112	17	21	79	108	9	77	20	2	67	33	8	1	1	1	1	4					
40	Kent	85	78	7	44	27	77	9	3	48	29	41	29	2	5	1	1	1	1					
41	Lambton	108	97	11	71	5	93	1	38	49	5	66	14	13	1	1	1	1	9					
42	Essex	62	59	3	32	28	58	3	13	42	47	7	2	2	1	1	1	1	1					
	Total	4068	3667	401	1850	1649	35	6	3512	274	209	1442	1572	15	2865	458	132	57	15	13	46	50	21	145
<i>Cities.</i>																								
1	Toronto	14	14	0	14	0	15	11	0	4	0	9	0	2	4	0	0	0	0	1				
2	Hamilton	9	9	0	9	0	9	6	1	3	0	9	0	0	0	0	0	0	0	1				
3	Kingston	13	13	0	13	0	13	2	6	6	0	2	0	11	0	0	0	0	0	1				
4	London	6	6	0	6	0	6	5	2	2	0	4	0	1	0	0	0	0	0	1				
5	Ottawa	14	14	0	14	0	13	3	6	4	0	1	0	5	7	0	0	0	0	1				
	Total	56	56	0	56	0	55	23	15	16	0	25	0	19	11	0	0	0	0	3				
<i>Towns.</i>																								
1	Belleville	5	5	0	5	0	5	4	0	1	0	5	0	0	0	0	0	0	0	0				
2	Bowmanville	2	2	0	2	0	2	1	1	0	0	1	0	0	0	0	0	0	0	0				
3	Brantford	10	10	0	10	0	5	4	0	1	0	6	0	0	0	0	0	0	0	0				
4	Brockville	2	2	0	2	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0				
5	Chatham	4	4	0	4	0	4	2	0	2	0	3	0	0	1	1	0	0	0	1				
6	Cobourg	6	6	0	6	0	6	3	0	3	0	2	0	4	0	0	0	0	0	0				
7	Collingwood	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0				
8	Cornwall	4	4	0	4	0	2	2	0	0	0	1	0	2	0	0	0	0	0	2				
9	Dundas	2	2	0	2	0	2	1	1	0	0	2	0	0	0	0	0	0	0	0				
10	Galt	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0				
11	Goderich	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0				
12	Guelp	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0				
13	Lindsay	2	2	0	2	0	2	0	3	3	0	2	0	4	0	0	0	0	0	0				

OF UPPER CANADA, 1858.

Table D.

	SCHOOL VISITS.							LECTURES.			TIME OPEN.					
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
													Mons.	Days.	Mons.	Days.
1	732	132	61	19	28	2	279	211	70	62	64	697	21	10	27	
2	914	121	63	15	4		260	451	77	75	66	632	6	9	20	
3	671	143	29	17	9		253	220	58	43	15	70	609	15	9	16
4	437	110	46	15	13	2	190	79	59	51	55	577	27	10	15	
5	239	37	25	48	16		89	32	17		17	188	24	9	23	
6	977	241	87	43	41	1	378	182	111	109	108	1080		11	11	
7	653	161	41	12	25	11	304	105	59	45	82	851		10	11	
8	1749	292	93	31	59	3	820	451	131	123	8	142	1425	11	10	1
9	1070	226	46	26	62	1	447	262	68	67	1	100	1006	5	10	28
10	659	101	75	66	16		247	154	45	39	6	56	572	12	10	6
11	1140	187	78	17	38	14	518	288	71	60	5	87	851	2	9	23
12	1087	95	68	20	72		357	473	63	46	17	65	616	45	9	28
13	510	77	16	7	45		199	196	36	24	12	39	350	22	8	28
14	1656	247	48	60	65	7	445	781	121	88	33	81	821	30	10	4
15	2186	192	109	52	107		809	857	79	61	18	129	1309	1	10	2
16	1906	289	120	46	89		650	732	32	28	4	118	1214	23	10	9
17	1286	187	51	22	27		484	513	66	48	18	75	851	12	11	10
18	641	159	36	37	28		273	108	59		59	51	587	29	10	24
19	584	98	53	32	33	1	272	35	19	18	1	60	614	16	10	21
20	1581	216	71	32	30		547	683	72	60	12	100	1110	22	11	3
21	2759	298	135	46	43	13	884	1222	78	72	6	133	1457	26	11	5
22	935	143	108	88	33		407	204	75	71		75	874	10	11	18
23	1230	178	104	43	57	9	548	293	43	41	2	102	1123		11	1
24	1366	123	79	19	50		341	719	64	58	6	51	565	13	11	2
25	1071	176	61	15	33		287	499	59	59		74	882	14	11	9
26	1283	141	47	31	34	65	329	615	70	45	25	65	658	19	11	22
27	1259	144	50	36	43	1	441	544	70	46	24	71	615	16	9	1
28	1230	121	86	27	36		357	603	62	52	10	69	653	11	8	6
29	1379	149	77	39	27	4	513	579	37	35	2	69	605	7	10	3
30	1476	171	119	30	77		454	625	107	72	35	99	857	18	9	2
31	1484	186	103	18	44	10	526	597	103	75	28	90	982	9	10	27
32	1662	104	115	42	36		609	696	59	50	9	80	821	27	10	8
33	1502	175	172	87	85		578	404	79	57	22	96	1032	4	10	22
34	854	122	153	38	29	10	361	196	51	47	4	96	937	11	9	23
35	1007	123	92	60	29		428	279	35	34	1	74	765	17	10	16
36	1245	198	88	47	33	10	564	307	111	109	2	112	1282	4	11	13
37	989	156	100	61	52		390	210	71	63	5	78	725	28	9	9
38	1659	312	112	72	38		709	416	105	93	12	151	1533	13	10	8
39	1562	154	72	86	26	2	471	801	111	79	32	118	1183	17	10	1
40	822	127	101	25	42	2	304	221	81	69	12	75	718	25	9	29
41	1062	142	64	51	38	1	331	433	64	41	23	91	827	28	9	3
42	587	105	73	29	22		194	144	31	26	5	56	585	5	10	3
	49103	6840	3327	1507	1706	2871	17926	17510	2873	2347	526	3482	36030	21	10	10
1	1181	383	14	4	1	6	174	599				14	168		12	
2	463	36	20	25		1	100	286				9	99		11	
3	277	156	11	12	8		74	16	1	1		18	141	15	10	
4	202	16	83	24	13	3	62	52	1	1		6	72		10	24
5	501	87	81	22	6	1	303	1				14	155	15	11	3
	2029	678	159	87	27	11	713	954	2	2		56	636		11	11
1	385	49	79	8	8		95	148				5	60		12	
2	82	12	9	1			15	45	2	2		1	11		11	
3	414	17	58	31	25		96	157				9	108		12	
4	23	8	5	2			8		6	2	4	2	24		12	
5	173	15	45	4	7	3	64	40	1	1		2	24		12	
6												6	72		12	
7	78	12	13	8	4		16	25				1	12		12	
8	32	15	4				3	10				4	48		12	
9	215	25	80	17	15		48	39				1	51		5	
10	124	9	7	4	2		7	93				1	12		12	
11	226	2	14	5	12	2	12	173				1	10		10	
12	133	17	2	16	5	28	21	45				7	77		11	
13	70	2	26	12			10	20				1	10		10	

OF UPPER CANADA, 1858.

Table D.—(Continued.)

	SCHOOL VISITS.							LECTURES.			TIME OPEN.					
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is not reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mons.	Days.	Mons.	Days.	
14	58	4	6	3	4	6	14	21	1	1	...	1	10	...	...
15	189	3	30	...	...	...	34	113	...	...	...	2	24	12	...
16	272	4	7	9	12	...	40	200	...	...	...	1	12	12	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	98	17	12	3	2	...	24	40	...	...	...	2	20	10	...
19	54	2	12	6	6	4	24	...	12	12	...	2	24	12	...	
20	...	...	...	...	...	...	...	...	...	...	...	1	10	10	...
21	34	6	4	8	4	...	12	...	...	...	...	1	12	12	...
22	433	21	50	74	36	2	190	60	...	...	...	4	42	10	15
23	55	6	22	...	...	...	27	37	5	1	4	2	22	11	...
24	64	8	34	1	2	...	13	10	2	2	2	2	24	12	...	
25	26	8	5	...	...	1	3	3	4	...	4	2	24	12	...
26	142	29	16	...	...	1	22	73	...	...	...	3	30	10	...
27	138	17	15	1	1	1	29	74	...	...	...	3	35	11	10
28	82	6	30	1	5	...	33	8	...	...	...	2	24	12	...
	3588	813	584	217	145	47	853	1429	23	6	17	69	786	11	11	
1	33	3	7	8	7	...	8	...	...	...	2	20	15	10	7
2	28	...	4	...	...	...	15	9	...	...	2	20	15	10	7
3	102	7	21	1	2	...	34	37	2	2	...	2	25	12	25	
4	95	5	6	6	9	...	40	27	...	...	3	33	...	11	...
5	433	50	25	8	1	1	45	365	1	1	...	2	24	...	12	
	691	65	63	23	19	1	142	378	3	3	...	11	121	22	11	
1	132	1	19	9	4	1	5	93	...	...	1	12	...	12	...
2	870	8	14	12	16	...	20	800	...	...	1	11	...	11	...
3	46	12	6	...	...	...	24	4	2	2	...	2	13	...	15
4	64	15	8	...	3	...	38	...	3	3	...	3	36	...	12	
5	76	6	...	...	...	...	...	43	1	1	...	2	21	...	10
6	30	10	...	...	...	...	15	5	...	...	2	21	...	10	15
7	81	14	5	7	3	...	35	27	1	1	...	1	12	...	12	
8	103	12	7	4	5	...	25	50	1	1	...	1	12	...	12	
9	5	3	...	...	...	...	2	...	...	...	1	11	...	11	...
10	71	13	15	1	20	...	12	10	...	...	1	12	...	12	...
11	17	4	3	2	...	...	8	...	2	2	...	1	12	...	12
12	19	6	6	3	...	...	2	...	...	...	3	31	...	10	10
13	47	2	6	10	0	...	9	12	1	1	...	1	12	...	12	
14	19	4	1	...	...	...	10	4	1	1	...	1	12	...	12
15	43	8	6	...	2	...	15	12	3	3	...	4	34	...	9	
16	14	1	1	2	3	...	3	4	1	1	...	1	12	...	12	
17	45	4	4	3	3	...	8	26	1	1	...	2	23	...	11	
18	99	2	28	7	1	1	31	29	...	...	1	11	...	11	15
19	140	3	12	6	6	1	12	100	...	...	1	12	...	12	...
20	332	10	36	...	6	...	95	185	...	...	2	23	...	11	15
21	31	3	3	3	1	1	12	8	1	1	...	1	10	...	10	
22	37	5	6	1	...	1	24	60	2	2	...	1	12	...	12	
23	7	3	9	...	...	...	1	...	...	...	1	12	...	12	...
24	129	8	20	10	6	1	14	80	...	...	1	10	...	10	...
25	56	8	8	2	3	...	26	11	8	4	4	2	23	...	11	
26	39	7	2	1	...	...	20	9	...	...	3	36	...	12	15
27	42	4	...	6	...	...	12	20	2	2	...	2	24	...	12
28	33	4	6	5	6	2	10	...	6	2	4	2	24	...	12	
29	112	12	...	20	10	...	30	40	20	3	17	1	12	...	12	
30	111	26	6	...	2	...	32	45	...	...	1	12	...	12	...
	2930	215	227	115	108	7	576	1682	56	31	25	47	532	...	11	4
58941	8111	4500	1949	2005	353	20210	21953	2957	3389	568	3665	38106	13	10	12	6
49196	7322	4025	1794	1634	366	17730	16325	2540	2245	295	3458	35372	11	10
0745	789	335	153	371	...	2480	5628	417	144	273	207	2734	2	...	6	...

Table E.

THE COMMON SCHOOLS

COUNTIES.	NUMBER OF SCHOOLS USING																		
	No. of schools reported.	Schools opened and closed with prayer.	SCHOOLS USING THE BIBLE AND TESTAMENT.			READERS.			ARITHMETICS.			GRAMMARS.			GEOGRAPHIES.				
			National.	English.	Various.	National.	Walkingham's.	Thomson's.	Various.	National and Sullivan's.	Lennie's.	Kirham's.	Various.	Sullivan's and National.	Morse's.	Olney's.	Hodgins'.	Various.	
<i>Counties.</i>																			
1. Glenharry	77	25	27	63	6	58	...	...	13	18	42	...	...	...	54	1	4	3
2. Stormont	77	37	37	61	...	61	2	...	5	17	38	14	1	13	37	...	...	...
3. Dundas	79	20	28	69	...	64	3	...	7	19	33	18	...	65	...	...	...	...
4. Prescott	66	19	25	107	...	6	45	1	2	16	42	1	5	18	26	...	...	...
5. Russell	20	14	17	18	...	18	...	...	...	...	77	...	...	15	...	...	...	...
6. Carleton	108	41	53	91	1	82	9	...	1	16	63	6	7	34	62	1	7	6	
7. Grenville	94	33	53	142	1	61	23	4	...	13	51	33	...	23	51	...	...	...
8. Leeds	170	44	90	142	...	109	4	3	...	18	23	16	...	19	111	...	...	...
9. Lanark	134	53	84	143	...	100	...	...	...	24	58	88	...	...	...	...	...	...
10. Renfrew	59	23	26	56	...	46	...	...	2	2	4	1	...	43	...	1	3	3
11. Frontenac	93	47	62	86	...	80	6	...	...	26	12	36	5	9	66	...	...	...
12. Adlington	83	20	53	64	...	64	...	...	...	22	1	58	...	15	63	...	...	...
13. Lennox	41	17	34	38	...	39	...	...	...	...	...	...	...	34	1	3	...	...
14. Prince Edward	88	11	34	80	...	80	...	...	...	...	3	76	...	16	69	...	12	2
15. Hastings	155	40	67	126	...	123	...	...	2	10	8	93	...	18	95	...	6	...
16. Northumberland	121	45	95	117	...	116	...	...	...	17	13	45	37	16	80	1	1	1
17. Durham	98	46	74	91	...	91	...	...	...	16	48	26	10	19	56	1	3	1
18. Peterborough	63	13	24	65	...	50	1	...	...	17	37	3	...	40	1	8	1	...
19. Victoria	63	20	26	59	...	56	3	...	...	11	36	4	1	15	39	...	1	...
20. Ontario	103	31	64	101	...	101	...	...	...	16	66	26	3	16	78	...	16	...
21. York	133	67	105	131	...	120	...	...	...	14	112	6	1	19	96	...	19	...
22. Peel	92	58	69	79	...	76	5	...	1	47	42	7	...	23	40	...	29	...	
23. Simcoe	150	53	73	92	...	91	1	...	...	23	55	6	...	16	57	...	8	...
24. Halton	53	38	45	51	...	51	...	...	...	4	43	2	...	11	40	...	12	...
25. Wentworth	89	33	55	73	...	72	...	...	...	15	49	18	...	...	...	...	...	...
26. Brant	82	21	38	59	...	60	5	...	...	...	...	...	...	...	...	...	...	...
27. Lincoln	84	22	52	71	...	57	...	...	12	3	21	47	4	13	61	...	6	...
28. Welton	84	23	58	80	...	65	...	...	13	15	14	49	...	18	67	...	1	...
29. Haliburton	90	43	51	78	...	78	...	...	...	4	22	48	...	13	59	...	1	...
30. Norfolk	118	35	67	105	...	88	...	...	...	14	11	74	...	9	82	...	2	...
31. Oxford	125	43	86	107	...	105	...	...	2	2	73	24	3	19	77	...	11	...
32. Waterloo	89	43	50	78	...	79	...	...	...	...	71	...	...	1	67	...	11	...
33. Wellington	110	54	75	90	...	90	...	...	1	11	69	6	...	14	70	...	5	...
34. Grey	122	59	75	94	...	79	...	...	...	12	65	1	...	...	57	...	7	...
35. Perth	82	48	63	61	...	68	...	...	1	4	55	1	...	9	49	...	2	...
36. Huron	114	60	79	111	...	103	...	...	...	7	4	94	5	1	86	...	1	...
37. Bruce	86	51	58	73	...	71	...	...	1	13	47	...	...	5	45	...	1	...
38. Middlesex	179	53	139	154	...	152	...	...	...	1	126	7	6	28	107	...	15	...
39. Elgin	129	30	64	102	...	98	6	5	56	32	13	8	59	...	2	...
40. Kent	85	37	45	75	...	75	...	...	...	5	10	47	...	8	60	...	1	...
41. Lambton	108	55	61	91	...	83	...	...	...	7	68	4	3	11	58	...	1	...
42. Essex	62	39	34	46	...	46	1	...	...	3	16	...	...	14	28	...	11	...
Total.....	4968	1566	2368	3519	...	312295	64	9	114	523	1706	922	115	467	2554	34	265	84	
<i>Cities.</i>																			
1. Toronto	14	14	14	8	...	6	8	...	6	...	8	...	6	4	4	...	...	...
2. Hamilton	9	9	9	8	...	7	...	...	2	...	9	...	3	...	8	...	...	...
3. Kingston	13	11	12	12	...	2	12	...	2	...	9	...	...	...	...	...	...	...
4. London	6	2	...	4	...	2	4	3	...	6	...	...	...	6	...	...	...	...
5. Ottawa	14	14	14	14	...	14	...	...	...	6	8	...	...	14	...	...	...	...
Total.....	56	50	49	46	...	10	45	3	...	12	12	34	...	12	25	12	...	14	
<i>Towns.</i>																			
1. Belleville	5	1	4	4	...	1	4	...	1	1	4	1	...	2	2	...	...	...
2. Bowmanville	2	1	1	1	...	1	...	...	...	...	...	...	...	1	1	...	...	...
3. Wainford	10	10	2	4	...	10	...	...	...	...	10	...	...	6	6	...	...	6
4. Brockville	4	2	2	2	...	2	...	...	...	...	2	...	...	2	2	...	...	...
5. Carleton Place	4	4	4	4	...	4	...	...	...	...	4	...	...	1	3	...	...	...
6. Cayuga	6	4	5	5	...	5	...	...	...	...	5	...	...	...	...	...	...	...
7. Colborneville	1	1	1	1	...	1	...	...	...	...	1	...	...	...	...	...	...	...
8. Cayuga	4	3	1	4	...	4	...	...	...	...	4	...	...	1	...	...	...	...
9. Cayuga	2	2	1	1	...	1	...	...	...	...	2	...	...	3	...	...	...	...
10. Cayuga	1	1	1	1	...	1	...	...	...	...	1	1	1	1	1	...	...	...
11. Cayuga	1	1	1	1	...	1	...	...	...	...	1	1	1	1	1	...	...	...
12. Cayuga	1	1	1	1	...	1	...	...	...	...	1	1	1	1	1	...	...	...
13. Cayuga	7	5	6	2	...	2	...	...	...	...	3	...	...	4	...	...	...	...
14. Cayuga	2	...	2	2	...	2	...	...	...	...	2	...	...	1	...	...	...	...

Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	NUMBER OF SCHOOLS USING																		
	No. of schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.			GRAMMARS.			GEOGRAPHIES.						
				National.	English.	Various.	National.	Waiklingham's.	Thomson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's National.	Morse's.	Olney's.	Hodkins'.	Various.
<i>Towns.—Continued.</i>																			
14 Milton	1	..	1	1	..	..	1	..	..	..	..	1	..	..	1	..	..	..
15 Niagara	3	3	3	1	..	2	3	..	..	..	..	2	..	..	..	1	..	..
16 Oakville	1	1	1	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..
17 Owen Sound	2	2	1	1	..	..	1	..	..	..	..	..	..	..	1	..	..	..
18 Paris	2	2	1	1	..	..	1	..	..	..	..	1	..	..	..	..	..	..
19 Perth	1	1	1	1	..	..	1	..	..	..	..	..	..	..	1	..	..	..
20 Peterborough	1	1	1	1	..	..	1	..	..	..	..	1	..	..	1	..	..	..
21 Picton	4	4	4	4	..	..	..	..	..	..	..	4	..	..	..	1	..	..
22 Port Hope	4	4	4	4	..	..	4	..	..	..	4	..	..	..	..	..	4	..
23 Prescott	2	2	2	2	..	..	1	1	..	..	1	2	..	..	1	..	..	2
24 Sandwich	2	2	2	1	1	..	1	1	..	..	1	1	..	..	2	..	..	..
25 Sarnia	2	2	2	2	..	..	..	..	..	..	..	..	..	..	1	..	..	..
26 St. Catharine's	3	3	3	3	..	..	3	3	..	..	2	..	1	..	..	..	2	2
27 Whitby	3	3	3	3	..	..	1	3	..	..	3	..	..	..	3	..	1	..
28 Windsor	3	2	2	2	..	..	1	..	..	..	2	..	1	1	..	..	..	..
Total	81	60	59	59	..	17	55	5	..	12	10	49	9	8	9	38	..	17	12
<i>Town Municipalities.</i>																			
1 Amherstburg	3	..	..	1	..	..	1	..	..	..	..	1	..	..	1	..	..	..
2 Barrie	3	..	..	..	..	..	2	..	..	..	2	..	..	..	..	..	..	..
3 Chilton	2	2	2	2	..	..	2	..	..	..	2	..	..	2	..	..	1	1
4 Simcoe	3	3	3	2	..	..	2	..	..	..	3	..	..	2	..	..	1	1
5 Woodstock	2	..	2	2	..	..	2	..	..	..	2	..	..	..	2	..	1	2
Total	13	8	6	10	..	6	10	4	6	5	..	2	5	5	..	5	2
<i>Incorporated Villages.</i>																			
1 Berlin	1	..	..	1	..	..	1	..	..	..	1	..	..	..	1	..	..	..
2 Bradford	1	1	1	1	..	..	1	..	..	..	1	..	..	1	..	..	..	..
3 Braumpton	2	1	2	2	..	..	2	..	..	..	2	..	..	1	2	..	..	..
4 Caledonia	3	..	3	3	..	..	3	..	..	..	1	1	..	1	1	..	..	..
5 Chippewa	2	2	2	2	..	..	2	..	..	..	2	..	..	2	..	..	..	..
6 Chnton	2	1	..	1	..	..	1	..	..	..	1	..	..	1	..	..	..	..
7 Elora	2	2	1	2	..	..	2	..	..	..	2	..	..	1	1	..	..	..
8 Fergus	2	2	2	2	..	..	2	..	..	..	2	..	..	..	..	..	..	..
9 Fort Erie	1	..	..	1	..	..	1	..	..	..	..	..	1	1	..	..	..	1
10 Ingersoll	1	..	..	1	..	..	1	..	..	1	1	1	..	1	..	..	..	..
11 Ingersoll	1	1	1	1	..	..	1	..	..	..	1	1	..	1	..	..	..	..
12 Ingersoll	3	1	2	3	..	..	2	..	..	1	3	..	..	2	..	..	..	..
13 Kincardine	1	..	1	1	..	..	1	..	..	..	1	..	..	1	..	..	..	..
14 Mitchell	1	1	3	1	..	..	1	..	..	..	1	..	..	1	1	..	..	..
15 Napanee	4	3	1	3	..	..	4	..	..	..	3	..	1	1	..	..	..	..
16 New Hamburg	1	1	2	1	..	..	1	..	..	..	3	..	1	1	..	1	..	..
17 Newcastle	2	1	1	2	..	..	1	2	..	..	..	1	1	1	1	..	..	1
18 Newmarket	1	1	..	1	..	..	1	..	..	1	..	1	..	1	2	..	..	1
19 Oshawa	1	..	..	1	..	..	1	..	..	..	1	..	..	1	1	..	..	1
20 Preston	2	1	..	1	..	..	1	..	..	1	..	1	..	1	..	..	..	1
21 St. Mary's	1	..	..	1	..	..	1	..	..	..	1	..	..	1	..	..	..	..
22 St. Thomas	1	..	..	1	..	..	1	..	..	..	1	..	..	1	..	..	1	..
23 Smith's Falls	1	1	1	1	..	..	1	..	..	..	1	..	..	1	..	..	..	1
24 Stratford	1	..	..	1	..	..	1	..	..	..	1	..	..	1	1	..	..	1
25 Streetsville	2	2	2	2	..	..	2	..	..	..	1	1	..	1	1	..	..	..
26 Theord	3	3	3	2	..	1	3	..	..	1	1	..	..	1	1	..	..	1
27 Trenton	2	1	1	1	..	..	1	..	..	..	1	1	..	..	2	..	..	1
28 Vienna	1	..	..	1	..	..	1	..	..	..	1	..	..	1	..	..	..	1
29 Waterloo	1	..	..	1	..	..	1	..	..	..	1	..	..	1	..	..	..	1
30 Yorkville	2	1	1	1	..	..	1	..	..	..	1	..	..	1	..	..	..	..
Total	49	24	28	42	..	3	44	5	6	27	10	4	16	22	1	3	7
Grand Total	4267	1708	2510	3676	..	67	3449	72	9	147	557	1911	941	141	522	2631	35	304	117
Total 1857	3592	1549	2415	3514	..	4	1633	76	20	108	467	1772	969	138	492	2681	19	..	116
Increase	675	159	95	162	51	103	..	39	90	139	..	3	30	..	16	..	1
Decrease	4	4	11	28	50

Table F.

THE ROMAN CATHOLIC SEPARATE

MUNICIPALITIES.	No. of Separate Schools.	RECEIPTS.					EXPENDITURES.		
		Amount of the Legislative School Grant.*	Legislative appropriation for Maps and Apparatus.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Maps and Apparatus.	Amount paid for other purposes.
<i>School Sections.</i>									
1 Arthur, No. 1	1	40 00				40 00	40 00		
2 Arthur, No. 2	1	53 00				53 00			
3 Bastard, No. 1	1	12 45		258 80		317 80	270 00		47 80
4 Camden East, No. 15	1	8 75		47 62	96 38	156 45	144 00		12 45
5 Carrick	1	69 12				8 75	8 75		
6 Charlottentown, No. 16	1	40 82		43 00	42 00	125 82	105 40		34 62
7 Charlottentown, No. 17	1	25 12				40 00	65 12		26 42
8 Edwardsburgh, No. 1	1	25 02		29 86	76 65	131 53	120 75		10 78
9 Ellice, No. 7	1	19 92				19 92	19 92		
10 Etobicoke, No. 6	1	30 21				30 21	30 21		
11 Fitzroy, No. 8	1	17 64			115 00	162 64	115 00		17 64
12 Grantham, No. 7	1	46 28			65 90	112 18	88 90		23 28
13 Greenock, No. 1	1	9 12		170 00	55 00	234 12	1 5 00		109 12
14 Hallowell, No. 15	1	13 00		47 50	156 50	217 00	200 00		17 00
15 Hawkesbury East, No. 2	1	12 16		54 00		66 46	40 00		26 46
16 Hawkesbury East, No. 4	1	27 80		148 00		175 80	88 00		87 80
17 Hawkesbury East, No. 7	1	25 02		188 00		213 02	96 00		117 02
18 Kingston, No. 8	1	32 30		41 00	41 56	114 86	113 86		
19 Lanaster, No. 9	1	14 54				14 54	14 54		
20 Lanaster, No. 10	1	12 24		22 37		34 61	22 37		12 24
21 Lanaster, No. 11	1	27 54				27 54	13 16		14 38
22 Leeds & Lansdown E., No. 3	1	59 10		35 30	47 75	142 74	119 67		25 07
23 Lochiel, No. 10	1	105 00		22 55	352 45	480 00	480 00		
24 Marlstone, No. 3	1	26 10			45 50	71 60	45 50		26 10
25 Markham & Vaughan, No. 1	1	58 28	5 00	52 74	48 00	144 02	93 99	10 00	40 03
26 Nepan, No. 13	1	15 50			116 50	132 00	132 00		
27 Nether, No. 1	1	26 00		73 45	50 00	150 05	140 00		10 05
28 Nottawasaga, No. 2	1	45 87			9 50	55 37	33 50		21 87
29 Onondia, No. 6	1	37 14		257 10	97 87	392 41	354 00		38 41
30 Orillia, No. 1	1	42 50				42 50	42 50		
31 Percy, No. 5	1	22 42			8 64	31 06	8 64		22 42
32 Pittsburg, No. 7	1	15 05		74 19	40 00	129 24	114 19		15 05
33 Pittsburg, No. 8	1	12 90		160 00		172 90	73 87		99 03
34 Radich, No. 6	1	8 83		115 00	1 75	125 64	125 00		6 64
35 Sandwich, No. 8	1	16 83			25 00	41 83	41 83		
36 Thorley, No. 20	1	55 96		103 70	18 25	177 91	116 78		61 13
37 Vaughn, No. 18	1	16 45				16 45	16 45		
38 Vesora, No. 7	1	19 73			80 00	99 73	80 12		19 61
39 Wellesley, No. 9	1	14 67		105 00		119 67	81 00		38 67
40 Wellesley, No. 10	1	24 45		30 00	25 00	79 45	64 25		15 20
41 Wellesley, No. 11	1	35 86		159 06	80 00	304 92	256 00		48 92
42 Westmount, No. 13	1	22 23		48 00	61 00	131 23	65 12		66 11
43 Williams, No. 11	1	11 13				11 13	11 13		
44 Wilmot, No. 15	1	50 75		190 00	102 75	343 50	312 00		31 50
45 Windham, No. 8	1	4 27		43 60	65 00	112 87	42 00		70 87
46 Wolfe Island, No. 1	1	28 60		100 40	54 38	183 38	144 00		39 38
47 Wolfe Island, No. 11	1	8 55		86 00	10 00	104 55	31 25		70 30
48 Wolford, No. 20	1	25 20		23 99	132 10	181 59	56 82		124 77
49 York, No. 1	1	36 96			144 47	181 43	110 00		41 43
50 York, No. 21	1	34 38				34 38	34 38		
Total	50	1430 52	5 00	2760 52	2357 20	6533 04	5056 91	10 00	1486 13

* Partly paid in 1859.

SCHOOLS OF UPPER CANADA, 1858.

Table F.

PUPILS AND TIME.	PUPILS		TEACHERS.				RELIGIOUS EXERCISES.		STUDIES.											MAPS, APPARATUS, ETC.			When first established.	
	No. of pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Members of religious orders.	No. of schools opened and closed with prayer.	No. of schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboards.		
1	11	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1853
2	104	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1854
3	58	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1856
4	46	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1856
5	55	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1853
6	47	1	1	1	1	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1843
7	44	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1856
8	57	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
9	44	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1843
10	49	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
11	66	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
12	59	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1858
13	59	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1854
14	63	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	1	...	...	...	1854
15	35	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1853
16	44	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1857
17	10	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1852
18	57	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1844
19	41	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
20	41	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
21	54	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1855
22	58	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
23	129	1	2	1	1	...	...	...	1	1	1	1	1	1	1	1	1	...	...	1	1	1	1	1854
24	46	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1851
25	62	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1857
26	26	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1856
27	77	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1853
28	18	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1856
29	25	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1854
30	7	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1856
31	60	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1857
32	49	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1858
33	57	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
34	46	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1856
35	24	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1853
36	52	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1850
37	...	...	...	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
38	32	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1858
39	26	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
40	38	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1847
41	84	1	1	1	...	...	...	...	1	1	1	1	1	1	1	1	...	...	...	...	...	...	...	1849
42	28	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	...	...	1846
43	...	...	...	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1854
44	66	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1843
45	29	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1856
46	104	1	1	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1854
47	32	1	2	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1858
48	48	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1854
49	57	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
50	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1858
	4490	10	41	25	15	...	1	23	10	40	41	42	38	32	9	7	3	3	1	...	6	6	14	...

Table F.—(Continued.)

THE ROMAN CATHOLIC SEPARATE

CITIES, TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	No. of Separate Schools.	RECEIPTS.					EXPENDITURES.										
		Amount of the Legis- lative School Grant.*		Legislative apportion- ment for Maps and Apparatus.	Amount raised from School Rate on sup- porters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teach- ers.	Amount paid for Maps and Apparatus.	Amount paid for other purposes.							
		\$	c.								\$	c.	\$	c.	\$	c.	
<i>Cities.</i>																	
1 Toronto.....	6	2043	36	5	04	1384	11	3433	41	2418	35	165	50	909	53		
2 Hamilton	1	514	80	10	59	384	33	787	36	1697	08	1281	61	21	18		
3 Kingston	1	693	25	...	...	800	72	142	99	1636	96	579	51	...	1057	43
4 London	1	151	45	...	...	261	00	451	90	864	35	356	00	...	508	33
5 Ottawa	1	955	20	1105	42	2060	62	812	55	30	00	1218	07
Total	20	4358	06	16	53	1446	05	3871	78	9692	42	5448	02	156	63	4087	72
<i>Towns.</i>																	
1 Belleville	1	365	04	...	...	300	00	...	...	665	04	240	00	...	425	04
2 Brantford	1	45	10	...	...	77	00	460	21	391	31	275	15	...	116	16
3 Brockville	1	203	00	...	...	...	...	...	...	203	00	203	00	...	...	...
4 Chatham	1	35	15	...	...	105	00	110	14	250	24	240	00	...	10	29
5 Clifton	1	35	20	...	...	54	00	143	11	232	31	200	00	...	32	31
6 Cobourg	1	68	98	...	...	60	00	101	82	230	86	200	00	...	30	89
7 Dundas	1	161	13	10	69	166	00	3244	00	3381	82	250	00	...	3310	44	
8 Guelph	1	247	20	8	56	49	00	423	50	723	26	399	00	21	38	812	14
9 Lindsay	1	70	00	420	00	490	00	400	00	17	12	90	00
10 Niagara	1	148	32	17	00	74	16	188	00	408	48	236	00	...	172	48	
11 Paris	1	48	72	...	...	82	85	120	06	268	63	119	32	...	115	31
12 Perth	1	65	28	632	85	32	38	730	51	530	00	34	00	200	51
13 Peterborough	1	243	36	...	...	...	...	243	36	243	36	...	...	...	...	...
14 Picton	1	53	28	...	...	...	...	53	28	53	28	...	...	...	...	...
15 Prescott	1	202	71	...	...	100	00	285	92	588	63	566	10	...	22	53
16 St. Catharine's	1	309	70	...	...	300	00	335	39	945	09	...	...	...	...	...
Total	17	2302	17	36	25	2420	86	6251	53	10010	81	5100	30	72	50	4838	01
<i>Town Municipalities.</i>																	
1 Amherstburgh	1	180	68	9	00	158	00	533	30	940	98	313	00	18	00	609	98
2 Barrie	1	111	11	7	63	42	50	7	75	168	99	153	73	15	26	...	
Total	2	291	79	16	63	200	50	601	05	1109	97	466	73	33	26	609	98
<i>Incorporated Villages.</i>																	
1 Preston	1	10	40	...	...	106	68	99	59	216	67	206	27	...	10	40
2 Thorold	1	83	26	6	00	54	00	181	50	324	76	216	00	12	00	96	76
3 Napanee	1	9	36	...	...	...	...	...	...	9	36	...	...	...	...	...
4 Newmarket	1	28	84	5	00	82	80	155	82	267	46	205	83	10	60	51	63
5 Osbawa	1	22	05	...	...	...	...	...	...	22	05	...	...	...	...	...
Total	5	148	91	11	00	243	48	436	91	840	30	659	51	22	00	158	79
Total 1858	94	8531	25	85	41	7071	41	12518	47	23206	54	16731	47	294	44	11180	63
Total 1857	100	8515	17	10398	13	13465	14	32368	44	18743	51	13624	93
Increase	16	08
Decrease	4	3326	72	936	67	4161	90	2612	04	2444	30

* Partly paid in 1859.

SCHOOLS OF UPPER CANADA, 1858.

Table F.—(Continued.)

	PUPILS AND TIME.		TEACHERS.				RELIGIOUS EXERCISES.		STUDIES.											MAPS, APPARATUS, ETC.			When first established.					
	No. of pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Members of religious orders	No. of schools opened and closed with prayer.	No. of schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboards.						
1	1807	11	18	9	9	9	6	...	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	...	1845
2	1193	7	8	4	4	4	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	...	1856
3	736	10	7	4	3	3	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	...	1854
4	374	7	8	3	5	4	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	...	1858
5	723	10	8	5	3	...	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	...	1856
	4743	9	49	23	26	13	23	...	18	10	20	20	20	20	20	20	20	20	8	12	6	20	...					
1	186	12	1	1	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1851
2	180	7	2	...	2	...	2	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1853
4	68	12	1	1	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1851
5	77	13	1	1	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1857
6	126	9	1	1	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1858
7	254	5	2	1	1	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1858
8	282	3	1	2	...	...	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1833
9	227	...	1	1	...	...	2	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1856
10	164	...	2	1	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
11	133	7	...	2	...	...	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1856
12	130	12	2	1	1	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1852
14	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1850
15	178	11	2	2	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1852
16	...	9	2	1	1	...	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1857
	2005	9	20	10	10	...	4	8	4	13	13	14	14	14	14	9	7	6	4	3	...	12	12	11	...			
1	237	12	1	1	...	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
2	135	10	2	...	2	...	2	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1856
	372	11	3	1	2	...	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	...
1	82	11	1	1	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1847
2	144	12	1	1	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
3	53	8	1	1	...	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1858
4	93	11	2	1	1	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1850
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1858
	372	10	5	4	1	...	2	3	4	4	4	4	4	4	3	4	3	2	2	1	...	1	1	2	...			
	9991	16	118	64	54	13	30	50	24	79	86	82	78	71	43	30	31	29	25	8	33	26	48	...				
	9961	11	112	60	52	13	27	49	23	78	76	83	76	70	41	35	26	14	14	12	47	27	39	...				
	27	...	6	4	2	...	3	1	4	1	4	...	2	1	...	5	15	11	...	...	...	...	...	...	...	...	...	...
	...	1	...	...	...	...	...	...	...	...	...	...	1	...	1	5	...	...	...	...	4	14	1	...	...	...	...	...

Table G.

THE GRAMMAR SCHOOLS

COUNTIES.	THE GRAMMAR SCHOOLS.	M O N						
		RECEIPTS.						
		Legislative Grant		LOCAL SOURCES.				Total receipts for Grammar School purposes, 1858.
		Masters' Salaries.*	Maps, Apparatus, Prizes, and Libraries.	From Fees.	From Municipal Grants.	Balances and others sources.		
		\$	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	
Stormont, Dundas and Glengarry	1 Cornwall	874	10 00	551 88	....	43 16	1479 04
	2 Williamstown	314	....	141 00	57 00	....	512 00
	3 Matilda	206	....	231 75	....	40 00	477 75
Prescott and Russell	4 L'Orignal	400	....	138 35	....	....	538 35
	5 Yankleekhill	350	....	150 00	....	....	500 00
Carleton	6 Ottawa	680	....	319 25	....	371 00	1370 25
	7 Richmond	210	....	131 40	10 00	7 40	358 80
	8 Brockville	650	....	718 83	....	160 00	1528 83
Leeds and Grenville	9 Prescott	520	....	378 25	300 00	228 75	1427 00
	10 Kemptville	230	....	104 25	265 75	6 00	606 00
	11 Gananoque	133	....	126 40	....	41 51	300 91
Lanark and Renfrew	12 Perth	290	....	....	230 00	280 00	800 00
	13 Smith's Falls	240	....	143 00	197 00	130 00	730 00
	14 Lanark	210	....	40 00	400 00	....	650 00
	15 Carleton Place	200	....	210 00	59 40	119 40	588 80
	16 Kingston	640	....	410 00	....	731 80	1811 80
Frontenac, Lennox and Addington	17 Newburgh	410	....	56 95	200 00	50 00	716 95
	18 Bath	188	....	100 00	100 00	....	388 00
	19 Napanee	200	....	174 80	126 88	331 10	932 78
Prince Edward	20 Picton	450	....	132 33	215 17	70 00	967 50
Hastings	21 Consecon	250	....	46 00	....	311 00	607 00
	22 Belleville	800	....	21 00	....	457 25	1278 25
	23 Colbourg	600	....	246 00	....	....	846 00
Northumberland and Durham	24 Port Hope	580	....	576 00	852 28	....	2008 28
	25 Bowmanville	220	....	99 00	400 00	83 00	802 00
	26 Brighton	150	....	250 00	....	160 00	560 00
	27 Colborne	200	....	69 00	....	329 37	598 37
	28 Peterborough	400	....	....	....	....	400 00
Peterboro' and Victoria	29 Norwood	200	....	....	....	....	200 00
	30 Lindsay	200	....	40 00	....	....	240 00
	31 Whitby	400	....	419 00	60 00	....	879 00
Ontario	32 Uxbridge	200	....	8 00	....	....	208 00
	33 Oshawa	300	....	306 00	....	....	606 00
	34 Toronto	1000	20 39	806 50	1000 00	767 48	3594 37	
York and Peel	35 Newmarket	420	....	350 84	200 00	66 00	1036 84
	36 Streetsville	192	26 88	42 87	200 00	53 58	515 33	
	37 Richmond Hill	415	29 17	179 03	200 00	4 87	828 07	
	38 Brampton	390	....	14 00	....	410 00	814 00
	39 Weston	300	6 00	220 80	200 00	6 00	732 80	
	40 Markham	285	....	390 00	200 00	....	875 00
Simcoe	41 Barrie	650	58 69	345 00	....	....	1053 69
	42 Bond Head	100	....	....	....	....	100 00
Halton	43 Milton	440	2 50	234 00	....	....	676 50
	44 Oakville	400	149 60	203 75	300 30	106 45	1160 00	
	45 Hamilton	650	....	....	....	....	650 00
Wentworth	46 Ancaster	300	....	....	....	249 00	549 00
	47 Dundas	250	....	479 00	513 63	436 32	1678 95
	48 Waterdown	200	....	223 27	160 00	66 74	650 01
Brant	49 Brantford	400	....	317 00	....	483 00	1200 00
	50 Paris	400	....	54 00	352 50	....	806 50
	51 Scotland	192	....	13 38	....	89 44	294 82

* Partly paid in 1859.

OF UPPER CANADA, 1858.

Table G.

EXPENDITURES.						Balance over.	NAMES OF THE HEAD MASTERS IN 1858.
For Masters' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Buildings, Rent and Repairs.	For contingencies and Books.	Total Expenditure for Grammar Schools, 1858.			
¢ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.		
1	1375 88	26 00	20 20	44 97	1467 05	11 99	Rev. H. W. Davies, M.A. <i>Trin. Coll., Tor.</i>
2	284 00	5 00	52 05	...	341 00	171 00	D. J. MacLean, B.A., <i>Q. Coll., Kingston.</i>
3	350 00	...	40 00	53 75	443 75	34 00	Samuel Cowan †
4	337 35	...	...	...	337 35	201 00	Alexander McNaughton.*
5	325 00	...	...	...	325 00	175 00	Rev. D. Clarke, A.M., <i>King's Coll., Aberd.</i>
6	778 85	...	234 60	356 80	1370 25	...	O. T. Miller, A.M., <i>University of Glasgow.</i>
7	191 40	...	17 40	...	208 80	150 00	C. R. Dickinson, B.A., <i>Trin. Coll., Dublin.</i>
8	1366 84	...	160 00	...	1526 84	1 99	J. J. Dunlop, A.M., <i>Trin. Coll., Dublin.</i>
9	1025 00	...	130 00	...	1155 00	272 00	David Beach, A.M., <i>Victoria Coll., Cobourg.</i>
10	690 00	6 00	...	...	696 00	...	J. M. Fraser, B.A., <i>Queen's Coll., Kingston.</i>
11	167 91	...	...	...	167 91	133 00	Joshua Fraser, B.A., <i>Q. Coll., Kingston.</i>
12	800 00	...	...	...	800 00	...	R. T. Livingstone †
13	600 00	...	...	...	600 00	130 00	A. McLennan, B.A., <i>Q. Coll., Kingston.</i>
14	395 00	...	...	150 00	545 00	105 00	William Stitt †
15	311 70	...	...	9 37	321 07	267 73	Peter McLaren, <i>Queen's Coll., Kingston.</i>
16	1080 00	20 00	...	711 80	1811 80	...	W. J. Irwin, M.A., <i>Univ. of Cambridge.</i>
17	350 00	...	...	91 95	441 95	275 00	Wm. Lewin, B.A., <i>Trinity College, Dublin.</i>
18	286 00	...	...	...	286 00	102 00	E. R. Davies †
19	418 71	...	220 00	144 05	782 76	150 02	Robert Phillips †
20	800 00	70 00	37 50	69 00	967 50	...	Stuart Foster †
21	600 00	...	...	...	600 00	7 00	Neil Dunbar, A.B., <i>Queen's Coll., Kingston.</i>
22	1125 00	21 00	66 25	66 00	1278 25	...	Alexander Burdon.*
23	846 00	...	...	...	846 00	...	S. Lightburne, M.A., <i>University of Toronto.</i>
24	1781 20	6 00	122 75	98 33	2008 28	...	John Gordon †
25	600 00	50 00	...	152 00	802 00	...	R. McGee †
26	510 00	...	...	...	510 00	50 ..	James Hubbert †
27	598 67	...	...	...	598 67	...	James B. Dixon †
28	400 00	...	...	...	400 00	...	Rev. John McClure †
29	200 00	...	...	...	200 00	...	William Macwilliam.*
30	240 00	...	...	...	240 00	...	William Daunt †
31	619 00	60 00	...	...	679 00	200 00	William McCabe †
32	58 00	...	...	...	58 00	150 00	John Strachan, M.A., <i>St. Andrew's Univ.</i>
33	500 25	...	6 00	20 17	526 42	79 58	Charles Camidge †
34	2111 66	41 78	7 00	161 65	2321 49	272 88	M. C. Howe, LL.D., <i>Trin. Coll., Dublin.</i>
35	770 84	72 00	164 00	30 60	1036 84	...	S. A. Marling, M.A., <i>University of Toronto.</i>
36	196 50	53 76	37 60	52 04	339 90	175 43	T. S. Russell, A.M., <i>University of Glasgow.</i>
37	600 00	58 31	47 75	39 57	715 66	82 41	Rev. James Boyd †
38	485 00	...	20 00	30 00	485 00	329 00	John Thomson, A.B., <i>Q. Coll., Kingston.</i>
39	3 9 97	12 00	...	...	321 97	410 85	Rev. J. B. Logan, M.A., <i>V. Coll., Cobourg.</i>
40	467 00	...	228 50	36 50	722 00	143 00	Ed. T. Crowle, Ph.D., <i>Univ. of Gissen.</i>
41	670 00	117 58	...	4 50	791 88	261 81	Rev. W. F. Checkley, A.B., <i>T. Coll., Dublin.</i>
42	100 00	...	...	...	100 00	...	Rev. C. Boyer, B.A., <i>University of Oxford.</i>
43	454 00	5 00	...	...	459 00	217 50	James Regan, M.A., <i>University of Durham.</i>
44	800 00	299 00	...	60 00	1159 00	1 00	William Oliver, B.A., <i>University of Toronto.</i>
45	650 00	...	...	...	650 00	...	H. J. Woodroffe, B.A., <i>Trin. Coll., Dublin.</i>
46	150 00	...	51 30	...	201 30	347 70	R. Unsworth, Jr., B.A., <i>Univ. of Toronto.</i>
47	1189 40	...	...	239 48	1428 88	250 07	John King, A.M., <i>Trinity College, Dublin.</i>
48	600 00	...	...	50 00	650 00	...	D. B. McLennan, B.A., <i>Q. Coll., Kingston.</i>
49	1000 00	...	...	...	1000 00	200 00	Rev. P. D. Muir, A.B., <i>Q. Coll., Kingston.</i>
50	750 00	...	...	6 50	756 50	50 00	Jonathan W. Acres †
51	250 00	30 32	...	14 50	294 82	...	David Allison, A.M., <i>Marisch. Coll., Aber.</i>

* Appointed under the old law.

† Certificates from the Committee of Examiners.

Table G.—(Continued.)

THE GRAMMAR SCHOOLS

COUNTIES.	THE GRAMMAR SCHOOLS.	MON						
		RECEIPTS.						
		Legislative Grant		LOCAL SOURCES.			Total receipts for Grammar School purposes, 1868.	
Masters' Salaries.*	Maps, Apparatus, Prizes and Libraries.	From Fees.	From Municipal Grant.	Balances and other sources.				
		\$	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	
Lincoln	52 Niagara	400	12 00	584 00	200 00	...	1196 00	
	53 St. Catharines	250	29 98	1750 10	300 00	39 52	2369 60	
	54 Grimsby	200	21 25	304 60	200 00	125 99	851 84	
Welland	55 Beamsville	167	...	240 91	200 00	1 58	609 49	
	56 Merrittsville	400	...	257 00	...	...	657 00
Haldimand	57 Drummondville	120	...	332 50	116 09	487 91	1056 50	
Norfolk	58 Caledonia	220	...	42 63	160 00	237 89	660 52	
	59 Simcoe	630	34 48	416 50	...	44 02	1125 00	
Oxford	60 Port Dover	250	...	5 00	...	62 00	317 00	
	61 Woodstock	760	...	209 50	...	...	969 00
Waterloo	62 Ingersoll	360	...	...	...	...	360 00
	63 Berlin	440	18 00	190 50	289 05	35 62	973 18	
Wellington	64 Galt	600	12 25	671 28	600 00	214 15	2097 68	
	65 Guelph	529	55 00	134 75	828 75	...	1538 50	
Grey	66 Elora	480	...	120 00	130 00	200 00	930 00	
	67 Owen Sound	396	...	5 25	227 50	...	628 75	
Perth	68 Stratford	600	...	240 00	400 00	65 13	1305 13	
	69 Goderich	720	...	141 89	...	389 14	1251 03	
Middlesex	70 London	1120	...	397 80	...	661 71	2179 51	
	71 St. Thomas	558	...	294 00	371 22	...	1223 22	
Kent	72 Vienna†	452	...	150 00	381 62	302 69	1286 31	
	73 Chatham	740	35 00	500 00	50 00	72 99	1397 99	
Essex	74 Sarnia	600	...	146 50	200 00	37 88	984 38	
	75 Windsor	400	...	...	...	...	400 00
Total		30382	521 09	17376 59	11554 14	9668 15	59501 97	
† Balances				2615 35	1751 70	1748 95	6116 00	
Grand Total		30382	521 09	19991 94	13305 84	11417 10	75617 97	
Total 1857		28169		19517 84	16830 84	21731 89	56249 55	
Increase		2213		474 10				
Decrease					3525 00	10314 79	10631 58	

* Partly paid in 1859.

† \$50 on account of 1857.

‡ See Note to Table A.

Table H.

METEOROLOGICAL STATIONS AT THE

Under the authority of the Grammar School Act of 1855, an extra grant of \$400 per annum is made to each Senior the duty of the Master to make the necessary returns every month to the Educational Department. Out of the 31 Counties to purchase a set of instruments, and but few of these (as will be seen from the following) make the returns

Name of Meteorological Station.	No. of months since the Station has been established.	No. of monthly abstracts since received at the Education Office.	CHARACTER OF ABSTRACTS RECEIVED.		
			Well prepared.	Indifferently prepared.	Imperfectly prepared.
1 Niagara	19	2	...	2	...
2 Hamilton	19	8	5	3	...
3 Belleville	19	15	13	2	...
4 Barrie	19	13	13	...	...
5 Chatham	19	11	...	7	4
6 Port Sarnia	19	14	14	...	...
7 Milton	18	3	...	...	3
8 Cornwall	18	6	6	...	...

OF UPPER CANADA, 1858.

Table G.—(Continued.)

EXPENDITURES.						Balance over.	NAMES OF THE HEAD MASTERS.	
For Masters Salaries.	For Maps Apparatus, Prizes and Libraries.	For Building, Rent and Repairs.	For contingencies and Books.	Total Expenditure for Grammar Schools, 1858.				
\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.	\$ Cts.			
52	944 00	24 00	.....	.....	968 00	228 00	Rev. H. N. Phillipps.*
53	2100 00	59 96	.....	78 21	2233 17	136 43	T. D. Phillipps, M.A., <i>Trin. Coll.</i> , Toronto.
54	645 00	42 50	20 84	41 10	749 44	102 40	Daniel Campbell.†	
55	433 37	7 26	68 86	509 49	100 00	William Stewart.†
56	657 00	.....	.....	.....	657 00	.....	M. Nelson Burns, M.A., <i>Univ. Toronto.</i>
57	600 00	.....	400 00	56 50	1056 50	.....	Thos. W. Street, B.A., <i>King's Coll.</i> , N. B.
58	600 00	13 00	.....	42 54	655 54	4 98	David Lennox, A.M., <i>Jefferson Coll.</i> , U. S.
59	1000 00	68 96	.....	47 15	1116 11	8 89	Rev. J. G. Mulholland, A.M., <i>T. Coll.</i> , Dub
60	317 00	.....	.....	.....	317 00	.....	Spencer A. Jones.†
61	969 50	.....	.....	.....	969 50	.....	George Strauchon.*
62	360 00	.....	.....	.....	360 00	.....	G. K. Mulligan.†
63	685 55	36 00	9 00	23 34	753 69	219 49	Robert Matheson, B.A., <i>Univ. Toronto.</i>	
64	1501 39	24 50	400 00	71 76	1997 65	100 03	William Tassie, M.A., <i>Univ. Toronto.</i>	
65	1340 00	110 00	63 97	15 00	1528 97	9 53	John May, B.A., <i>Queen's Coll.</i> , Kingston.	
66	360 00	100 00	.....	30 00	490 00	440 00	Rev. J. G. Macgregor.*
67	338 38	7 00	.....	63 20	408 58	220 17	John M. Gibson.†
68	760 00	.....	79 43	236 90	1076 33	228 80	Charles J. McGregor, M.A., <i>Univ. Toronto.</i>
69	868 95	11 15	153 82	170 09	1204 01	47 02	John Haldan, Jr.*	
70	1846 07	.....	.....	93 43	1939 50	240 01	Benjamin Bayly, A.B. <i>Trin. Coll.</i> , Dublin.
71	963 00	.....	3 02	112 27	1078 29	144 93	John Fraser, A.M., <i>King's Coll.</i> , Aberdeen.
72	825 00	.....	7 75	232 65	1085 40	290 91	Henry H. Hutton, B.A., <i>Genesee Coll.</i> , U. S.
73	1100 00	70 00	67 79	160 20	1397 99	.....	George Jamieson.*
74	900 00	.....	.....	84 38	984 38	.....	W. B. Evans, B.A. <i>Trin. Coll.</i> , Toronto.
75	400 00	.....	.....	.....	400 00	.....	Rev. E. H. Dewar, M.A., <i>Univ. Oxford.</i>
	52940 14	1527 91	2868 47	4325 91	61662 43	7839 54	* Appointed under the old Law.	
	8132 93	.....	.....	2389 69	10522 62	.....	† Certificates from the Committee of Examiners.
	61073 07	1527 91	2868 47	6715 60	72185 05	.....	
	67552 15	2153 72	10708 10	6293 49	76707 46	9542 09		
	8520 92	.....	.....	422 11	.....	.....
	.....	625 81	7839 63	.....	4522 41	1702 55	

SENIOR COUNTY GRAMMAR SCHOOLS.

Table H.

County Grammar School, and provision is made for the establishment thereof of a Meteorological Station, and it is made ties in which Senior County Grammar Schools have been established but 14 have contributed the necessary sum of half required by law.

	Name of Meteorological Station.	No. of months Since the station has been established.	No. of monthly abstracts since received at the Education Office.	CHARACTER OF ABSTRACTS RECEIVED.		
				Well prepared.	Indifferently prepared.	Imperfectly prepared.
9	Guelph.....	11	1	1	..	..
10	Whitby.....	11	7	6	1	..
11	Perth.....	10	None.	..	..	..
12	Pictou.....	10	None.	..	..	..
13	Brantford.....	1	None.	..	..	..
14	L'Orignal.....	Instruments purchased, but not yet sent for.			..	..
	Total.....	193	80	58	15	7

Table I.

THE GRAMMAR SCHOOLS OF UPPER CANADA, 1858.

Table I.

THE GRAMMAR SCHOOLS.		How many pupils attended during 1858.	Total number in subjects prescribed for Grammar Schools.	How many had passed Entrance Examination.*	NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.														
					ENGLISH.														
					Class 1.†			Class 2.			Class 3.		Class 4.			Class 5.			
					Total in English.	In English Grammar.	In Spelling.	Elementary Reading.	Elements of Composition.	Etymology of words and Versification.	Art of Reading. (National)	Sullivan's Dictionary Derivations.	In Composition.	Art of Reading and 5th Bo k.	Elements of Rhetoric and Logic.	In Composition.	Sullivan's Literary Class Book.	Christian Text-books and Morals.	In composition.	Political Economy and 5th Reader.	Outlines of English Literature.	In Composition.
1	Corrwall	43	43	..	43	33	38	17	..	..	..	..	..	..	..	..	..	..	..
2	Williamstown	51	51	51	51	46	46	46	..	..	..	..	..	..	..	..	..	..	..
3	Malbda	52	52	..	52	30	29	15	12	12	12	10	10	10	10	10	10	10	10
4	L'Orignal	30	30	11	30	5	5	5	..	..	..	..	..	..	..	..	..	..	..
5	Vankleekhill	70	70	70	72	17	17	17	20	16	16	9	9	9	9	9	9	9	9
6	Ottawa	60	60	40	60	40	40	40	13	30	40	40	30	25	15	15	15	15	15
7	Richmond	63	63	17	63	79	79	50	13	16	16	..	..	..	..	..	..	..	..
8	Brockville	79	50	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	Prescott	102	99	99	102	79	79	100	55	55	55	20	47	5	24	24	24	24	24
10	Kemptville	90	90	90	90	50	29	..	12	12	12	20	41	..	4	4	4	4	4
11	Gananoque	24	10	..	..	24	24	..	..	..	..	..	13	..	13	13	13	13	13
12	Perth	63	63	63	45	47	47	45	..	..	..	..	43	..	43	43	43	43	43
13	Smith's Falls	42	31	31	42	42	42	26	..	..	..	..	..	..	..	..	..	..	..
14	Lenark	54	40	35	43	40	43	43	14	14	14	..	..	..	..	..	..	..	..
15	Carleton Place	63	46	46	47	47	46	16	14	14	14	..	..	..	..	..	..	..	..
16	Kingston	42	40	40	42	36	36	10	..	..	..	..	..	..	..	..	..	..	..
17	Newburgh	92	92	92	92	98	98	98	49	49	49	93	93	93	93	93	93	93	93
18	Bath	32	16	16	16	16	16	15	..	..	..	..	..	..	..	..	..	..	..
19	Navarre	106	106	106	106	96	96	96	..	..	..	..	..	..	..	..	..	..	..
20	Pictou	85	75	43	83	85	43	10	41	41	41	..	40	..	..	..	..	..	..
21	Conson	120	17	..	120	17	120	15	10	10	10	14	10	14	10	10	10	10	10
22	Bellville	167	167	167	167	167	167	167	..	..	..	..	..	..	..	..	..	..	..
23	Colborne	44	41	41	41	41	40	40	62	..	..	..	13	..	..	..	..	..	..
24	Port Hope	133	40	..	133	103	63	43	..	..	..	..	30	..	43	43	43	43	43
25	Rawsonville	60	60	60	60	60	60	36	30	10	10	30	30	12	10	30	60	60	60
26	Brighton	37	37	37	37	37	37	33	21	13	13	16	30	12	..	..	..	..	..
27	Colborne	43	43	43	43	43	43	43	..	..	..	..	40	..	..	..	..	..	..
28	Peterborough	66	66	66	66	66	66	66	..	..	..	..	66	..	16	..	..	..	..
29	Norwood	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
30	Lindsay	22	20	17	22	22	22	22	13	14	14	15	9	..	..	..	..	..	..
31	Whitby	103	97	97	103	103	103	103	16	25	37	33	28	..	25	20	20	20	20
32	Uxbridge	32	..	..	32	30	32	32	15	15	15	..	..	..	..	..	..	..	..

33	Oshawa	20	20	7	20	...	3	3	10	...	7	15	8	7	7	...	3	...	...	...	1	1	...	12	12	12	...	...	...	...	...	...	12	9
34	Toronto	63	40	40	40	...	3	4	9	9	9	17	15	11	22	...	1	...	...	...	1	11	...	11	16	16	16	...	...	...	16	16	12	
35	Newmarket	21	21	24	3	24	3	4	24	2	...	2	6	6	6	...	...	...	...	...	...	...	...	1	1	1	...	...	...	3	3	3	3	
36	Streetsville	17	2	15	2	2	2	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...
37	Richmond Hill..	35	28	35	...	...	10	6	7	7	...	12	14	9	9	...	3	8	...	...	4	4	...	4	4	4	...	...	...	3	3	2	2	
38	Brampton	29	15	15	...	...	12	2	2	2	...	15	3	2	2	...	2	2	...	...	1	1	...	7	7	7	...	...	...	4	4	4	4	
39	Weston	18	18	6	...	...	18	12	12	...	...	12	1	8	8	...	...	...	...	...	1	1	...	10	10	10	...	...	...	...	...	...	...
40	Markham	28	22	...	...	...	6	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	4	4	4	...	...	...	...	...	...	...
41	Barrie	51	15	21	6	15	...	2	7	7	...	6	40	12	8	...	8	8	...	...	...	...	2	2	2	...	...	...	29	29	29	29		
42	Bond Head .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	12	4	...	...	...	4	4	3	4	...	3	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
44	Oakville	30	...	20	...	1	9	1	1	1	...	1	14	3	...	...	3	3	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...
45	Hamilton	78	34	73	...	15	4	1	19	2	...	19	2	2	...	...	2	2	...	...	2	2	...	2	122	52	52	...	...	10	10	10	10	
46	Ancaster	12	12	12	...	3	...	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	12	12	12	...	...	...	...	...	...	...
47	Bundas	20	20	20	...	20	...	15	1	1	...	6	20	15	15	...	15	5	5	...	1	1	...	5	5	5	...	...	5	5	5	5	5	
48	Waterdown	11	19	10	...	11	8	1	9	1	1	...	9	9	1	...	1	1	...	...	1	1	...	11	11	11	...	...	3	3	3	3	3	
49	Brantford	57	48	...	...	...	...	...	...	...	...	9	29	6	...	...	...	...	...	...	...	...	...	53	53	53	...	...	...	...	...	...	...
50	Paris	27	27	27	16	...	...	3	3	3	3	3	20	1	1	1	1	1	...	...	1	1	...	1	19	19	19	...	...	...	...	...	...	...
51	Scotland	
52	Niagara	26	20	20	...	20	8	6	6	6	2	17	5	5	5	...	5	8	...	...	4	4	...	9	4	5	...	...	5	5	5	5	5	5
53	St. Catharines..	39	15	15	11	16	16	6	8	8	5	3	3	23	15	3	15	3	...	...	7	7	...	...	...	...	...	...	...	...	...	...	...	...
54	Grimsby	7	7	5	5	5	5	4	4	4	...	2	2	2	2	...	...	...	...	...	...	...	...	6	6	6	...	...	...	...	...	...	...	...
55	Beamsville	18	10	10	...	2	2	4	4	4	...	1	1	1	1	...	3	3	...	...	1	1	...	9	9	9	...	...	2	2	2	2	2	2
56	Merrittsville ..	21	16	21	...	16	...	...	...	19	...	1	1	1	1	...	1	1	...	...	1	1	...	2	2	2	...	...	...	...	...	...	...	...
57	Brammondville ..	19	...	16	...	16	...	...	...	19	...	1	1	1	1	...	1	1	...	...	1	1	...	2	2	2	...	...	...	...	...	...	...	...
58	Calumna	16	8	8	4	16	...	...	4	14	...	4	4	2	2	...	...	...	...	...	...	...	...	5	5	...	...	...	...	5	5	5	5	5
59	Simcoe	27	7	7	...	20	9	...	...	...	...	1	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
60	Port Dover	17	9	7	4	...	...	...	...	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	7	7	...	...	...	...	...	...	...	...
61	Woodstock	38	6	12	9	...	3	3	7	7	8	...	8	3	3	...	3	3	...	...	3	3	...	9	9	3	...	...	2	2	2	2	2	2
62	Ingersoll	36	32	32	...	32	8	5	4	...	...	1	20	4	3	...	4	3	...	...	1	1	...	13	13	...	...	...	6	6	6	6	6	6
63	Berlin	21	21	...	...	...	...	...	...	...	...	12	5	5	5	...	5	5	...	...	1	1	...	3	3	3	...	...	4	4	4	4	4	4
64	Galt	64	30	64	...	17	12	21	13	...	13	16	3	13	64	25	8	8	...	...	2	2	...	8	8	...	...	...	...	...	...	...	...	...
65	Guelph	30	...	3	...	10	5	2	4	3	1	2	4	2	2	...	4	2	...	...	3	3	...	2	2	2	...	...	6	6	6	6	6	6
66	Elora	21	...	4	5	15	10	6	...	...	...	2	2	2	2	...	2	2	...	...	2	2	...	2	2	2	...	...	10	10	10	10	10	10
67	Owensound	17	17	17	...	8	...	...	...	...	...	15	7	7	7	...	7	7	...	...	...	...	...	12	12	12	...	...	...	...	...	...	...	...
68	Stratford	20	...	12	...	8	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	8	13	5	...	...	...	...	...	...	...	...
69	Goderich	29	10	10	...	5	5	...	...	...	...	14	20	6	6	...	10	10	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...
70	London	51	23	23	...	25	25	5	5	3	3	3	3	3	30	13	10	...	...	...	...	...	...	22	13	15	...	...	...	...	...	...	...	...
71	St. Thomas	42	...	38	...	10	12	12	12	2	2	...	2	2	2	...	8	6	...	...	4	4	...	2	2	...	...	...	...	...	...	...	...	...
72	Nienna	19	9	10	...	5	1	...	...	...	...	1	14	2	2	...	2	2	...	...	...	...	...	11	7	11	...	...	...	...	...	...	...	...
73	Chatham	23	10	10	...	16	8	...	2	...	...	5	8	8	5	...	3	3	...	...	...	...	...	10	10	10	...	...	...	...	...	...	...	...
74	Samia	33	6	17	5	10	...	7	2	...	...	4	...	...	...	...	1	1	...	...	1	1	...	15	15	...	...	...	...	...	...	...	...	...
75	Windsor	
	Total, 1868 ...	1724	878	1026	89	373	335	221	228	272	36	132	143	18	264	767	378	227	253	131	28	52	67	24	27	30	851	581	511	238	192	139	123	113	162	
	Total, 1857 ...	1329	163	234	64	601	550	
	Increase	395	65	94	12	250	31	
	Decrease

* See Note t, on page lxiii.

STATISTICAL REPORT.

LXV

Table I.—(Continued.)

THE GRAMMAR SCHOOLS OF UPPER CANADA, 1858.

Table I.—(Continued.)

THE GRAMMAR SCHOOLS.		NUMBER OF PUPILS IN—															
		MATHEMATICS.															
		Total in Arithmetic.	Total in Algebra.	Total in Euclid.	Class 1.*		Class 2.		Class 3.		Class 4.		Class 5.				
					First four Rules of Arithmetic.	First four Rules of Algebra.	Arithmetic—Involution, Evolution, &c.	Algebra—Simple Equations.	Arithmetic—Proportion, Interest, &c.	Algebra—Quadratics.	Euclid—Books I. & II.	In Algebra.	Euclid—Books III, IV, and VI. Det.	Elements of Plane Trigonometry.	Measurement and Surveying.		
1	Corwall	40	8	11	..	4	..	3	..	11	..	..	..	..	..	..	..
2	Williamstown	51	20	29	10	..	14	10	31	10	12	..	8	..	..	..	..
3	Matilda	63	26	10	20	..	23	15	28	11	16	..	..	..	..	..	..
4	L'Orignal	20	13	13	8	..	..	..	..	..	..	..	..	..	..	..	..
5	Vaukleeckhill	29	11	13	23	5	..	..	..	..	..	..	..	..	..	..	..
6	Ottawa	35	17	17	30	17	17	17	17	17	17	17	11	10	..	..	..
7	Richmond	47	..	1	35	..	20	..	27	17	15	17	..	..	..	..	..
8	Brockville	79	45	45	45	45	45	45	45	45	45	45	..	..	..	..	..
9	Prescott	99	13	3	54	13	60	12	47	13	25	..	..	..	..	..	..
10	Kemptville	90	20	12	6	10	30	6	44	4	..	6	..	..	..	..	..
11	Gananoque	24	4	..	7	3	..	1	..	..	..	..	..	..	..	..	..
12	Perrh	45	46	33	..	13	..	10	..	..	..	..	..	..	..	..	..
13	Smith's Falls	32	24	16	..	11	30	11	..	..	..	..	..	..	..	..	..
14	Lanark	34	10	11	23	..	13	..	..	..	..	..	..	..	..	..	..
15	Carleton Place	62	6	11	21	1	14	5	19	5	..	..	..	..	..	..	..
16	Kingston	42	13	13	34	13	13	..	..	..	..	..	..	..	..	..	..
17	Newburgh	28	30	22	20	6	31	9	47	15	9	..	..	..	..	..	..
18	Bath	16	9	..	3	..	13	..	13	..	..	..	..	..	..	..	..
19	Napanee	106	30	7	20	..	196	80	163	20	..	..	..	..	..	..	..
20	Pictou	84	30	16	19	40	..	10	56	4	18	..	..	..	..	..	..
21	Consecon	17	4	4	10	4	16	3	10	3	4	..	..	..	..	..	..
22	Belleville	167	51	30	50	23	56	29	51	10	21	..	..	..	..	..	..
23	Colburg	41	2	..	23	..	..	..	18	..	..	..	..	..	..	..	..
24	Port Hope	133	23	33	6	..	45	14	40	7	17	..	..	..	..	..	..
25	Bowmanville	69	60	22	..	..	..	19	19	7	10	..	..	..	..	..	..
26	Brighton	27	13	..	4	..	..	..	22	3	..	28	12	3	..	..	..
27	Colborne	21	17	..	2	..	..	..	8	..	..	..	..	..	..	..	..
28	Peterborough	66	24	9	13	15	..	..	..	9	..	..	..	..	..	..	..
29	Norwood	22	12	6	..	..	16	..	..	6	..	..	..	..	..	..	..
30	Lindsay	31	45	49	12	..	69	37	..	..	7	..	..	..	..	..	..
31	Whitby	..	..	..	..	..	..	..	6	..	17	..	..	..	..	..	..
32	Uxbridge	38	8	..	20	..	..	..	..	..	..	..	..	..	..	..	..
33	Oshawa	22	19	19	7	..	..	..	..	..	..	..	..	..	..	..	..

24	Toronto.....	116	60	74	62	...	31	31	15	11	25	9	6	7	...
25	Newmarket.....	68	22	14	15	6	29	7	24	8	9	5	5	5	10
26	Streetsville.....	40	2	2	20	2	12	2	8	1	...	...	2	...	...
27	Richmond Hill.....	68	31	24	16	21	22	31	20	23	18	11	6	...	21
28	Brampton.....	74	10	19	12	...	56	8	18	2	13	...	5	...	8
29	Weston.....	48	15	11	8	4	31	11	9	...	11	...	1	...	12
30	Markham.....	53	29	15	30	9	11	6	12	5	10	...	5	...	1
31	Barré.....	76	44	44	12	14	20	20	44	10	26	10	16	9	9
32	Bond Head.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
33	Milton.....	27	17	15	...	7	27	10	27	10	15	17	...	...	27
34	Oakville.....	65	32	8	65	...	65	32	65	32	32	32	...	...	3
35	Hamilton.....	136	38	27	18	4	43	9	75	23	16	...	11	5	...
36	Ancaster.....	45	38	5	7	38	...	38	38	...	5	...	...	...	...
37	Dundas.....	33	20	12	21	10	12	15	15	...	10	...	...	...	...
38	Waterdown.....	25	20	9	2	9	4	13	13	8	8	8	9	...	17
39	Brautford.....	53	47	24	23	23	24	23	21	13	13	11	11	53	53
40	Paris.....	23	7	10	9	3	14	4	...	...	7	7	3	...	16
41	Scotland.....	44	9	5	4	4	20	5	20	...	5	...	...	...	...
42	Niagara.....	49	13	21	15	5	13	6	18	4	17	13	4	4	3
43	St. Catharine's.....	94	65	34	65	36	16	16	13	13	30	...	8	3	...
44	Grimsby.....	24	8	6	5	3	9	2	10	3	4	...	2	...	...
45	Beamsville.....	26	12	8	14	8	10	3	12	1	6	...	2	...	...
46	Merrittsville.....	47	25	20	15	3	...	...	...	22	5	...	15	...	...
47	Drummondville.....	35	5	7	5	3	2	2	7	1	5	...	...	...	...
48	Caledonia.....	30	10	12	8	...	...	10	17	...	12	...	...	...	...
49	Simco.....	42	20	17	6	9	38	11	30	4	9	4	4	...	...
50	Port Dover.....	44	10	10	18	8	12	3	14	2	7	10	3	...	...
51	Woodstock.....	21	11	20	6	4	16	7	16	...	11	...	9	...	16
52	Ingersoll.....	48	34	43	...	20	...	14	48	14	43	34	7	1	5
53	Berlin.....	30	25	25	...	...	...	...	...	25	...	...	24	1	2
54	Galt.....	60	45	25	3	18	27	27	27	20	12	...	13	16	16
55	Guelph.....	82	29	21	6	...	31	21	23	8	9	...	13	...	16
56	Elora.....	44	12	19	18	1	20	19	20	2	12	...	7	2	1
57	Owen Sound.....	73	20	19	5	10	20	4	73	...	12	...	7	...	...
58	Stratford.....	45	20	13	...	7	14	13	16	...	6	...	7	...	...
59	Godberich.....	36	12	14	...	...	12	11	24	1	7	...	9	1	25
60	London.....	60	18	30	33	10	36	12	23	6	22	2	8	...	4
61	St. Thomas.....	66	37	37	28	11	39	21	39	12	21	...	16	...	...
62	Vienna.....	36	16	8	10	11	12	11	16	7	8	...	4	...	...
63	Chattham.....	73	22	22	73	13	13	13	...	9	15	...	7	...	...
64	Sarna.....	61	7	16	26	4	24	3	11	...	11	...	5	...	...
65	Windsor.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, 1858.....		3090	1608	1248	1408	634	1652	838	1780	545	819	243	423	149	427
Total, 1857.....		3423	1127	897	1259	523	1347	634	1368	459	524	.....	422	69	439
Increase.....		333	481	351	158	111	305	204	412	286	295	.....	9	80	.....
Decrease.....		...	...	...	...	...	...	...	...	...	...	...	...	...	12

* See Note † on page lxiii.

Table I.—(Continued.)

THE GRAMMAR SCHOOLS OF UPPER CANADA, 1858.

Table I.—(Continued.)

THE GRAMMAR SCHOOLS.		NUMBER OF PUPILS IN—																						
		HISTORY AND GEOGRAPHY.										PHYSICAL SCIENCE.					MISCELLANEOUS.							
		Class 1.*		Class 2.		Class 3.		Class 4.		Cl. 5.	Total in Physical Science.					In Writing.								
		Outlines of Geogra- phy.	Outlines of general History.	Outlines of ancient Geography.	In History of Rome.	In History of Great Britain, &c.	In ancient Geogra- phy.	Roman Antiquities.	History of Greece.	Ancient and Medi- eval History.	Grecian Antiq- uities.	History of France.	History of Canada.	Geography— British Empire and Colonies.	Elements of Natu- ral History—3rd & 4th Nat. Readers.	Elements of Nat- ural Geography— 5th Nat. Reader.	Physiology—5th National Reader.	Elements of Che- mistry.	Review—Previous subjects.	Who write badly.	Who write tolera- bly.	Who write well.	Book Keeping.	Drawing.	Vocal Music.
1	Cornwall	12	11	3	17	10	...	...	...	...	...	...	...	38	25	13	...	...	1	6	36	...	...	...
2	Williamstown	12	20	11	11	11	11	11	...	...	...	51	...	19	19	51	...	...	1	6	29	20	...	...
3	Matilda	12	12	2	13	11	...	...	...	...	...	7	...	1	1	...	...	...	29	40	15	4	...	...
4	L'Orignal	12	12	2	14	11	...	...	...	...	...	...	...	1	1	...	...	...	29	40	15	4	...	...
5	Vankleekhill	65	22	2	...	...	...	...	...	...	...	...	...	12	12	...	...	...	5	6	12	4	...	...
6	Ottawa	40	25	11	24	14	...	...	...	...	...	...	...	19	19	...	...	...	5	6	12	4	...	...
7	Richmond	12	12	2	17	14	14	...	...	...	...	...	...	18	18	...	...	...	15	17	11	10	6	...
8	Brockville	29	12	2	79	14	14	10	10	10	10	17	17	17	17	19	14	17	30	16	17	17	6	...
9	Prescott	54	37	6	50	14	...	...	...	...	...	...	...	19	19	...	...	...	15	17	11	10	6	...
10	Kemptville	...	...	...	14	...	...	...	...	...	...	...	...	19	19	...	...	...	23	54	25	18	52	...
11	Gananoque	...	13	...	10	...	...	...	...	...	...	...	...	10	10	...	...	...	8	8	...	...	...	...
12	Perth	...	...	...	12	...	...	...	...	...	...	...	...	6	6	...	...	...	12	12	8	1	1	...
13	Smith's Falls	...	...	7	10	...	...	...	...	...	...	...	...	34	34	...	...	...	...	12	8	...	...	...
14	Lanark	50	6	...	13	...	...	...	...	...	...	14	...	...	...	...	...	...	12	20	12	5	...	31
15	Carleton Place	33	25	...	8	...	...	...	...	...	...	10	...	...	...	...	...	...	16	16	44	4	...	...
16	Kingston	33	36	12	12	30	12	3	3	...	...	10	...	25	25	...	...	...	16	25	36	4	...	62
17	Newburgh	22	28	28	28	...	...	...	...	...	...	...	...	16	16	...	...	...	...	12	12	...	...	...
18	Bath	16	16	16	13	11	...	...	...	...	...	...	...	14	14	98	98	...	...	12	14	...	...	...
19	Napanee	100	84	60	67	60	10	...	...	...	...	...	...	98	98	98	98	...	...	12	14	...	...	...
20	Pleton	35	40	5	34	...	...	...	...	...	...	...	...	13	13	...	...	...	...	14	14	...	...	...
21	Consevon	10	6	...	7	...	...	...	...	...	...	...	...	...	...	96	96	43	...	10	11	14	...	...
22	Belleville	71	...	49	74	...	...	...	...	...	...	...	...	15	15	12	12	...	...	6	7	2	...	...
23	Colborne	...	...	...	...	...	...	...	...	...	...	...	167	131	106	...	...	...	11	11	57	40	...	...
24	Port Hope	33	33	65	64	...	...	...	...	...	...	...	...	11	11	13	13	...	...	13	28	8	...	...
25	Rowmansville	60	60	24	30	...	...	...	...	...	...	...	...	133	133	...	...	...	...	30	43	25	50	...
26	Brighton	31	17	6	13	...	...	...	...	...	...	...	...	24	24	...	...	...	...	10	30	20	18	60
27	Colborne	20	...	...	...	...	...	...	...	...	...	...	...	30	30	...	...	...	...	10	17	10	6	...
28	Peterborough	...	...	47	54	...	...	...	...	...	...	...	...	20	20	40	40	...	...	30	13	10	...	...
29	Norwood	12	12	4	12	13	...	...	...	...	...	...	...	12	12	...	...	...	...	...	66	...	...	24
30	Lindsay	20	41	14	14	10	...	...	...	...	...	...	...	16	16	...	...	...	...	9	8	8	...	...
31	Whitby	...	...	...	...	...	...	...	...	...	...	...	...	39	39	...	...	...	...	6	97	42	...	30
32	Uxbridge	30	30	18	18	...	...	...	...	...	...	...	...	18	18	...	...	...	...	8	14	2	...	...
33	Oshawa	28	28	...	28	6	...	...	...	...	...	...	...	30	30	...	...	...	...	8	16	14	...	...

34	Toronto	116	115	22	22	105	22	22	22	0	22	...	3	00	...	46	31	46	34	61	...	...	...	...	116	21	...	...	
35	Newmarket	11	7	...	7	61	4	4	7	3	4	...	3	8	...	28	...	...	...	...	...	...	...	46	29	16	...	...	
36	Strookville	38	38	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	10	10	...	...	
37	Richmond Hill	54	54	16	19	51	19	19	...	...	...	...	...	19	...	70	11	51	...	...	...	...	46	6	22	42	15	24	...
38	Brampton	76	40	5	8	70	8	...	4	...	3	...	...	40	...	69	...	65	...	8	...	...	7	29	40	8	...	...	
39	Weston	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...	...	...	...	...	...	...	6	6	30	12	13	22	...
40	Markham	...	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...	...	...	...	...	...	...	6	30	12	13	22	...
41	Barrie	49	56	4	3	14	...	...	...	...	...	...	...	8	...	...	...	...	...	...	...	...	...	7	36	10	...	...	
42	Bond Head	34	9	75	15	12	...	...	15	...	...	...	...	15	...	12	...	...	...	...	...	...	...	23	32	15	8	15	...
43	Milton	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
44	Oakville	27	27	12	...	27	12	...	...	...	...	...	...	...	...	27	...	...	...	...	...	...	...	...	5	27	...	...	10
45	Hamilton	173	27	27	...	27	...	1	...	...	...	...	...	...	...	25	25	36	...	...	...	...	36	...	5	69	20	...	13
46	Ancaster	45	...	...	...	...	27	...	...	...	...	...	...	...	...	88	90	40	...	120	...	...	...	8	37	118	60	173	173
47	Dundas	11	11	...	12	...	8	8	10	2	2	...	...	...	...	12	38	38	38	...	...	...	...	2	7	36	...	...	
48	Waterdown	...	...	11	...	24	...	...	...	...	...	...	...	...	...	10	20	21	15	...	...	1	18	...	29	13	16	...	...
49	Brautford	53	53	...	53	53	...	...	...	...	...	...	...	...	...	21	...	21	...	...	...	...	...	3	18	...	1	19	...
50	Paris	33	33	33	5	33	...	...	5	...	...	...	...	...	...	53	53	53	53	...	...	...	...	5	23	5	...	...	...
51	Scotland	43	...	...	...	9	...	...	...	9	...	...	...	...	...	33	33	33	33	...	...	...	...	...	5	23	5	...	...
52	Nazara	17	17	...	...	24	6	6	...	6	...	...	...	...	...	...	...	...	...	43	...	...	...	...	10	20	10	1	...
53	St. Catharine's	70	70	16	16	16	8	8	8	...	8	...	...	...	...	24	26	43	...	...	...	...	...	1	12	41	57	...	...
54	Grimsby	5	5	4	4	18	...	...	...	...	...	...	...	...	...	5	14	18	...	...	...	...	...	3	20	10	...	...	...
55	Beamsville	4	4	3	3	24	6	4	...	...	...	...	...	...	...	24	13	24	...	...	...	...	...	4	26	6	...	...	...
56	Merrittsville	47	32	...	2	32	...	...	2	...	...	...	...	...	...	12	...	30	30	...	...	...	...	...	...	47	...	...	...
57	Drummondville	24	20	10	15	10	...	1	...	...	...	...	...	...	...	10	...	...	...	...	...	...	...	5	20	10	11	...	...
58	Calabonia	16	28	24	...	18	3	12	8	5	9	...	
59	Simcoe	36	19	14	14	20	...	6	5	5	...	...	...	...	...	36	...	...	...	...	...	...	...	...	...	42	4	...	...
60	Port Dover	23	12	8	5	11	5	13	...	4	10	25	9	6	
61	Woodstock	18	15	15	14	16	8	...	8	8	16	17	17	4	12	3	2	
62	Ingersoll	45	48	48	39	48	16	30	...	...	...	...	...	...	...	...	48	48	48	...	...	...	...	...	40	8	...	...	...
63	Berlin	34	30	6	...	2	45	2	30	30	30	
64	Galt	60	10	74	6	21	10	17	15	13	...	2	35	13	25	7	2	
65	Guelph	40	...	...	6	31	...	...	...	...	...	...	...	...	...	32	14	...	...	...	...	...	...	...	15	23	...	...	...
66	Elora	41	29	12	...	29	12	29	29	20	...	15	39	31	9	15	13	
67	Owen Sound	73	73	73	...	39	41	3	...	10	
68	Stratford	21	9	22	21	25	27	...	60	
69	Goderich	19	24	19	17	17	35	10	15	23	1	
70	London	36	26	25	16	19	19	5	15	3	3	13	31	12	5
71	St. Thomas	66	66	12	...	66	5	...	18	66	51	51	10	56	
72	Niema	40	35	10	10	50	29	35	3	5
73	Chatham	33	12	14	...	35	30	30	
74	Sarnia	18	18	19	16	13
75	Windsor	9	15	15	9	10	26	19
Total, 1858		1749	1618	807	755	1893	569	235	428	265	92	30	904	1375	2149	772	1893	1200	526	441	499	1467	2072	854	648	580	
Total, 1857		787	710	1569	787	...	399	796	...	1609	682	1474	...	334	707	551	500
Increase		20	25	30	29	198	...	540	90	419	...	192	147	97	80	
Decrease	

* See Note † on page liiii.

Table K.

THE GRAMMAR SCHOOLS OF UPPER CANADA, 1858.

Table K.

THE GRAMMAR SCHOOLS.	Opened and Closed with Prayer. Bible and Testament used.	NAMES OF THE BOOKS USED IN THE GRAMMAR SCHOOLS.																										
		ENGLISH.		LATIN.		GREEK.			FRENCH.			MATHEMATICS.						Geography and History.		OTHER BOOKS.								
		Grammars.	Readers.	Grammars.		Grammars.			Grammars.			Arithmetic.	Algebra.		Euclid.													
		National or Sullivan's. Lemmies. Bullion's. Other Eng. Grammars. National—Art of Reading. English Reader. No. of other Books in Eng. Edinburgh Academy. Eton. Bullions. No. of other Latin Gram- mars. Arnold's 1st and 2nd Books. Other Latin Books. Edin- burgh Academy. Eton. Bullion's. No. of other Greek Gram- mars. Arnold's Greek Books. Anthon's. Greek Testament. Other Greek Books. Millet's French Gram- mar. Nod and Chansal. Collet or Bolnar's Leyt- ze. Arnold's French Books. No. of other French Books. Other French Books. National. Thomson's. Other Authors. Thomson's. Colenso's. Loomis'. Other Algebras. Colenso's. Potts'. Other Euclid. Trigonometry and Mensuration. National and Sullivan's. White's. Patz and Arnold's. Hodgins' Can Geo & Hist. Others. Olinstead's Nat. Philos. Patterson's Zoology. Physiology. Other Books.																										
1 Cornwall	1																											
2 Williamsstown	1	1																										
3 Matilda	1	1																										
4 L'Orignal	1	1																										
5 VanKleeckhill	1	1																										
6 Ottawa	1	1																										
7 Richmond	1	1																										
8 Brockville	1	1																										
9 Prescott	1	1																										
10 Kemptonville	1	1																										
11 Gananoque	1	1																										
12 Perth	1	1																										
13 Smith's Falls	1	1																										
14 Lanark	1	1																										
15 Carleton Place.	1	1																										
16 Kingston	1	1																										
17 Newburgh	1	1																										
18 Bath	1	1																										
19 Napanee	1	1																										
20 Picton	1	1																										
21 Consecoc	1	1																										
22 Belleville	1	1																										
23 Cobourg	1	1																										
24 Port Hope	1	1																										
25 Bowmanville	1	1																										
26 Brighton	1	1																										
27 Colborne	1	1																										
28 Norwood	1	1																										
29 Peterborough	1	1																										
30 Lindsay	1	1																										
31 Whitby	1	1																										
32 Exbridge	1	1																										
33 Oshawa	1	1																										
34 Toronto	1	1																										
35 Newmarket	1	1																										

Table L.

THE NORMAL SCHOOL

Abstract No. 1.—GROSS ATTENDANCE OF STUDENTS—

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Applicants for admission.			Rejected.			Admitted.			Admitted by Fees.			Who have been Teachers before.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847-48.....	71	71	..	8	8	..	63	63	..	4	4	..	27	27	..
2	Second Session,	1848.....	140	112	28	15	14	1	125	98	27	15	5	1	35	86	7
3	Third Session,	1848-49.....	123	88	35	15	12	3	108	75	33	19	4	1	61	51	10
4	Fourth Session,	1849.....	131	106	25	13	10	3	118	88	30	14	4	1	61	61	9
5	Fifth Session,	1849-50.....	160	109	51	25	17	8	133	92	41	11	1	1	75	56	19
6	Sixth Session,	1850-51.....	102	66	36	28	17	11	74	49	25	2	2	4	43	31	17
7	Seventh Session,	1851-52.....	93	68	25	13	8	5	80	60	20	..	..	..	43	51	12
8	Eighth Session,	1852.....	122	78	44	21	7	14	101	71	30	..	..	..	60	47	13
9	Ninth Session,	1852-53.....	162	83	79	18	9	9	144	54	90	..	..	..	63	31	33
10	Tenth Session,	1853.....	169	98	71	8	1	7	161	97	64	..	..	..	65	49	17
11	Eleventh Session,	1853-54.....	175	66	109	15	8	7	160	58	102	..	..	..	61	29	32
12	Twelfth Session,	1854.....	121	52	69	10	..	..	111	52	59	..	..	..	61	41	11
13	Thirteenth Session,	1854-55.....	106	39	67	5	5	..	101	39	62	..	..	..	43	25	18
14	Fourteenth Session,	1855.....	93	46	47	7	7	..	86	44	42	..	..	..	39	36	3
15	Fifteenth Session,	1855-56.....	115	57	58	8	2	6	137	55	82	..	..	..	53	26	27
16	Sixteenth Session,	1856.....	131	69	62	13	3	10	118	66	52	..	..	..	54	30	15
17	Seventeenth Session,	1856-57.....	143	82	61	9	7	2	134	75	59	..	..	..	66	45	20
18	Eighteenth Session,	1857.....	169	93	76	2	2	2	167	93	74	..	..	..	86	63	23
19	Nineteenth Session,	1857-58.....	162	77	85	3	1	2	159	76	83	..	..	..	84	47	37
20	Twentieth Session,	1858.....	196	101	95	9	6	3	187	96	91	..	..	..	102	59	43
Total.....			2714	1561	1153	251	140	111	2463	1432	1041	49	36	13	1267	901	366

Abstract No. 2.—COUNTIES FROM WHENCE APPLICANTS

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Stormont, Dundas, and Glengary.		Prescott and Russell.		Carleton.		Leeds and Grenville.		Lanark and Renfrew.		Frontenac, Lennox and Addington.		Prince Edward.		Hastings.		Northumberland and Durham.		Peterborough and Victoria.		Ontario.		York and Peel.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	First Session,	1847-48.....	5	3	2	2	1	1	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Second Session,	1848.....	2	6	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.....	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.....	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.....	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.....	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.....	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.....	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.....	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.....	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.....	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.....	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.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	Fourteenth Session,	1855.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15	Fifteenth Session,	1855-56.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	Sixteenth Session,	1856.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	Seventeenth Session,	1856-57.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18	Eighteenth Session,	1857.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	Nineteenth Session,	1857-58.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	Twentieth Session,	1858.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total.....			51	38	18	30	18	12	24	21	3	48	57	8	72	51	21	77	61	13	42	30	3	110	51

Table L.—(Continued.)

THE NORMAL SCHOOL

Abstract No. 3.—RELIGIOUS PERSUASION OF THE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Total No. of Students admitted.			Church of England.			Roman Catholics.			Pres- byterians.			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	..	10	10	..	22	22	..
2	Second Session,	1848.....	125	98	27	30	24	6	8	7	1	20	21	8	33	27	6
3	Third Session,	1848-49.....	108	76	32	21	9	12	6	6	..	20	12	8	42	33	9
4	Fourth Session,	1849.....	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11
5	Fifth Session,	1849-50.....	135	92	43	22	16	6	12	9	3	25	20	5	59	34	18
6	Sixth Session,	1850-51.....	74	49	25	10	8	2	6	2	4	10	9	1	31	20	11
7	Seventh Session,	1851-52.....	80	60	20	8	7	1	5	2	3	16	16	..	37	26	11
8	Eighth Session,	1852.....	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13
9	Ninth Session,	1852-53.....	114	71	43	22	10	12	6	5	1	28	18	10	69	28	41
10	Tenth Session,	1853.....	161	97	64	26	18	8	7	4	3	38	22	16	55	32	23
11	Eleventh Session,	1853-54.....	160	98	62	17	6	11	6	1	5	52	16	36	65	22	33
12	Twelfth Session,	1854.....	111	52	59	13	5	8	9	3	6	36	17	19	44	20	24
13	Thirteenth Session,	1854-55.....	101	39	62	17	7	10	1	..	1	32	17	15	33	11	22
14	Fourteenth Session,	1855.....	85	44	42	12	5	7	4	2	2	22	11	11	27	16	11
15	Fifteenth Session,	1855-56.....	157	55	102	10	3	7	2	1	1	42	15	27	46	18	28
16	Sixteenth Session,	1856.....	118	66	52	10	5	5	3	2	1	31	16	15	52	31	21
17	Seventeenth Session,	1856-57.....	134	75	59	12	7	5	1	1	..	53	33	20	47	24	23
18	Eighteenth Session,	1857.....	167	93	74	31	15	16	7	4	3	59	33	26	48	27	21
19	Nineteenth Session,	1857-58.....	159	76	83	25	10	15	2	1	1	49	29	20	53	21	32
20	Twentieth Session,	1858.....	187	95	92	46	22	24	12	..	12	52	33	19	52	24	28
Total.....			2463	1421	1042	338	219	119	116	67	49	637	372	265	882	498	384

NOTE.—The revised terms of admission to the Normal School, and the new programme of the course of study therein, are given in the Appendix, which see.

FOR UPPER CANADA, 1858

Table L.—(Continued.)

STUDENTS ATTENDING THE NORMAL SCHOOL.

	Baptists.			Congrega- tionalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	4	4	...	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
2	9	7	...	11	8	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	2	1
3	6	4	...	12	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	8	8	...
4	9	6	...	13	5	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	6	...
5	14	5	...	9	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	...
6	8	4	...	4	4	3	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	3	1	2
7	8	6	...	4	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
8	10	8	...	3	2	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	9	6	3
9	10	5	...	2	2	2	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	3	2	1
10	18	11	...	7	3	4	...	...	...	...	4	4	...	...	...	...	...	...	...	...	...	6	4	2
11	16	6	10	7	1	3	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	2	1	1
12	5	5	...	2	2	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	1	...
13	8	1	...	5	5	5	...	...	...	...	2	...	2	...	...	...	...	...	...	...	...	1	1	...
14	13	7	...	6	1	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
15	21	10	...	10	3	7	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	4	4	...
16	9	5	...	10	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...
17	8	5	...	6	2	4	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	4	2	2
18	14	10	...	4	3	1	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...
19	18	10	...	8	9	2	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	2	2	...
20	13	10	...	3	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	4	4
	221	129	92	107	47	60	1	1	...	24	20	4	1	1	...	7	4	3	17	13	4	62	50	13

PART II.—Table M.

THE OTHER EDUCATIONAL

MUNICIPALITIES.	COLLEGES.			ACADEMIES.		PRIVATE SCHOOLS.				TOTAL.					
	No. of Colleges.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of Months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools, and Academies.	Total Students and Pupils.	Total amount received from Fees and Legislative aid.		
<i>Counties.</i>		\$ c.	\$ c.		\$ c.					\$ c.			\$ c.		
1 Glengary						2	20	6	2	42 00	2	20	42 00		
2 Stormont						2	102	7	2	302 00	2	102	302 00		
3 Dundas						1	27	12	2	.....	1	27	.....	
4 Prescott .....										.....			.....
5 Russell						1	30	6	1	.....	1	30	.....	
6 Carleton .....										.....			.....
7 Greyville .....										.....			.....
8 Leeds						2	62	6	3	294 00	2	62	294 00		
9 Lanark						2	30	.....	2	210 00	2	30	210 00	
10 Renfrew .....										.....			.....
11 Frontenac						1	40	.....	1	.....	1	40	.....	
12 Addington						2	65	7	2	187 00	2	65	187 00		
13 Lennox .....										.....			.....
14 Prince Edward						1	40	12	2	900 00	1	40	900 00		
15 Hastings .....										.....			.....
16 Northumberland						2	38	3	3	166 00	2	38	166 00		
17 Durham				1	11	80 00	2	30	6	24 00	3	44	104 00		
18 Peterboro' .....										.....			.....
19 Victoria .....										.....			.....
20 Ontario							9	66	8	51 00	9	66	51 00		
21 York				4	23	166 00	17	271	10	355 00	21	297	521 00		
22 Peel				1		100 00	2	19	12	240 00	2	19	340 00		
23 Simcoe							2	36	7	25 00	2	36	25 00		
24 Haldimand							10	247	8	2312 00	10	247	2312 00		
25 Wentworth							10	170	6	646 00	10	170	646 00		
26 Brant							2	33	3	60 00	2	33	60 00		
27 Lincoln							1	15	5	.....	1	15	.....	
28 Weland							5	46	11	40 00	5	46	40 00		
29 Haliburton							1	25	8	350 00	1	25	350 00		
30 Norfolk							5	94	11	596 00	5	94	596 00		
31 Oxford							4	45	7	450 00	4	45	450 00		
32 Waterloo							4	60	9	205 00	4	60	205 00		
33 Wellington				1	45	540 00	7	85	12	121 25	8	130	661 25		
34 Grey							1	20	10	22 50	1	20	22 50		
35 Perth .....										.....			.....
36 Huron .....										.....			.....
37 Bruce							1	25	5	30 00	1	25	30 00		
38 Middlesex							3	38	4	36 00	2	38	36 00		
39 Elgin							4	53	5	14 37	4	53	14 37		
40 Kent							3	50	6	.....	3	50	.....	
41 Lambton							1	25	11	400 00	1	25	400 00		
42 Essex							1	15	6	.....	1	15	.....	
Total				7	82	883 00	112	1925	8	115	8079 12	119	2007	8965 12	
<i>Cities.</i>															
1 Toronto	*8	800	80000 00	15200 00	6	300	4000 00	8	200	1160 00	22	1300	100600 00	
2 Hamilton	1	80	3200 00	1	80	3200 00	15	600	2501 80	16	650	6001 80	
3 Kingston	*2	225	7160 00	14400 00	2	85	2000 00	12	481	10	3563 00	17	732	27129 00	
4 London	1	13	780 00	1	13	780 00	2	328	12	5	2224 00	3	341	3064 00
5 Ottawa	*1	70	1200 00	1200 00	9	270	10	340	2400 00	
Total	11	1095	88300 00	30800 00	10	479	9980 00	47	1879	11	39	9994 80	68	3153	139134 80
<i>Towns.</i>															
1 Belleville						2	25	2	20	8	2	4	45
2 Bowmanville						1	20	600 00	3	70	10	3	4	90	1000 00
3 Brantford	4	80	10	7	4	80	1200 00
4 Brockville						4	90	4	90
5 Cleithrum						2	70	400 00	2	40	12	2	4	110	900 00
6 Colborne						4	44	2000 00	7	192	11	10	11	236	3470 00
7 Colborne's Bay						3	50	75 00	3	50	75 00
8 Cornwall
9 Dundas						1	45	4	50	12	5	95

* These statistics are taken from information obtained in 1856. No reports have been received since.

Table N.

THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES SUPPLIED							
	MONEYs.			VOL.				
	Amount of Local Appropriation for 1858.	Amount of Legislative Appropriation for 1858.	Value of Books sent in 1858.	Total No. Volumes sent in 1858.	History.	Zoology.	Botany.	Natural Philo- sophy.
<i>Leeds:</i>								
Elizabethtown, No. 19.....	\$10 00	\$10 00	\$20 00	51	...	3	...	...
Lansdowne front, No. 6.....	17 00	17 00	34 00	60	23	1	...	...
<i>Lanark and Redfern:</i>								
Bathurst, No. 5.....	10 00	10 00	20 00	38	4	7	2	1
Montague, No. 9.....	10 00	10 00	20 00	35	19	...	...	6
Ramsay Township*.....	193 00	103 00	396 00	504	154	7	...	...
<i>(Renfrew:)</i>								
Adams, No. 1.....	40 00	40 00	80 00	162	9	5	...	...
Do. No. 2.....	40 00	40 00	80 00	135	47	5	1	4
Do. No. 5.....	40 00	40 00	80 00	144	26	3	1	3
Balog, No. 1.....	9 62	9 62	19 24	44	17	1	...	...
Do. No. 3.....	15 00	15 00	30 00	43	18	3	5	...
Do. No. 4.....	20 00	20 00	40 00	78	19	...	...	...
<i>Hastings:</i>								
Hungerford Township.....	100 00	100 00	200 00	311	81	28	8	5
Huntingdon, No. 9.....	10 67	10 67	21 34	50	9	3	2	4
Do. No. 10.....	15 00	15 00	30 00	65	6	4	...	4
<i>Durham:</i>								
Clarke, No. 15.....	20 00	20 00	40 00	82	1	2	...	...
<i>Victoria:</i>								
Elton, No. 5.....	20 00	20 00	40 00	75	22	2	1	...
<i>Ontario:</i>								
Uxbridge, No. 3.....	11 31	11 31	22 62	50	17	3	...	...
<i>York:</i>								
Vaughan and Markham, No. 1 ..	18 30	18 30	36 60	107	26	2	...	3
Do. Do. No. 13 ..	8 00	8 00	16 00	34	2	1	...	...
Do. Do. A.B.C. ..	34 60	34 60	69 20	137	20	3	...	...
<i>Simcoe:</i>								
Summerville, No. 4.....	30 00	30 00	60 00	103	5	4	...	2
<i>Haldon:</i>								
Trafalgar, No. 6.....	20 00	20 00	40 00	85	8	4	2	...
<i>Lincoln:</i>								
Gainsborough, No. 3.....	100 00	100 00	200 00	338	62	21	...	...
<i>Oxford:</i>								
Nissouri East, No. 12.....	5 00	5 00	10 00	14	9	...	...	...
<i>Wellington:</i>								
Garrettsville, No. 2.....	25 25	25 25	50 50	88	43	27	...	...
Do. No. 3.....	30 00	30 00	60 00	136	18	14	1	3
Do. No. 10.....	33 48	33 48	66 96	115	20	5	1	1
Guelph, No. 6.....	6 62	6 62	13 24	29	...	...	...	...
<i>Huron:</i>								
Stanley, No. 8.....	20 00	20 00	40 00	69	10	...	...	...
Usborne, No. 5.....	40 00	40 00	80 00	161	13	13	...	6
<i>Bruce:</i>								
Arran, No. 10.....	8 00	8 00	16 00	46	4	...	...	...
Greenock, No. 1.....	24 00	24 00	48 00	106	18	2	...	...
<i>Middlesex:</i>								
Carridge Township.....	50 00	50 00	100 00	173	40	9	6	5
Ekfrid Township.....	38 00	38 00	76 00	99	48	6	...	...
Lobo, No. 2.....	6 00	6 00	12 00	39	...	...	...	...
Mosa, No. 1.....	25 00	25 00	50 00	95	33	11	...	...
<i>Lambton:</i>								
Dawn, No. 4.....	20 00	20 00	40 00	74	22	...	...	...
<i>Cities:</i>								
Hamilton.....	100 00	100 00	200 00	445	28	23	6	...
Toronto.....	200 00	200 00	400 00	1240	269	124	26	28
Do. P. Lunatic Asylum.....	111 93½	111 93½	223 87	386	35	35	9	23
Kingston, Provincial Penitentiary	100 00	100 00	200 00	251	106	25	...	1
<i>Towns:</i>								
Chatham.....	17 00	17 00	34 00	75	44	...	...	...
Colourg.....	15 75	15 75	31 50	60	12	14	...	8
Collingwood.....	197 48	197 48	394 92	739	164	76	15	43
<i>Villages:</i>								
Yerres.....	5 40	5 40	10 80	37	...	1	...	1
Kemptville.....	100 00	100 00	200 00	246	45	7	...	1
Preston.....	20 10	20 10	40 20	51	...	...	...	...
Total.....	1991 49½	1991 49½	3982 99	7587	1567	503	86	152

* In the Library Table of 1857, the amount received from Ramsay, is printed as £25 6 6½. It should have been £50 6 6½, and the value of books sent, £100 13 1. The balance was erroneously placed under the head of "Sales in Depository" in the account on page 158 of the Report for 1857.

OF UPPER CANADA, 1858.

Table N.

BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

U. P. R. S.

Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teacher's Library.	No. of times volumes taken out.	No. of inhabitants reading.	
1	...	...	...	...	...	...	...	4	...	43	...	539	60
2	1	1	...	...	3	...	2	4	6	15	2	60	40
...	...	...	...	...	...	...	...	7	8	9	...	N. R.*	N. R.
1	...	...	...	...	...	...	5	...	2	34	...	34	14
3	7	9	2	...	14	6	70	81	66	139	...	3325	563	
6	...	...	...	...	16	...	7	32	25	63	...	N. R.	N. R.
7	...	1	...	...	7	...	10	9	44	...	...	N. R.	15
1	...	1	...	...	1	...	13	33	4	67	1	85	26
...	...	1	...	...	...	...	1	11	6	7	...	N. R.	N. R.
...	...	3	...	...	...	...	2	2	7	1	...	20	10
...	1	1	2	...	2	2	4	...	7	39	1	336	305	
6	13	7	...	...	10	...	31	30	87	82	4	N. R.	N. R.
2	...	5	...	...	...	3	...	1	6	15	...	N. R.	N. R.
1	...	...	1	...	1	4	4	...	17	23	...	N. R.	N. R.
...	6	...	...	...	...	...	12	20	2	39	...	N. R.	N. R.
...	...	...	...	...	...	...	14	4	8	23	1	167	131
...	...	...	...	...	10	...	13	7	...	...	...	67	21
2	...	10	...	...	...	...	17	3	11	33	...	359	100
...	...	12	2	...	...	...	1	1	6	23	...	654	51
...	...	...	...	...	...	...	7	16	24	49	4	...	...
...	...	4	...	...	...	...	16	1	4	67	...	37	11
2	2	5	...	2	23	...	1	...	36	...	...	N. R.	N. R.
9	...	12	...	...	13	...	18	66	59	81	2	N. R.	N. R.
...	...	...	...	...	3	...	...	...	2	...	...	764	86
...	1	...	...	...	...	...	...	2	...	16	...	300	29
...	4	4	...	...	...	6	7	6	23	54	...	266	63
2	...	2	...	...	4	...	1	14	25	27	7	N. R.	N. R.
...	...	...	...	...	...	...	...	3	...	26	...	45	33
2	...	...	1	...	...	...	4	12	6	82	2	N. R.	N. R.
8	3	3	3	...	19	7	15	5	15	66	...	N. R.	N. R.	
4	...	...	...	...	...	...	...	...	5	33	...	N. R.	N. R.
...	...	3	...	...	8	...	17	18	22	16	2	N. R.	N. R.
3	6	19	...	...	7	...	15	18	12	33	...	N. R.	N. R.
7	...	1	...	...	...	...	18	9	8	3	...	925	286
3	...	...	...	...	...	...	...	...	...	89	...	N. R.	N. R.
2	...	1	...	...	4	...	9	13	16	2	3	174	75
3	6	10	8	24	2	459	52
8	...	13	12	...	4	...	9	59	10	261	18	7025	N. R.	
6	4	36	...	...	...	...	119	197	83	847	1	11139	N. R.
4	1	...	...	...	14	12	26	33	29	165	...	93	93
2	5	11	...	...	1	5	44	24	27	...	...	...	N. R.
...	...	...	...	...	...	...	...	20	10	1	...	N. R.	N. R.
1	...	2	...	...	...	...	3	2	...	16	2	2512	209
6	7	44	4	...	8	...	46	62	87	159	28	N. R.	N. R.	
...	...	1	...	...	...	...	...	1	...	23	...	640	83
4	4	...	...	...	12	...	106	14	27	26	...	1036	123
...	...	...	...	...	20	25	...	...	2	4	...	412	65
98	61	212	27	2	186	64	713	843	744	2245	84	...	...

* "N. R." not reported.

Table N.—(Continued.)

THE FREE PUBLIC LIBRARIES

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED													
	MONEYS.					Number of Libraries exclusive of sub-divisions	Total number of volumes in Libraries.	VOL.						
	Amount of Local Appropriation for 1858.	Amount of Legislative appropriation for 1858.	Value of the Books sent in 1858.	Value of Books sent in former years.	Total Value of Books sent.			History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	
Counties.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.									
1 Glenora				200 00	200 00	1	454	40	21	2	1	2	3	
2 Stormont				560 00	560 00	2	1144	170	62	17	49	18	8	
3 Dundas				800 00	800 00	1	1401	216	88	17	35	60	12	
4 Prescott				912 00	912 00	4	1788	351	127	27	70	25	13	
5 Russell				532 37	532 37	2	1063	254	75	13	38	23	6	
6 Cobourg				1767 02	1767 02	8	3571	855	209	47	135	88	30	
7 Grenville				836 00	836 00	5	1747	290	129	28	90	42	10	
8 Leek	27 00	27 00	54 00	704 50	754 50	9	1521	220	105	29	47	25	14	
9 Lanark	213 00	213 00	426 00	2928 80	3354 80	13	7441	1485	501	78	185	149	52	
10 Renfrew	164 62	164 62	329 24	963 48	1292 72	10	2531	544	187	27	71	53	17	
11 Frontenac				356 27	356 27	3	810	115	91	12	42	14	3	
12 Addington				720 00	720 00	1	1523	235	151	23	66	48	15	
13 Lennox				1200 00	1200 00	2	2192	345	172	29	48	39	13	
14 Prince Edward				2426 00	2677 34	9	5142	849	377	80	137	117	48	
15 Hastings	125 67	125 67	251 34	4149 00	4149 00	8	8261	1077	584	101	195	151	48	
16 Northumberland	29 00	29 00	49 00	944 57	944 57	5	2110	331	110	25	77	49	22	
17 Durham				3137 56	3137 56	17	6508	1102	411	63	207	150	58	
18 Peterborough	20 00	20 00	40 00	140 00	180 00	3	333	68	11	1	14	2	3	
19 Victoria	11 31	11 31	22 62	3917 50	3940 12	12	6830	1324	603	89	142	261	77	
20 Ontario	60 90	60 90	121 80	7388 83	7510 63	17	14453	2413	1089	154	417	349	138	
21 York				4520 00	4520 00	4	8619	1213	638	104	170	156	74	
22 Peel	30 00	30 00	60 00	2470 00	2530 00	11	4909	951	404	97	231	88	42	
23 Simcoe	20 00	20 00	40 00	188 00	528 00	2	124	180	100	11	37	26	9	
24 Halton				1566 00	1566 00	9	3229	474	246	43	120	48	25	
25 Wentworth				450 00	450 00	2	789	185	43	2	38	3	5	
26 Brant	100 00	100 00	200 00	1320 00	2120 00	4	3672	617	258	63	41	79	25	
27 Lincoln				844 00	844 00	4	1637	197	135	34	45	33	16	
28 Welland				3070 10	3070 10	4	5234	892	322	62	102	97	25	
29 Haltonand				672 00	672 00	2	1210	281	105	14	50	28	10	
30 Norfolk	5 00	5 00	10 00	4880 00	4890 00	11	9427	1405	639	123	248	213	69	
31 Oxford				1444 87	1444 87	8	2749	565	147	23	94	73	21	
32 Waterloo	95 35	95 35	190 70	1500 73	1691 43	17	3487	668	278	49	100	82	20	
33 Wellington				1396 90	1396 90	6	3021	431	178	22	87	71	22	
34 Grey				1760 00	1760 00	8	3587	719	295	54	121	77	29	
35 Perth	60 00	60 00	120 00	3339 00	3519 00	14	7125	1001	470	85	165	117	58	
36 Huron	32 00	32 00	64 00	100 00	164 00	3	357	58	27	5	10	5	4	
37 Bruce	119 00	119 00	238 00	3054 60	3292 60	12	5810	1123	420	89	136	142	63	
38 Middlesex				1445 72	1445 72	6	2769	614	213	49	96	105	24	
39 Elgin				3690 00	3690 00	13	6199	1222	471	85	157	159	54	
40 Kent	20 00	20 00	40 00	1313 17	1353 17	10	3644	670	246	28	117	103	27	
41 Lambton				1150 00	1150 00	3	2169	446	159	38	47	22	15	
42 Essex														
Total.....	1123 85	1123 85	2247 70	75709 09	77957 69	285	151518	36225	10631	1912	1357	3355	1244	
<i>Cities.</i>														
1 Toronto	311 93	311 93	623 87	1200 00	1823 87	1	3252	510	254	50	72	49	13	
2 Hamilton	100 00	100 00	200 00	1380 00	1580 00	1	2972	572	174	38	25	69	25	
3 Kingston	100 00	100 00	200 00	1200 00	1400 00	1	2680	333	140	26	39	43	15	
4 London				800 00	800 00	1	1100	213	22	2	6	22	5	
5 Ottawa														
Total.....	511 93	511 93	1023 87	4580 00	5603 87	4	8704	1485	590	116	152	183	58	
<i>Towns.</i>														
1 Belleville														
2 Bowmanville														
3 Brantford														
4 Brockville														
5 Chatham	17 00	17 00	34 00		34 00	1	75	44						
6 Cobourg	15 75	15 75	31 50	500 00	531 50	1	877	167	70	13	38	22	8	
7 Collingwood	197 46	197 46	394 92		394 92	1	739	154	76	15	43	6	7	
8 Cornwall				200 00	200 00	1	378	87	27	6	22	7	4	
9 Dundas														
10 Galt														
11 Goderich				200 00	200 00	1	280	88	23	7	9	9	7	
12 Guelph														

* See Note * on page lxxviii.

STATISTICAL REPORT.

lxxxi

OF UPPER CANADA, 1858.

Table N.—(Continued.)

BY THE EDUCATIONAL DEPARTMENT.																						
UMRS.												MISCELLANEOUS.		Sunday School Libraries.	Other Public Libraries.	Common School Libraries as per foregoing columns.		Total School and Public Libraries in Upper Canada.				
Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.	Literature.	Travels.	Biography.	Tales.	Teachers' Libraries.	No. of vols. read during the year.	No. of inhabitants reading.	Libraries.	Volumes.			Libraries.	Volumes.	Libraries.	Volumes.			
1		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
2		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
3		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
4		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
5		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
6		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
7		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
8		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
9		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
10		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
11		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
12		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
13		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
14		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
15		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
16		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
17		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
18		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
19		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
20		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
21		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
22		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
23		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
24		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
25		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
26		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
27		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
28		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
29		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
30		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
31		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
32		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
33		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
34		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
35		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
36		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
37		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
38		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
39		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
40		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
41		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
42		13	1	33	27	40	22	36	211	1017	122	9	1650			1	454	16	1564			
	23	8	1029	659	7083	4731	14145	11015	16688	42088	1558	1589	181757	246	60162	287	151518	1920	396377	
1	60	9	3	42	111	220	534	291	1221	4	11130	10	6000	5	7000	1	3252	16	16252	
2	52	39	5	43	81	270	220	183	679	47	7925	1	4000	4	6129	1	2432	11	12461	
3	42	9	2	12	116	281	161	303	473	25	4040	10	4000	2	2840	1	2084	11	8800	
4	23	14	...	22	32	225	79	110	303	22	7628	11	4	2000	...	1	1100	7	4950	
5	1	1500	1	1500	
	177	71	10	119	340	1005	794	837	2676	98	34	16000	14	19270	4	8764	52	19363	
1	6	2700
2	8	3800
3	8	3900
4	9	2600
5	3	800
6	3	800
7	6	3177
8	5	2189
9	6	978
10	8	1900
11	9	2533
12	6	1800
	7	4500

OF UPPER CANADA, 1858.

PART II.—Table N.—(Continued.)

BY THE EDUCATIONAL DEPARTMENT.																	Sunday School Libraries.		Other Public Libraries.		Common School Libraries as per foregoing columns.		Total School and Public Libraries in Upper Canada.	
SENT OUT.										MISCELLANEOUS.		Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.							
Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.	Literature.	Travels.	Biography.	Tales.	Teachers Library.	No. of Vols. read during the year.	No. of Inhabitants reading.													
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	3	2	2	6	30	17	32	37	30	200	47	6	1500	1	1000	1	200	8	2796					
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	2	1	...	4	9	42	27	85	56	15000	127	4	800	3	700	...	...	...	...	
23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
67	16	6	55	168	333	262	386	443	73	...	...	114	33507	30	10122	7	2062	151	55589			
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	2	0	...	18	41	8	18	51	...	N.R.	...	3	500	1	150	...	...	...	...	
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	5	4	2	17	15	163	92	81	92	72353	210	6	1500	1	200	1	761	8	2621					
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	10	10	2	17	33	207	100	99	143	7	...	17	4600	4	2000	2	1027	23	7717					
1	4	2	1	26	83	49	15	9	78	41300	N.R.	4	500	1	530	1	325	6	1355					
2	...	...	...	...	...	...	...	...	...	700	500	3	400	1	120	...	...	...	...	
3	6	4	2	11	16	37	24	21	137	4	600	100	4	600	1	220	1	413	6	1233				
4				
5				
6				
7	19	3	...	23	36	73	100	50	75	14	655	119	2	300	2	400				
8	1				
9				
10	6	8	2	17	41	101	50	84	134	8	2079	N.R.	4	900	1	690	5	1596				
11				
12	...	...	...	12	...	106	14	27	26	1036	128	4	750	...	...	1	240	5	996
13				
14				
15				
16				
17				
18				
19	9	14	1	8	23	110	22	60	172	9	...	2	1000	1	650	1	627	4	2277					
20	6	1	...	5	28	111	17	11	32	8	412	65	...	...	...	1	369	2	769		
21				
22				
23	31	18	3	11	22	82	45	78	114	113224	62	5	1000	1	1000	1	643	5	2643					
24				
25				
26				
27				
28				
29				
30				
82	50	9	116	199	669	297	852	791	62	...	...	69	15627	23	10046	9	4107	101	29780			
2674	1183	687	7390	7476	16350	12478	18406	45654	1799	...	...	1623	254489	317	110639	307	167765	2347	532893			
2462	1156	685	7204	7407	15646	11635	17662	43409	1715	...	...	1534	234348	206	97008	276	160176	2076	491534			
212	27	2	186	60	713	843	744	2245	84	...	...	89	20141	55	13631	31	*7587	171	41359			

* Not including Prize Books sent out, for which see next Table.

Table O. THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribution.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
<i>Stormont:</i>	\$ Cts.	\$ Cts.	\$ Cts.						
Cornwall Grammar School.....	10 00	10 00	20 00	...	...	...	...	...	...
<i>Dundas:</i>									
Williamsburgh, No. 3	6 00	6 00	12 00	1	1	...	...	1	1
Winchester, No. 15.....	6 00	6 00	12 00	...	1	...	...	...	1
<i>Prescott:</i>									
Loughmull, No. 10.....	23 75	23 75	47 50	...	1	...	...	...	1
Plantagenet South, No. 6	8 00	8 00	16 00	1	1	...	...	...	1
<i>Carleton:</i>									
Fitzroy, No. 1	20 00	20 00	40 00	...	...	...	...	...	...
Do No. 6	14 00	14 00	28 00	...	1	1	1	1	1
Gloucester, No. 2	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 11	5 00	5 00	10 00	...	1	1	...	...	...
Goulbourn, No. 2	6 00	6 00	12 00	1	...	...	...	...	...
Nepean, No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Osgoode, No. 4	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 12	19 00	19 00	38 00	...	1	1	...	1	1
Do No. 13	10 50	10 50	21 00	...	...	...	...	...	...
Torbolton, No. 1.....	19 00	19 00	38 00	...	1	1	1	1	1
<i>Greenville:</i>									
Oxford, No. 12.....	10 00	10 00	20 00	...	1	...	...	...	1
Wolford, No. 2.....	10 12½	10 12½	20 25	1	...	1	1	1	...
<i>Leeds:</i>									
Elizabethtown, No. 16	5 00	5 00	10 00	...	1	...	...	...	1
Kitley, No. 13	5 00	5 00	10 00	1	...	...	...	...	1
Do No. 15	5 00	5 00	10 00	1	...	...	...	...	1
Lansdowne, No. 16.....	11 00	11 00	22 00	...	1	1	1	1	1
<i>Lanark:</i>									
Bathurst and Burgess, S. Nos. 1 & 5, U. S. S.	7 50	7 50	15 00	...	1	1	1	1	1
Do do South (Municipality)	21 00	21 00	42 00	...	...	...	...	...	14
Pakenham, No. 2	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 4	10 00	10 00	20 00	...	...	...	...	...	...
Ramsay, Township	31 00	31 00	62 00	...	...	...	...	...	...
<i>Renfrew:</i>									
Admaston, No. 1.....	20 34	20 34	40 68	1	1	1	1	1	1
Do No. 2	17 83	17 83	35 66	...	1	...	...	...	1
Do No. 5	20 33	20 33	40 66	1	1	1	1	1	1
Bagot, No. 1	6 08	6 08	12 16	...	...	...	...	...	1
Do No. 3	5 00	5 00	10 00	1	...	...	...	...	1
MacNab, No. 1.....	13 00	13 00	26 00	...	1	1	1	1	1
Do No. 6	17 00	17 00	34 00	...	1	1	1	1	1
Pembroke, No. 1.....	15 00	15 00	30 00	...	1	1	1	1	1
Ross, No. 7	20 00	20 00	40 00	1	1	1	1	1	1
Westmuth, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
<i>Frontenac:</i>									
Kingston, No. 13	11 34	11 34	22 68	...	1	1	...	...	1
Loughborough, No. 3	8 00	8 00	16 00	...	...	...	...	...	...
<i>Addington:</i>									
Ernestown, No. 16.....	5 00	5 00	10 00	...	1	...	...	1	1
Sheffield, No. 5	6 00	6 00	12 00	1	...	...	...	1	...
<i>Lennox:</i>									
Fredericksburgh, No. 15	6 25	6 25	12 50	1	1	1	1	1	...
Do North, No. 20	5 00	5 00	10 00	...	...	...	...	...	1
Richmond, No. 13	5 00	5 00	10 00	...	1	1	...	1	1
<i>Prince Edward:</i>									
Amelia-burgh, No. 6	13 00	13 00	26 00	1	1	...	...	...	1
Do No. 11	7 12½	7 12½	14 25	...	1	1	1	...	...
Athol, No. 2	10 00	10 00	20 00	...	...	...	...	...	1
Hallowell and Hillier, Nos. 16 & 14, U. S. S.	12 44	12 44	24 88	...	...	...	...	...	1
Hillier, No. 8	14 00	14 00	28 00	1	1	1	1	1	1
Do No. 10	9 00	9 00	18 00	1	1	1	1	1	1
Marysburgh, No. 13	10 00	10 00	20 00	1	1	1	1	1	1
<i>Hastings:</i>									
Huntington, No. 9.....	13 33	13 33	26 66	...	1	...	...	...	1
Rawdon, No. 19	5 00	5 00	10 00	...	...	...	...	...	...
Thurlow, No. 9	12 00	12 00	24 00	...	...	...	...	...	...
Tyndhuza, No. 26	5 00	5 00	10 00	...	...	...	...	...	...
<i>Northumberland:</i>									
Brighton, No. 1	13 00	13 00	26 00	1	1	1	1	1	1
Do No. 25	5 00	5 00	10 00	1	1	...	...	...	1
Haldimand, No. 10.....	6 00	6 00	12 00	...	1	1	...	...	1

Table O.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contri- bution.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
<i>Northumberland (Continued).</i>									
Haldimand, No. 17.....	\$ c. 17 00	\$ c. 17 00	\$ c. 34 00	1	1	1	1	1	1
Do No. 20.....	5 00	5 00	10 00	1	1	1	1	1	1
Monaghan, South, No. 1.....	11 18	11 18	22 36	1	1	1	1	1	1
Percy, No. 10.....	10 00	10 00	20 00	1	1	1	1	1	1
Seymour, No. 6.....	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 7.....	18 62½	18 62½	37 25	1	1	1	1	1	1
<i>Durham:</i>									
Cavan, No. 11.....	19 00	19 00	38 00	1	1	1	1	1	1
Clarke, No. 2.....	5 00	5 00	10 00	1	1	1	1	1	1
Do No. 9.....	13 00	13 00	26 00	1	1	1	1	1	1
Do No. 10.....	6 00	6 00	12 00	1	1	1	1	1	1
Darlington, No. 3.....	20 37½	20 37½	40 75	1	1	1	1	1	1
Do No. 4.....	5 00	5 00	10 00	1	1	1	1	1	1
Hope, No. 2.....	8 00	8 00	16 00	1	1	1	1	1	1
Do No. 10.....	9 37½	9 37½	18 75	1	1	1	1	1	1
Do No. 12.....	8 00	8 00	16 00	1	1	1	1	1	1
Manvers, No. 1.....	8 75	8 75	17 50	1	1	1	1	1	1
Do No. 7.....	9 80	9 80	19 60	1	1	1	1	1	1
<i>Peterborough:</i>									
Asphodel Township.....	102 00	102 00	204 00	1	7	8	8	8	9
Belmont, No. 3.....	10 75	10 75	21 50	1	1	1	1	1	1
Otonabee, No. 5.....	7 00	7 00	14 00	1	1	1	1	1	1
Do No. 7.....	15 00	15 00	30 00	1	1	1	1	1	1
Do No. 12.....	7 00	7 00	14 00	1	1	1	1	1	1
Smith, No. 4.....	8 02	8 02	16 04	1	1	1	1	1	1
Do No. 5.....	6 00	6 00	12 00	1	1	1	1	1	1
Do No. 6.....	8 75	8 75	17 50	1	1	1	1	1	1
<i>Victoria:</i>									
Elton, No. 5.....	10 00	10 00	20 00	1	1	1	1	1	1
Fendlon, No. 3.....	20 00	20 00	40 00	1	1	1	1	1	1
Do No. 4.....	16 00	16 00	32 00	1	1	1	1	1	1
Mariposa, No. 9.....	10 00	10 00	20 00	1	1	1	1	1	1
Ops, No. 8.....	13 25	13 25	26 50	1	1	1	1	1	1
<i>Ontario:</i>									
Brock, No. 4.....	8 00	8 00	16 00	1	1	1	1	1	1
Do No. 8.....	12 00	12 00	24 00	1	1	1	1	1	1
Do No. 12.....	12 00	12 00	24 00	1	1	1	1	1	1
Do No. 15.....	8 00	8 00	16 00	1	1	1	1	1	1
Pickering, No. 2.....	6 00	6 00	12 00	1	1	1	1	1	1
Do No. 7.....	5 11	5 11	10 22	1	1	1	1	1	1
Do No. 9.....	8 20	8 20	16 40	1	1	1	1	1	1
Do No. 11.....	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 15.....	10 00	10 00	20 00	1	1	1	1	1	1
Revel, No. 11.....	5 00	5 00	10 00	1	1	1	1	1	1
Do No. 12.....	10 75	10 75	21 50	1	1	1	1	1	1
Scott, No. 4.....	12 56½	12 56½	25 13	1	1	1	1	1	1
Thorah, No. 4.....	5 00	5 00	10 00	1	1	1	1	1	1
Uxbridge, No. 2.....	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 3.....	8 06½	8 06½	16 13	1	1	1	1	1	1
Do No. 7.....	5 32	5 32	10 64	1	1	1	1	1	1
Do No. 17.....	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 20.....	5 00	5 00	10 00	1	1	1	1	1	1
Do No. 21.....	5 00	5 00	10 00	1	1	1	1	1	1
<i>Fork:</i>									
Etobicoke, No. 1.....	11 50	11 50	23 00	1	1	1	1	1	1
Do No. 3.....	7 40	7 40	14 80	1	1	1	1	1	1
Do No. 8.....	5 77	5 77	11 54	1	1	1	1	1	1
Georgina, No. 1.....	5 87½	5 87½	11 75	1	1	1	1	1	1
Do No. 4.....	5 00	5 00	10 00	1	1	1	1	1	1
Gwillimbury East, No. 1.....	6 75	6 75	13 50	1	1	1	1	1	1
Do do No. 3.....	12 62	12 62	25 24	1	1	1	1	1	1
Do North, No. 1.....	10 25	10 25	20 50	1	1	1	1	2	1
King, No. 5.....	5 12½	5 12½	10 25	1	1	1	1	1	1
Do No. 6.....	15 69	15 69	31 38	1	1	1	1	1	1
Do No. 14.....	5 00	5 00	10 00	1	1	1	1	1	1
Markham Village.....	28 76½	28 76½	57 53	1	1	1	1	1	1
Do Grammar School.....	33 01½	33 01½	66 03	2	1	1	1	1	1
Do No. 2.....	5 00	5 00	10 00	1	1	1	1	1	1
Do No. 5.....	13 25	13 25	26 50	1	1	1	1	1	1

Table O.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribu- tion.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
<i>York—(Continued.)</i>									
Markham, No. 8	30 50	30 50	61 00	...	1	1	1	...	1
Do No. 14	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 16	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 22	5 50	5 50	11 00	...	1	1	1	1	1
Markham and Vaughan R. C. Sep. School	5 00	5 00	10 00	...	1	1	1	1	1
Richmond Hill Grammar School	29 17	29 17	58 34	...	1	1	1	1	1
Scarborough, No. 1	15 00	15 00	30 00	...	...	...	...	...	...
Toronto Grammar School	20 58½	20 58½	40 77	...	...	...	...	...	...
Vaughan, No. 8	5 05	5 05	10 10	...	...	...	...	...	...
Do No. 11	12 50	12 50	25 00	...	1	1	1	1	1
Do No. 13	5 62½	5 62½	11 25	...	...	...	...	...	2
Do No. 14	11 15	11 15	22 30	...	1	1	1	1	1
Weston Grammar School	11 00	6 00	12 00	...	...	...	...	...	...
Whitechurch, No. 2	5 69	5 69	11 38	...	1	1	1	1	1
Do No. 3	68 27½	56 27½	112 55	...	1	2	2	2	2
York, No. 1	18 31	18 31	36 62	...	...	1	1	...	...
Do No. 2	7 09	7 09	14 00	...	...	...	...	...	...
Do No. 9	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 12	5 00	5 00	10 00	...	1	1	1	...	...
Do No. 21	6 05	6 05	12 10	...	...	...	...	...	...
<i>Peel:</i>									
Albion, No. 5	5 15	5 15	10 30	...	...	...	...	...	...
Caledon, No. 6	5 00	5 00	10 00	...	1	1	...	1	1
Chinguacousy, No. 14	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 21	6 00	6 00	12 00	...	1	1	1	1	1
Peel, No. 7	6 00	6 00	12 00	...	...	...	...	...	...
Streetville Grammar School	26 87½	26 87½	53 75	...	1	1	1	1	1
Toronto, No. 2	12 25	12 25	24 50	...	1	1	1	1	1
Do No. 8	7 87½	7 87½	15 75	...	...	...	...	...	...
Do No. 14	10 00	10 00	20 00	...	...	1	...	...	1
Do No. 15	5 00	5 00	10 00	...	...	...	...	...	...
Toronto Gore, No. 5	13 87½	13 87½	27 75	...	...	...	...	...	...
Toronto & Toronto Gore, Nos. 21 & 2, U. S. S.	7 36	7 36	14 72	...	...	...	...	...	1
<i>Simcoe:</i>									
Adjala, No. 6	10 50	10 50	21 00	...	1	1	1	1	1
Barrie Grammar School	58 69	58 69	117 38	...	...	...	...	...	...
Flos, No. 5	6 50	6 50	13 00	...	1	1	...	1	1
Gwillimbury West, No. 3	5 28	5 28	10 56	...	...	...	...	...	1
Do do No. 7	5 19	5 19	10 38	...	1	1	1	1	1
Do do No. 13	9 00	9 00	18 00	...	1	1	1	1	1
Mony, No. 6	10 10	10 10	20 20	...	1	1	1	1	1
Nottawasaga, No. 3	6 25	6 25	12 50	...	...	...	...	...	...
Tecumseh, No. 4	15 44	15 44	30 88	...	1	1	1	1	1
Do No. 9	8 00	8 00	16 00	...	...	...	...	...	...
Oro, No. 4	17 75	17 75	35 50	...	1	1	1	1	1
Do No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Vespra, No. 6	5 00	5 00	10 00	...	1	...	...	1	1
<i>Halton:</i>									
Esquesing, No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 7	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 8	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 9	8 00	8 00	16 00	...	1	1	1	1	1
Do No. 11	8 50	8 50	17 00	...	...	...	...	...	1
Do No. 12	6 00	6 00	12 00	...	...	...	...	...	...
Halton County	44 16	44 16	88 32	...	...	...	...	...	...
Milton Grammar School	2 50	2 50	5 00	...	...	...	...	...	...
Nelson, No. 4	5 50	5 50	11 00	...	1	...	...	1	1
Do No. 8	10 25	10 25	20 50	...	...	...	...	...	1
Do No. 11	5 00	5 00	10 00	...	1	...	...	1	1
Trafalgar, No. 1	10 64	10 64	20 68	...	1	...	...	1	1
Do No. 10	10 00	10 00	20 00	...	...	...	...	...	1
Do No. 12	15 12	15 12	30 24	...	1	1	1	1	1
Do No. 16	5 17½	5 17½	10 35	...	...	1	1	1	1
Oakville Grammar School	149 50	149 50	299 00	...	...	...	...	...	1
<i>Wentworth:</i>									
Ancaster, No. 7	32 00	32 00	64 00	...	1	1	1	2	1
Do No. 15	7 00	7 00	14 00	...	...	...	...	...	1
Beverley, No. 8	8 00	8 00	16 00	...	...	...	...	...	1
Do No. 12	12 63	12 63	25 26	...	...	...	...	...	1
Beverley and Ancaster, Nos. 2 & 13, U. S. S.	8 58	8 58	17 16	...	1	...	...	...	1

OF UPPER CANADA, 1858.

Table O.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

O P—					APPARATUS.							SHEETS OF OBJECT AND TABLET LESSONS.					MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres, Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Overies.	Tellurians and Luminarians.	Numeral Frames.	Geometrical Forms and Solids (Pieces).	Other School Apparatus (Pieces).	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3			1			1	1		12									1
			1														23	
																	18	
3	1													33	4			1
3	3						1		2								130	
																	75	
																	45	
		1	1						1									1
		1	1				1	21	1		18					1		
			1					21						15	1			
	1													33	15			24
	2													30	15			
	2		1	1				21	15		30			30				59
	3		1															56
															21	3		57
	1		1								46			15	6			1
			1								18	34		33	113	18		1
																	37	
3	2							21	2									59
1			1				1									6		47
			1															
			1												15	3		1
									21									65
											36							98
														33				6
															15			1
			1						41								100	
								1	21					33				1
																		1
																		1
								1										1
											18			93				42
																		37
3			1															1
3								1										2
3			1					1										1
															15			
															4			6
															19			1
																		26
																		36
																		52
1			1								162			93	21	1		2
														33				47
																		1
														15				1
														93	31	6		49
														18				1
															33			1
															26			1
																		1
																		3
3	2																	2
																		19
																		26
																		1
																		19
															15			1
															71			1
															33			1
															15			13
															93			1
															15			

Table O.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribu- tion.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
<i>Wentworth</i> —(Continued)	\$ Cts.	\$ Cts.	\$ Cts.						
Flamoro' West, No. 2	6 00	6 00	12 00						1
Do Do No. 4	16 00	16 00	32 00		1	1	1	1	1
Do Do No. 9	10 00	10 00	20 00	1	1	1			1
Glanford, No. 1	7 00	7 00	14 00						1
Saltfleet, No. 6	5 00	5 00	10 00	1					1
<i>Bront</i> :									
Braunford, No. 2	10 00	10 00	20 00						
Do No. 3	18 57½	15 37½	30 75		1	1	1	2	
Burford, No. 13	5 00	5 00	10 00						1
Do No. 14	9 12½	9 12½	18 25		1	1	1	1	1
Burford, & Oxford E., Nos. 23 & 10, U. S. S.	17 00	17 00	34 00		1	1	1	1	
Burford, No. 24	5 00	5 00	10 00		1	1	1	1	
Dunfries South, No. 27	6 00	6 00	12 00	1	1	1	1	1	
Onondaga, No. 3	5 00	5 00	10 00						
Do No. 6	16 00	16 00	32 00						
Scotland United, Gram. and Com. School	7 39	7 39	14 78		1	1	1	1	
<i>Lincoln</i> :									
Beausville	6 26	6 26	12 52						1
Castor, No. 7	5 00	5 00	10 00						
Gainsborough, No. 3	5 00	5 00	10 00				1	1	1
Grantham, No. 1	5 00	5 00	10 00						
Do No. 2	32 00	32 00	64 00		1	1	1	1	1
Do No. 5	8 00	8 00	16 00						
Do No. 6	5 00	5 00	10 00						
Grimsby, Grammar School	21 25	21 25	42 50						
Grimsby, No. 1	8 00	8 00	16 00	1	1	1	1	1	1
Do No. 2	5 00	5 00	10 00						
Niagara, Grammar School	12 00	12 00	24 00						
Niagara, No. 4	12 23	12 23	24 46						
St. Catharine's, Grammar School	29 98	29 98	59 98						
<i>Walden</i> :									
Crowland, No. 1	10 00	10 00	20 00		1	1	1	1	1
Humberstone, No. 1	19 18½	19 18½	38 37		1	1	1	1	1
Do No. 7	13 25	13 25	26 50		1	1	1	1	1
Stamford, No. 6	11 95	11 95	23 90		1	1	1	1	1
Do No. 7	5 00	5 00	10 00						1
Do No. 10	5 00	5 00	10 00						1
Thorsold, No. 6	8 00	8 00	16 00		1	1	1	1	1
Willoughby, No. 6	5 00	5 00	10 00						1
<i>Walden</i> :									
Cazen, North, No. 5	5 00	5 00	10 00						
Moulton, No. 3	14 00	14 00	28 00	1	1	1	1	1	1
Moulton and Sherbrooke, No. 1, Union S. S.	5 00	5 00	10 00						
Oneida, No. 3	7 12½	7 12½	14 25		1	1	1	1	1
Do No. 4	7 00	7 00	14 00	1	1	1	1	1	1
Rainham, No. 2	5 00	5 00	10 00						
Seneca, No. 1	5 00	5 00	10 00						
Do No. 2	22 00	22 00	44 00		1	1	1	1	1
Do No. 12	7 00	7 00	14 00		1	1	1	1	1
Walpole, No. 1	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 10	10 00	10 00	20 00						
Do No. 15	6 00	6 00	12 00		1	1	1	1	1
Do No. 16	7 75	7 75	15 50	1	1	1	1	1	1
Do No. 19	12 00	12 00	24 00	1	1	1	1	1	1
<i>Norfolk</i> :									
Charlottesville, No. 6	5 00	5 00	10 00						
Stanger, Grammar School	34 47½	34 47½	68 95	1	1	1	1	1	1
Windsor, No. 16	8 00	8 00	16 00		1	1	1	1	1
Woodhouse, No. 5	22 00	22 00	44 00						
<i>Oxford</i> :									
Bieheim, No. 1	7 00	7 00	14 00						
Do No. 9	6 03	6 03	12 06						
Do No. 10	18 00	18 00	36 00	1	1	1	1	1	1
Do No. 12	5 00	5 00	10 00	1	1	1	1	1	1
Do No. 24	18 00	18 00	36 00						
Do No. 25	8 00	8 00	16 00	1	1	1	1	1	1
Dereham, No. 10	13 00	13 00	26 00	1					
Norwich, South, No. 6	5 00	5 00	10 00						
Do do No. 7	20 80	20 80	41 60		1	1	1	1	1

Table O.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contri- butions.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
<i>Oxford</i> —(Continued.)	\$ Cts.	\$ Cts.	\$ Cts.						
Oxford East, No. 1	5 00	5 00	10 00						
Do No. 5	7 00	7 00	14 00		1	1			1
Zorra East, No. 1	23 94	23 94	47 88	1	1	1	1	1	1
Do No. 5	6 25	6 25	12 50	1	1				1
Do No. 6	12 00	12 00	24 00	1	1	1	1	1	1
Do No. 13	6 00	6 00	12 00	1	1			1	1
<i>Waterloo</i> :									
Berlin Grammar School	18 00	18 00	36 00						
Dunfries North, No. 15	20 00	20 00	40 00						
Do No. 18	5 00	5 00	10 00	1	1				1
Do No. 21	6 25	6 25	12 50						1
Do No. 25	6 00	6 00	12 00			1	1		
Galt Grammar School	12 25	12 25	24 50						
Waterloo, No. 7	10 00	10 00	20 00						
Do No. 20	9 50	9 50	19 00						
Wellesley, No. 2	8 00	8 00	16 00	1					1
Do No. 6	15 30	15 30	30 60		1	1	1	1	1
Do No. 11	7 25	7 25	14 50						
Do No. 13	5 00	5 00	10 00						
Do No. 16	22 05	22 05	44 10		1	1	1	1	1
Wilnot, No. 1	5 00	5 00	10 00						1
Do No. 4	5 00	5 00	10 00						
Do No. 6	5 00	5 00	10 00						
Do No. 8	13 00	13 00	26 00		1	1	1	1	
Woodwich, No. 1	10 00	10 00	20 00						
Do No. 4	5 00	5 00	10 00						
<i>Wellington</i> :									
Eramosa, No. 5	6 00	6 00	12 00		1	1	1	1	1
Do No. 6	12 00	12 00	24 00		1	1	1	1	1
Erin, No. 4	12 12½	12 12½	24 25		1	1	1	1	1
Do No. 6	10 75½	10 75½	21 51						
Erin and Eramosa No. 13 Union S. S.	5 00	5 00	10 00						
Garraux, No. 1	6 00	6 00	12 00						
Do No. 2	11 50	11 50	23 00	1	1	1	1	1	1
Do No. 7	10 42	10 42	20 84	1	1	1	1	1	1
Do No. 10	12 00	12 00	24 00		1	1	1	1	1
Geoph, No. 6	5 00	5 00	10 00						
Geoph Grammar School	55 00	55 00	110 00						
Mayborough, No. 9	5 00	5 00	10 00	1	1				1
Minto, No. 5	14 00	14 00	28 00	1					1
Peel, No. 5	5 00	5 00	10 00						
Pikington, No. 5	6 00	6 00	12 00						
<i>Grey</i> :									
Collingwood and Nottawasaga No. 1 U. S. S.	8 03	8 03	16 06	1	1	1		1	1
Ephraisa, No. 5	5 00	5 00	10 00	1	1	1			
Meladuction, No. 1	8 00	8 00	16 00						
Osprey, No. 1	7 00	7 00	14 00	1	1	1			1
Owensound United Gram. and Com. School	12 00	12 00	24 00						
St. Vincent, No. 6	11 00	11 00	22 00	1	1	1	1	1	1
<i>Perth</i> :									
Blanchard, No. 2	5 00	5 00	10 00						
Do No. 6	5 00	5 00	10 00						
Downie Gore, No. 4	9 05	9 05	18 10		1	1	1		1
Easthope North, No. 2	7 71½	7 71½	15 43						
Do do No. 3	8 00	8 00	16 00						
Do South, No. 4	8 25	8 25	16 50		1				
Ellice, No. 8	5 12½	5 12½	10 25	1					1
Ellice and Downie No. 3 U. S. S.	5 00	5 00	10 00		1	1	1	1	1
Elma, No. 5	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 6	10 00	10 00	20 00	1	1	1	1	1	1
Fullerton, No. 5	12 00	12 00	24 00		1	1	1	1	1
Do No. 6	5 24	5 24	10 48	1	1				
Hibbert and Logan, No. 1, U. S. S.	8 00	8 00	16 00					1	
Mornington, No. 1	6 19	6 19	12 38					1	
Do No. 3	10 00	10 00	20 00	1	1	1	1	1	1
<i>Huron</i> :									
Ashfield, No. 1	5 00	5 00	10 00						
Do No. 4	8 00	8 00	16 00	1	1			1	1
Do No. 7	12 00	12 00	24 00		1	1	1	1	1
Biddulph, No. 1	15 50	15 50	31 00	1	1	1	1	1	1
Colborne, No. 5	6 00	6 00	12 00					1	

Table O.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribu- tion.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
<i>Huron</i> (Continued.)	\$ c.	\$ c.	\$ c.						
Goderich, No. 19.....	5 00	5 00	10 00	...	...	...	...	...	...
Do Township.....	25 00	25 00	50 00	...	...	...	...	...	...
Grey, No. 3.....	5 25	5 25	10 50	...	...	...	...	...	...
Do No. 7.....	5 00	5 00	10 00	1	1	1	1	1	1
Hay, No. 7.....	13 20	13 20	26 40	1	1	1	1	1	1
Howick, No. 5.....	5 00	5 00	10 00	1	...	...	...	...	...
Hullett, No. 2.....	9 00	9 00	18 00	...	...	...	...	...	...
Do No. 3.....	5 00	5 00	10 00	...	...	...	...	...	...
McGillivray, No. 2.....	15 00	15 00	30 00	...	1	1	1	1	...
Do No. 3.....	10 00	10 00	20 00	...	...	...	...	...	...
Stanley, No. 2.....	8 00	8 00	16 00	...	...	...	...	...	...
Do No. 8.....	11 39	11 39	22 78	1	1	1	1	1	...
Stephen, No. 1.....	10 00	10 00	20 00	...	...	...	...	...	...
Tuckersmith, No. 6.....	16 00	16 00	32 00	...	1	1	1	1	...
Do No. 7.....	34 00	34 00	68 00	1	1	1	1	2	...
Usborne, No. 7.....	11 25	11 25	22 50	1	1	1	1	1	1
Do No. 9.....	13 00	13 00	26 00	1	1	1	1	1	1
Wawanosh, No. 1.....	6 00	6 00	12 00	...	1	1	1	1	...
Do No. 5.....	5 00	5 00	10 00	...	...	...	...	...	...
<i>Bruce.</i>									
Culross, No. 4.....	6 00	6 00	12 00	...	...	...	...	...	1
Huron, No. 4.....	5 00	5 00	10 00	1	1	...	...	...	1
Kincardine, No. 1.....	40 00	40 00	80 00	1	1	1	1	2	1
Saugeen, No. 1.....	5 25	5 25	10 50	1	...	...	...	...	...
Do No. 3.....	12 00	12 00	24 00	...	...	...	...	...	...
<i>Middlesex.</i>									
Ekfrid, No. 1.....	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 2.....	12 00	12 00	24 00	...	1	1	1	1	...
Do No. 4.....	15 00	15 00	30 00	...	...	...	...	...	...
Do No. 6.....	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 7.....	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 8.....	10 00	10 00	20 00	...	...	...	...	...	...
Lobo, No. 8.....	10 00	10 00	20 00	...	...	...	...	...	1
London, No. 17.....	12 00	12 00	24 00	...	1	1	1	1	1
Mosa, No. 11.....	5 00	5 00	10 00	...	...	...	...	...	...
Missouri West, No. 14.....	19 00	19 00	38 00	1	1	1	1	1	...
Nissouri West, No. 14.....	5 00	5 00	10 00	1	1	1	1	1	1
Westminster, No. 4.....	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 7.....	22 75	22 75	45 50	...	...	...	...	...	...
<i>Elgin.</i>									
Albion, No. 6.....	20 00	20 00	40 00	1	1	1	1	1	...
Do No. 7.....	20 00	20 00	40 00	1	1	1	1	1	1
Do No. 8.....	20 00	20 00	40 00	...	1	1	1	1	1
Southwold, No. 8.....	10 00	10 00	20 00	...	1	1	1	1	1
Southwold and Dunwich, No. 11, U. S. S.....	31 00	31 00	62 00	...	1	1	1	1	1
Yarmouth, No. 1.....	26 00	26 00	52 00	1	1	1	1	1	1
Yarmouth & Dorchester, 8, Nos 22 & 4 U. S. S.....	15 00	15 00	30 00	1	1	1	1	1	1
<i>Kent.</i>									
Chatham Grammar School.....	*45 00	45 00	90 00	...	...	...	...	...	...
Do No. 1.....	10 00	10 00	20 00	...	...	...	...	...	...
Dover East, No. 11.....	15 00	15 00	30 00	1	1	1	1	1	...
Harwich, No. 5.....	8 50	8 50	17 00	...	...	...	...	...	...
Howard, No. 8.....	12 00	12 00	24 00	...	1	1	1	1	...
Raleigh, No. 3.....	5 00	5 00	10 00	...	...	...	...	...	...
Romney, No. 3.....	5 00	5 00	10 00	1	1	...	...	...	...
<i>Lambton.</i>									
Bosanquet, No. 3.....	11 00	11 00	22 00	1	1	1	1	1	1
Do No. 7.....	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 8.....	10 00	10 00	20 00	1	1	1	...	...	1
Bosanquet and Warwick, Nos. 1 & 9 U. S. S.....	20 00	20 00	40 00	...	1	1	1	1	1
Dawn, No. 4.....	5 25	5 25	10 50	...	...	...	...	...	...
Do No. 10.....	5 00	5 00	10 00	1	...	...	...	...	1
Plympton, No. 1.....	16 87½	16 87½	33 75	1	1	1	1	1	1
Do No. 5.....	12 50	12 50	25 00	...	1	1	1	1	...
Do No. 8.....	7 00	7 00	14 00	...	...	...	...	...	...
<i>Esser.</i>									
Colchester and Gosfield, No. 1, U. S. S.....	20 00	20 00	40 00	...	1	1	...	1	1
Gosfield, No. 2.....	15 00	15 00	30 00	1	1	1	1	1	1
Do No. 5.....	9 20	9 20	18 40	...	...	...	...	...	1

* \$10 of this sum were received in 1857, but the transaction was not completed till 1858. The \$10 were included in the item "Sales at Depository," in the account on page 138 of the Report for 1857.

OF UPPER CANADA, 1858.

Table O.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—	APPARATUS.										SHEETS OF OBJECT AND TABLET LESSONS.				MISCELLANEOUS.					
	Great Britain, Ire. land, &c.	Single Hemispheres.	Classical and Scrip- tural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Telluriums and Lanterns.	Numeral Frames.	Geometrical Forms and Solids (Pieces).	Other School Ap- paratus (Pieces).	Meteorological Ap- paratus.	Natural History and Pictorial.	Scriptural History.	Other Object Les- sons.	Natural Tablet Lessons.	Other Tablet Les- sons.	Prints and Rules.	No. of Volumes of Price Books.	Various Articles.
...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	...
...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	191	...
...	1	...	1	...	...	...	...	...	...	...	...	...	18	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	60	...	...	...	...	...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	21	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	162	...	...	...	...	...	...	...
...
...	3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...
...
...
...
...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...
...
...	1	2	...	...	...	...	...	...	...	...	...	...	162	...	...	...	...	...	...	...
...	1	...	...	...	...	...	...	...	...	...	...	...	162	...	...	...	...	...	...	...
...	1	...	...	...	...	...	...	...	...	...	...	...	162	...	...	...	...	...	...	...

Table O.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contribu- tion.	Legisla- tive Appor- tionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	
<i>Essex</i> (Continued).	\$ c.	\$ c.	\$ c.							
Malden, No. 6	10 00	10 00	20 00	...	1	1	1	1	1	
Mersea, No. 1	6 00	6 00	12 00	...	1	...	...	...	1
Rochester and Maidstone, Nos. 1 & 2 U. S. S.	7 00	7 00	14 00	1	1	...	...	...	1
<i>Cities:</i>										
Hamilton Central School	6 50	6 50	13 00	...	...	...	...	...	2
Do Roman Catholic Sep. Schools	10 59	10 59	21 18	...	1	1	1	1	2	
Ottawa Common School .....	...	...	...	...	...	...	...	...	...
Toronto City Schools	36 90½	36 90½	73 81	1	3	3	2	1	3	
Do Normal and Model Schools	571 32	571 32	1142 64	1	1	1	1	1	2	
Do Model Grammar School	50 56½	50 56½	101 13	1	1	1	1	1	1	
Do Provincial Normal Asylum	32 03½	32 03½	64 13	1	...	...	...	...	1
Do Roman Catholic Sep. Schools	5 94	5 94	11 88	...	1	1	1	1	...	
<i>Towns:</i>										
Brownsville	50 87½	50 87½	101 75	...	...	...	...	...	...
Chatham	33 00	33 00	66 00	...	...	...	...	...	...
Cobourg	45 62½	45 62½	91 25	2	...	...	...	...	4
Colborneville	52 54	52 54	105 08	1	1	1	1	2	...	
Dundas Roman Catholic Sep. School	10 69	10 69	21 38	2	1	1	1	1	...	
Galt	12 01½	12 01½	24 03	...	1	1	...	...	1
Guelph	5 95	5 95	11 90	...	1	1	1	1	1	
Do Roman Catholic Sep. School	8 56½	8 56½	17 13	...	...	...	...	...	1
Goderich	20 00	20 00	40 00	...	...	...	...	...	...
Milton	26 25	26 25	52 50	...	...	...	...	...	...
Niagara	11 80	11 80	23 60	...	...	...	...	...	...
Paris	6 12½	6 12½	12 25	...	...	...	...	...	...
Do Roman Catholic Sep. School	17 00	17 00	34 00	...	1	1	1	1	...	
Port Hope United Grammar and Com. School	95 00	95 00	190 00	1	1	1	1	2	1	
Port Hope	20 00	20 00	40 00	...	...	...	...	...	...
Sarnia	13 32	13 32	26 64	...	...	...	...	...	...
St. Catharines	5 00	5 00	10 00	...	...	...	...	...	...
Whitby	20 00	20 00	40 00	...	...	...	...	...	...
Windsor	5 00	5 00	10 00	...	...	...	...	...	...
<i>Town Municipalities:</i>										
Auruburgh	13 30	13 30	26 60	...	1	...	...	...	1
Do Roman Catholic Sep. School	9 00	9 00	18 00	2	...	...	...	...	...
Barrie	30 65	30 65	61 30	2	2	2	2	1	2	
Do Roman Catholic Sep. School	7 62½	7 62½	15 25	...	1	...	...	...	...
Chilton	29 07	29 07	58 14	...	1	1	...	1	1	
Woodstock	15 00	15 00	30 00	...	2	2	2	2	...	
<i>Tillages:</i>										
Beauford	13 00	13 00	26 00	...	...	...	...	...	...
Callington	35 10	35 10	70 20	...	...	...	...	...	...
Clinton	5 00	5 00	10 00	...	...	...	...	...	...
Elora	52 00	52 00	104 00	1	...	...	...	...	...
Lepas	24 00	24 00	48 00	...	2	2	2	2	...	
Kemptville	6 00	6 00	12 00	...	...	...	...	...	...
Mitchell	10 00	10 00	20 00	...	...	...	...	...	...
New Hamburg	12 50	12 50	25 00	...	...	...	...	...	...
Newmarket	9 50	9 50	19 00	...	...	...	...	...	...
Do Roman Catholic Sep. School	5 00	5 00	10 00	...	1	1	1	1	...	
St. Mary's	11 00	11 00	22 00	...	1	1	1	1	...	
St. Thomas	31 64	31 64	63 28	...	...	...	...	...	...
Thorold Roman Catholic Sep. School	6 00	6 00	12 00	...	...	1	...	...	...
Waterloo	40 12½	40 12½	80 25	...	...	...	...	...	1
Total for 1888	5905 14	5905 14	11810 28	131	227	203	177	201	234	
Total for 1887	9059 14	9059 14	18118 28	245	437	353	316	376	421	
Increase .....	...	...	...	...	...	...	...	...	...
Decrease	3154 00	3154 00	6308 00	114	210	150	130	175	187	
RECAPITULATION.										
Total for 1885	2327 76½	2327 76½	4655 53	135	142	108	94	106	116	
Total for 1886	4330 43½	4330 43½	8660 87	136	266	201	185	223	277	
Total for 1887	9059 14	9059 14	18118 28	245	437	353	316	376	421	
Total for 1888	5905 14	5905 14	11810 28	131	227	203	177	201	234	
Grand total for four years ...	21952 48	21952 48	43904 96	647	1072	865	772	905	1048	

OF UPPER CANADA, 1858.

Table O.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									SHEETS OF OBJECT AND TABLET LESSONS.					MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Copies.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Luminaries.	Numerical Frames.	Geometrical Forms and Solids (Pieces).	Other School Apparatus (Pieces).	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	Natural Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	19	54	...
1	...	...	5	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...
6	2	2	42	6	...	...	...	...	...	103	...	162	...	...	198	82	48	21	89
3	5	4	4	1	...	...	...	...	...	38	...	...	...	...	...	...	...	...	65
1	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
2	...	11	...	...	...	...	...	...	...	10	...	...	...	...	...	...	...	115	...
5	1	16	...	1	...	4	...	4	84	4	...	192	...	...	60	60	15	20	4
...	...	1	...	...	...	...	...	...	...	13	...	...	...	96	126	15	...	...	2
2	1	3	...	...	...	...	...	...	...	8	...	...	...	...	...	...	...	...	1
...	...	5	...	...	...	...	...	...	...	11	...	...	...	...	...	...	...	109	...
1	...	4	...	1	...	...	...	...	...	...	...	...	...	...	66	54	...	135	7
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	167
...	...	3	5	...	...	...	...	...	1	21	...	...	...	96	33	14	33	69	10
...	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
1	...	2	...	2	...	...	...	...	...	...	...	...	...	...	30	3	...	...	33
1	1	5	...	1	...	1	1	1	21	1	...	...	...	...	...	...	24	...	...
...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	61	...
...	...	10	...	...	...	...	...	...	...	...	...	...	...	...	33	92	21	99	...
6	4	2	...	...	...	...	...	...	21	23	...	192	...	...	33	...	1	64	...
...
...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56
...
1	...	1	...	...	...	...	...	...	1	21	...	...	...	...	...	...	...	...	86
4	2	11	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57
260	159	143	466	139	13	16	16	57	780	450	3 sets.	2774	264	662	3561	2151	1635	8015	420
515	405	330	886	261	38	20	17	95	1037	328	7 "	6983	3318	2002	7910	1546	3332	2537	351
255	246	187	420	122	25	4	1	38	277	122	4 "	4215	3354	1310	4376	1765	1761	5485	39
95	267	41	467	48	11	5	8	26	14	33	...	3000	1100	30	3000	300	260	...	152
196	405	78	192	103	11	10	15	40	81	141	...	5046	1450	316	4726	911	791	...	959
515	405	330	886	261	38	20	17	95	1037	328	7 sets.	6989	3818	2002	7940	1685	3396	2537	381
260	159	143	466	139	13	16	16	57	780	450	3 "	2774	264	662	3564	2151	1635	8045	420
1036	831	502	2011	551	79	51	56	218	1932	952	10 "	17809	6660	6010	10230	6378	6082	10602	1912

Table P.

THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1888.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1888, deducting subscription
1 2	John McAuley Dead.	Ch. Scotland	Ireland	Iumisfi	Age and Infirmary	76	22	\$20 75
3	Robert Mason	Presbyterian	Scotland	Lanark	Age and Infirmary	78	28	27 50
4 5	Magnus Swanson Dead.	Baptist	Scotland	Markham	Age and Infirmary	75	18	7 00
6 7	Donald Currie Dead.	Ch. Scotland	Scotland	Aldbore'	Age and Infirmary	70	18	7 00
8	John O'Connor	Rom. Catholic	Ireland	Charlotten- burgh.	Age and Infirmary	85	35	39 75
9 10	Anthony Lewars Dead.	Baptist	Scotland	Augusta	Age and Infirmary	77	32	22 00
11	Thos. J. Graffe	Universalist	Ireland	Arthur	See Abstract	51	18	16 25
12	Donald McDermid	Ch. Scotland	Scotland	Cornwall	Age and Infirmary	81	26½	25 81
13	James Benton	Ch. Scotland	Scotland	Finch	See Abstract	62	25	10 50
14	Henry Gough	Ch. England	Ireland	Barton	Age and Infirmary	73	30	13 00
15	Jas. Breakenridge	W. Methodist	U. Canada	Rawdon	See Abstract	54	32	14 00
16	John Gillon	Ch. Scotland	Scotland	Ramsay	Age and Infirmary	76	25½	10 75
17	Robert C Mills	Ch. England	Ireland	Packenham	Age and Infirmary	72	23	9 50
18	John W Leonard	Ch. England	England	Chatham	Age and Infirmary	65	22	9 00
19	Peter Stewart	Ch. Scotland	Scotland	Perth	Age and Infirmary	75	22	20 75
20	David Thompson		Scotland	Niagara	Age and Infirmary	69	38	38 75
21	John Price	Ch. England	Ireland	Brockville	Age and Infirmary	66	24	23 00
22	Wm. Gordon	Presbyterian	Ireland	Horton	Age and Infirmary	71	30	29 75
23	Crewford Rainey	W. Methodist	Ireland	Ernestown	See Abstract	47	17	15 12
24	Benjamin Warren	Ch. England	Ireland	Augusta	Age and Infirmary	74	27	26 38
25	Thos. McMaster	Ch. England	Ireland	Grey	See Abstract	62	20	21 00
26	Ronald Smith	Ch. England	Scotland	Lanark	Age and Infirmary	74	20	21 00
27	Wm. McEdward	Ch. Scotland	Scotland	Lancaster	Age and Infirmary	68	26½	25 81
28	Wm. Dowling	W. Methodist	Ireland	Augusta	See Abstract	59	20	8 00
29 30	Geo. Fieldhouse Dead.	Soc. Friends	England	Murray	Age and Infirmary	72	30	13 00
31	John McKenzie	Presbyterian	Scotland	Lancaster	Age and Infirmary	67	17½	17 87
32 33 34	Patrick Benson Dead. Dead.	Rom. Catholic	Ireland	Plantagenet, North.	Age and Infirmary	77	30	33 50
35	Francis Foster	Ch. England	England	Chinguacousy	Age and Infirmary	77	18	7 00

COMMON SCHOOL TEACHERS.

Table P.

No.	For the year.	Abstract of Case.	Recommendatory Certificates signed by
1	1858	Was a Teacher 50 years. Taught in West Gwillimbury, Tecumseth, Essa and Innisfil. Holds also a certificate from the 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—William Strong, J P—H A Clifford.
3	1858	Taught the same school in the Village of Lanark for 28 years.	J A Murdoch—J Shaw, M P—M Lock, J P.
4	1858	Was a teacher for 35 years. Taught in Scotland, in Lower Canada, and for 18 years in Markham.	Rev W Case—J King—G Buchanan.
6	1858	Was a teacher for 50 years; 22 years in Scotland, and 18 years in Aldboro', Orford, Howard, Chatham and Mosa, U. C.	Rev R Burns, D D—Rev D McMillan—G Gardiner, J P—G Duck, junior.
8	1857-58	Was a Teacher for 53 years: 18 years in Ireland, and 35 in Glengarry, Stormont and Prescott.	Rev J McLaurin—Rev H Urquhart—J Grant, M D—A Chisholm.
9	1857	Taught in the County of Grenville 32 years	Rev R Blakely—H W Morton, M D—J Clapperton—J Jessup—G Malloch.
11	1858	Commenced in 1832. Taught in Grenville 18 years. "His health failed from excessive mental labor, which induced a predisposition to apoplexy and spinal disease."	B R Church, M D—E H Whitmarsh—R Waugh.
12	1858	Commenced in Scotland in 1794, and taught in Stormont and Glengarry 26½ years.	J Pringle—Reference to Hon. Justice McLean—R McDonald, M D—affidavit before H Cline, J P.
13	1858	Commenced in 1822, and taught for 35 years in Township of Lochiel; was afflicted with epilepsy and compelled to desist.	Rev J R Meade—J Stirling, M D—D Cattanaich J P—J Murray.
14	1858	Was a teacher for 33 years; 3 years in Nova Scotia, and 30 in various parts of Upper Canada.	P Spaun, J P—B P Spohn. Former certificates signed by Bishop Strachan, &c.
15	1858	Commenced in 1815. Taught in Dundas, Prescott, Russell, Carleton, Grenville and Leeds, for the full period of 32 years, besides 2 years in Lower Canada. Is so afflicted with cataract as to be compelled to desist.	Rev W Smart—Hon H Pinhey—J Garvey, M D—J Matthew, J P—J A Stuart, J P—T Brady—A Sherwood—S Hart—J Keays—W Henderson.
16	1858	Commenced in Ramsay in 1821, opened the first school at Carleton Place in 1825. Taught also in Beckwith and Packenham.	Rev J McMorine—D Campbell, J P—Rev A Mann—Rev M Harris—J Wylie.
17	1858	Commenced in 1821. Taught in Huntley, Fitzroy, Packenham, Ross and Bromley.	Rev J Thompson—A Fowler, M D—Rev M Harris, Rev A Mann.
18	1858	Commenced in U. C. in 1817. Taught in the Counties of Frontenac, Lennox, Addington, Kent, and Lambton, as he states subsequently to his application being approved, 30 years.	Hon S Washburn—Thos Cross, M D—A Lazier, J P—F McRea, J P—O Ingalls, J P—E H Carlatt, J P—C Pier, J P.
19	1858	Taught in County of Lanark from 1831 to 1853. "Has done a good deal of good in his day."	Rev M Harris—J A Murdoch—J Young.
20	1858	Commenced teaching in 1815. Has taught in Counties of Frontenac, Lincoln and Welland. Pains from old wounds received in the war of 1812 forced him to desist.	Rev T Green.
21	1858	Commenced in 1827. Taught in Leeds and Grenville 21 years.	Rev E Denroche—Rev W Smart—G Sherwood, M P—T Reynolds, M D—T F McQueen, M D—A Sherwood—W Buell—J Jessup.
22	1858	Commenced in 1823, and taught in Lanark and Renfrew for 30 years.	Rev G Thompson—D Evans, M D.
23	1858	Taught in Kingston, Ernestown, Camden and Portland. Disease of the heart and liver render him unfit for teaching.	Rev P Shirley—R McLean, M D—J Scouten, M D—J Miller, J P—J Asseltine, J P—J J McDonald—S Warner.
24	1858	Commenced in 1824, and taught school in Leeds and Grenville 27 years.	Rev W Smart—G Sherwood, M P—T Reynolds, M D—J Brouse—R Waugh—J Reynolds, J P—N Horton, J P—R East, J P.
25	1857-58	Commenced in 1825, and taught in various parts of U. C. Deafness and disease of the lower extremities compelled him to desist.	Rev E Patterson—Rev D McPherson—D Waugh, M D—A Monteith, J P—W P McCullough, J P—J Hyde—W Rath—A McGregor—J Stewart. Former certificate signed by Bishop Strachan.
26	1857-58	Commenced in 1812, and taught in the County of Lanark 20 years.	Rev M Harris—A Munro, M D—J Robertson, J P—J McDonald, J P—T McCaffry, J P—E Byrne.
27	1858	Commenced in 1812. Was a teacher 38 years; 11 years in Scotland, 26 in Lancaster, and 6 months in Williamstown, U. C.	Rev J McKenzie—Rev D McPherson—Rev J McLaurin—A Beattie, M D—R S McDonald, J P.
28	1858	Commenced in 1822. Taught in Leeds and Grenville for 21 years. Ill health, occasioned by close application, renders him unfit to continue.	Rev W Smart—B R Church, M D—W Garvey—J Howard, J P—M Read, J P.
29	1858	Commenced in 1819, and taught in Prince Edward and Northumberland for 30 years.	P Gross, M D—B Franklin, J P—J Bettes, J P.
31	1857-58	Taught 2 years in Lower Canada and 17½ in Glengarry.	Rev J McKinnon—D E McIntyre, M D.
32	1857-58	Commenced in 1810, and continued teaching in Stormont and Prescott for 30 years.	C Johnson, junior—G Presley—J Bollore.
35	1858	Commenced in 1832, and continued teaching in the Gore of Toronto and Chinguacousy for 18 years.	Rev J G Armstrong—T Deasely, M D—J M Chafee—R Wright—J Price. Former certificate signed by Bishop Strachan.

Table P.—(Continued.)

THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscription.
36	Donald McDonald...	Rom. Catholic...	Scotland	Lochiel	Age and Infirmary...	72	13	\$12 25
37	John Ker	Ch. England	Ireland	Winchester	Age and Infirmary...	67	14	5 00
38	James Brenan	Rom. Catholic...	Ireland	Ennismore	Age and Infirmary...	74	35	35 38
39	Thos. Hudson.....	Ch. England	England	Markham	See Abstract	62	19½	7 75
40	Wm. M. Hynes	Presbyterian	Ireland	Brockville	Age and Debility	64	34	34 25
41	Jane Johnston	Ch. England	Ireland	Thorold.....	See Abstract	54	21	22 25
42	W. R. Thornhill.....	Ch. England	Ireland	Kitley	See Abstract	60	22	20 75
43	Wm. Irvine.....	Ch. England	Ireland	Kingston	Age and Infirmary...	76	17½	15 69
44	Dead.							
45	John Fletcher	Presbyterian	Scotland	Tilbury, E	See Abstract	50	18	16 25
46	John B. Emons	Ch. England	U. Canada	Escott	See Abstract	62	27	11 50
47	John Nowlan	Ch. England	Ireland	Montague.....	Age and Infirmary...	67	24	10 00
48	W. P. Huston.....	Presbyterian	Ireland	Mountain	Age and Infirmary...	74	23	9 50
49	George Reynolds	Rom. Catholic...	Ireland	Camden, E.	Age and Infirmary...	63	28½	28 06
50	Dead.							
51	Wm. Martin	Presbyterian	Ireland	Oxford	Age and Infirmary...	67	14	5 00
52	John Blek		Ireland	Ross	Age and Infirmary...	79	15	5 50
53	Michael Koen.....	Rom. Catholic...	Ireland	Kingston	Age and Infirmary...	67	27½	24 69
54	Alex. Miller.....	Presbyterian	Scotland	Wolford	Age and Infirmary...	72	28½	28 06
55	John Donald	Presbyterian	Scotland	Dalhousie.....	See Abstract	59	20½	19 06
56	Angus McDonell	Rom. Catholic...	Scotland	Kenyon	Age and Infirmary...	63	33½	14 75
57	James Forde	Ch. England	Ireland	Elmsley, N	See Abstract	56	16	14 00
58	John Livingston	Presbyterian	Scotland	Dalhousie.....	Age and Infirmary...	67	25½	24 69
59	Gilbert McAulay	Ch. Scotland	Scotland	Sunnidale.....	Age and Infirmary...	78	18	6 25
60	Edison Gibson	Ch. England	Ireland	Emily.....	Age and Infirmary...	73	19	7 50
61	Wm. Bege	Presbyterian	Scotland	Goderich	Age and Infirmary...	64	17	17 25
62	John Bradley.....	Episcopalian	Ireland	Plantagenet.....	Age and Infirmary...	79	20	13 00
63	Donald McDougall	Not stated	Scotland	Lochiel	See Abstract	58	14	20 25
64	Henry St. Leger	Ch. England	Ireland	Adelaide	Age and Infirmary...	74	21	33 37
65	Robt. Thompson	Ch. Scotland	Scotland	Cornwall	See Abstract	54	20	8 00
66	Dead.							
67	Dead.							

COMMON SCHOOL TEACHERS.

Table P.—(Continued.)

No.	For the year.	Abstract of Case.	Recommendatory Certificates Signed by
36	1857-58	Commenced in 1806. Taught in Dundas, Stormont, and Glengarry. Is unable to procure certificates of teaching for more than 13 years.	O. Quigley, J P—C McDonald, M D—J Murray—A McMillan.
37	1858	Commenced in 1835, and taught in Stormont and Dundas for 14 years.	Rev J G B Lindsay—Rev H E Pless—Rev J Harris—W H Brouse, M D—J J Blacklock, M D—J Baird, M D—H L Cook, M D—J W Rose, M P—J, G and E Brouse, J P's—W Bell, J P—P Carman.
38	1858	Was a teacher for 50 years; 35 years in Glengarry, Prince Edward and Victoria.	Rev J J Chisholm, D D—Rev J Bourke—Rev J M Roger—Rev R Harding—W Cluxton, J P—P S Sullivan, J P—W T Boate—B McDonnell—E Burnham—T Hay—B S Cory, M D.
39	1858	Commenced in 1832, and taught in the County of York for 19½ years. General debility forced him to desist.	Rev J G Armstrong—Rev D E Blake—R Paget, M D—G Pexton.
40	1858	Commenced in 1818, and taught in the County of Leeds 34 years.	Rev W Smart—T Reynolds, M D—R Edmondson, M D—G Sherwood, M P—S Reynolds, J P—W Dowling, J P—W Buell—G Malloch.
41	1857-58	Commenced in 1833, and taught in Dundas, Ancaster, Cayuga, and Thorold, 21 years. Disease of the chest compels her to desist.	Rev T B Fuller, D D—G Keefer, J P—R Ironside, M D—Dr H Rally—J Keefer—D D'Everardo—H James.
42	1858	Commenced in 1829, and taught in Leeds 23 years. "Sight so imperfect that he cannot follow the profession any longer."	Rev J B Worrell—J Atebison, M D—Rev F Tremayne—S Soper, J P—J O'Neill—H B Washburn—R Johnson, J P—W Webster, J P.
43	1858	Was a teacher for 52 years; 17½ in Upper Canada	Ven. Archdeacon Stuart—Rev E C Bower—J Marks, J P—G Rutledge.
45	1858	Commenced in 1830. Taught 6 years in Scotland and 18 in Elgin and Kent. Is afflicted with hip joint disease, and quite unable to do duty.	Rev J Fraser—J R Robertson, M D—A McGregor—J Coultis.
46	1858	Commenced in 1827. Has taught in the Counties of Frontenac, Glengarry, Prescott and Russell. Is afflicted with general debility and partial paralysis.	F Codd, M D—J Stewart—J Keays—J Conway, J P—J Mattice, J P.
47	1858	Commenced in 1812. Taught 18 years in Newfoundland and 24 years in Lanark and Carleton.	Rev J B Worrell—G Nisbet, M D—J Shaw, M P—Rev E Morris—G Gilhuly, J P.
48	1858	Commenced in 1832. Taught in Mountain and South Gower 23 years.	Rev J Anderson—D Brown, M D—J Cleland, P M.
49	1858	Commenced in 1826, and taught 28½ years in Brockville, Lennox and Addington, &c.	Rev P Shirley—F V Cory, M D—R McLean, M D—D Roblin, M P—J Stevenson, J P—T Miller, J P—D C Smith, J P—W Whelan, J P—S Reynolds, J P—F Murray, J P—J F Hawley, J P—C H Miller, J P.
51	1858	Commenced in 1817 in Nova Scotia. Taught in Grenville 14 years.	Rev W D McDowell—E B Sparham, M D. Former certificate authorizing to teach in Nova Scotia, signed by Earl of Dalhousie.
52	1858	Commenced in 1806. Taught 33 years in Ireland, and 15 in Lanark and Renfrew.	G Brown—D M Evans, M D—J M Ross—H Fitzpatrick—M Mulligan—P McPeak.
53	1858	Commenced in Ireland in 1814, and taught 25½ years in Frontenac.	R S Henderson—W Beamish, M D—J W Brown, J P—Peter McKinn, J P—J Irvine. Former certificate by Archdeacon Stuart.
54	1858	Commenced in 1802. Taught 24½ years in Scotland and 28½ in Lanark, Leeds and Grenville.	Rev W Bell—B R Church, M D—Rev E Morris—E H Whitmarsh—G McEwen, P M.
55	1858	Taught in Dalhousie. Chronic inflammation of the liver obliged him to desist.	Rev J B Duncan—A Munro, M D—J S Nichol, M D.
56	1858	Commenced in Scotland in 1814, and taught in Glengarry, U. C., 33½ years.	D A McDonald—J Simpson, M D—A Chisholm—A McDonnell.
57	1858	Commenced in 1827, and taught in Lanark and Frontenac 16 years. Defective eyesight compelled him to desist.	Rev M Harris—J A Neilson, M D—J Young.
58	1858	Commenced in Scotland in 1810. Taught school No. 6, Dalhousie, 25½ years.	Rev M Harris—J S Nichol, M D—Rev J B Duncan—J A Young—J A Murdoch—A McInnes—H McLean—A McDonald.
59	1858	Commenced in Scotland in 1812, and in Upper Canada, 1833. Taught in Peel and Simcoe 18 years.	Rev S B Ardach—Judge Gowat—Rev J Gray—H A Clifford—G Lount—A Pass.
60	1858	Commenced in Ireland in 1817, and in Upper Canada in 1833. Taught 19 years in Durham and Peterboro'.	Rev W Hooper—T Ray, M D—E Ingram—J Tate.
61	1857-58	Commenced in Scotland in 1813, where he taught 20 years. Commenced in Upper Canada in 1837, and taught school in Goderich 17 years.	Rev A McKid—Dr Cole—G Elliott, J P, and others.
62	1857	Commenced in 1830, and taught 20 years in the County of Prescott.	Col J Kearnes, J P—D O'Neill—J Hagar, J P—T H Johnson, J P.
63	1857-58	Commenced in Scotland in 1817, and U. C. 1839. Taught 14 years in Glengarry. Is too debilitated to continue.	Rev Duncan Cameron—Rev J McPherson—Rev D McDonald—D A Macdonald, J P—C McDonald, M D—A McDonell, J P—Jwen Quigley, Local Superintendent, &c &c.
64	1857-58	Commenced in Ireland 1825, and in U. C. 1832. Taught in Welland, Middlesex, Cornwall, Drummond and Oakville 21 years. Afflicted with paralysis.	Rev T Green—H Hanson, M D—Rev A Mortimer—J B Strathy—W Elliott—W Miller—S A Scom.
65	1858	Commenced in 1831, and taught for 20 years in Stormont and Glengarry. Chronic inflammation of the eyes unfits him for duty.	R McDonald, M D—B G French—A Johnson, J P—J Aitken—W Poley—A E McDonald—S Sheets.

Table P.—(Continued.)

THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscription.
68	Patrick McKee	Rom. Catholic...	Ireland	Osnabruck	Age and Infirmary...	85	17	\$15 18
69	John Brennan	Ch. England	Ireland	Wolford	Deafness and debility.	60	24½	10 25
70	Margaret Jessop	Ch. England	Ireland	Eimsley	Loss of sight and hearing.	70	16	6 00
71	Thos. White	Congregationalist.	England	Hawkesbury, West.	Debility	68	23½	9 88
72	Joshua Webster.....	Methodist	U. States	Brighton	Age and Infirmary...	64	22	20 75
73	Norman McLeod	Presbyterian	Scotland	Lochiel	Age and Infirmary...	66	16	14 00
74	Samuel P. Stiles.....	Methodist	U. States	Carradoc	Age and Infirmary...	74	40	41 00
75	M. Kinborough	Ch. England	Ireland	Ernestown	Age and Infirmary...	78	31	13 50
76	deceased.							
77	Arch'd Campbell	Presbyterian	Scotland	Charlottenburg.	Age and Infirmary...	76	7	8 87
78	Wm. Foster	W. Methodist...	Ireland	Elizabethtown.	See Abstract	68	22	9 00
79	Wm. Glasford.....	W. Methodist.	Canada	Gloucester	See Abstract	48	18½	16 81
80	John Hoyt	Baptist	U. States	Haldimand	Age and Infirmary...	85	25	10 50
81	Wm. Powers	W. Methodist.	Canada	Camden.....	See Abstract	69	30	29 75
82	John Vert	Presbyterian	Scotland	Albion	See Abstract	48	21½	22 87
83	Wm. Benson	Second Advent	Scotland	Dunwich	See Abstract	61	23	9 50
84	Wm. Kearns	Ch. England	Ireland	Augusta	Age and Infirmary...	66	25	27 25
85	D. McKenzie	Presbyterian	Scotland	Westminster	Diseased Lungs	59	20	18 50
86	James Leys.....	Ch. Scotland	Scotland	Goderich	See Abstract	66	17	15 13
87	John Healy	Methodist	Scotland	Harwich	Age and Infirmary...	69	26	11 00
88	Hector McRae	Ch. Scotland	Scotland	Charlottenburg.	See Abstract	62	20	18 50
89	Wm. Campbell	W. Methodist...	Ireland	Marysburgh	Age and Infirmary...	73	30	29 75
90	J. Carruthers	U. Presbyterian	Scotland	City of Hamilton.	Age and Infirmary...	73	24	10 00
91	Alex. Cowan	Presbyterian	Scotland	Hillier	Age and Infirmary...	74	27	26 87
92	Emily Cozens	Rom. Catholic...	U. Canada	Town of Cornwall.	See Abstract	53	27	26 88
93	Wm. Dermott.....	Ch. England	Ireland	Portland	See Abstract	60	13	4 50
94	Jas. E. Durick	Ch. England	Ireland	Fenelon.....	Age and Infirmary...	69	30	29 75
95	Hugh Hagan	Rom. Catholic...	Ireland	Nepean	Age and Infirmary...	40	18½	7 25
96	Walter Hick	Ch. England	England	Richmond	Age and blindness...	70	25	24 13
97	J. Higginbotham ...	Ch. England	Ireland	Eimsley, North	Age and Infirmary...	67	22	9 00
98	J. B. Hingston	Ch. England	Ireland	Trafalgar	Age and Infirmary...	65	24	23 00

COMMON SCHOOL TEACHERS.

Table P.—(Continued.)

No.	For the year.	Abstract of Case.	Recommendatory Certificates Signed by
68	1858 ..	Commenced in 1829, and taught 25 years in County of Stormont.	Rev G A Hay—W H Wagner, M D—W McIntosh, J P—D Chisholm, J P—J Archibald, J P—O Pugh, J P, &c.
69	1858 ..	Commenced in Ireland in 1823, and in U. C. in 1830. Taught in the County of Leeds 24½ years.	Rev J H Andrews—B R Church, M D—S Soper, J P—R W Ferguson—J A Brown.
70	1858 ..	Commenced in 1829, and taught in Perth, Smith's Falls and Kitley, 16 years.	Rev M Harris—J A Ichison, M D—Rev J Padfield—C H Scribe—E S Weeks.
71	1858 ..	Commenced in 1821, and taught in Hawkesbury 23½ years.	Rev W Abbott—W Erving, M D—Rev W Mair—Rev J T Byrne—J Hamilton, J P—H Lough, J P, &c.
72	1858 ..	Commenced in 1812 and ceased 1817. Taught 3 years in U. S., and 22 in P. Edward and Northumberland.	J W Cryderman, J P—P Gross, M D—J P Powers, M D—J A Keeler, J P.
73	1858 ..	Commenced in 1807 and taught 10 years in Scotland and 16 in Glengarry.	Rev T McPherson—J Sterling, A M and M D—John McLennan, J P, and others.
74	1858 ..	Commenced in Delaware 1808, and ceased 1854. Taught 40 years in Middlesex.	Rev R Flood—G Billington, M D—Elijah Gregory—B Handy, &c.
75	1858 ..	Commenced in 1817, and taught in Frontenac and Ad-dington 31 years.	Ven. Archdeacon Stuart—H Yates, M D—D P Yeomans, M D—S Clark, J P—M Palmer, J P, &c.
77	1858 ..	Taught 57 years—50 years in Lower Canada, and 7 in U. C. under appointment of Sir J. Craig.	Rev T McPherson—J Grant, M D—W Macrae, J P—Col Marchand—J Delacruz, Mayor, &c.
78	1858 ..	Taught 22 years in the Counties of Leeds and Grenville. Paralysis of the bladder incapacitates him.	R Edmouson, M D—Rev W Smart—W Bluel.
79	1858 ..	Was a teacher 24 years. Taught 18½ years in Townships of Charlottenburgh, Cornwall, Gloucester, Nepean and Montague. Is epileptic.	J Grant, M D—G Archibald—Rev T Wardrope—J Pringle.
80	1858 ..	Commenced teaching in 1818. Taught 25 years in Counties of Northumberland, Prince Edward and Hastings.	J O Powers, M D—H Jones—H Meade—Rev J Webster—J W Cryderman, J P.
81	1858 ..	Taught school in the Township of Marysburgh 25 years, and in Camden East 5 years. Has hip joint disease and bad sight.	Allen Ruttan, M D—J Harrison—J Lane, J P—Rev G Miller—S Hayden.
82	1857½	Commenced in Scarborough in 1834, and taught in York, Ontario and Peel 21½ years. Lungs much diseased.	The Lord Bishop of Toronto—Rev J Jennings, D D—Rev J C Geikie—H Warbrick—J S Robinson, M D.
83	1858 ..	Commenced in 1833, and taught 23 years in the Townships of Dunwich and Southwold. Is paralytic.	R W Travers, M D—Rev D Campbell—T McColl, Local Supt.—J Hidden, Trustee—Major Willey, J P.
84	1857½	Commenced in 1822. Taught 25 years in Counties Stormont, Dundas and Glengarry.	Rev D Monroe—W D Scott, M D—J W Ridley, Supt.—D Berging, M D—E Ross, Supt.—W Fraser, Supt.
85	1858 ..	Commenced in 1819, and taught 20 years in Middlesex, Elgin and Oxford, and 9 years previously in Scotland.	Rev M Burnham—G Southwick, M D—H W McIntyre, J P—J Strathly, Supt. and others.
86	1858 ..	Commenced in 1833, and taught 17 years in Saltfleet and Sombra, and Counties Huron and Bruce. Has chronic rheumatism.	M Hamilton, M D—Rev R F Campbell—J Nairn—W Johnston—Jas Watson.
87	1858 ..	Commenced in 1811, and taught 26 years in Grenville, Leeds, Frontenac and Dundas.	W W Howard, M D—H P Washburn—Thomas Sheffield—E Green.
88	1858 ..	Commenced in 1829, and taught 20 years in the Townships of Lancaster and Charlottenburgh. Has chronic disease of bowels.	Charles Mallery, M D—Elders McDonnell, McLennan, Grant, Campbell, Hou J Sandfield McDonald, M P.
89	1858 ..	Commenced in Ireland in 1809, and in Fredericksburgh, U. C., in 1822. Taught 30 years and ceased 1856.	Rev W McFadden—Rev J C Slater—T Moore, M D—P Gross, M D—Capt D Hutchinson—J Ellis, Senior—A Ham.
90	1858 ..	Commenced in Township of York in 1824, and taught 24 years.	Rev R Burnet—W L Billings, M D—A Wright, M D—C O Counsell—R Brown, J P—P Lawrence, J P—H Beasley.
91	1858 ..	Commenced in Adolphustown, U. C., 1819. Taught 27 years.	O C Wood, M D—A McFane, J P—J T Lane, J P—Charles L Wood.
92	1858 ..	Commenced in Cornwall, U. C., 1827. Taught continuously till August, 1855, when her defective eyesight obliged her to cease.	Rev C Poole—Rev G A Hay—R McDonald, M D—A Blackwell, M D—A McLean—J Pringle—J McDonald, J P, &c.
93	1858 ..	Commenced in Ireland, 1814, and in U. C. 1842, and taught till November, 1855. Was a teacher 43 years Deafness and debility.	Rev R Rodgers—H Yates, M D—J W Cooper, L S—R V Henderson—C C Johnson, L S—J Strachan, L S—G Rutledge, L S, &c.
94	1858 ..	Commenced in Township of Lansdowne in 1824, and taught 30 years.	Rev R Garrett—J Fidler, M D—M Cowen, J P—J Sempter—J Gibbs—D Spence—D Graham—D Brown, &c.
95	1858 ..	Commenced in Ireland 1803, in U. C. 1837. Taught 16 years in Ireland, 16 in Lower Canada, 18 in Upper Canada, and is now quite worn out.	Rev S S Strong, D D—Rev D Daudmand—J E Sewell, M D—J Cox—J Joynt—A Workman—Hon H Pinhey—J Egan, M P—John Supple, M P—and A Youlding, M P.
96	1858 ..	Commenced in Fredericksburgh in 1830, and taught in U. C. 25 years.	Rev P Shirley—T Chamberlain, M D—J Benson, J P—R Eason, J P—L Sharp, &c.
97	1858 ..	Commenced in Bathurst, U. C., 1832, and taught 22 years in Bathurst, Elmsley and Sherbrooke.	Rev J B Worrell—J S Nichol, M D—M Harris—J A Murdoch—M McCormick—A Bain—M Fisher—J Bradford, &c.
98	1858 ..	Commenced in Trafalgar 1831. Taught in Trafalgar, Esquesing and Toronto, 24 years. Is troubled with chronic rheumatism and liver complaint.	Rev W Willoughby—C O Counsell—J Barnhart, M D—D Fraser, L S, &c.

Table P.—(Continued.)

THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
99	T. Jones	Ch. England	England	Sandwich	Age and Infirmary...	64	24	\$26 00
100	W. H. King.....	Christian Disciple.	Ireland	Whitechurch	Age and Infirmary...	74	19½	17 94
101	Wm. Leonard.....	Ch. England	Ireland	Innisfil	Age and Infirmary	73	13	4 50
102	R. McLeod	F. Presbyterian	Scotland	Charlottenburg.	See Abstract	58	17	25 88
103	Thos. Mordue.....	Ch. England	England	Brantford.....	Age and infirmity...	72	19	17 38
104 105 106	Samuel Peterson .. Dead. R. Williams.....	Episcopal Me- thodist. Ch. England	U. Canada	Elizabethtown..	See Abstract	53	17	15 12
106	R. Williams.....	Ch. England	Ireland	Lancaster.....	Age and Infirmary...	63	14½	12 31
107	Daniel Wing	W. Methodist...	U. Canada	Lansdowne	See Abstract	55	26	25 25
108	Wm. Taylor.....	Ch. England	U. Canada	Mariposa	Age and Infirmary...	72	31	30 87
109	Wm. Kane	Ch. England	Ireland	Etobicoke.....	Age and Infirmary...	76	36	36 50
110	Matt. Devereux.....	Ch. Scotland	Ireland	Charlottenburg.	Age and Infirmary...	61	23	21 88
111	Michael O'Kane.....	Rom. Catholic...	Ireland	Winchester	Age and Infirmary...	66	20½	19 06
112	T. Q. Clendennan ..	Ch. England	U. Canada	Louth	Chronic Bronchitis	55	24	23 00
113	*Neil McKinnon ..	F. Presbyterian	Scotland	Murray	Age and Infirmary...	66	21	8 50
114	Alex. Jenkins	Ch. England	Ireland	Whitby	Age and Infirmary...	64	18	16 25
115	Isab. Kennedy	Ch. Scotland	Scotland	Charlottenburg.	See Abstract	56	22	20 75
116 117	Henry Livesley	Protestant	England	Woodhouse.....	Age and Infirmary...	72	22	9 00
117	Dead.							
118	Robert Beattie	Presbyterian	Scotland	Pelham	Age and Infirmary...	63	20½	19 06
119	John L. Biggar	Ch. Scotland	Scotland	Brantford.....	Age and Infirmary...	66	25	40 88
120	William Corry	Ch. England	England	Derby	Age and Infirmary...	68	17	6 50
121	Marianne Edering- ton.	Ch. England	Ireland	Goulbourn	See Abstract	47	20	8 00
122	Peter Fitzpatrick ..	Rom. Catholic...	Ireland	Douro	Age and Infirmary...	66	23	9 50
123	James Guthrie	Presbyterian	Scotland	Darling.....	Age and Infirmary...	67	14	5 00
124	Matt. Hancock	Ch. England	Ireland	Emily	Age and Infirmary...	71	22	9 00
125	Woodus Johnson	Ch. England	England	Nepean	Age and Infirmary...	65	19	17 38
126	James Kehoe	Rom. Catholic...	Ireland	Crosby, N.	See Abstract	56	19	17 37
127	William Leahy	Rom. Catholic...	Ireland	Douro	Age and Infirmary...	69	12	24 00
128	James McQueen	Presbyterian	Scotland	Nichol	See Abstract.....	51	22½	21 81
129	John Miskelly.....	Ch. England	Ireland	Wolford	Age and Infirmary...	60	12½	10 06

* Now dead.

COMMON SCHOOL TEACHERS.

Table P.—(Continued.)

No.	For the year.	Abstract of Case.	Recommendatory Certificates signed by
99	1857	Commenced in England 1815, and in Etobicoke, U. C., 1831. Ceased December, 1855.	Rev T Elliott—Rev E H Dewar—A R Dewson, M D—C Elliot—D McArthur—G Patterson, &c.
100	1858	Commenced in Chingacousy 1834, and taught in the Counties of York, Peel and Simcoe 19½ years.	Rev W Willoughby—W B Geikie, M D—J Baruhart Jr., M D—A Pass, M D, &c.
101	1858	Commenced in Ireland 1809. Taught in Lower Canada 9 years, and 14 years in U. C., in York, Ontario and Simcoe from 1843.	Rev W S Darling—A Pass, M D—F S Dillon, M A—Rev J Fletcher, L S—T Drury—A Gaviller, &c.
102	1857	Commenced in Charlottenburgh 1831. Taught 17 years in Glengarry and Stormont. Constipation and lameness incapacitate him.	Rev H Urquhart—J Grant, M D—A Frazer—W N Frazer, L S—N Eastman, L S—J Pringle, &c.
103	1858	Commenced in England 1813, and in Canada 1836. Taught in Brantford and Onondaga 19½ years, and ceased 1855.	Rev A A Drummond—A Digby, M D—W Westlake—J Watson—A Misner—M File, &c.
104	1858	Commenced in Kitley 1829; taught 17 years, and is afflicted with palsy.	Rev F Tremayne—Rev J W German—Rev D Wilson—B R Church, M D—J A Brown, L S, &c.
106	1858	Commenced in Ireland 1820, and in U. C. 1837. Taught 14 years and ceased 1856. Suffering from asthma.	Rev T McPherson—A Beaty, M D—L McLennan & Cameron—J Craig—P Grant, &c.
107	1858	Commenced in Bastard 1829, and taught continuously till 1855. Health much disordered.	H P Washburn, L S—T Sheffield, J P—W W Howard, M D—T Reynolds, M D—P Schofield, M D, &c.
108	1858	Commenced in Township of Sidney 1824, and ceased 31st December, 1855.	James McPherson, J P—C T Noble, M D.
109	1858	Commenced in Township of Kingston 1819, and ceased in Saltfleet 1855.	Rev T Green—W Gamble, J P—J Thornburn, M D—J G Stevenson, J P—G Cheyne, L S—Rev J Porteous, L S—D Lewis, J P, &c.
110	1858	Commenced in Charlottenburgh 1832, and ceased Oct. 1855, having taught 23 years in Glengarry.	Rev P McVicar—J Grant, M D—Angus McDonnell, Supt.—James Pringle, et al.
111	1858	Commenced in Ireland 1820, and in U. C. 1833, and taught in County of Glengarry till December, 1855, except two years.	Rev W Lochead—Rev B Coyle—J Pringle—J J Kerr, L S—D E McDonnell, &c.
112	1858	Commenced in Louth, 1826, and taught 24 years	P Gregory, L S—Rev W Hewson, L S—T R Graham, M D.
113	1858	Commenced in Township of Charlottenburgh, 1829, and previously in Scotland, 1811, where he taught 11 years. Has congestion of the brain.	Rev J A Thompson—E W Meyers, J P—S Cooley, J P—W H Fox, J P, &c.
114	1858	Commenced in Gore of Toronto, 1838, ceased 31st Dec., 1855.	Rev R H Thornton—W T Boate, L S—D Coate, M D—G W Tempest, M D.
115	1858	Commenced in Scotland, 1820, and U. C. 1833, and taught No. 9, Charlottenburgh, 22 years, ceased 9th December, 1855. Incapacitated by rheumatism, debility, &c.	Rev F McPherson—Rev J McLaurin—Rev D Clarke—Hon J S McDonald, M P, &c.
116	1858	Commenced in Raleigh, 1834, and taught till 22nd Sept., 1856, ceased at Rainham.	Rev A Ferrier, D D—J B Culver, M D—Judge Salmon—Sheriff Rapelje.
118	1858	Commenced in Scotland 1831, and in Queenston, U. C. 1833, and taught in Niagara District 20½ years.	Rev J B Mowat, Supt.—David Thornburn—D D'Everardo—J McKinlay.
119	1857	Commenced in Township of London, C. W., 1825, and taught in Counties Middlesex, Elgin, Brant and Haldimand 25 years.	Rev E R Stimson—Rev G Goodson—Rev E Greig—J Skinner, M D—A Crooks, J P—H Phelps, J P—A R Smith, J P—H Biggar, M P, &c.
120	1858	Commenced in L. C. 1817, and in U. C., Township of Toronto, 1835. Taught in York, Ontario and Peel 17 years.	Rev J Porteous—Allan Cameron, M D—C Ayling, M D.
121	1858	Commenced in Nepean, 1836, and taught in Carleton and Grenville 20 years till 17th Dec., 1856. Nervous debility, dyspepsia and asthma oblige her to desist.	Rev C B Pettit, Supt.—Rev J Flood—Rev E Morris—F Codd, M D—D Chambers, M D—Judge Armstrong—Jos Hinton, Warden, &c.
122	1858	Commenced in Ireland, 1810, and Brockville, U. C., 1832. Taught in Brockville, Cavan, Peterboro' and Dummer, till 30th Dec., 1856, besides 22 years previously in Ireland.	T Reynolds, M D—S Reynolds, J P—W Eastland, J P—M Laval, M D—T Bradburn—John Kennedy, J P.
123	1858	Commenced in Darling, 1843, and taught 2 schools in that Township only.	Rev T Frazer—A Munro, M D—J Murdoch, Supt.—D H Mann—H Mair—P Guthrie, Reeve—W Scott, J P.
124	1858	Commenced in Township of Emily, 1835, and taught in Cavan, Emily and Manvers, till 31st Dec., 1856. Formerly lieutenant in H. M. 80th Regt. Carried the King's colors at the battle of Landy's Lane.	Rev W Logan—Rev R Harding—Rev E Burnham—M Howes, M D—J Irons, M D—W Cottingham, Warden, &c.
125	1858	Commenced in L. C., 1833, and in U. C., 1837. Taught in Nepean, March, Gloucester and Goulbourn, 19 years.	Rev J Flood—Rev J Godfrey—H Hill, M D—F W Richardson, J P, &c.
126	1858	Commenced in Ireland, 1825, and in U. C., 1835. Taught in Leeds, Grenville and Frontenac, 19 years. Disease of the eye incapacitates him.	Rev J P Foley—W W Howard, M D—Benj Tett, J P—W Whelan, J P—Jos M Taggart, J P—Wm Taylor.
127	1857	Commenced in Township of Huntingdon, 1844, and taught in Counties of Hastings and Peterborough till 31st December, 1856.	Rev R McKey—Amos McCrea, M D—W S Conger, M P—Jas Hogan, Reeve—T Short, &c.
128	1858	Commenced in Trafalgar, 1834. Taught there 1½ years, and S. S. No. 1, Nichol, 21 years. Disease of the heart, &c., incapacitates him.	Rev G Smilie—W Mutch, M D—J Finlayson, M D—J Cadenhead, Supt.—A D Fordyce, Supt.—A D Ferrier, J P.
129	1859	Commenced in Ireland, 1817, and in Township of Wolford, 1843. Taught in Wolford, Elizabethtown and Augusta, 12½ years.	Rev R Brewster—R Waugh, Supt.—B R Church, M D.

Table P.—(Continued.)

THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U.S.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
130	Wm. McIver	Rom. Catholic...	Ireland	Whitchurch	Age and Infirmary...	69	16	\$39 50
131	Patrick Wood.....	Ch. England	Ireland	Smith	Age and Infirmary...	67	16	24 00
132	Nicholas Fagan	Ch. England	Ireland	Marysburgh	Age and Infirmary...	64	13	12 25
133	Dead.							
134	James McCabe	Rom. Catholic...	Ireland	Thurlow	Age and Infirmary...	72	33	69 25
135	Andrew Power	Roman Catholic	Ireland	Whitchurch	See Abstract	40	17	paid in 1859
136	James Ramsay	Congregation- alist.	U. Canada	Blenheim	See Abstract	53	17	15 12
137	Catherine Snyder	Episcopalian	U. Canada	Osnabruck	See Abstract	49	18	20 25
138	James Finney.....	Ch. England	Ireland	Whitby	Age and Infirmary...	72	16	34 00
139	John Tucker.....	Rom. Catholic...	Ireland	Tyendinaga	Age and Infirmary...	65	21	44 12
140	John Browne	Ch. England	Ireland	Sheffield	Infirmary	60	26	51 33
141	John Monaghan	Rom. Catholic...	Ireland	Nepean	See Abstract	54	15	27 38
142	Richard Youmans	W. Methodist...	U. Canada	Hallowell	See Abstract	54	20	66 50
143	Edward Allen.....	Methodist	Ireland	Mono	Infirmary	59	17	25 50
144	Wm. Ferguson	Ch. Scotland	Scotland	Dalhousie.....	Infirmary	68	24	paid in 1859
145	Thos. Flanagan	Rom. Catholic...	Ireland	Matilda.....	Age and Infirmary...	61	20	paid in 1859
146	Patrick Jones	Rom. Catholic...	Ireland	Thurlow	Age and Infirmary...	69	36	63 00
147	Jesse Lomis	Baptist	U. States	Edwardsburg	Age and Infirmary...	67	19	28 00
148	Edward Ryan.....	Methodist	Ireland	Gwillimbury W.	Age and Infirmary...	67	25	62 00
149	Daniel Sheehan.....	Not stated	Ireland	Douro	Age and Infirmary...	74	20	36 00
150	Clement L. Clarke..	Ch. England	Ireland	Grimsby	Age and Infirmary...	61	19½	paid in 1859
151	John Douglas	Ch. Scotland	Scotland	Toronto Tp.....	Age and Infirmary...	68	22	Do.
152	Jesse Jones	Ch. England	U. States	Grantham	Age and Infirmary...	80	30	Do.
153	Andrew Lorimer	Not mentioned.	Nova Scotia.....	Winchester	Age and Infirmary...	70	8	Do.
154	Robert Lucas	Ch. England	Ireland	Adelaide	Age and Infirmary...	66	13	Do.
155	Alex. Middleton.....	F. Presbyterian	Scotland	Albion	See Abstract	69	20	Do.
156	George Miller.....	F. Presbyterian	Ireland	Vaughan	Age and Infirmary...	75	12	Do.
157	Jeremiah O'Leary..	Rom. Catholic...	Ireland	Ops.....	Debility	68	22	Do.
158	James Weatherhead	Presbyterian	Scotland	Smith	See Abstract	68	14	Do.
159	A. McCormick	Ch. Scotland	Scotland	Yarmouth	Infirmary	61	16	Do.
160	John Dewar	F. Presbyterian	Scotland	Nassagaweya	Age and Infirmary...	77	16	Do.
161	Thomas Baldwin	Ch. England	Ireland	City Hamilton	Age and Infirmary...	60	13	Do.

COMMON SCHOOL TEACHERS.

Table P.—(Continued.)

No.	For the Year.	Abstract of case.	Recommendatory Certificates Signed by
130	1857-58	Commenced in Ireland, 1809, and in County of Prescott, 1834. Taught in Counties of Prescott, Grenville and York, 16 years.	Rev A Andrews—Rev J Hammett—A C Lloyd, M D.
131	1857-58	Commenced in 1816, and in U. C. Township of Smith, 1830, where he taught 16 years.	Rev Mark Burnham—Asa A Burnham—Walter Sheridan—E Roberts Supt—Dr Layell.
132	1857-58	Commenced in Ireland, 1836, and in U. C. 1839. Taught in County of Prince Edward, 4 1/2 years.	D B Stevenson, M P—H Vaudusen, J P—T Wellbanks, J P—T Moore, M D.
134	1857-58	Commenced in 1812, and in U. C. 1821. Taught in Counties of Hastings, &c., for 33 years.	Rev J Grier—Rev W Gregg—F McAnnany—H Hope, M D—C Ridley, M D.
135	.....	Commenced in Ireland, 1834, and in Whitechurch, U. C., 1840. Taught till 31st Dec., 1856, in same township.	Rev S F Ramsey—Jos Hartman, M P—T Pyne, M D.
136	1858	Commenced in Township of Stamford, 1830, and taught in Welland, Oxford and Brant 17 years. Constitution entirely broken up.	Rev David Caw—L McCosh, M D, &c.
137	1858	Commenced in Township of Osnabruck, 1838. Taught there and in Cornwall till 24th Dec., 1856. Palpitation of the heart incapacitates her.	Rev Matthew Ker—W H Wagner, M D—Henry Shaver, J P.
138	1857-58	Commenced in Township of Bathurst, 1840, and taught in Cramah, Alnwick and Manvers 16 years.	Rev W Logan—Jos Clark, M D—Rev E Morris—F Hind, J P, &c.
139	1857-58	Commenced in Tyendinaga in 1834, and taught in same township 21 years. Is infirm.	P Warwick, Local Supt—Rev P Walsh—John Portt, J P—J Sweeney, J P—Michael Neelon, J P—Thos Moore, M D.
140	11 mo's	Commenced in Township of Ramsay 1831. Taught in Lanark, Carleton, Lennox, &c. Has dim sight and partial paralysis.	Rev G A Anderson—Rev S Givins—Robt McLean, M D—Allan Ruttan, M D—Rev Dr Lauder—Wm Hutton.
141	1857-58	Commenced in Township Gloster, 1841. Taught in Township Gloster and Osgoode 15 years. Has disease of bones.	Rev D Daurand—Rev T Wardrope—Mr Justice Armstrong—A Yielding, J P—J B Lewis, Mayor—Rev D Strong—A Workman—R Ross.
142	1857-58	Commenced in Township Thurlow, 1830, and taught in Hastings, Northumberland, Prince Edward and Addington. Is incapacitated by varicose veins.	Mr Justice Fairfield—J P Roblin—Thos Moore, M D.
143	9 mo's	Commenced in Township Mono in 1840, and taught in Mono and Adiala 17 years.	James Townley, M D—Abraham Martin, Local Supt—G McManus, J P, &c.
144	.....	Commenced in Township Drummond, 1828, and taught in County Lanark 24 years.	Jas S Nichol, M D—Wm McMann—Jas Young—W Fraser.
145	.....	Commenced in Township Matilda, 1837, and taught in Matilda and Finch till 12th Dec., 1857.	Rev J R Meade—D Bell, J P—Jas Harris, Local Supt—A Worthington, M D.
146	1857-58	Commenced in Township Thurlow, 1819, and taught in Counties of Hastings and Prince Edward.	Rev J Grier—F McAnnany—W Hope, M D.
147	1857-58	Commenced in Vermont, 1810, and in Edwardsburgh, U. C. in 1836. Taught in Matilda and Edwardsburgh 19 years.	Rev Michael Davy—W F Gates, M D—Wm B Imrie, Local Supt.
148	1858	Commenced in Ireland, 1822, and in County Simcoe, U. C., 1833, where he taught 25 years.	G D Morton, M D—W Fraser, Supt—T Duffill, J P—A McMaster, J P.
149	1858	Commenced in Ireland, 1810, and in Township Douro, U. C., 1839. Taught in Douro and Otonabee 20 years.	Walter Sheridan—F Andrews, Local Supt—A McCrea, M D—P E McKeon, M D—G Clarke, J P.
150	.....	Commenced in Chingacousy, 1831, and taught in Peel, Lincoln, Halton and Wentworth.	Rev Dr Lundy—J Woolverton, M D—W Fitch, J P—J W D Clarke, J P.
151	.....	Commenced (1829) in Township Toronto. Taught in Trafalgar and Toronto 22 years, also in Amaranth.	Rev Robt Ure—Jno Crumie, M D—A Simpson, J P—J Paterson, J P—S Price.
152	.....	Commenced (1801) in Grantham, and taught in Lincoln and Welland 30 years.	Rev Alex Dixon—Thos Clark, M D—Wm McGee—J Clarke, J P.
153	.....	Commenced in Lower Canada, 1839, and in Winchester, 1844. Taught 39 years in British Provinces.	J J Ker, Local Supt—H L Cook, M D, &c.
154	.....	Taught from 1825 in Ireland. Commenced in C. W. in 1844, and taught in Brant, Lambton and Middlesex 13 years, and 4 years in Lower Canada.	Rev R Flood—Rev R L Tucker—Rev Arthur Mortimer—W A Brown, M D—Thos Cuddy—Wm Miller, Reeve.
155	.....	Commenced in Whitechurch, 1835, and taught in York and Peel. Has deafness and ophthalmia.	Rev Alex Lewis—E Hickman, M D—Various trustees, &c.
156	.....	Commenced in Ireland, 1812, and in U. C., 1836. Taught in Dundas, Lennox and York 12 years. Is debilitated.	Rev Jas Harris—W Adams, M D—J W Gamble—R Bywater.
157	.....	Commenced in Ireland, 1820, and in County Durham, U. C., 1829, and taught in Victoria and Durham 22 years. Is debilitated.	Rev J Beavis—Hon J Simpson—Geo H Low, M D.
158	.....	Commenced in 1820, and in County Peterborough, U. C., 1842, where he taught 14 years. Is incapacitated by disease of chest.	Rev J M Roger—Thos Holywell, M D.
159	.....	Commenced in Scotland, 1817, and in County of Lanark, U. C., 1831. Taught in Lanark, Middlesex, &c.	Rev J McEwen—Fred B Going, M D—Duncan McPherson.
160	.....	Commenced in Whitechurch, 1828-9, and taught in Counties York, Simcoe, Wellington and Halton.	Rev J McLachlan—Nelson McGarvin, M D—Charles McBeath, &c.
161	.....	Commenced in New Brunswick, 1833, and in Chingacousy, U. C., 1845. Taught in Barton, Chingacousy, Glanford, &c. Has disease of brain.	Rev J G Geddes—Isaac Ryall, M P P.

Table P.—(Continued.)

THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
162	James Bodfish	W. Methodist...	England	Caistor	See Abstract	55	20	Paid in 1859
163	Anne Jackson.....	Rom. Catholic...	Ireland	Marysburgh	Age and Infirmity...	67	21	Do.
164	William Mitchell ...	Presbyterian ...	Scotland	Cayuga, N.	See Abstract	63	26	Do.
165	Edward Redmond...	Rom. Catholic...	Ireland	Cobourg	See Abstract	58	27	Do.
166	William Hildyard...	W. Methodist...	England	Adelaide	See Abstract	52	19	Do.
167	Michael Murphy ...	Rom. Catholic...	Ireland	Burgess, N.	Age and Infirmity...	70	7	Do.
168	John McKenna	Rom. Catholic...	Ireland	Pittsburgh	See Abstract	49	18½	Do.
169	Mary Richards	W. Methodist...	U. Canada	Hallowell	See Abstract	63	33	Do.
170	W. B. P. Williams...	Ch. England ...	Wales	Townsend	Infirmity	54	9	Do.
Net amount of Pensions paid in 1858								\$2663 51

GENERAL

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED,

14 in Glengarry.	4 in Peel.
6 " Stormont.	5 " Simcoe.
6 " Dundas.	2 " Halton.
4 " Prescott.	4 " Wentworth.
7 " Carleton.	2 " Brant.
10 " Grenville.	5 " Lincoln.
9 " Leeds.	3 " Welland.
16 " Lanark.	1 " Haldimand.
2 " Renfrew.	2 " Norfolk.
4 " Frontenac.	1 " Oxford.
4 " Addington.	3 " Wellington.
6 " Prince Edward.	1 " Grey.
4 " Hastings.	3 " Huron.
5 " Northumberland.	5 " Middlesex.
7 " Peterborough.	3 " Elgin.
5 " Victoria.	4 " Kent.
3 " Ontario.	3 " Essex.
7 " York.	
	170

COMMON SCHOOL TEACHERS.

Table P.—(Continued.)

No.	For the year.	Abstract of Case.	Recommendatory Certificates signed by
162		Commenced in England, 1830, and in Grantham, U. C., 1839. Taught in Counties Lincoln and Welland 20 years. Is paralytic and deaf.	John Kirk, J P, M D—James Tisdale, M D, &c.
163		Commenced in County of Prince Edward, 1825. Taught there and in Frontenac, Lennox and Addington. Is infirm.	Thos Moore, M D—R Daverne, J P—E W Wright.
164		Commenced in Scotland, 1825, and in Binbrooke, U. C., 1832. Taught in Counties of Haldimand and Wentworth. Is quite debilitated in body and mind.	Jacob Baxter, M D—Alex Winram, Local Supt—A Turnbull, &c.
165		Commenced in Ireland in 1827, and in U. C. 1831. Taught in Cavan and Cobourg 27 years. Is infirm and has bad sight.	Rev A N Bethune—Hon S Smith—John Cullingford, M D—J A Gilchrist, M D—Asa A Burnham—G Ruttan—D Brodie—B Hayter.
166		Commenced in Township of Nelson, 1833, and taught in Counties Halton, Huron and Middlesex. Is afflicted with nervous disorder and fits of insanity.	H Hanson, M D—J B Winslow, J P—W M Johnston, J P—Geo McLeod, J P.
167		Commenced in Ireland, 1834, and in Township of Burgess North, U. C., 1852, and taught same section till 31st Dec., 1858. Is deaf.	Rev Vicar Gen McDonagh—Jas Stanley, Local Supt—E Q Sewell, M D.
168		Commenced in Ireland, 1830, and in Township of Huntly, U. C., 1840. Taught in Counties Carleton and Frontenac 18½ years. Is unfit to continue.	B Kennedy, Local Supt—Thos Burrows, J P—Horatio Yates, M D.
169		Commenced in Hallowell, 1817, and taught in County of Prince Edward 33 years. Is debilitated and has defective sight.	Rev Joel Briggs—J Denton, Local Supt—Thomas Moore, M D—H Dinguan, J P.
170		Commenced in Wales, 1822, and in Township of Malahide, U. C., 1847. Taught in Counties Elgin, Norfolk, Haldimand and Waterloo. Is infirm.	Harmann Smith, M D—R H Cradock, Local Supt—H Mitchell, and others.

ABSTRACT.

RELIGIOUS DENOMINATIONS.	NATIVES OF
Church of England and Episcopalian	Ireland
Church of Scotland and Presbyterian.....	Scotland
Church of Rome	England
Methodist	Upper Canada
Baptist	United States
Congregationalist	Lower Canada
"Protestant"	Wales
Universalist	Nova Scotia
Society of Friends	
Christian Disciple	
Second Advent	
Not given	
170	170

Of the 170 Teachers enumerated, 15 having died, received no pension for 1858.
 Of the remaining 155, the average length of service as Common School Teachers in Upper Canada, was 21½ years.
 The average age of each pensioner in 1858 was 65 years.
 There were 147 males and 8 females.

Table Q.

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.						
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1858.
<i>Counties.</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Glengarry	2479 26	314 00	...	...	22 00	247 87	3083 13
2 Stormont	1629 00	...	...	...	20 00	79 69	1728 09
3 Dundas	1838 00	206 00	12 00	...	...	33 56	2089 56
4 Prescott	1478 46	750 00	31 75	...	22 00	56 38	2338 59
5 Russell	529 82	...	...	...	...	...	529 82
6 Carleton	3042 64	210 00	108 50	85 00	154 00	100 95	3701 09
7 Grenville	2184 22	...	10 13	20 00	22 00	165 00	2401 35
8 Leeds	3452 94	133 00	53 00	...	22 00	98 99	3759 93
9 Lanark	2968 00	410 00	287 50	135 00	115 00	156 50	4012 00
10 Renfrew	1403 00	...	399 20	315 00	...	35 25	2062 45
11 Frontenac	2263 40	...	19 34	...	...	44 88	2327 62
12 Adlington	1728 75	598 00	11 00	...	...	108 01	2445 76
13 Lennox	776 00	...	18 25	...	...	...	792 25
14 Prince Edward	1936 60	250 00	170 56	...	44 00	134 87	2566 03
15 Hastings	3439 86	...	160 99	...	44 00	190 37	3655 22
16 Northumberland	3291 22	350 00	95 81	...	...	52 75	3789 78
17 Durham	3152 80	...	132 30	...	109 00	...	3394 10
18 Peterborough	1778 60	200 00	164 52	25 00	22 00	128 88	2318 40
19 Victoria	1641 60	200 00	89 25	...	22 00	77 12	2029 37
20 Ontario	3359 20	200 00	173 01	...	64 00	50 25	3846 46
21 York	6233 12	1420 00	483 17	22 00	282 00	108 69	8548 98
22 Peel	2710 60	192 00	110 39	...	88 00	29 87	3130 26
23 Simcoe	3488 10	100 00	307 01	...	99 00	129 00	4213 11
24 Halton	2186 00	400 00	318 49	...	103 00	23 00	3030 49
25 Wentworth	2659 00	500 00	112 21	...	20 00	13 00	3304 21
26 Brant	1969 00	192 00	95 89	...	22 00	58 26	2337 15
27 Lincoln	2005 28	307 00	212 74	...	44 00	61 75	2690 77
28 Weland	2009 20	520 00	77 38	...	22 00	41 31	2660 89
29 Haldimand	2213 44	...	122 88	...	66 00	...	2402 32
30 Norfolk	2907 27	250 00	35 00	30 00	44 00	9 00	2975 27
31 Oxford	3647 00	...	176 02	...	66 00	15 12	3904 14
32 Waterloo	3279 73	...	209 97	...	21 00	...	3510 70
33 Wellington	3320 60	480 00	297 30	...	106 00	37 56	4241 46
34 Grey	1750 00	...	51 03	...	...	6 50	1807 53
35 Perth	2566 92	...	124 57	60 00	37 00	...	2788 49
36 Huron	3261 00	...	323 59	190 00	82 00	53 38	3909 97
37 Bruce	1872 24	...	100 25	210 00	12 00	...	1694 49
38 Middlesex	4277 36	...	254 75	25 00	86 00	92 87	4735 98
39 Elgin	2815 00	...	142 00	...	110 00	16 50	3083 50
40 Kent	2162 89	...	50 50	60 00	81 00	66 00	2420 39
41 Lambton	1770 00	...	112 63	...	64 00	...	1946 63
42 Essex	2021 93	...	67 20	44 00	22 00	26 00	2181 13
Total	104658 25	8242 00	6720 08	1221 00	2159 00	2549 13	124549 46

SCHOOLS OF UPPER CANADA, 1858.

Table Q.

WITH THE SUMS RAISED AS AN EQUIVALENT THEREON, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

AMOUNT RAISED FROM LOCAL SOURCES.						TOTAL.	
AS AN EQUIVALENT.					Other moneys raised by Trustees and others for Common School purposes.	Total from local sources, 1858.	Grand total Legislative and local sources, 1858.
For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.	Total from local sources as an equivalent.			
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1	2295 52	13 00	22 00	2330 52	7292 25	9592 77	12595 90
2	1748 00	...	...	1748 00	4869 49	6608 49	8337 09
3	2426 92	24 00	...	2450 92	8582 58	11033 50	13453 06
4	2000 00	63 50	...	2063 50	5000 49	7063 99	9462 58
5	610 32	2 00	...	612 32	3845 44	4457 76	5069 58
6	3063 88	217 00	36 00	3316 88	13993 33	17310 21	21011 30
7	2134 00	57 46	...	2191 46	10656 40	12847 86	15249 21
8	3398 53	106 00	...	3504 53	18763 54	22267 07	26080 00
9	2908 40	575 00	8 00	3491 40	14672 24	18163 64	22175 64
10	1509 82	618 40	4 00	2132 22	7575 99	9708 21	11770 68
11	2188 00	38 68	8 00	2234 68	13193 11	15427 79	17755 41
12	1795 00	22 00	...	1817 00	9782 09	11599 09	14044 85
13	960 00	32 50	...	992 50	4774 61	5767 14	6559 39
14	2260 00	341 12	...	2601 12	15391 88	17993 00	20559 63
15	3424 49	321 98	16 00	3763 47	18561 64	22324 11	27159 33
16	3268 80	191 62	16 00	3476 42	23393 07	26869 49	32659 27
17	3153 50	264 60	28 00	3446 10	23790 17	27236 27	30630 37
18	2195 77	329 04	...	3524 81	11791 74	14266 55	16544 95
19	1690 00	178 50	...	1868 50	11440 12	13308 62	15237 90
20	3361 20	259 15	12 00	3632 35	28372 64	32004 99	35851 45
21	6451 00	1633 34	40 00	7524 34	46541 36	54061 70	62449 68
22	2710 90	233 25	40 00	2984 15	22850 34	25834 49	28364 75
23	4727 35	791 02	44 00	5562 37	30475 36	36040 73	42253 84
24	3504 77	636 98	4 00	4145 75	15673 25	19819 00	22849 49
25	2650 00	224 42	12 00	2886 42	23013 47	25908 89	29213 10
26	2100 00	222 10	4 00	2326 10	18753 71	21079 81	23416 96
27	2330 00	433 74	4 00	2767 74	16728 08	19505 82	22286 59
28	3042 45	154 76	...	3197 21	20036 41	23233 62	25914 51
29	2596 00	245 76	44 00	2885 76	19840 60	22726 36	25428 68
30	2603 00	71 75	4 00	2678 75	18511 71	21190 46	24165 73
31	3047 00	352 04	...	3399 04	33198 61	37197 65	41101 79
32	4805 16	419 94	...	5225 10	27074 35	32299 65	35906 35
33	4892 75	694 60	4 00	5591 35	24481 67	29973 02	34224 48
34	2490 00	102 06	16 00	2598 06	11759 45	14367 51	16175 04
35	3205 69	249 14	4 00	3458 83	19749 77	23208 60	25997 09
36	3333 14	647 18	...	3980 32	27695 67	31675 99	35585 96
37	1236 50	200 50	...	1437 00	9488 34	10925 34	12660 83
38	4244 77	509 50	4 00	4758 27	34320 04	39078 31	43814 29
39	2820 00	284 00	...	3104 00	20776 94	23880 94	26064 44
40	2139 35	101 00	...	2240 35	15797 24	18037 59	20457 98
41	2200 00	225 26	20 00	2445 26	23680 95	26126 21	28072 84
42	2387 08	140 40	...	2527 48	11850 29	14377 77	16558 90
	116718 06	11636 29	426 00	128780 35	750891 67	870671 92	1004221 38

Table Q.—(Continued.)

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.						
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1858.
<i>Cities.</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Toronto.....	6443 36	1000 00	263 24	... ..	725 00	... ..	8431 60
2 Hamilton.....	2434 80	650 00	155 21	... ..	190 00	10 00	3440 01
3 Kingston.....	2213 25	640 00	... ..	... ..	40 00	... ..	2893 25
4 London.....	1591 45	1120 00	... ..	... ..	106 00	... ..	2817 45
5 Ottawa.....	2975 20	680 00	... ..	... ..	22 00	... ..	3777 20
Total.....	14758 06	4099 00	418 45	... ..	1083 00	10 00	20359 51
<i>Towns.</i>							
1 Belleville.....	939 04	800 00	... ..	... ..	... ..	... ..	1739 04
2 Bowmanville.....	220 00	220 00	50 88	... ..	... ..	... ..	490 88
3 Brantford.....	555 10	300 00	... ..	... ..	... ..	... ..	855 10
4 Brockville.....	643 00	650 00	... ..	... ..	... ..	57 25	1350 25
5 Chatham.....	383 15	740 00	85 00	... ..	44 00	... ..	1252 15
6 Cobourg.....	452 98	600 00	61 37	... ..	... ..	... ..	1114 35
7 Collingwood.....	in Tp.	... ..	... ..	... ..	... ..	... ..	... ..
8 Cornwall.....	190 00	874 00	10 00	... ..	22 00	26 38	1122 38
9 Dundas.....	530 13	250 00	10 63	... ..	... ..	... ..	790 82
10 Galt.....	277 00	600 00	24 27	... ..	... ..	... ..	801 27
11 Goderich.....	280 00	720 00	20 00	... ..	66 00	... ..	1086 00
12 Guelph.....	631 20	529 00	69 51	... ..	44 00	... ..	1264 71
13 Lindsay.....	in Tp.	... ..	... ..	... ..	... ..	... ..	... ..
14 Milton.....	do.	440 00	2 50	... ..	... ..	... ..	442 50
15 Niagara.....	475 32	490 00	23 80	... ..	64 00	... ..	963 12
16 Oakville.....	in Tp.	... ..	... ..	... ..	... ..	... ..	... ..
17 Owen Sound.....	142 00	396 00	... ..	... ..	... ..	... ..	538 00
18 Paris.....	293 72	490 00	23 13	... ..	... ..	... ..	716 85
19 Perth.....	265 28	290 00	... ..	... ..	... ..	20 75	576 03
20 Peterborough.....	486 36	400 00	... ..	... ..	... ..	... ..	886 36
21 Picton.....	242 28	450 00	... ..	... ..	... ..	... ..	692 28
22 Port Hope.....	440 00	580 00	20 00	... ..	22 00	... ..	1062 00
23 Prescott.....	445 71	520 00	... ..	... ..	... ..	... ..	965 71
24 Sandwich.....	in Tp.	... ..	... ..	... ..	... ..	... ..	... ..
25 Sarnia.....	109 00	600 00	13 32	... ..	... ..	... ..	713 32
26 St. Catharines.....	893 70	250 00	34 98	... ..	... ..	... ..	1148 68
27 Whitby.....	293 00	400 00	20 00	... ..	... ..	... ..	623 00
28 Windsor.....	129 00	400 00	5 00	... ..	... ..	... ..	534 00
Total.....	9187 97	11900 00	474 45	... ..	262 00	104 38	21928 80
<i>Town Municipalities.</i>							
1 Amherstburgh.....	429 67	... ..	22 30	... ..	... ..	... ..	442 97
2 Barrie.....	271 11	650 00	98 97	... ..	... ..	... ..	1018 08
3 Clifton.....	40 00	... ..	20 07	... ..	... ..	... ..	69 07
4 Simcoe.....	208 09	630 00	34 48	... ..	22 00	... ..	894 48
5 Woodstock.....	288 00	760 00	15 00	... ..	... ..	... ..	1063 00
Total.....	1227 78	2040 00	197 82	... ..	22 00	... ..	3457 60

SCHOOLS OF UPPER CANADA.

Table Q.—(Continued.)

WITH THE SUMS RAISED AS AN EQUIVALENT THERE TO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

AMOUNT RAISED FROM LOCAL SOURCES.							Grand total from Legislative and local sources, 1858.
AS AN EQUIVALENT.							
For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.	Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1858.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 28672 00	263 24	...	28935 24	3858 53	32793 77	41225 37	
2 18660 00	155 21	...	18815 21	13425 01	32240 22	35680 23	
3 8918 00	...	...	8918 00	3029 15	11947 15	14840 40
4 9991 98	...	...	9981 98	6460 72	16452 70	19270 15
5 4000 00	...	...	4000 00	4698 75	8698 75	11475 95
70241 98	418 45	...	70660 43	31472 16	102132 59	122192 10	
1 2557 54	...	...	2557 54	5073 46	7631 00	9370 04
2 2020 00	50 88	...	2070 88	1280 22	3351 10	3841 98	
3 5863 33	...	...	5863 33	7160 64	13023 97	13979 07
4 2745 00	...	...	2745 00	878 83	3623 83	4974 08
5 2039 93	85 00	...	2124 93	1973 41	4098 34	5350 49	
6 2300 00	61 37	3 00	2369 37	3326 19	5695 56	6809 91	
7 ... ..	...	...	...	...	...	...
8 1000 00	10 00	...	1010 00	963 46	1973 46	3095 84	
9 362 90	10 69	...	373 59	6078 92	6450 51	7241 33	
10 4190 68	24 27	...	4214 95	3669 08	7884 03	8755 30	
11 2800 00	20 00	...	2820 00	2020 16	4840 16	5826 16	
12 2393 60	69 51	...	2463 11	2528 14	4991 25	6255 96	
13 ... ..	...	...	...	...	...	...
14	2 50	...	2 50	224 00	226 50	679 00	
15 720 00	23 80	...	743 80	1540 40	2293 20	3256 32	
16 ... ..	...	...	...	...	...	...
17 1757 22	...	...	1757 22	2610 65	4367 87	4905 87
18 7017 19	23 13	16 00	7056 32	1500 06	8556 38	9273 23	
19 265 28	...	4 00	269 28	5918 74	6188 02	6764 05	
20 900 00	...	...	900 00	1463 69	2363 69	3250 05
21 880 00	...	4 00	884 00	3004 83	3888 83	4581 11	
22 2473 25	20 00	...	2493 25	2714 26	5207 51	6269 51	
23 300 00	...	4 00	304 00	2067 93	2371 93	3337 64	
24 ... ..	...	...	...	...	...	...
25 700 00	13 32	...	713 32	1378 45	2091 77	2805 00	
26 2496 00	34 98	...	2530 98	4015 01	6545 99	7694 67	
27 2760 00	20 00	...	2720 00	1162 10	3872 10	4495 10	
28 1871 00	5 00	...	1876 00	...	1876 00	2410 00	
50352 92	474 45	36 00	50863 37	62559 63	113423 00	135351 80	
1 700 00	22 30	...	722 30	319 84	1042 14	1485 11	
2 600 00	96 97	...	696 97	1232 47	1929 44	2947 52	
3 1430 67	29 07	...	1489 74	289 86	1749 60	1818 67	
4 4680 00	34 48	...	4714 48	3517 54	8232 02	9126 50	
5 1800 00	15 00	...	1815 00	1701 02	3516 02	4579 02	
9210 67	197 82	...	9408 49	7060 73	16469 22	19956 82	

Table Q.—(Continued.)

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.						
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1858.
<i>Incorporated Villages.</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Berlin	147 00	440 00	18 00	...	...	...	605 00
2 Bradford	...	...	...	...	...	...	...
3 Brampton	115 00	390 00	...	...	...	...	505 00
4 Caledonia	104 00	220 00	35 10	...	...	...	359 10
5 Chippewa	137 00	...	...	...	...	...	137 00
6 Clinton	...	...	...	...	...	...	...
7 Elora	do.	...	...	...	...	...	...
8 Fergus	do.	...	...	...	...	...	...
9 Fort Erie	do.	...	...	...	...	...	...
10 Ingersoll	200 00	360 00	...	...	...	...	560 00
11 Ingersoll	in Tp.	...	...	...	...	...	...
12 Kempsville	196 00	230 00	106 00	...	...	...	532 00
13 Kingsdown	in Tp.	...	...	...	...	...	...
14 Mitchell	do.	...	...	...	...	...	...
15 Napanee	155 36	300 00	...	...	22 00	...	477 36
16 New Hamburg	in Tp.	...	...	...	...	...	...
17 Newcastle	125 00	...	...	...	...	...	125 00
18 Newmarket	in Tp.	...	...	...	...	...	...
19 Oshawa	150 05	300 00	...	...	...	...	450 05
20 Preston	144 40	...	20 10	...	...	...	164 50
21 St. Mary's	129 00	...	11 00	...	...	...	140 00
22 St. Thomas	172 00	538 00	31 04	...	44 00	...	805 04
23 Smith's Falls	110 00	260 00	...	...	...	...	370 00
24 Stratford	171 00	600 00	...	...	...	...	771 00
25 Streetsville	in Tp.	...	...	...	...	...	...
26 Thorold	244 26	...	6 00	...	...	...	250 26
27 Trenton	144 00	...	...	...	...	...	144 00
28 Vienna	108 00	452 00	...	...	...	...	560 00
29 Waterloo	in Tp.	...	...	...	...	...	...
30 Yorkville	140 00	...	...	...	22 00	...	162 00
Total	2692 07	4110 00	227 84	...	88 00	...	7117 91
1 Counties	104658 25	9242 00	5720 08	1221 00	2159 00	2549 13	124549 46
2 Cities	14758 06	4090 00	418 45	...	1083 00	10 00	20359 51
3 Towns	9187 97	11900 00	474 45	...	262 00	104 38	21929 80
4 Town Municipalities	1227 78	2040 00	197 82	...	22 00	...	3487 60
5 Villages	2692 07	4110 00	227 84	...	88 00	...	7117 91
		Salaries and contingencies of Model Grammar Schools (less the Fees and \$50 57 for Apparatus, &c. in next column.) 3913 98	Normal, Model, and Model Grammar Schools 621 89		For salaries and contingencies of Normal and Model Schools (less the Model School Fees and \$571 32 for Apparatus, &c. in 3rd column) 10494 46		15266 44
Total 1858	132524 13	34295 98	7896 64	1221 00	14108 46	2663 51	192709 72
Balances	...	...	...	...	...	...	...
Grand Total 1858	132524 13	34295 98	7896 64	1221 00	14108 46	2663 51	192709 72
Grand Total 1857	131806 68	28169 00	17159 60	1120 00	17022 63	4426 85	199704 76
Increase	717 45	6126 98	...	101 00	...	...	...
Decrease	...	...	9262 96	...	2914 17	1763 34	6895 04

SCHOOLS OF UPPER CANADA.

Table Q.—(Continued.)

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONETYS RAISED BY TRUSTEES, &c.

AMOUNT RAISED FROM LOCAL SOURCES.							
AS AN EQUIVALENT.						Total from local sources, 1858.	Grand total from Legislative and local sources, 1858.
For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.	Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1858.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	1386 30	...	...	1404 30	558 65	1962 95	2567 95
2	...	...	...	...	...	...	...
3	1400 00	...	...	1400 00	424 38	1824 38	2329 38
4	880 00	35 10	...	915 10	875 40	1790 50	2149 60
5	882 54	...	...	882 54	447 57	1330 11	1467 11
6	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...
10	6457 15	...	...	6457 15	1013 85	7471 00	8031 00
11	...	...	...	...	...	...	...
12	866 45	106 00	...	972 45	1006 78	1979 23	2511 23
13	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...
15	100 00	...	...	100 00	1631 35	1731 35	2208 71
16	...	...	...	...	...	...	...
17	125 00	...	...	125 00	1818 86	1943 86	2068 86
18	...	...	...	...	...	...	...
19	1000 00	...	...	1000 00	1649 37	2649 37	3099 42
20	1384 51	20 10	...	1404 61	279 30	1684 20	1818 70
21	2000 00	11 00	...	2011 00	3155 51	5166 51	5396 51
22	840 00	31 64	...	871 64	2259 70	3131 34	3836 98
23	600 00	...	...	600 00	779 41	1379 41	1719 41
24	1900 00	...	...	1900 00	1375 85	3275 85	4046 85
25	...	...	...	...	...	...	...
26	2000 00	6 00	...	2006 00	1041 84	3047 84	3298 10
27	724 72	...	...	724 72	831 72	1556 44	1700 44
28	633 56	...	...	633 56	902 59	1536 15	2000 15
29	...	...	...	...	...	...	...
30	800 00	...	...	800 00	1505 42	2305 42	2467 42
	23980 23	227 84	...	24208 07	21557 84	45765 91	52883 82
1	116718 06	*5720 08	426 00	122864 14	756891 57	873755 71	998308 17
2	70241 98	418 45	...	70660 43	31472 16	102132 59	122492 10
3	59352 92	474 45	36 00	59863 37	62559 63	112423 00	135351 80
4	9210 67	197 82	...	9408 49	7060 73	16469 22	19956 82
5	23980 23	227 84	...	24208 07	21557 84	45765 91	52883 82
		Normal, Model, and Model Grammar Schools 621 89		858 00	Model Grammar School Fees 521 00	4156 85	19423 29
		Asylum, Penitentiary, &c. 236 11			Model School Fees, &c. 2777 85		
	270503 56	7896 64	462 00	278862 50	876840 78	1155703 28	1348413 00
	...	...	...	...	6116 00	6116 00	6126 00
	270503 86	7896 64	462 00	278862 50	882956 78	1161819 28	1354529 00
	247816 20	17159 60	508 00	265483 80	967095 28	1232579 08	1432283 84
	22687 66	...	...	13378 70	...	...	...
	...	9262 96	46 00	...	84138 50	70759 80	77754 84

* On page cxi, the 100 per cent allowed by the Department from the Legislative Grant was erroneously added to the local amount received from the counties, but the entry is here corrected.

Table R.

EDUCATIONAL SUMMARY

MUNICIPALITIES OF UPPER CANADA.		COMMON SCHOOLS.		
		No. of Common Schools.	No. of Common School pupils.	Amount expended for Common School purposes during 1858.
Counties.		\$ c.		
1	Glengarry	70	4117	11300 52
2	Stormont	71	4137	9023 50
3	Dundas	73	4113	11070 19
4	Prescott	61	2947	7904 78
5	Russell	20	907	4763 02
6	Carleton	97	5945	17657 63
7	Grenville	91	5517	15471 16
8	Leeds	148	8726	24734 69
9	Lanark	117	6870	24361 06
10	Renfrew	53	3237	6974 96
11	Frontenac	86	5289	14556 40
12	Addington	66	4321	10238 08
13	Lennox	46	2212	6457 48
14	Prince Edward	86	5210	20923 62
15	Hastings	139	9363	28067 93
16	Northumberland	125	8979	27109 98
17	Durham	106	8737	34362 00
18	Peterborough	61	4545	14713 48
19	Victoria	63	4570	9223 73
20	Ontario	110	10161	33394 67
21	York	138	12844	56495 55
22	Peel	82	6705	25983 27
23	Simcoe	135	9038	34169 99
24	Halton	50	4986	19781 94
25	Wentworth	79	6640	29673 56
26	Brant	81	6725	40853 59
27	Lincoln	80	6075	23051 34
28	Welland	86	6004	22951 47
29	Halimand	82	6973	21692 40
30	Norfolk	109	7124	24862 51
31	Oxford	112	11119	47123 59
32	Waterloo	90	9480	39344 99
33	Wellington	106	10426	30504 46
34	Grey	100	6012	15211 10
35	Perth	76	7372	27384 15
36	Huron	116	9670	33952 85
37	Bruce	78	4223	11812 56
38	Middlesex	159	11003	36294 37
39	Elgin	114	7816	25296 23
40	Kent	82	5690	19890 53
41	Lambton	99	5185	22989 03
42	Essex	67	4268	16791 25
Cities.				
1	Toronto	14	6549	32041 55
2	Hamilton	9	4816	21853 67
3	Kingston	13	3189	12536 49
4	London	6	2893	10686 08
5	Ottawa	14	1724	7595 94
<i>(Towns and Villages are included in their respective Counties.)</i>				
Balances Total		3806	293683	1043135 32
Grand Total 1858		3866	293683	1248490 38
Grand Total 1857		3731	272637	1212158 15
Increase		135	21046	36332 23
Decrease .....		...	...	...

Table S.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative STATE AND Academies, Private, Grammar, Common, Normal and Model Schools, during the years

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.
1	Population of Upper Canada during the years	486,055		...	*622,570	...	...
2	Population between the ages of 5 and 16 years	141,143		183,539	202,913	204,580	230,975
3	Colleges in operation	5		5	5	5	6
4	County Grammar Schools and Academies ...	*25		*25	*30	*31	32
5	Private Schools reported	*44		*60	*65	*80	96
6	Normal and Model Schools for Upper Canada	...		...	...	...	2
7	Total Common Schools in operation as reported.....	1,721		2,610	2,736	2,589	2,727
8	Grand Total Educational Establishments in operation in Upper Canada	1,795		2,700	2,836	2,705	2,863
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities.....	do		do	do	do	700
11	Total Pupils attending Academies and County Grammar Schools	do		do	do	do	1,000
12	Total Pupils attending Private Schools	do		do	do	do	1,831
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	110,002	101,912	124,829
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools.....	65,978		96,756	110,002	101,912	128,360
16	Total amount Paid for the Salaries of Common School Teachers in Upper Canada...	\$166,000		\$206,856	\$286,056	\$271,624	310,396
17	Total Amount available for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.
18	Grand Total available for Common School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	do		do	do	do	do
19	Amount received by other Educational Institutions, &c.....	do		do	do	do	do
20	Grand Total payable or available for Educational purposes in Upper Canada	do		do	do	do	do
21	Total Common School Teachers in U. Canada	...		...	2,860	2,925	3,028
	Total Male do do	...		...	...	...	2,365
	Total Female do do	...		...	...	...	663
22	Average number of Months each Common School has been kept open by a qualified Teacher§ .....	...		7½	8	8½	8½

* An Approximation only—no specific information having been received by the Department.
 § Including holidays and vacations.

† Apparently a decrease in these items, caused by omitting the balances due (but not collected at the end of the included in the tables of former years. See Table A. page xxxvi. The total amount available for Educational purposes Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the private than official, which should not be the case. The Annual Report of a Department of Public Instruction should Primary, Intermediate and Superior.

PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, Colleges, 1842 to 1858, inclusive. Compiled from returns in the Educational Department.

No.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.
1	725,879	...	803,493	950,551	953,239	...	...	...	...	...	...
2	241,102	253,364	259,258	258,607	262,755	268,967	277,912	297,628	...	324,888	360,578
3	6	7	7	7	8	8	9	10	12	12	12
4	33	39	57	70	74	79	84	94	89	109	121
5	117	167	224	169	167	174	186	278	289	230	255
6	2	2	2	2	3	3	3	3	3	3	4
7	2,800	2,871	3,059	3,001	3,010	3,127	3,244	3,325	3,472	3,731	3,866
8	2,958	3,076	3,349	3,239	3,262	3,391	3,526	3,710	3,815	4,094	4,258
9	No Reports.	No Reports.	252	855	901	1,052	1,177	1,211	1,263	1,707	1,936
10	740	773	684	632	751	756	806	1,100	1,335	11,335	11,335
11	1,115	1,120	2,070	2,800	3,194	3,839	5,153	14,779	14,393	5,190	5,530
12	2,345	3,648	4,663	3,948	5,133	3,822	4,607	6,531	5,213	5,406	5,301
13	256	400	370	356	645	735	622	643	772	746	777
14	130,739	138,465	151,891	168,159	179,587	194,736	204,168	227,864	251,145	272,637	293,683
15	136,195	144,406	159,678	175,895	189,310	203,888	215,356	240,917	262,858	285,314	306,628
16	\$344,276	\$353,912	\$353,716	\$391,398	\$428,948	\$480,764	\$578,868	\$680,108	\$779,680	\$860,232	\$877,616
17	No Reports.	No Reports.	\$56,756	\$77,336	\$100,366	\$128,072	\$173,472	\$219,164	\$298,428	\$351,926	\$526,519
18	do	do	\$410,472	\$468,644	\$529,314	\$617,836	\$754,340	\$899,272	\$1,078,108	\$1,212,158	\$1,043,135
19	do	do	...	\$131,336	\$147,956	\$150,104	\$174,016	\$256,720	\$248,884	\$283,109	\$263,787
20	do	do	...	\$599,980	\$677,270	\$767,940	\$928,356	1,155,992	\$1,326,392	\$1,495,267	\$1,306,922
21	3,177	3,209	3,476	3,277	3,388	3,539	3,539	3,565	3,689	4,083	4,202
	2,507	2,605	2,697	2,551	2,541	2,601	2,508	2,568	2,622	2,787	2,965
	670	704	779	726	847	938	1,031	997	1,067	1,296	1,337
22	9	9 $\frac{1}{20}$	9 $\frac{1}{11}$	9 $\frac{1}{5}$	9 $\frac{1}{5}$	9 $\frac{1}{5}$	9 $\frac{1}{10}$	9 $\frac{1}{5}$	10	10	10 $\frac{1}{3}$

† A decrease—caused by the institution of an Entrance Examination for the Grammar Schools.
 ‡ Including Grammar, Normal and Model Schools, &c.
 § Taken from 1856—no report being received since.
 ¶ Formerly, they were assumed to be available for the year, being in process of collection; they were, therefore in Upper Canada (No. 20, above,) according to the former mode of calculation would be \$1,516,000.
 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 T.

THE GRANTS TO GRAMMAR AND COMMON

STATEMENT No. 1.—THE LEGISLATIVE

MUNICIPALITIES.	Amount Paid.*		Amount Unpaid.		AMOUNT OF APPORTIONMENT FOR 1858.						
					To Common Schools.		To Separate Schools.		Total.		
					\$	c.	\$	c.	\$	c.	\$
<i>Counties.</i>											
1 Stormont, Dundas and Glengarry	5946	56	27	91	5721	00	253	47	5974	47	
2 Prescott and Russell	2008	28	8	46	1943	00	73	74	2016	74	
3 Carleton	3042	64	28	50	3038	00	33	14	3071	14	
4 Leeds and Grenville	5637	07	12	54	5615	00	184	61	5649	61	
5 Lanark and Renfrew	4311	00	..	..	4311	00	..	..	4311	00	
6 Frontenac, Lennox and Addington	4768	15	46	16	4662	00	162	31	4814	31	
7 Prince Edward	1966	60	20	40	1974	00	13	00	1987	00	
8 Hastings	3439	86	..	..	3384	00	55	86	3439	86	
9 Northumberland and Durham	6444	02	..	..	6421	60	22	42	6444	02	
10 Peterborough and Victoria	3419	00	..	..	3349	00	70	00	3419	00	
11 Ontario	3359	20	..	..	3359	20	..	..	3359	20	
12 York and Peel	8943	12	51	72	8763	00	231	84	8994	84	
13 Simcoe	3488	10	..	..	3380	00	108	10	3488	10	
14 Halton	2186	00	..	..	2186	00	..	..	2186	00	
15 Wentworth	2659	00	..	..	2659	00	..	..	2659	00	
16 Brant	1969	00	..	..	1969	00	..	..	1969	00	
17 Lincoln	2005	28	..	..	1959	00	46	26	2005	28	
18 Welland	1965	00	..	..	1965	00	..	..	1965	00	
19 Haldimand	2213	44	..	..	2176	00	37	44	2213	44	
20 Norfolk	2607	27	..	..	2603	00	4	27	2607	27	
21 Oxford	3647	00	..	..	3647	00	..	..	3647	00	
22 Waterloo	3279	73	..	..	3154	00	125	73	3279	73	
23 Wellington	3336	60	30	92	3211	00	156	52	3367	52	
24 Grey	1750	00	..	..	1750	00	..	..	1750	00	
25 Perth	2626	92	..	..	2607	00	19	92	2626	92	
26 Huron and Bruce	4633	24	..	..	4555	00	78	24	4633	24	
27 Middlesex	4277	36	11	13	4244	00	44	49	4288	49	
28 Elgin	2815	00	..	..	2815	00	..	..	2815	00	
29 Kent	2162	89	8	89	2154	00	17	78	2171	78	
30 Lambton	1770	00	..	..	1770	00	..	..	1770	00	
31 Essex	2021	93	..	..	1979	00	42	93	2021	93	

* Up to August, 1859.

SCHOOLS IN UPPER CANADA, 1858.

Table T.—(Continued.)

APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount Paid.*		Amount Unpaid.	AMOUNT OF APPOINTMENT FOR 1858.					
				To Common Schools.		To Separate Schools.		Total.	
	\$	c.	\$	c.	\$	c.	\$	c.	
<i>Cities.</i>									
1 Toronto	6443	36	..	..	4400	00	2043	36	6443 36
2 Hamilton	2434	80	..	..	1920	00	514	80	2434 80
3 Kingston	2213	25	..	..	1520	00	693	25	2213 25
4 London	1591	45	..	..	1440	00	151	45	1591 45
5 Ottawa	2075	20	..	..	1120	00	955	20	2075 20
<i>Towns.</i>									
1 Belleville	939	04	..	..	574	00	365	04	939 04
2 Bowmanville	220	00	..	..	220	00	..	..	220 00
3 Brantford	555	10	..	..	510	00	45	10	555 10
4 Brockville	643	00	..	..	440	00	203	00	643 00
5 Chatham	383	15	..	..	348	00	35	15	383 15
6 Cobourg	452	98	..	..	384	00	68	98	452 98
7 Cornwall	190	00	..	..	190	00	..	..	190 00
8 Dundas	530	13	..	..	369	00	161	13	530 13
9 Galt	277	00	..	..	277	00	..	..	277 00
10 Goderich	280	00	..	..	280	00	..	..	280 00
11 Guelph	631	20	..	..	384	00	247	20	631 20
12 Niagara	475	32	..	..	327	00	148	32	475 32
13 Owen Sound	142	00	..	..	142	00	..	..	142 00
14 Paris	293	72	..	..	245	00	48	72	293 72
15 Perth	265	28	..	..	200	00	65	28	265 28
16 Peterborough	486	36	..	..	243	00	243	36	486 36
17 Picton	242	28	..	..	189	00	53	28	242 28
18 Port Hope	440	00	..	..	440	00	..	..	440 00
19 Prescott	445	71	..	..	243	00	202	71	445 71
20 Sarnia	100	00	..	..	100	00	..	..	100 00
21 St. Catherine's	863	70	..	..	554	00	309	70	863 70
22 Whitby	203	00	..	..	203	00	..	..	203 00
23 Windsor	129	00	..	..	129	00	..	..	129 00
<i>Town Municipalities.</i>									
1 Amherstburgh	420	67	..	..	240	00	180	67	420 67
2 Barrie	271	11	..	..	160	00	111	11	271 11
3 Clifton	75	20	..	..	40	00	35	20	75 20
4 Simcoe	208	00	..	..	208	00	..	..	208 00
5 Woodstock	288	00	..	..	288	00	..	..	288 00

* Up to August, 1859.

Table T.—(Continued.)

THE GRANTS TO GRAMMAR AND COMMON

STATEMENT No. 1.—(Continued.)

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	AMOUNT OF APPORTIONMENT FOR 1858.		
			To Common Schools.	To Separate Schools.	Total.
<i>Incorporated Villages.</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Berlin	147 00	.. ..	147 00	.. ..	147 00
2 Brampton	115 00	.. ..	115 00	.. ..	115 00
3 Caledonia	104 00	.. ..	104 00	.. ..	104 00
4 Chippewa	137 00	.. ..	137 00	.. ..	137 00
5 Ingersoll	200 00	.. ..	200 00	.. ..	200 00
6 Kemptville	196 00	.. ..	196 00	.. ..	196 00
7 Napanee	155 36	.. ..	146 00	9 36	155 36
8 Newcastle	125 00	.. ..	125 00	.. ..	125 00
9 Oshawa	150 05	.. ..	128 00	22 05	150 05
10 Preston	144 40	.. ..	134 00	10 40	144 40
11 St. Mary's	129 00	.. ..	129 00	.. ..	129 00
12 St. Thomas	172 00	.. ..	172 00	.. ..	172 00
13 Smith's Falls	110 00	.. ..	110 00	.. ..	110 00
14 Stratford	171 00	.. ..	171 00	.. ..	171 00
15 Thorold	244 26	.. ..	161 00	83 26	244 26
16 Trenton	144 00	.. ..	144 00	.. ..	144 00
17 Vienna	108 00	.. ..	108 00	.. ..	108 00
18 Yorkville	140 00	.. ..	140 00	.. ..	140 00
Grand Total	132600 34	246 63	124117 80	8729 17	132846 97

SCHOOLS IN UPPER CANADA, 1858.

Table T.—(Continued.)

STATEMENT No. 2.—THE UPPER CANADA GRAMMAR SCHOOL FUND, 1858.

COUNTY MUNICIPALITIES.		Amount Paid.*	Amount Unpaid.	Amount of Apportionment.
		\$ c.	\$ c.	\$ c.
1	Stormont, Dundas and Glengarry.....	1394 00	46 00	1440 00
2	Prescott and Russell.....	750 00	.. ..	750 00
3	Carleton.....	890 00	270 00	1160 00
4	Leeds and Greaville.....	1533 00	67 00	1600 00
5	Lanark and Renfrew.....	1250 00	.. ..	1250 00
6	Frontenac, Lennox and Addington.....	1538 00	62 00	1600 00
7	Prince Edward.....	700 00	140 00	840 00
8	Hastings.....	800 00	400 00	1200 00
9	Northumberland and Durham.....	1750 00	50 00	1800 00
10	Peterborough and Victoria.....	900 00	100 00	1000 00
11	Ontario.....	900 00	200 00	1100 00
12	York and Peel.....	3002 00	8 00	3010 00
13	Simcoe.....	750 00	300 00	1050 00
14	Halton.....	840 00	.. ..	840 00
15	Wentworth.....	1400 00	.. ..	1400 00
16	Brant.....	992 00	8 00	1000 00
17	Lincoln.....	1017 00	33 00	1050 00
18	Welland.....	580 00	260 00	840 00
19	Haldimand.....	220 00	220 00	440 00
20	Norfolk.....	880 00	.. ..	880 00
21	Oxford.....	1120 00	.. ..	1120 00
22	Waterloo.....	1040 00	.. ..	1040 00
23	Wellington.....	1000 00	.. ..	1000 00
24	Grey.....	396 00	44 00	440 00
25	Perth.....	600 00	.. ..	600 00
26	Huron and Bruce.....	720 00	.. ..	720 00
27	Middlesex.....	1120 00	.. ..	1120 00
28	Elgin.....	960 00	200 00	1160 00
29	Kent.....	740 00	.. ..	740 00
30	Lambton.....	600 00	.. ..	600 00
31	Essex.....	400 00	400 00	800 00
Total.....		30782 00	2808 00	33590 00

RECAPITULATION.

	Amount paid on account of 1858, up to August, 1859.	Amount Unpaid.	Amount of Apportionment.
	\$ c.	\$ c.	\$ c.
Common and Separate Schools.....	132600 34	246 63	132846 97
Grammar Schools.....	30782 00	2808 00	33590 00
Poor Schools (as detailed in Account, Table U., Statement No. 2, page cxxvi).....	1221 00	.. ..	1221 00
	164603 34	3054 63	167657 97

* Up to August, 1859.

Table U.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, U. C., FOR THE YEAR 1858.

Statement No. 1.—LEGISLATIVE GRANT TO COMMON SCHOOLS, (13 and 14 Vict., ch. 48, sect. 35, clause 1.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
Mar. 13.	To proportion of Warrant for this service.....			10750	00	Jany. 1.	By Balance per account of 1857			714	03
July.....	do. do. do. do.			126117	80	Jany. 1.	By Sundry Payments to the following Municipalities:—				
						31.					
							<i>Counties.</i>				
							Stormont, Dundas, and Glengarry.....	5721	00		
							Prescott and Russell, \$1943 less \$60	1883	00		
							Carleton, \$3038 less 60.42	2977	58		
							Leeds and Grenville.....	5515	00		
							Lanark and Renfrew, \$4311, and \$158.40 for 1857 ..	4469	40		
							Frontenac, Lennox and Addington	4662	00		
							Prince Edward, \$1974 less \$20.40.....	1953	60		
							Hastings.....	3384	00		
							Northumberland and Durham.....	6421	60		
							Peterborough and Victoria	3349	00		
							Ontario.....	3359	20		
							York and Peel	8763	00		
							Simcoe, \$3380 less \$272	3108	00		
							Halton	2186	00		
							Wentworth.....	2659	00		
							Brant.....	1969	00		
							Lincoln.....	1959	00		
							Welland	1965	00		
							Haldimand	2176	00		
							Norfolk.....	2603	00		
							Oxford.....	3647	00		
							Waterloo	3154	00		
							Wellington, \$3211 less \$16.....	3195	00		
							Grey	1750	00		
							Perth, \$2607 less \$60.....	2547	00		
							Huron and Bruce, \$4555, and \$120 for 1857.....	4675	00		
							Middlesex	4244	00		
							Elgin.....	2615	00		
							Kent	2154	00		
							Lambton	1770	00		
							Essex.....	1979	00	103013	38
							<i>Cities.</i>				
							Toronto.....	4400	60		
							Hamilton.....	1920	00		
							Kingston.....	1520	00		
							London.....	1440	00		
							Ottawa	1120	00	10400	00

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PART II.

	<i>Towns.</i>		
	Belleville	574 00	
	Bowmanville	220 00	
	Brantford	510 00	
	Brockville	440 00	
	Chatham	343 00	
	Cobourg	384 00	
	Cornwall	190 00	
	Dundas	369 00	
	Galt	277 00	
	Goderich	280 00	
	Guelph	384 00	
	Niagara	327 00	
	Owen Sound	142 00	
	Paris	245 00	
	Perth	200 00	
	Peterborough	243 00	
	Picton	189 00	
	Port Hope	440 00	
	Prescott	243 00	
	Sarnia	100 00	
	St. Catharines	654 00	
	Whitby	203 00	
	Windsor	129 00	
		6991 00	
<i>Town Municipalities.</i>			
Amherstburgh	240 00		
Barrie	190 00		
Simcoe	208 00		
Woodstock	288 00		
		896 00	
<i>Villages.</i>			
Berlin	147 00		
Brampton	115 00		
Caledonia	104 00		
Chippawa	137 00		
Ingersoll	200 00		
Kemptville	196 00		
Napanee	148 00		
Newcastle	125 00		
Oshawa	128 00		
Preston	134 00		
St. Mary's	129 00		
St. Thomas	172 00		
Smith's Falls	119 00		
Stratford	171 00		
Thorold	167 00		
Trenton	144 00		
Vienna	108 00		
Yorkville	140 00		
		2567 00	
		124581 41	
		12286 39	
By Balance in course of expenditure			
Total.....		\$136867 80	

Table U.—(Continued.)

Statement No. 2.—POOR SCHOOL FUND, (16 Vict., ch. 185, sec. 23.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
Jany. 1...	To Balance unexpended per account of 1857	\$ c.	\$ c. 1870 00	Jany. 1 to Dec. 31.	By Payments to various Counties in aid of the following schools: <i>County of Carleton:</i> Gower North, Sections Nos. 1 and 9..... } Marlborough, do Nos. 9 and 12 } Osgoode, do No. 14 } Osgoode, do No. 15 } <i>Leeds and Grenville:</i> Wolford, Section No. 15	\$ c.	\$ c.
					<i>Lanark and Renfrew:</i> Alice, two Schools, \$12 50	40 00	85 00
					Bazot	20 00	
					Bathurst, Section No. 7	25 00	
					Bathurst, do No. 13	12 00	
					Bromley, do No. 4	20 00	
					Dalhousie, do No. 5	25 00	
					Dalhousie, do No. 7	25 00	
					Darling, do No. 1	12 00	
					Darling, do No. 4	25 00	
					Darling, do No. 5	12 00	
					Grattan, do Nos. 5 and 6	40 00	
					Horton, do No. 4	50 00	
					Lanark, do No. 2	12 00	
					Ross, do No. 2	20 00	
					Ross, do No. 5	20 00	
					Ross, do No. 6	20 00	
					Ross, do No. 7	20 00	
					Sebastopol, two schools.....	60 00	450 00
					<i>Peterborough and Victoria:</i> Smith, Section No. 8	25 00	
					<i>York and Peel:</i> Scarboro, Section No. 4.....	29 00	

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PART II.

			<i>Norfolk:</i>		
			Houghton, Section No. 10	30 00
			<i>Perth:</i>		
			Elma	60 00
			<i>Huron and Bruce:</i>		
			Ashfield, Section No. 1	20 00	
			Brant, Carrick, Culross and Greenock	50 00	
			Elderslie	60 00	
			Goderich, Section No. 11	25 00	
			Howick, do No. 10	25 00	
			Stanley, do No. 3	25 00	
			Stanley, do No. 13	25 00	
			Tuckersmith, do No. 10	25 00	
			Turnberry	20 00	
			Bruce, Sections Nos. 7, 12, 14, and 15	100 00	
			Kincardine, do Nos. 2, 5 and Union 3		
			Huron, do Nos. 5 and 8		
			Kinloss, do Nos. 6, 7 and old No. 4		375 00
			<i>Middlesex:</i>		
			Mosa, Section No. 3 .....	...	25 00
			<i>Kent:</i>		
			Tilbury East, Section No. 1	40 00	
			Tilbury East, do No. 4	20 00	
					60 00
			<i>Essex:</i>		
			Anderdon, Section No. 1 .....	...	44 00
			<i>Bruce Mines:</i>		
			.....	...	25 00
			Dec. 31... By Balance in course of payment .....	...	1221 00
				...	649 00
			Total .....	...	\$1870 00
			Total .....	...	\$1870 00

Table U.—(Continued.)

Statement No. 3.—ROMAN CATHOLIC SEPARATE SCHOOL APPORTIONMENT (18 Vict., ch. 131, secs. 13 and 14.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
Jan. 1.....	To Balance as per account of 1857.....			2257	38	Jan. 1 to	By Sundry Payments on account of 1857 and 1858.....				
July 1 ...	" Proportion of Warrant for this service			8882	20	Dec. 31.	<i>Separate Schools.</i>				
							City of Hamilton	481	00		
							" Kingston	692	29		
							" London	74	75		
							" Ottawa	1269	55		
							" Toronto	2102	48		
							Town of Amherstburgh.....	167	77		
							" Barrie	113	09		
							" Belleville	406	62		
							" Brantford	40	60		
							" Brockville	157	72		
							" Chatham	39	20		
							" Clifton	33	75		
							" Cobourg	38	18		
							" Guelph	181	85		
							" Lindsay (No. 6, Ops).....	74	95		
							" Niagara	74	16		
							" Paris	24	36		
							" Perth	67	39		
							" Peterborough	230	33		
							" Picton	47	19		
							" Prescott	219	32		
							" St. Catherine's.....	287	65		
							Village of Napanee	9	36		
							" Preston	10	27		
							" Thorold	79	46		
							Section No. 1, Arthur	41	60		
							" No. 2, do	64	78		
							" No. 1, Bastard	20	18		
							" No. 15, Camden East	21	67		
							" No. —, Carrick	58	94		
							" No. 10, Charlottenburgh	22	30		
							" No. 16, do	40	87		
							" No. 17, do	20	93		
							" No. 1, Edwardsburgh	25	43		
							" No. 7, Ellice	19	62		
							" No. 6, Etobicoke.....	30	82		
							" No. 8, Fitzroy	14	34		
							" No. 7, Grantham	51	34		
							" No. 4, Hawkesbury East	26	14		
							" No. 7, do	10	53		
							" No. 1, Hibbert and Logan	15	39		
							" No. 8, Kingston	25	87		
							" No. 9, Lancaster	31	04		
							" No. 10, do	6	12		

			No. 11, do.	25 74	
			No. 3, Leeds and Lansdowne, Front	64 00	
			No. 10, Lochiel	116 97	
			No. 4, Markham and Vaughan	42 94	
			No. 13, Nepean	10 08	
			No. 1, Nichol	43 12	
			No. 2, Nottawasaga	47 47	
			No. 6, Ononda	13 00	
			No. 1, Orillia	55 05	
			No. 7, do.	4 70	
			No. 8, Pittsburgh	11 75	
			No. 19, do.	23 60	
			No. 5, Percy	8 44	
			No. 20, Thurlow	50 35	
			No. 6, Vaughan	8 89	
			No. 18, Vaughan	56 10	
			No. 7, Vespra	10 10	
			No. 9, Wellesley	15 52	
			No. 10, do.	24 68	
			No. 11, do.	37 03	
			No. 13, Westminster	16 29	
		No. 1, Whitechurch	48 16		
		No. 11, Williams	16 83		
		No. 15, Wilmot	55 62		
		No. 8, Windham	2 94		
		No. 1, Wolfe Island	14 30		
		No. 11, do.	2 75		
		No. 20, Wolford	35 02		
		No. 1, York	31 92		
		No. 21, do.	16 38		
	Dec. 31 ...	By Balance in course of expenditure.....		\$380 16	
Total.....	11130 58	Total		2759 42	11130 58

Table U.—(Continued.)

Statement No. 4.—GRAMMAR SCHOOL FUND. (16 Vict., ch. 186, sec. 3.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
Janv. 1.	To Balance per account of 1857.....			26825	12	Janv. 1.	By sundry Payments on account of the apportionment for latter half of 1857, and former half of 1858, to the following Counties:—				
July 3.	" Proportion of Warrant for this service.....			13056	21	Dec. 31.	Stormont, Dundas and Glenora.....	1829	00		
							Preseott and Russell.....	663	00		
							Carleton.....	880	00		
							Leeds and Grenville.....	1320	00		
							Laurek and Renfrew.....	1145	00		
							Frontenac, Lennox and Adlington.....	1518	00		
							Prince Edward.....	690	00		
							Hastings.....	800	00		
							Northumberland and Durham.....	1714	00		
							Peterborough and Victoria.....	800	00		
							Ontario.....	600	00		
							York and Peel.....	2649	53		
							Simcoe.....	845	00		
							Halton.....	820	00		
							Wentworth.....	1360	00		
							Brant.....	358	00		
							Lincoln.....	972	00		
							Welland.....	600	00		
							Haldimand.....	420	00		
							Norfolk.....	816	00		
							Oxford.....	1120	00		
							Waterloo.....	1000	00		
							Wellington.....	1000	00		
							Grey.....	524	00		
							Perth.....	600	00		
							Huron and Bruce.....	720	00		
							Middlesex.....	1120	00		
							Elgin.....	880	00		
							Kent.....	730	00		
							Lambton.....	600	00		
							Essex.....	200	00		
						Dec. 31.	By Balance in course of Expenditure.....			29923	5
				\$39881	33					9957	8
										\$39881	33

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PART II.

Table U.—(Continued.)

Statement No. 5.—MODEL GRAMMAR SCHOOL, AND EXAMINERS AND INSPECTORS FOR THE GRAMMAR SCHOOLS. (16 Vict., ch. 185, sec. 1.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
Mar. 13.	To Amount of Warrant for Model Grammar School, 1858	4000	00			July. 1	By Balance as per account of 1857				8548 98
	" Amount of Warrant for Inspectors, balance of Grant for 1858	750	00			July. 1	" Amount expended in the erection and furnishing of the Model Grammar School building, during the year, including the expenditure (on permanent works) on the portion occupied by the Normal School	9737	65		
	" Surplus of Public Libraries Account transferred to the Model Grammar School	8000	00			to	" Salaries and Wages, Model Grammar School	3148	34		
	" Model Grammar School Fees	521	00			Dec. 31.	" Books, Apparatus and School Requisites	192	62		
Dec. 31.	" Balance			13271	00		" Advertising and Printing	17	99		
							" Repairs and Contingencies	142	40		
							" Light, Water and Coal	160	63		
							" Expenses of grounds	60	57		
							" Museum account for busts, (Statement 11)	167	00		
							" Proportion of Premium on Insurance	75	00	13702	20
							" T. J. Robertson, Esq., M. A., Chairman of Committee of Examiners, 1st January, to 30th September	60	00		
							" Rev. W. Ormiston, M. A., Inspector of Grammar Schools and Secretary of the Committee of Examiners, 1st January to 30th September	750	00		
							" F. W. Barrow, Esq., M. A., Examiner for Grammar School Master-ships	80	00		890 00
				23141	13					23141	13

Statement No. 6.—THE NORMAL AND MODEL SCHOOLS, (13 and 14 Vict., ch. 48, sec. 39, and 16 Vict., ch. 185, sec. 23.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
July. 1.	To Balance per account of 1857	849	18			July. 1	By Salaries and Wages	8378	31		
	" Warrants issued quarterly on account of the current expenses of the Normal and Model Schools	6000	00			to	" Books, Apparatus and School Requisites	765	88		
	" Warrants issued quarterly to facilitate the attendance of Students at the Normal School	4000	00			Dec. 31.	" Advertising and Printing	229	40		
	" Proportion of sum granted under the authority of the Act, 16 Vict., ch. 185, sec. 23	2200	00				" Repairs and Contingencies	1922	32		
	" Model School Fees and other receipts	2777	85				" Light, Water and Wood	1477	56		
	" Balance			15827	03		" Proportion of Insurance	501	00	13214	47
							" Aid granted to facilitate the attendance of Students at the Normal School, during 19th and 20th Sessions. One dollar each per week				3614 00
							" Expenses of Grounds, including Gardener's Wages				629 16
	Total			\$17457	63		Total			\$17457	63

STATISTICAL REPORT.

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Table U.—(Continued.)

Statement No. 7.—BUILDING FUND—NORMAL AND MODEL SCHOOLS, TORONTO (Balance from the Estimates of 1854.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		\$ c.	\$ c.			\$ c.	\$ c.
Jan. 1.....	To Balance per Account of 1857		1675 16	Nov. 24.....	By J. E. Pell, for Royal Arms for the Hall.....		120 00
				Dec. 31.....	By Balance unexpended.....		1555 16
	Total.....		1675 16		Total.....		1675 16

Statement No. 8.—PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS (13 and 14 Vict., ch. 48, sec. 41, and 18 Vict., ch. 132, sec. 1.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		\$ c.	\$ c.			\$ c.	\$ c.
Jan. 1.....	To Balance as per account of 1857	13074 40		Jan. 1 to	By Books, Maps and Apparatus, purchased in London, Edinburgh, Dublin, New York, Philadelphia, Boston and Hartford, including exchange and publishers' charges for packing.....	12431 56	
March 13	" Proportion of Warrant issued for Depository Clerks.....	709 00		Dec. 31.	" Map Mounting; Maps, School Apparatus and Books purchased in Toronto	6201 08	18632 64
July & Sp.	" Proportion of Warrants issued for this service	1442 79			" Freight, Agents' charges for package and commission, wharfage and cartage.....	930 07	
July 1 to	" Net amount received from Municipalities, School Sections, &c., for Libraries, as per Table N., page lxxxii.....	81991 50			" Expenses of an officer of the Department in travelling with Meteorological Instruments, and fitting up the same at County Grammar Schools.....	190 00	
Dec. 31.	" Less Town Collingwood, amount not received up to 31st Dec.	197 46			" Proportion of premium on fire insurance.....	210 50	
	" School Section No. 1, Greenock, short received	3 00			" Printing tablet lessons, &c., wrapping paper, twine, boxes and other contingencies in Toronto	3058 57	4398 14
		200 46			" Salaries of Depository Clerks and Messenger.....		1633 24
		1791 04			" Amount transferred to Model Grammar School account. (Statement 5)		24664 02
	" Net amount received from Municipalities, School Sections, &c., for Maps, Apparatus and Prizes, as per Table O., page xevi.....	5905 14			Total.....		8000 00
	" Sales in Depository of Text Books, &c. (for school purposes) during the year	6193 76					32664 02
	" Museum account (Statement No. 11) for Engravings, transferred.....	16 90					
	" Balance		32124 03				
			539 99				
	Total.....		32664 02				

Table U.—(Continued.)

Statement No. 9—SUPERANNUATED TEACHERS (16 Vict., ch. 185, sec. 23, and 18 Vict., ch. 132, sec. 1.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
Jan. to Dec.		\$	c.	Jan. 1.....		\$	c.
	To amount of Warrants received for this service ...	2000	00		By Balance per account of 1857.....	823	39
	“ Subscriptions during the year	462	00		“ Pensions paid during the year (on account of 1857-58) as per Table P., page cviii.....	2663	51
Dec 31 ...	“ Balance		1065 90		“ Subscriptions returned to unsuccessful appli- cants, and others withdrawing from the fund.....		41 00
	Total.....		3527 90		Total	3527	90

Table U.—(Continued.)

Statement No. 10.—JOURNAL OF EDUCATION FOR UPPER CANADA, (16 Vict., ch. 185, sec. 23.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
Jan. 1...	To Balance as per account .....	...	...	769	09	Jan. 1 to Dec. 31 ...	By Printing and Mailing the <i>Journal of Educa-</i>	...	...	...	...
Jan. 1 to Dec. 31 ...	" Warrants for this service during the year	1800	00				<i>tion for 1858, and for the miscellaneous expenses</i>	...	...	1495	08
	" Subscriptions and other Receipts	70	60				of the publication .....	...	...	1144	61
					1870	60	" Balance in course of expenditure .....	...	...
	Total.....	...	...				Total.....	...	...	\$2639	69

NOTE.—About 4,500 copies of the *Journal of Education* are printed monthly, and a copy is officially addressed to each City, Town, Village, and Rural Section Common and Separate School Corporation; to each Grammar School Trustee Board; to each Local Superintendent, County Clerk, County Treasurer, various official persons and Colleges in Canada, exchange papers, &c.; and to State Superintendents of Public Instruction, and other Educationists, in the United States, England, &c. &c.

Table U.—(Continued.)

Statement No. 11.—EDUCATIONAL MUSEUM, LIBRARY AND PRACTICAL SCIENCE FUND (13 and 14 Vict., ch. 48, sec. 41, and 16 Vict., ch. 185, sec. 23.)

1858.		RECEIPTS.		AMOUNT.		1858.		EXPENDITURE.		AMOUNT.	
		\$	c.	\$	c.			\$	c.	\$	c.
Jan. 1 to Dec. 31.	To amount of Warrants for this service, \$2,000 and \$800	2800	00			Jan. 1.....	By Balance per account of 1857			1620	32
	" Proceeds of engravings sold	19	60			Jan. 1 to Dec. 31.	" Casts of Statuary purchased during the year from artists in London	621	25		
	" Model Grammar School account, for busts transferred (Statement No. 5)	167	00				" Brackets, busts, engravings, frames, and repairs to statuary in Toronto	524	44		
Dec. 31 ...	" Balance			2986	60		" Fitting up and painting pedestals, coloring walls, &c. painting, printing and furniture in Toronto	573	39		
				15162	78		" Proportion of premium on fire insurance in To- ronto	170	50		
							" Freight on casts and other objects of art from London, &c.	38	58		
							" Public Libraries account, for engravings trans- ferred (Statement No. 8)	16	90		
										1945	06
	Total			18149	38		Total			18149	38

STATISTICAL REPORT.

CXXXV

Table U.—(Continued.)

Statement No. 12.—DEPARTMENTAL BALANCE SHEET, 31ST DECEMBER, 1858.

RECEIPTS.			NAMES OF THE DIFFERENT ACCOUNTS.	EXPENDITURE.		
Balance, 1st January.	Receipts, during the year.	Total Receipts.		Balance, 1st January.	Expenditure, during the year.	Total Expenditure.
\$ c.	\$ c.	\$ c.		\$ c.	\$ c.	\$ c.
...	136867 80	136867 80	Statement No. 1.—Common School Grant.....	714 03	123867 38	124581 41
1870 00	...	1870 00	do. No. 2.—Poor School Fund .....	...	1221 00	1221 00
2257 38	8882 20	11139 58	do. No. 3.—Roman Catholic Separate Schools .....	...	8380 16	8380 16
26825 12	18056 21	39881 33	do. No. 4.—Grammar School Fund.....	...	29923 50	29923 50
...	*13271 00	13271 00	do. No. 5.—Model Grammar School and Inspectors	8518 93	14592 20	23141 13
810 18	14977 85	15827 03	do. No. 6.—Normal and Model Schools.....	...	17437 63	17437 63
1675 16	...	1675 16	do. No. 7.—Building Fund of 1850-4 .....	...	120 00	120 00
13074 40	19049 63	32124 03	do. No. 8.—Libraries, Maps and Apparatus.....	...	*32664 02	32664 02
...	2462 00	2462 00	do. No. 9.—Superannuated Teachers.....	823 39	2704 51	3527 90
769 09	1870 60	2639 69	do. No. 10.—Journal of Education .....	...	1495 08	1495 08
...	2986 60	2986 60	do. No. 11.—Educational Museum and Library.....	16204 32	1945 06	18149 38
47820 33	213423 80	260744 22		26200 67	234370 54	260661 21
47820 33	213423 89	260744 22	Balance on hand 31st December, 1858 .....	...	...	83 01
						260744 22

* Including \$8000 transferred from surplus in the Public Libraries Account to Model Grammar School, page cxxxi.

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1858.

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 1858.

I. COUNTY OF GLENGARRY.

1. *Hector McRae, Esq., Charlottenburgh*: "It affords me great pleasure to report a considerable improvement in the schools of this Township during the past year. Teachers generally are bestirring themselves in their vocations, and are rapidly progressing in efficiency and method. In my first general remarks to you, I complained of having in this Township too many female teachers of rather inferior qualifications, and although by doing so, I brought down upon myself the censure of some of them, still, the hint I am happy to say has had the desired effect, for I can now state that several of our female teachers will creditably compare with the males. This result is in a great measure attributable to the strictness of our County Board of Public Instruction, which shows neither favour nor partiality to either class of candidates, so that few or none come before the Board unprepared for acquiring at least a second class certificate. At the last meeting of the Board there appeared twenty-six candidates, and only three out of that number fell short of a second class certificate. A majority obtained first class, and it was most gratifying to observe how several of the females acquitted themselves, some of whom are now engaged in this Township, and through their instrumentality I

anticipate still happier results. I rejoice also to state that no complaint of intemperance or immorality has been preferred against any teacher in this Township since I assumed office ; this of itself is exceedingly gratifying and speaks favourably for the morality of the youth in the Township. I delivered in due time to the several corporations your Annual Report of the Schools for 1857, together with the Catalogue of Library Books, and the books of the School House, its Architecture, &c., but what influence those valuable documents may have had on Trustees, and their constituents has yet to be learned. I still have to regret that I cannot add another library to the one already in existence."

2. *Angus McDonell, Esq., Kenyon* : "I have much pleasure in stating that the Schools under my charge, with one or two exceptions, have been in active operation for the whole year, and that the pupils of the various Schools have made respectable progress in the different branches of education taught to them. I must mention, however, that the want of suitable school houses in some sections of the Township has a tendency to retard the progress of education in those sections. It is very gratifying however to remark, that the school houses which have been lately built and those which are now in course of erection, are better and more comfortable buildings. During 1858, a substantial brick school house was erected in section No. 4, and properly furnished with desks and seats. This certainly is a great credit to the people of the section, and is also a good example to the inhabitants of the neighbouring sections. I have again much pleasure in stating that Trustees in general are becoming more particular about the education of the children of their respective sections, and they have already found out that the best qualified Teacher is the cheapest. A greater desire is therefore manifested from time to time by Trustees to procure efficient teachers. Teachers trained in the Normal School are for the most part the class of men required. The expenses incurred in the erection and repairs of school houses prevent Trustees from doing what they wish in regard to Maps and Apparatus ; but I am inclined to think that something will be done in that way during the present year. The increase of average attendance of pupils for 1858 over that of 1857, is 168, which shows that the system works well in this Township."

3. *John McLennan, Esq., Lancaster* : "Twelve Common Schools were open in this Township during the last year. About one-half of them were taught by men of good education and experience in teaching, and the rest by persons of less pretensions, but equally diligent and devoted to their profession, effecting good progress in the education of their pupils. But I am obliged to add that Roman Catholic Separate Schools have sadly interfered in three sections so as to close the Common Schools, leaving a few Protestant residents in each without any means of instruction for their children. Copies of the Pamphlet on School Architecture, of the Library Catalogue, and of the Chief Superintendent's Report have been sent to every School section, and I have no doubt that each of these will be productive of good. The people begin to appreciate the offer of furnishing Maps and Libraries on such easy terms, and I trust the return of more propitious seasons will enable them to take active measures to procure these necessaries."

4. *The Reverend D. Macdonald, B.A., Lochiel*: "I have much pleasure in bearing testimony to the progress made among our Common Schools during the past year, and the interest manifested by some of the Trustees in advancing the cause of education in the Township. You will be pleased to see that all our Schools were in operation more or less during the year, and that no less than five new school houses, very commodious, and comfortable, have been erected since I had the honour of transmitting my Report for 1857. Indeed some of them would be a credit to any community. You will be surprised that we have no libraries worth mentioning, I think for this reason, that *Gælic* is the language generally spoken by the people of this Township, consequently they care but little for English books."

II. COUNTY OF STORMONT.

5. *N. Eastman, Esq., Cornwall*: "*Condition of the Schools*,—In submitting my Annual Report, it is gratifying to notice the fact that it evidences a steady increase in the attendance of pupils, and a somewhat improved character in the Schools themselves, as will appear by the comparatively small number of third class teachers now employed. In point of fact, a growing and pleasing interest is manifested in the cause of education, both on the part of the teachers themselves, and of the public generally. *Attendance*.—With regard to the attendance at the Schools in this Township, I find that the average for the year 1855, was in round numbers, 351; in 1856, 393; in 1857, 353: whilst for 1858 it is within a fraction of 471. This is certainly encouraging to every person who has the well being of the rising generation at heart, without adverting at all to the greater efficiency of our Schools, in which respect I think it not too much to say that the improvement is at least in as great a ratio as is the average attendance. *Public Libraries*.—With regard to Libraries, I regret to have to exhibit so many blanks in my Report from year to year, still, from the growing interest manifested in other respects, I am led to hope for a better state of things in this matter also. The existence of a School Library being but a solitary instance, no very marked degree of influence can be expected to arise therefrom. The School House Pamphlet, the Library Catalogue, the Catalogue of Illustrated Works, and your Annual Report have all been received and distributed by myself personally. As yet no influence is observable from the School House Pamphlet, although I am sanguine of much good ultimately resulting from it. The *Journal of Education* continues to be greeted as an old and welcome visitor."

6. *Herman L. Cook, Esq, M.D., Osnabruck*: "It affords me much pleasure to report (as I believe) an improvement in educational matters relative to this Township. Although there is not as lively an interest taken by heads of families in behalf of the education of their children as there ought to be, yet in this respect there have been great changes effected during the past four or five years,—and I trust every subsequent Report from this Township will show the people to be interested more and more in intellectual improvement, and that every succeeding year will exhibit a livelier interest in behalf of the educational welfare of

the rising generation. I regret that I can report but one Library, (with the exception of the remains of a few Sunday School Libraries), in this Township, yet this has exerted a very satisfactory influence upon the people. The Township Council, in order to make the Library more available to all, has divided it equally among the different School sections. These changes, I hope, may be for the better advancement of intellectual knowledge among all classes."

7. *The Reverend Daniel Gordon, Roxborough*: "My first year in office having not yet expired, I am not prepared in transmitting this my first Report to enter at any length into detail: however, having been a Minister in this place for the last five years, I am not altogether ignorant of the pro's and con's connected with our admirable School System, which I regard as one of the greatest blessings ever conferred upon Canada. But I am sorry to say, that owing to many untoward circumstances that hinder its development, it does not (at least in this Township, and those surrounding) get the fair play which it deserves. I regret that I cannot conscientiously adopt the language of my predecessor in office, and say that "the state of education in this Township is favourable." I fail to see the "promising indications of our second and third class Schools becoming first class." I refer to our almost utter destitution of those helps and appliances furnished and recommended by the Department, for raising the standard of education, such as Township and School Libraries, Globes, Maps, Philosophical and Chemical Apparatus, &c., We have only three or four black-boards in all the Schools of our Township, and the great majority of the people are satisfied with this state of affairs, which makes the matter worse. Manifestly the low state of education in our Township is owing to the inefficiency of our Common School Teachers; but for the causes of this inefficiency we must look beneath the surface. In my judgment the three following are the main reasons: 1st. The undue leniency of our County Board examinations, by which great numbers of young persons are *legally* qualified to take charge of the education of children while in reality sadly unqualified for so important a trust. 2nd. The inadequate remuneration of our teachers, especially in small sections. 3rd. The want of enlightened and liberal views on the part of our people and Trustees, which makes them look out for the cheapest, rather than the most efficient teacher. They are too apt to reverse the maxim laid down by you, Sir, in your advice to Trustees, and regard not "the best teacher as the cheapest," but the cheapest as the best! To remove the first cause of inefficiency I should rejoice to see it enacted, that no one should be considered qualified to take charge of a Common School without having attended at least one session of the Normal School. A more liberal Government Grant, all would hail as a means for removing the second cause, but it is not ours to dictate, perhaps not even to suggest such a course. The establishment of a good Grammar School in our Township, I regard as the most hopeful means of elevating the standard of education in the estimation of parents and Trustees. Our school houses are generally small and inconvenient. I have not received the Pamphlet on School House Architecture. I am sure its circulation would have a most beneficial effect upon the people."

III. COUNTY OF DUNDAS.

8. *William Johnson, Esq., Matilda* : "To neglect arising from want of proper oversight, I attribute the fact that in many of our Schools, the best methods of teaching are neither understood nor practised, and consequently, many children spend months in learning what, by judicious guidance, they might acquire in as many weeks. Too frequently I have heard the child required to read what he could neither spell nor pronounce. The definition of words and the first principles of science I have found very much neglected, and that demonstrative teaching which reaches the understanding is not seen in many of our Schools. I find, however, that by due attention and frequent visits these, and many other defects can be overcome. It is just to state that I find both Trustees and teachers are willing to be advised, and only require to be informed in order to do their duties effectively. But we have to be reminded of our inappetency for general reading as afforded by our Township Library. Our sordid neglect in not having furnished our Schools with necessary Apparatus and Libraries is by no means gratifying, and that many of the books of the Town Library have been ill-handled is very discreditable to the readers, still there are many who rightly value the privilege, and speak of it as a very convenient means of acquiring mental culture and improvement. The *Journal of Education* is also an excellent appendage which I am sorry to find has not been duly appreciated. But all this apathy and neglect, as evinced in regard to these opportunities of instruction may be very much abated by the efforts of the Superintendent, hence I am encouraged to hope for improvement in educational affairs. Two frame school houses have been erected in our Township last year. Free Schools are also becoming more popular, and a growing desire in the parents, that the child should be educated, is very apparent in this Township."

9. *The Reverend James Harris, Mountain* : "In taking leave of the Local Superintendency of Common Schools for the Township of Mountain, which I have held for nearly eight years, I beg to congratulate you on the success of your system of liberal education, and the people on the improvement which has taken place socially, morally, and intellectually since the time I first went among them as the Superintendent of their Schools."

10. *John G. McLaughlin, Esq., Williamsburgh* : "It is lamentable to see the marked indifference of the masses to the purchasing of Library Books, notwithstanding the liberality of the Government. Our system of Public Instruction merits and receives the eulogy, both of Europe and America, but what are the acquirements of a few years at our public Schools? Knowledge must either be progressive or retrograde. and our youth, however well trained at School, afterwards being deprived of the use of books, lose not only what they had acquired, but become indifferent about mental improvement. How important then, how vitally essential to our country's good that the leading men of each Municipality should urge the necessity of establishing libraries throughout the length and breadth of the land. I feel proud in stating here that our Schools are working well, especially those conducted by male teachers. Few females possess that mental

Extracts from the Reports

ability and decision of character which are so essential to the successful teacher, and I think the framers of the School Law committed a great error in authorizing females to teach at all. It is urged as an argument in favour of female teaching that any one may teach children to read and write, &c. It would be giving importance to nonsense to attempt to confute this silly saying. Your admirable work on School House Architecture, &c., has been distributed, but I have not yet learned with what effect on the public mind."

IV. COUNTY OF PRESCOTT.

11. *Humphrey Hughes, Esq., Alfred* : "The number of Schools in this Township is fast increasing, which considering the difficulties new settlers must contend with, could hardly have been expected. Although some families have been here more than 30 years, by far the greater part are new settlers—chiefly French Canadians—who have heretofore been very careless about the education of their children, but I am happy to say are now becoming quite anxious on the subject. Five years ago there was only one School in operation in this Township, now there are eight, and one Union School. The French people are becoming more acquainted with the School System, and like it better. Some parties complain of the injustice of the Free School System, and say it is unfair to compel people that have no scholars to pay, when at the same time the law does not oblige those that have to send their children. Still the Free System is adopted in every School in the Township."

12. *Isaac N. Kendall, Esq., Caledonia* : "There is a decided improvement in the advancement of education and diffusion of general knowledge. Our greatest drawback is the want of libraries, entirely attributable to the apathy of our County Council, who, though frequently solicited, will not grant any supplies for that purpose. The Township is in favour of the Free System of Education, and adverse to the Separate School System."

13. *The Reverend J. Gilbert Armstrong, B.A., Hawkesbury West* : "We must now look forward to the days of better things. I shall do my utmost to instruct Teachers and Trustees in their duties."

14. *John Lawless, Esq., Plantagenet North* : "The Schools here under my charge are all established on the Free School non-sectarian principle. I am sorry to say that the progress made is not very flattering, although the children are as apt to learn here as elsewhere. Many labour under the disadvantage of studying a language foreign to their own, as a large portion of our population is of French Canadian extraction. When first or second class teachers are employed the mental improvement soon becomes apparent and their services are fully appreciated. But the high salary is the great obstacle to contend with. The cry is raised—and, in some instances not without just cause,—by the tax-payers, that they receive no benefit whatever, being too far distant to send their children through our dark forest. A male teacher is often employed for a few months, and a female teacher, at a low salary, is engaged for the remainder of the year, and not unfrequently undoes what

her predecessor was at great pains to do. I would suggest that the third class of female teachers be dispensed with, or the standard of the 'qualification programme' be considerably raised.* Many of them are not fit to fill up their return nor the Annual Report for their Trustees with anything like accuracy, and their penmanship is for the most part an ill-shapen scrawl. The *Journal of Education* is read with avidity by all who are fortunate enough to obtain a perusal of it. The Pamphlet on School House Architecture will serve no purpose here so long as we are so plentifully supplied with pine logs for building purposes and materials."

15. *James Frythe, Esq., Plantagenet South*: "I am highly gratified in learning from the extracts of Reports from Local Superintendents that they are generally in favour of Free Schools, in which I do most cordially concur; although as might be expected, an occasional murmur is heard here and there from some narrow minds, even these are subsiding into silence: further I may remark that those for whose benefit Free Schools are more especially designed, are becoming aware of the advantages, and now for the most part avail themselves of their benefits. On the whole I have reason to express my satisfaction at the progress that is being made in the few Schools I superintend."

V. COUNTY OF RUSSELL.

16. *The Reverend William Craig, Russell*: "The Schools are all in good working order, and this year they are *all free*. Another new section has been formed, and the interest taken in the progress of the Schools by the inhabitants in general is very satisfactory."

17. *William Edwards, Esq., (Acting Supt.), Clarence*: "I am happy to be able to inform you that the cause of education is occupying increased interest in this neighbourhood. A majority of the inhabitants are French Canadians, which will account for the large proportion unable to read,—they are, however, becoming sensible of the value of education, and seeking the means of sending their children to School, and although Roman Catholics, they make no objection to their children attending with the children of Protestants, and would rather not have Separate Schools. Two new School sections have been formed since our last Report was sent, and three new School houses erected, and two more are now in course of erection. Only one School section has as yet procured a library, and the books are labelled, numbered, and covered. There is, however, some remissness in carrying out the regulations, but the influence of the books is good, and may be expected to be more apparent. The Pamphlet on School House Architecture has been used beneficially. The Library Catalogue, and Chief Superintendent's Report with the *Journal of Education* have also been serviceable."

18. *The Reverend Peter Lindsay, A.B., Cumberland*: "From my report you will perceive that a valuable frame School house has been built in section No. 2. This Township is yet poor, and in some parts thinly settled, which hinders

* This scale has been raised,—see School Manual, and the Appendix to this Report.

the working of the system, but of its general capability I am confident. As yet the teachers employed in this Township are not of the highest class, but in this there is progress. As the country becomes more durably settled and more wealthy, parents will become more anxious to engage persons of a superior class as instructors of youth. This indeed is one of the greatest hindrances to the working of the system. Too often the cheapest man is looked upon as the most desirable. This is a pernicious error. Above all others, the man who has the tender and plastic minds of youth under his care should be both intellectually and morally a man of naturally high order of mind and of large educational attainments. You will be pleased to see from the report that the Bible is universally used in the Common Schools of this Township, and that most of the Schools are opened and closed with prayer. Religion is not to be exclusively divided from science. The Bible especially has a right to a place in our Common Schools. The beams of the sun of righteousness are to shine with genial and life-giving influences upon all as freely as shines the natural sun; the one is to man spiritually what the other is physically. He that loves his race will rejoice that our youth from day to day are reading from that Book of Books that makes us acquainted with Him whom to know is life eternal."

VI. COUNTY OF CARLETON.

19. *The Reverend William Lockhead, Gloucester*: "Every School in this Township was in operation during the year. One Roman Catholic School was in operation and I visited it, but it had not taken the proper steps to secure a legal standing. I believe the Annual Report and *Journal of Education* are read by Teachers and Trustees, and although their influence is not very great, they are certainly and progressively elevating the tone and feeling not only of Teachers and Trustees, but the public generally. Of 14 School sections, 11 were free,—only 3 imposed a rate-bill. An average of \$237 per annum has been paid to Teachers, which though low compared with other parts of the Province, is at least an increase of 30 per cent. above the salaries paid to teachers when I was elected Local Superintendent, eight years ago."

20. *The Reverend C. B. Pettit, B.A., Goulbourn, Marlborough, &c.*: "I am happy to be able send you a more favourable report of the Schools under my care than heretofore. They are progressing very satisfactorily, my chief regret being the absence of religion."

21. *The Reverend James Godfrey, Huntley*: "As to the general prospects of education here,—they are much the same as formerly, perhaps a little more encouraging. The Trustees of section No. 2 have been raising money by subscription to purchase a library for their section. I hope that during the present year they will open the first Common School Library in the Township of Huntley. This mention of libraries reminds me of books—rewards for deserving pupils. It is a great pity that, in Townships like this, where it is so difficult to get either Township or Section Corporations to grant money for reward books, the rule of your Department about selling to private persons, could not be relaxed. I would

willingly give five dollars a year to be able to encourage merit on the occasion of my visits to the Schools of the Township. Even if no allowance were made I would pay the full price, and have the books from 25 to 50 per cent, cheaper than I can get them from any other source. Indeed the rule now acts so that the children in this Township can get no rewards, for I cannot get proper books at any price without sending to England or the United States. I suppose this extreme strictness, is owing to the outcry raised some time ago by the booksellers, but I cannot help thinking that too great a concession has been made to them, in virtually dooming so many children in parts of the country like Huntley, (and I know there are many) to plod on through their school days without encouragement to effort, or reward for diligence. I think before the booksellers claimed such a monopoly, they should both have furnished their shelves, as well as you have those of the Educational Depository, and published such a Catalogue as you have done."

22. *The Reverend John L. Gourlay, March, Nepean, &c.* : " Upon the whole the state of education is improving in the County of Carleton. That the people are anxious to secure a better class of teachers is evident from the increased number of first class men now employed. Another interesting feature is the growing tendency in favour of School and Township Libraries, Maps, Globes, &c. There is also greater satisfaction expressed with regard to the School Act; in several Sections some amendments are wished for, for instance in case of two Trustees neglecting their duties, that they may be sued and fined by any qualified voter in the Section, and not by themselves as the Act now specifies. I am happy to state that the furore in favor of Separate Schools is dead. There is but one such School in the three Townships I have superintended last year, and that is without a qualified teacher, and miserably supported, Roman Catholics themselves being unfavourable to the system in general. The Municipality of March is devoting a large portion of the Clergy Reserve moneys to education, which will in due time supersede School tax altogether in that Township, nay, give them free education. It is to be regretted that other Townships do not follow this example, and make education free. In Nepean and Torbolton the Schools are well supported and many are now receiving instruction in the higher branches of Common School education, as Algebra, Geometry, rudiments of Latin, &c. With an increase of Government aid such as the Clergy Reserve Funds, in addition to the grant now received, and a general act in which all would agree, our Educational System would without fail universally commend itself."

23. *The Reverend Daniel McPhail, Osgoode* : " In my opinion there has been considerable improvement in the Schools this winter when compared with their condition during the summer and fall. Irregularity of attendance at the different Schools is the subject of bitter complaint amongst teachers. I am convinced these complaints are not without foundation. I have witnessed good classes broken up, excellent scholars retarded in their progress, schoolmasters becoming disheartened, and even careless and indifferent to their duties, through this inveterate habit. However, children are becoming every year better scholars.

It is no uncommon thing now to find lads among us working problems in Euclid, whereas a few years ago lads of sixteen working problems in mathematics would have been looked on as prodigies. The *Journal of Education* has exerted a powerful influence on the minds of teachers. Three good teachers have left this locality for the Normal School, Toronto. Nearly all young teachers with whom I converse are resolved to pass one or two terms at the Normal School so soon as they shall have acquired sufficient means to defray the attendant expenses. This is a pleasing indication of good, and promising for the future. The raw material which we frequently employ to instruct, govern and discipline our children is lamentable. The Schools need disciplined men. The teachers in many instances need to be taught."

VII. COUNTY OF GRENVILLE.

24. *James Clapperton, Esq., Augusta*: "Our Township Council has set apart the Clergy Reserve Fund for payment of the teachers; it proposes using only the interest, reserving the principal as a permanent fund. Two hundred and ninety-two dollars were divided, last July, amongst the School Sections in the same manner as the Government Grant. One hundred and thirty-two dollars were divided in like manner along with the Municipal Assessment. I tried to get the Council to appropriate a certain part of the Clergy Reserve money to the purchase of Maps, &c., and School Section Libraries, but it was unwilling to do so. The public feeling of the Township seems to be to keep the Reserve Fund entire, so that by only using the interest we may in a short time have a fund for the support of the Schools almost without taxation. We have two libraries in our Township, the regulations are strictly attended to, the books are read and highly appreciated by the people in the locality, and seem to be producing a good influence on the youth in the School Sections. The pamphlets on School Architecture were distributed among the different Sections. The opinion of the Trustees and others is, that they are not able to erect such School houses as the pamphlet describes. I am happy to state that the Chief Superintendent's Report is highly valued and read, and so is also the *Journal of Education* studied by Teachers and Trustees; both are producing a good influence in this vicinity. With respect to the Schools throughout the Township I would state, however, that although they are not a very superior class, they are making considerable progress, and the people seem to be more solicitous in the cause of education. One evil of our Township is that a number of the Sections are too small, so that they are unable to support a good School, and pay a competent teacher. It has been in contemplation by our Council to remodel our School Sections by uniting two or more. Free Schools are not making much progress in our Township. The wealthy class of the community are opposed to being taxed for the support of Schools, consequently, they vote in opposition at the annual meetings. I am of opinion that Free Schools will never be general until a law is passed by the Legislature to make them so. It would be better if such law was passed to fix a permanent charge on each child going to school,—say twelve and a half cents: if such was the case it would

remove all ill feeling at the annual meetings, and the Freeholders would get accustomed to paying that small sum as freely as they do other public taxes.”

25. *Wm. B. Imrie, Esq., Edwardsburgh*: “In most of the Sections a liberal spirit has been manifested among Trustees by their anxiety to obtain the services of better qualified teachers. Hitherto, from the difficulty they have had in obtaining them—nor has it entirely ceased to exist—persons of both sexes wholly incapable on account of their youth and inexperience in the art of teaching, have been granted temporary certificates to supply particular Schools which otherwise would have remained vacant, and the natural consequence has been as you will observe, frequent changes during the year, imperfectly kept registers, and, in at least three Sections, a state of accounts that sets all forms and regulations at defiance. Now, however, it is hoped a better class will supersede those whom enlightened public opinion will force into obscurity; and that Trustees incapable of managing the affairs and keeping the accounts of a Common School, will soon, like the ignorant and presumptuous tyrant of the School-room, be among the things that were. If such, or both, remain, it is rather of necessity than choice, and it is a matter of heartfelt gratification that their number is so few. The average attendance of pupils has been good, the sensible method now employed of distributing the School-fund, having in a great measure led to that happy result,—and it is evident free Schools induce a large attendance; ours are now all free or nearly so. Respecting our library,—capable, if rightly managed, of doing so much good,—the books, for the reason I assigned in my last Annual Report, with a few exceptions, have not been made use of. A new Town Hall, having in it a suitable place for their reception and safe-keeping is now in course of erection, and almost finished; when it is so, an effort will be made, either to get them equally divided among the different Sections, to be again returned and exchanged, according to the original intention, or, failing that, to devise some means whereby the greatest amount of benefit may be derived by those for whose enlightenment they were intended, and whose instruction and amusement they are so well calculated to promote. The publications sent by your Department have been nearly all distributed; that on “School Architecture” ought to lead to happy results by introducing new and correct ideas respecting the construction of buildings where, either for good or evil, youth’s happiest days are spent. I beg to call your attention to the first-fruits of the proceeds arising from the Clergy Reserve Fund, in the appropriation to each whole Section in the Township, of fifteen dollars and forty-seven cents, and four dollars to those in union with other Townships, with the exception of part 19, which has a large population in this. In a year of much financial depression, this amount has been of signal service to many a poor school. Finally, our official connection being about to be severed,—having had the misfortune, by my too great strictness in financial matters, to give offence to two or three illiterate individuals, whose influence with the appointing powers, which (happens this year to have fallen into new hands,) has been the cause of my being laid aside, contrary, I am assured, to the wishes of a large majority of the people,—I cannot take my leave of you without expressing my sincere and hearty approbation of your unwearied exertions in the cause of education, which despite much contumely and

opposition have been crowned with unexampled success, and are, you may rest satisfied, duly appreciated by all true lovers of their country."

26. *D. B. Pelton, Esq., Gower South* : "The Schools in this Township are generally improving ; the free system has been adopted, with the exception of one School. The Township Council appropriated the whole of the Clergy Reserve money to the support of education ; it has also established two new School Sections, which is very pleasing, and will prove beneficial to the inhabitants of the rear of the Township, by giving the parents an opportunity of educating their offspring. One thing is to be regretted, that there is not a library in the Township ; I hope the inhabitants may be aroused to see and enjoy the benefits and privileges which might be derived from such a source, when so many inducements are held out to them by the Educational Department. I thank you for your valuable *Journal of Education*, and hope that it may exert a still greater influence on the community than it has hitherto done, as valuable information may be obtained from its columns."

27. *John Burchill, Esq., Woford* : "You will observe by comparing this report with those of former years, that there is a great improvement in all the Schools. This change for the better may be attributed in a great measure to the efficiency of the teachers who are employed this year. But their labours would be very much facilitated if the parents and guardians of youth could participate with them in their professional avocation, and appropriate a portion of their worldly wealth to advance their children in those branches of education which are so important for their present and future welfare ; I mean by obtaining these requisites for schools that are so highly necessary to give pupils a clear and thorough knowledge of what they are studying. I adverted to this subject on a former occasion, and flattered myself with the hope that I could induce our Municipal Council to appropriate a portion of the Clergy Reserve Funds to those desirable ends ; but, I am sorry to say, my endeavours were fruitless ; they were willing to give them for educational purposes, it is true, but in such a way as to have them (in a great many instances) as a fund, whereby, with the aid of the Government and Assessment grants, the inhabitants could educate their children without aid *from their own pockets*. Where feelings of this nature exist, I think the cause of education cannot prosper. Last year, I prepared and delivered public lectures in nearly all the Sections, and notified the teachers of my intention to do so, but with two or three exceptions, no one except the teacher and pupils were present, so this year I thought I would confine my remarks to the children, which I did on visiting each school. With regard to the documents received from the Educational Department, I distributed them as soon as received, but I am fully aware that they have lain dormant in a great many Sections, and that their influence was lightly appreciated, and will, together with the *Journal of Education*, produce but little effect. In other Sections I think it is the reverse. There are no Township or Section libraries, and I am persuaded there will be none as long as the present state of affairs exists."

28. *Lewis Chipman, Esq., Bastard and Burgess South*: "I think I am justified in stating that the Schools in this Township are steadily progressing. A Teachers' Institute was held at Delta in August last, and was in operation for two weeks. The best methods of teaching being the object of the gathering, it could not but prove beneficial to all who attended. If meetings of this kind were more frequent and more properly managed, they would be a great boon. You will see by my report, that in addition to the Legislative and Municipal grants, that the sum of \$1062.48 was appropriated from the Clergy Reserve Fund for the support of our Common Schools."

VIII. COUNTY OF LEEDS.

29. *Jacob A. Brown, Esq., Elizabethtown*: "I am happy to be able to state that the inhabitants of this Township have manifested a deeper interest in educational matters this year than at any previous period. In 1857 the average attendance for the whole year was 834; in 1858, the average for the year was 982, thus giving an increase in favour of 1858 of 148. Our School-houses are of a first class quality. There were two new stone School-houses finished during the year 1858, and preparations are being made for the completion of another next summer. Our Teachers are with few exceptions, of a respectable class, and we had but one third class teacher in the Township during the year. The few Common School Libraries that we have, I think are producing good effect. I cannot say much respecting the pamphlet on School-house Architecture, but I think the Library Catalogue and Report, with the *Journal of Education*, have engaged much attention."

30. *Elisha Landon, Esq., Elmsley South*: "I regret that I cannot transmit a very flattering account of the progress of education in this Township. In my official visits and examinations of pupils, instead of finding improvement and progress, as I anticipated, I found—except in two Sections—rather an habitual sluggishness, combined with carelessness and inattention. Of the six Sections in this Township, three were free Schools, and in two Sections thus free, the average for the last year was in one instance 14 and in the other 7½, and therefore the freeholders and landholders complain, and I think not without cause, that the system that makes taxation compulsory without making attendance compulsory is arbitrary and unjust, especially when the people that do attend are mostly the children of parents that can afford to pay for their tuition; and again, the system of the half-yearly apportionments only benefits those sections that are able to keep a teacher the whole year, and thus the poor Sections that can afford to keep the Schools open for six months in the year are deprived of assistance from the Legislative Grant. I am aware, Sir, that there is great difficulty in adopting a system of education that will suit in every section of our country under every circumstance, but I think there is room for great improvement; and as the Trustees of every School section have the power to admit children of indigent parents free from any charge for tuition, they, being chosen by the people, are the best judges as to who shall go free. I consider it extremely unjust and oppressive, that all the freedom that is granted to any people is to compel them to tax their property to an amount equal to the

Legislative grant, whether they have children or not;* but to put on the second property-tax to make up the deficiencies of educating the children of parents who are able to do it themselves, I consider oppressive and extremely unjust.”†

31. *Robert W. Ferguson, Esq., Kitley*: “I have great pleasure in stating that the Schools in this Township, with one exception, are in a most satisfactory condition. The report shows that, although only ten Schools are as yet entirely free, all the others are advancing in the right direction—the amount of the rate-bill generally being far below the amount raised by rate upon property. I am sorry to state that, as yet we have no Public Libraries. This is mainly attributable to the Trustees, or, at least, to the people who elect them; for it is not always the most efficient men that are elected to office. The parties who promise to conduct Schools on the cheapest principles, greatly retard the progress of education. I believe, within the last three years, more first-class certificates have been granted to scholars from this Township than from any other Township in the County—all of whom are from three or four sections where the Trustees have been elected with the view to form good, not cheap, Schools. This plainly proves that, next to the efficient Teacher, a good Trustee is the most necessary requirement; and where both will work together, education must advance. The educational prospects of the Township are good. My successor in office is a gentleman of talent, and is much interested in the cause of education. The recently elected Trustees, taken as a whole, are persons of far superior attainments to those who have been in office in former years.”

32. *Robert McCrum, Esq., M.D., Leeds and Lansdowne Front*: “I have the pleasure to inform you that education continues to improve in this Township. Three very comfortable and commodious School-houses were erected in 1858—two

* This is a mistake. Municipalities may or may not impose this tax, as they please. If they do not, they are not entitled to the Legislative School Grant.

† This sort of objection to a school tax, as unjust and oppressive, is fully answered by the Chief Superintendent, in his Annual Report for 1849, page 50, as follows:—*Second objection to Free Schools*. “It is unjust to tax persons for the support of a school which they do not patronize, and from which they derive no individual benefit.” *Answer*. “If this objection be well founded, it puts an end to school-tax of every kind, and abolishes school and college endowments of every description. It annihilates all systems of public instruction, and leaves education and schools to individual caprice and inclination. This doctrine was tried in the Belgian Netherlands, after the revolt of Belgium from Holland, in 1830; and in the course of five years, educational desolation spread throughout the kingdom, and the Legislature had to interfere to prevent the population from sinking into semi-barbarism. But the principle of public tax for schools has been avowed in every school assessment which has ever been imposed by our Legislature, or by any District Council. The same principle is acted upon in the endowment of a Provincial University—for such endowment is as much public property as any part of the public annual revenue of the country. The principle has been avowed and acted upon by every republican State of America, as well as by the Province of Canada and the countries of Europe. The only question is, as to the extent to which it should be applied—whether to raise a part or the whole of what is required to support the public school. On this point it may be remarked, that if the principle be applied at all, it should be applied in that way and to that extent which will best promote the object contemplated—namely, the sound education of the people; and experience, as well as the nature of the case, show that the free system of supporting schools is the most, and indeed the only, effectual means of promoting the universal education of the people.”

of brick and one of stone. Another new one of stone is being put up in the Village of Gananoque. This building is intended to accommodate 300 pupils. A wing attached to this building is also intended for the use of the Grammar School. I expect the Common and Grammar Schools will, in a short time, be united, which, in my opinion, is very desirable,* as the Grammar School, from bad attendance and only a few individuals supporting it, is at present in a very dilapidated state. By a union with the Common Schools, a better chance will be afforded poorer scholars, who, although being so meritorious, might be otherwise deprived of a higher education, from the pecuniary inability of their parents. Since I accepted office as Local Superintendent, I find my responsibility much greater than I at first imagined it to be. I find that it is altogether in the power of the Local Superintendent and Trustees to establish thorough-working and prosperous Schools, that the education of our children is entirely in their hands, and that without energetic and active Trustees, and an attentive Superintendent, education must inevitably retrograde. As one instance, I will refer to Section 10, which was first established in 1856. The inhabitants were very poor, and could barely support a Teacher, even at very low wages, for the full half-year. They have now, through the increasing energy of the Trustees—of one in particular—a new frame School-house, a Library containing 300 volumes (the only Library in the Township), and a well-conducted School, kept open the whole year. This Section is now far ahead of many other Sections in this Township, whose assessment of property always rated on the roll some thousand pounds higher than did theirs, and in which Schools have been many years longer established.”

33. *The Reverend W. A. Sills, Yonge and Escott Front*: “Education in this Township is at present in a very progressive and satisfactory state. This is mainly attributable to the employment of a better class of Teachers and to the Free School System, which has been adopted in many Sections. The Board of Examiners also has been very strict with all Teachers—the good effects of this being apparent at the last quarterly examination. The Free School System is becoming very popular in this Municipality—ten Sections having voted for Free Schools this year. I am pleased to say, our Municipal Council has made a very wise and judicious appropriation of the Clergy Reserve Money, by apportioning the interest to each School Section, according to the number of months kept open; therefore the people are awaking to the fact, that it is their own interest to keep the Schools open the whole year.”

IX. COUNTY OF LANARK.

34. *J. A. Murdoch, Esq., Bathurst, &c.*: “Out of the fifty-six school sections in these Townships, the schools are now all in operation with the exception of two in North Sherbrooke and one in South Sherbrooke. In those localities it may be some time yet before schools are started, as the land is bad and the inhabitants few in number and much scattered. In general, however, there

* Experience has proved that such a union of the Schools is not desirable.

appears to be a growing desire for education. People begin to see more clearly the advantages and necessity of educating their children, consequently there are fewer now than formerly absent from school. During the winter months numbers of adults, both young men and young women, may be seen attending our Common Schools. This shows a desire for further improvement. Numbers also attend the Grammar Schools, studying with a view to qualify themselves to become teachers. In almost every school the children are beginning to be well versed in Grammar and Geography, branches which before our School Acts came into force seem to have been almost entirely neglected. In several of our Common Schools Algebra and Geometry are taught. I regret that in some sections there is still a deficiency of Maps. Those now in use have been chiefly supplied by the Municipal Councils. Trustees must now do their part and procure such as are deficient themselves."

35. *Reverend Robert G. Cox, Beckwith*: "I cannot understand how any one can hesitate to see and acknowledge that the school system is a vast boon to the country, and to afford it the protection and aid it demands. The welfare of the people, both material and spiritual, I feel assured requires that it should be substantially maintained. Some alterations may be indeed made without injury to it, and perhaps should be made. Inducements should be held out to wealthy individuals to establish schools at their own expense, or at least they might be permitted to do so.* But as these would be few—very few—they could not, I imagine, interfere with the working of the general system. If also there are individuals with whose religious convictions it interferes, (how it can do so I cannot imagine) to them also permission and encouragement might be given to establish their own schools, and yet the system be maintained in its integrity. I very much regret to hear such epithets applied as 'godless,' 'ungodly,' &c., &c., to it; for they appear to me to be mighty slanderous. In what way the mere rules of grammar, arithmetic, or any other science taught in the schools can be open to such a charge is beyond comprehension. Most of the schools under my charge are opened and closed with prayer. In some, the English church Catechism is taught, (that is where all are Church of England children); in others, where they are all Presbyterian, the Westminster Catechism is taught, and in all, I think, without exception, the Scriptures are read and the Commandments taught. I think with as good reason we should object that religion is not taught in the office of the lawyer or the physician, and refuse to article our sons to such of them as object to the Common School on the same ground. We do not send our sons to a lawyer's office to learn religion, nor to a doctor's, yet were the business of the lawyer pre-faced by prayer, who can say how many a poor fellow's property would be safe; were the doctor's office to be opened in the same way, how many a life would be saved, and doubtless the time may come when lawyers and doctors will so sanctify their engagements. But because they do not do so now, we do not hold back our sons on that account—nor should we from the Common School, because

* There is no restriction in the law as to the establishment of such schools.

we do not send them there to learn religion. That is the duty and business of the parent and clergyman, not of the Common School Teacher. The duties and labours of the Local Superintendents are indeed so incomparably beyond the value indicated by the paltry consideration they receive, that no one can justly demand an addition to them, yet, so inestimable are the advantages reaped by the people in general from the school system as now in operation, that they may well, from christian and patriotic considerations, help to work the system as effectively as possible.”

36. *The Reverend John B. Worrell, Elmsley North*: “There is a Library in this Township, but from its being kept in one place it has not been greatly used. It is intended to loan the books among the several school sections, when I do not doubt I shall be able to render a good account of it. At present I have merely to add, that the books are labelled, covered, and numbered, and the regulations complied with. With regard to the several publications kindly forwarded for each school section, they have been distributed; the pamphlets on School-house Architecture came to hand very opportunely, for you will perceive that two new school-houses have been erected in the course of the year, and both of them are creditable to the sections. My report embraces the work but of six schools, however it shows that there is a large increase in liberality both in building schools and remunerating the teachers. I can add, what the report does not show except by inference, that, as a consequence of this, the teachers are better qualified and the schools better attended, or perhaps I am confounding cause and effect, and the better class of teachers may be the cause of the increased liberality of the people. Experience confirms an opinion I have before expressed, that it would be most desirable to alter the School Act so that Free Schools might be universal.”

37. *The Reverend Alexander Mann, M.A., Pakenham*: “The schools in this Municipality have on the whole been conducted during the last year in a satisfactory manner. Some teachers discharged their duties not only with credit to themselves and advantage to their pupils, but also with the general approbation of their employers. Other schools though conducted with less ability and success show an improvement when compared with former years. This may perhaps be attributable to the efforts made by the most competent teachers to diffuse their information, and thus render their services more efficient. For this purpose they met at stated times for delivering prepared discourses and discussing subjects connected with their profession. They also made alternate visits to their respective schools with the view of promoting their mutual benefit. The Trustees of only two schools have returned definite answers to the questions which relate to Libraries. I am aware, however, that the books in some instances are not in such a state as could be desired. Those that have been much used require to be rebound. In some cases their condition is such that the Librarian has not deemed it prudent to put them in circulation. Taking all things into consideration, I think I may safely state, that there is reason to believe that not a few in this Municipality appreciate as they ought their privileges in relation to Common School Libraries: I may add, that these are doubtless exerting a beneficial effect, but what the extent may be as

compared with other influences I have not the means of ascertaining. It seems however to be desirable that an addition should be made to the number of volumes. This would give greater variety and supply mental food to those who have read all the works they may consider valuable or interesting."

38. *The Reverend J. McMorine, Ramsay*: "Our Common Schools in this Township have during the last year gone on smoothly and prosperously. The Free School System is not in general favour, and many think that part of the Teacher's salary should be raised by Rate Bill. There is a tendency in many parents not to send their children so regularly to school when the school is entirely free. We have had a greater number before the Board for examination as Teachers than in any previous year, nearly all of whom not only aspire to, but have been successful in obtaining second class certificates. One half of our schools are taught by Teachers of ability and energy, and the results are very satisfactory. A superior teacher soon excites an interest in parents; this is proved by their attendance at examinations, but where an indifferent teacher is employed scarcely a parent looks in when I am on my official visits. Poor sections who are only able to pay small salaries suffer greatly by engaging inferior teachers. We think the Libraries are giving an increased taste for reading. But reading habits are very different in different sections. In some there are very few readers, and in others a great many. Ramsay stands high for the intelligence of its inhabitants, and no doubt much of that intelligence is 'due to the facilities for acquiring knowledge, through possessing Public School Libraries. The pamphlet on School-house Architecture was distributed, but as no school-houses were erected last year its influence has not yet been felt. The Library Catalogue and Chief Superintendent's Report have been distributed, but with what effect it is difficult to say. It is probable that some sections have thereby been stimulated to make additions to their libraries."

X. COUNTY OF RENFREW.

39. *George Brown, Esq., Admaston, &c.*: "I am happy to inform you that the schools in these two new Townships are progressing favourably. The factious opposition about the sites of school-houses and the boundaries of school sections which generally agitate newly organized localities, has now subsided, and is happily supplanted by a manifest desire on the part of the people to educate their children, and to raise them above the position of mere cutters of wood and drawers of water. This favourable turn I trust will continue and increase until the rural and city population of this fair province shall, by intelligence and good order, stand as an example of the fruits that are generally, if not universally produced by the instruction imparted, and the moral training practised in our common schools, and that the youth now training therein, will honourably fill the places of their fathers, and prove that an educated population is a safe and sure bulwark against any encroachments on our civil and religious liberties."

40. *The Reverend H. MacMeekin, Alice, Pembroke, &c.*: "In regard to my own immediate duties as Local Superintendent, I think I may say, that I have

discharged them to the best of my ability, and it is a matter of no small gratification that my humble efforts have already met with substantial tokens of public appreciation. I have great satisfaction in stating that at least three schools in Pembroke and one in Alice, are in a thoroughly efficient condition. The teachers of the Village Schools hold first class Normal School certificates and I am happy to say carry out the system admirably. The teacher of the lower village though, not trained by the Normal School Masters is equally as popular and successful, and is a good disciplinarian. We have now a Circuit Board in Pembroke, and are endeavouring gradually to raise the standard of qualification. A Mechanics' Institute has also been recently established, which we trust will prove a valuable auxiliary in promoting the great interests of education in the community. I have only to add as another encouraging sign of progress that the frame of the new school-house which was left unfinished last year, is to be proceeded with at once, and it is hoped that early in the summer we shall see it completed. It is designed to accommodate two masters, and one hundred and sixty pupils."

41. *Felix Devine, Esq., Bagot, Blithfield, &c.*: "I regret I cannot, except in a limited sense, speak encouragingly of the progress of our schools for the last year. It is true the average time during which they have been kept open exceeds, I believe, that of any former year; but on comparing the attendance of the pupils at the schools, with the aggregate number of children of school age in the sections, I find a great disproportion, indeed, I apprehend that, until the people generally, manifest a more lively interest in the selection of zealous men to the office of Trustee, so long will the efficiency of the schools be thereby affected, and the desire of the Legislature and the Department for the education of the youth, be to a great extent frustrated. I think it would have a good effect if it were made a duty of our common school teachers (as is the case with those of the Roman Catholic Separate Schools) to make declaration to the correctness of the semi-annual returns. I believe the Trustees generally, and more especially in the rural districts know little of those returns until they are submitted by the teacher for signature, but the teacher must be thoroughly acquainted with their contents, and consequently in a position to vouch for their correctness, and to enable him to do so, would, in a great measure be to place this intelligent and respectable class beyond the imputations of those who from jealousy or other causes are too ready to impugn its honour and integrity."

42. *Andrew Russell, Esq., McNab*: "There are no common school libraries in this Township. The pamphlets on School Architecture, the Library Catalogues, and Chief Superintendent's Report were all handed to the Trustees of the several sections, and these with the *Journal of Education*, doubtless, must have a good influence, although not very apparent as yet. A movement, however, is now on foot, which is likely to result in the formation of a Mechanics' Institute in this section, and the establishment of Libraries in the other sections. Upwards of a hundred dollars are already subscribed for the former, and subscriptions are in progress for the latter object."

43. *The Reverend E. H. M. Baker, Westmeath*: "I am happy to say that the prospects of education within the limits of my superintendency were never more flattering. The schools were all open during the year, and as you will see by my Report, kept in operation the full time, in no one instance omitting a single day. Of course to this circumstance is to be traced the increase this year in the aggregate attendance, which (6000 and some over) is larger than is ordinarily attained in a single year. The free school system is getting more and more into favour among our people and is now in operation in seven out of nine sections."

XI. COUNTY OF FRONTENAC.

44. *The Reverend F. W. Dobbs, Kingston*: "I have much pleasure in stating that a considerable improvement has taken place in several of the common schools of the Township. The Trustees evince a desire to procure the services of the best Teachers, notwithstanding the opposition they meet with in their laudable endeavours. The various documents furnished by the Department have been circulated, and will I trust produce the desired effect. Several schools have procured maps, and I have reason to believe that many others will follow the good example, and that another year will find our schools properly furnished. In several instances I have seen the happy results of the efforts of a good Teacher to lead the Trustees, and parents not only ceasing opposition but declaring their determination to obtain first class teachers, feeling assured that their money was well spent. This was the result of witnessing the progress of their children, and contrasting the past and present condition of schools. The report will show a considerable increase in the average attendance; this also is attributable to the employment of a superior class of Teachers. Many schools are still in a most inefficient state, but on the whole there is ground for encouragement; the people are becoming more interested in the work and progress of education. I am happy to say that the reading of the Scriptures and opening the schools with prayer has been generally attended to this year and the benefit will, I trust, in some measure be seen and felt. Our great want is a class of teachers more efficiently learned, and more capable of imparting instruction."

45. *James Leahy, Esq., Loughborough*: "I have much pleasure in noticing the progress of the cause of education in this Township within the year. The people are becoming better acquainted with the working of the school law, and have generally adopted the free system. Two very fine stone school-houses have been erected during the year. The one in the Village of Loughborough, a beautiful and commodious building at a cost of \$1200. This school, both as regards appearance and working, would, I think, bear favorable comparison with any common school in the Province. Our Township Library is tolerably well supported. There are no sectional Libraries. The want of school apparatus is also much felt. I trust more interest will be taken in these matters as general improvement is now apparent."

46. *Thomas Grant, Esq., Portland and Hinchinbrooke*: "There is an increasing interest on the part of the inhabitants of the Townships of Portland and Hinchinbrooke in the work of education. About three-fourths of the schools are free and

the remainder are not enforcing the full charge of 25 cents per month. With few exceptions the schools are opened and closed with prayer, and the Scriptures are read in all. Hinchinbrooke being now a District Municipality I have made up the reports separately. All the sections in the Townships of Portland and Hinchinbrooke are devoid of Libraries, maps and apparatus. The liberal provisions afforded by the Educational Department for supplying these necessaries do not appear to have received that attention from Trustees which the importance of the subject demands. No. 3, Portland, will shortly send for maps and apparatus. I hope this example will be followed by all other sections."

47. *C. B. Booth, Esq., Storrington* : "The Common Schools in this Township are, I believe, in an improving condition. The report, however, shews a lamentable deficiency in those aids to education so highly recommended by the Educational Department. The necessity of procuring maps, &c., has been strongly urged as essentially necessary to both teacher and scholar. In many instances the Trustees' reports have been very badly filled up. This shews the necessity of selecting more capable persons to perform the duties of that important office. I regret to state that no sectional Libraries have been established in this Township."

48. *Edward Murray, Esq., Wolfe Island* : "The chief aim of Trustees at present seems to be, to keep the school open the whole year and employ better teachers ; if the latter object succeeds, the teacher's influence will probably excite a wish to procure the necessary maps and apparatus, and also tend to the establishment of good school-houses and libraries."

XII. COUNTY OF ADDINGTON.

49. *The Reverend James MacIntosh, Amherst Island* : "The pamphlets on School-house Architecture have been distributed, and seem to create a desire towards school-houses of a superior class to some already in existence. At the present time we have one stone and two substantial brick school-houses which reflect much credit on the inhabitants of the respective sections to which they belong. One of the two remaining school-houses is not by any means adapted for its intended purpose, being entirely worn out."

50. *Allan Ruttan, Esq., M.D., Camden East and Sheffield* : "The schools of these Townships have been reported with two exceptions. The pamphlet on School-house Architecture and the Library Catalogue, together with the Chief Superintendent's Report, have all been distributed with the exception of a few copies. The 'hard times' which have been so severely felt in this section of the country have not warranted Municipalities in expending anything more than could be avoided in the erection of school-houses or the purchase of school libraries. Wherever moneys have been expended for the improvement of school-houses it has been done economically and appropriately. The work on School Architecture is the admiration of every one, and as soon as the financial condition of the country will admit of it the erection of school-houses will be much facilitated and improved by consulting its pages. It is

a work much needed in this section of the country, as by it, Trustees are made clearly to understand what is and what is not suitable architecture for the school-house. The want of school libraries in these Townships is much to be regretted, and I have endeavoured by every possible means to urge upon municipalities the necessity of appropriating annually, at least a small sum for this purpose. The sum of fifteen or twenty dollars a year expended in this way would be scarcely felt. By adopting this system, in a few years each section would have a library without any financial inconvenience being felt. The distribution of the 'Catalogue' is producing its effects, and it is to be hoped that in a few years we shall be able to report rapid progress in the establishment of good school libraries for the people, and better school-houses in which their children are to be educated. We have, however, some good schools and school-houses in Camden. I might mention three sections in which the Common Schools are probably second to none in the Province. A few good teachers are also employed in the Township, and the schools are gradually improving in this respect. The Newburgh Academy was never in a more flourishing condition than at present. The attendance of pupils is much larger than usual, their progress in learning satisfactory. With some addition to the apparatus and the establishment of a public school library, this section will be provided with all the requisites for imparting a sound, practical education to the young, and valuable knowledge to all."

51. *Louis Le Richeux, Esq., Anglesea and Kaladar*: "The importance of education is not duly appreciated here; there has been only one school established in the two Townships, and there the Trustees appear to have been influenced by petty jealousies and a desire to serve their own interests rather than by a wish to promote the cause of instruction. I have made numerous visits to the schools and on each occasion I have given a school address to the pupils. I much regret that I have received no assistance from those whom the law has constituted visitors. I think in the other sections, through expiration of offices and resignations, we have succeeded in getting the drones out and more energetic men in their places. I anticipate that we shall have three more school-houses built and opened in the course of next summer. You may depend, sir, that so long as I hold the office of Local Superintendent no exertion on my part shall be wanting to further and aid the important cause of education."

XIII. COUNTY OF LENNOX.

52. *John J. Watson, Esq., Adolphustown*: "In regard to improvement generally I may say we have had a better class of Teachers during the past year, but I am far from being satisfied with what has been done. It may be my desire to hide the faults of the people of this Township, but it would be far greater pleasure to record their noble deeds. You might ask, why have you no Library? and why not schools of the highest attainment in that old settled Township so celebrated in former days? My only reply can be, education is not rightly appreciated."

53. *The Reverend John Scott, Fredericksburgh North*: "Before Fredericksburgh was divided into two Townships the people were favoured with a valuable

Library. At present a division has not been made of the books. The books were carefully covered, and are now, I believe, in a good state of preservation. There is a great want of desire for self-improvement in the majority of the people. The pamphlet on School Architecture and the Annual Report were duly distributed, but I cannot as yet say much about their effects. The result will be seen when the old box school houses give place to more rational buildings. May the lungs of the children and the eyes of their parents soon enjoy the benefit of a change. We have a few school-houses that shew a decided improvement on the old system. Doleful accounts come to me from the Trustees in the Hay Bay section of this Township about the state of things in their locality. They are sometimes at their wits' end to know how to get the children into the school-house and how to keep them there. The chance of getting a duck, a fish, or a red squirrel, is quite sufficient inducement to keep the boys away from Geography and Grammar, and a rate of twenty-five cents will keep a whole family away a quarter of a year. Under these circumstances a uniform system of Free Schools is earnestly recommended. It would prevent a great deal of noisy altercation at school meetings, and would be a great boon to the people. I am sorry that the Bible does not occupy a more prominent place in the training of our youth. In some places it is ignored, and in others barely tolerated. This I presume is not what you desire. The sin of ignoring and neglecting God's Holy word lies often at the door of the Teacher, the Trustees, and the people. May the time soon come when the influence of the word of life will be felt in all our seminaries."

54. *Alexander Martin, Esq., Richmond*: "I cannot speak very flatteringly of the schools in this Township. Some of them have not only maintained their former efficiency but have advanced, while others, I am sorry to say, retrograde. The returns rendered were in many instances very defective. In many instances I am persuaded the discrepancies arise from the loose and careless manner in which Trustees keep their accounts. A fact may here be stated which I think worthy of notice, viz.: that in every section from which an authentic report has been received, I have invariably, upon visiting the school, found it in a prosperous condition. This might naturally be expected, for no Teacher with a due regard for his position would place his signature to a report without first being assured of its correctness. Our Township Library has been divided amongst the different sections, but does not appear to be exerting an influence commensurate with its capabilities. I am happy to think, however, that the taste for reading is improving. There are people in the Township who may properly be termed readers, with cultivated and refined minds, by whom the books are sought and perused with avidity. The example of such people—now that books are placed within the reach of all—cannot but exercise a happy and salutary influence. School-house architecture, and the conveniences appertaining thereto are much neglected, no attempts being made to ornament the grounds around the school premises. Although my remarks may assume a tone of despondency, I do not wish it to be understood that material improvement has not been made during the past few years; on the contrary, when our present condition is contrasted with the past, I cannot but feel gratified at the evident change for the

better. I have pleasure in informing you that a fund, which I trust will be permanent, is being formed for our Common Schools; already one hundred and sixty-eight dollars have been apportioned to the different sections during the year from the Clergy Reserve Fund, and one hundred and eighty-five dollars are now ready for apportionment. These sums are only the interest arising from the amounts of Clergy Reserve money invested by the Township Council. In July next there will be another instalment payable."

XIV. COUNTY OF PRINCE EDWARD.

55. *John B. Denton, Esq., Ameliasburgh, Athol, &c.*: "The schools in this County are progressing favourably. The teachers as a class are much in advance of the past, their merits are correspondingly appreciated by the community, and while we feel ourselves thus gradually borne upward and onward, we do not forget to feel grateful, except in rare instances, to you as being the main instrument in doing so much for the welfare of your native country. I am not prepared to say what effect the *Journal of Education* may have had upon the minds of those who have been favoured with its perusal, but if I should hazard an opinion, I would say, that a *Journal* conducted with so much talent, and containing the choicest information, cannot fail to impress upon the minds of its readers many truths not hitherto known to them. I have distributed the documents forwarded to me by the Education office, in every school section in the county, and I have no doubt, inferring from the satisfaction expressed at their reception, that they will be highly useful. The Libraries here have done much towards creating a taste for reading, and the advantages arising therefrom must be incalculable."

XV. COUNTY OF HASTINGS.

56. *James Mairs, Esq., Elzevir*: "The people of our Township do not as yet seem inclined to avail themselves of the liberal offer of Government in supplying Libraries. When our Township was united with Madoc for municipal purposes an excellent library was procured at the expense of the united Townships, and the people of our Township think they have a right to part of it, but the Madoc people seem disposed to keep it. I am not prepared to speak in decided terms of the state of common school education in this Township as in most cases it is very low. This being, comparatively speaking, a new Township, the people in general are poor, and with a few exceptions, those who are not, seem more desirous of gaining property for their children than of giving them an education. With the exception of one section, the habit of employing so-called cheap teachers, however inefficient, prevails throughout the Township. I really wish the standard for second and especially for third class teachers was raised,* it would have a tendency to drive from the profession many who are wholly incompetent."

57. *John Johnson, Esq., Hungerford*: "In respect to the library, through delays of the Council, the books were not ready for circulation till the 14th of

* It has been raised,—see Appendix.

July. Since then I have attended every Saturday, and up to the 31st December, had loaned out 669 volumes. Many of the inhabitants consider the library a great privilege, and there is an increasing demand for books. The advantages arising from it are manifest in the freedom with which the constant readers converse on subjects that have occurred in the course of their reading. The Library Catalogues and Reports were sent to the most central post office, and the parties duly notified. I think they were received by all the Trustees. Some of the Trustees expressed great satisfaction on their receipt, while the more ignorant appeared to know or care very little about them."

58. *The Reverend D. Wishart, Madoc & Tudor*: "In school section No. 9 there is a library. The books are well preserved, but not much read. Last year the schools were all on the free system, but in two of them the rate-bill has been resolved upon for the present year. The effect of this became at once apparent. In one section the school is shut up, and in the other the register has been very considerably diminished; those who do attend however, are much more regular. All the schools were in operation for the greater part of the year, and the people generally manifest a strong desire for education. But I cannot commend them for much intensity. For the most part Trustees are appointed by rotation, irrespective of their capacity to fill the office, and the engagement of teachers generally depends on their cheapness, not on their qualifications. Nor is it an uncommon thing to dismiss a really good teacher for a very indifferent one, either on this account or for want of being able to appreciate his worth. As a general rule the teachers should be scholars. There are however, some honourable exceptions, especially in the village school, where the training is excellent. I think the evil of employing inefficient teachers might be greatly remedied by a general tax* being levied on property throughout the Province of Upper Canada, and the teachers paid out of this common fund. The poorer sections would then be able to keep a teacher the whole year, better qualified teachers would be obtained, quiet and harmony would prevail, all children would have a more equal start in the race of life, those who had no children would not complain of being too heavily taxed, the rate-bill system would disappear, and this too would be simple justice."

59. *George Wiggins, Esq., Marmora*: "The schools in this Township are improving. The free school system has been generally adopted for 1858 and 1859. It speaks well for the interest taken by the inhabitants in the subject of education, when they voluntarily tax themselves for the support of schools. The free system is so much thought of, that it was adopted unanimously. The tax on the non-resident lands is a great help to the schools in the back Townships. The Township Council having had to tax the municipality to meet the non-resident demands, will account for us being without a Township Library. The subject is not rejected, but for the reason before mentioned is laid aside for a time. A motion is on foot by the County Council to appoint one Superintendent for each riding of the County and how this system will act I cannot tell, but I think it will be very

* The County Councils have now full power to levy this tax if they please.

inconvenient for the back Townships, as many of the Trustees are not capable of making out their returns correctly. I may remark here, that a Local Superintendent living in front of the county will never be able to carry out the design of the framers of the Law. The pamphlets on School-House Architecture, Library Catalogues, Reports, and the *Journal of Education* have been distributed with good effect among Trustees and others. The schools now reported as in operation, are progressing, and the results cheering."

60. *Henry Brown, Esq., Rawdon*: "I cannot give all the information you require, on account of not having had an opportunity of a personal examination of the schools in this Township, but from other sources of information and local experience I can safely state that, that magnanimity which should characterize itself in all classes of the community is not properly displayed by the people, in assisting Trustees to carry into effect the noble system of education, which your indefatigable and ceaseless exertions have brought to so exalted a position. They feel and know its wants, but petty jealousies prevent them uniting for the advancement of their own interests. The system of changing school teachers in this township is too frequent, (when the majority of the teachers were not trained at the Normal School,) as each teacher has a different system of teaching, and consequently a considerable length of time is lost in getting children familiarized with so many individual modes."

61. *Thomas D. Farley, Esq., Sidney*: "It affords me pleasure to state, that the schools in this Township are in a prosperous condition. Trustees, parents, and teachers all seem equally interested in the cause of education. All parties are becoming acquainted with the School Act,—the more it is used, the more is its applicability apparent. By close observation I find that proficiency in learning greatly depends upon conducting the schools in conformity with the rules of our excellent School Act. Our school-houses are being much improved, and those lately built, afford better accommodation, besides being much more comfortable and convenient, than those of former years. The people are beginning to appreciate the advantages of having a good substantial school-house in every section. The pamphlet on School-house Architecture has not been published in vain; in many instances the plans therein laid down have been adopted, both in building and repairing. You may learn by the report that we are in great need of Maps, Globes and other Apparatus. I have no hesitation in stating there is an increasing desire for education amongst the inhabitants of this Township, and in my opinion your valuable *Journal of Education* and the establishment of the national library system, will stimulate the moral and intellectual energies of the people of Canada to greater exertions. I hope the day is not far distant, when Canada shall enjoy the blessings of a free and universal system of education."

62. *W. Campbell, Esq., Tyendinaga*: "Having been so recently appointed a Local Superintendent, I cannot compare the present with the past standing of the schools in this Township, but it would give me pleasure to speak more favourably of them than as a whole, the truth will verify. The efforts made to obstruct the

operation of the free system, on which our schools are based, by imposing rates, &c., on scholars, afford careless or saving parents and guardians, good pretexts for keeping the children from school altogether, or of sending them irregularly." The employing of cheap unqualified Teachers, the frequent changing of Teachers, the closing of school during the intervals of the changes, and the different modes of teaching introduced in the same school are of themselves sufficient to retard the progress of general education. But if we add to these the indifference of parents and guardians, Trustees, and School Visitors on matters of education, the description of School-houses, many of which as regards design, furniture, and apparatus are not fit for school purposes, we cease to wonder at the slow growth of education despite the best efforts of its friends. I am happy, however, to say that an impression favourable to free schools is becoming general, and I have but little doubt that the Report for 1859 will shew most of the schools in this Township as free. The Township Library has proved a great benefit to those sections that have availed themselves of it. At first, the books were covered and labelled, but many of them, from being much and carelessly handled, are now destitute of both, steps being taken, however, to renovate them. The *Journal of Education* is extensively used, and is a great auxiliary to the cause it advocates. The Report of the Chief Superintendent was distributed and has been read by most of the Trustees. It has served to enlighten many on matters of education. The Library and General Descriptive Catalogues have also been of much service, several sections having sent to the Department for libraries, maps and other school apparatus. The fact that many of the Trustees cannot read or write, and also the mode of keeping school section accounts render it a very arduous task to make out a general Report for the Township."

XVI. COUNTY OF DURHAM.

63. *Rev. T. W. Allen, Cavan*: "I am happy to say that, on the whole, the Trustees' Reports for 1858 are a decided improvement when compared with those of former years. I distributed the pamphlets on School Architecture, the Chief Superintendent's Annual Report and the Catalogues, amongst the various sections as soon as I conveniently could. I infer from the eagerness with which they were in most instances received, that they would be generally read, and their influence correspondingly extensive and beneficial. The *Journal of Education*, with one exception, is regularly received in all the sections. I feel convinced that the admirable selections contained in the *Journal* during last year cannot have failed in producing the happiest results throughout the country. The extracts from 'Educational Speeches' delivered in England have been the subject of particular remark and commendation in this township. There is but one Common School Library in the Township: the books being much read and the prescribed regulations observed. I think I can say with truth that education is making steady progress here. It is better appreciated and the people are more willing to aid in its support than in former years. You will perceive that the school in Millbrook is in a most flourishing condition. Under the able management of a male and

female Teacher, both from the Normal School, it is rapidly becoming all that the true friends of education in Cavan could desire. It is an honour and an ornament to the Township. There is some talk of a Grammar School being established here. A resolution has been brought before our Township Council to the effect that it was desirable to devote the Clergy Reserves money allotted to Cavan to the support of education by building school-houses in all sections requiring them. Should this be carried out, it would be a great boon to the people."

64. *Rev. George Lawrence, Clarke*: "There are signs of marked improvement in the state of the schools in this Township. Considerable progress has been made during the past two years in the erection of new and improved School-houses. The influence of libraries is not and cannot be great in consequence of the small supply of books, a defect which means would have been taken to supply, at least to some extent, but for the present difficulties in pecuniary affairs. As to Teachers, it is obvious that there is now a desire on the part of the people to obtain persons of a much higher grade than formerly."

65. *Rev. James C. Slater, Darlington*: "The Free School system is gaining adherents here as elsewhere, and very many will rejoice when the time arrives that it shall be no longer optional, but all our schools shall be by law, always and everywhere, free. The struggles of prejudiced and parsimonious landholders to avert the taxation which would be to them the result of a free school, cause in many sections, renewed strife and difficulty at every annual meeting. Our Teachers are efficient and faithful, and their labours generally appreciated, and, considering the times, fairly remunerated. Inefficient men will not be tolerated much longer. We have but two or three sections now that are willing to employ third class Teachers. The propriety of continuing to grant third class certificates seems to me very questionable. Surely a man that cannot merit a second class certificate with the facilities for improvement that now exist, ought not to teach in any school. And if for the sake of economy or other reasons, Trustees are willing to engage such persons, the law should interpose to prevent the injury inflicted on the children of a section by their incompetency. Attention has been directed to the supply of maps and school furniture, with some success and a cheering promise of more. Some of our school buildings are now substantial, well furnished, well ventilated, and a credit to the community; but many are decidedly inferior. We are using every means in our power to induce Trustees to put up suitable houses in place of the shabby, dirty, dilapidated, crowded, unhealthy ones that now disgrace our sections,—inferior, some of them in appearance and convenience, to the stables of our wealthy farmers. The present scarcity of money is the principal reason which prevents the erection of several School-houses this spring and summer. We prize the *Journal* and the Annual Report very highly, and believe them to be exerting an influence very beneficial to the cause of education. The Library Regulations, as to the care of books, are, I believe, observed; but you will see by the Report that the books are not circulated as widely as is to be desired. I fear the libraries are not doing in this Township the amount of good

that is derived from them in some parts of Canada. With the exception of one section, where I was hindered by deep snow drifts, I have not only visited each school twice during the year, but given a lecture in each. By giving timely notice, and making the appointment succeed to the public examination, generally in the evening, I have obtained large and attentive audiences; in many places it has been a pleasure to witness the interest manifested by the people on the subject of common schools—one of the greatest blessings, and the glory of Canada.”

66. *Duncan Cleghorn, Esq., Hope*: “With reference to the state of the schools in this Township, I may report an improvement. In some of the sections, the increased efficiency of the schools is very marked, and, upon the whole, there is every reason to be encouraged. I find a more general interest manifested in the subject of education and a steady determination on the part of the friends of the schools to make them more efficient, while the opposition to the system as established among us is rapidly dying out. An evidence of the better appreciation of good schools is established from the fact that in no instance where a thoroughly good Teacher has been employed during the past years, has there been a change at the commencement of the present. The only changes that have been made are for the better, by substituting good for comparatively indifferent Teachers.”

XVII. COUNTY OF PETERBOROUGH.

67. *Thomas W. Poole, Esq., M. D., Asphodel, &c.*: “In reference to the schools in Asphodel, I may mention that their character is steadily improving, two of them being worthy of special mention, from the method and discipline pursued, and the general efficiency with which they are conducted. The Township of Belmont, from its recent settlement, has but few schools, but from the intelligent spirit with which these are conducted, their future usefulness and great success cannot fail to be observed by all connected with them. The pamphlet on School Architecture has been duly distributed, and also the Chief Superintendent’s Reports. These, together with the *Journal of Education* are eagerly read, and their noble objects, I trust, generally felt and appreciated, while their influence will become more apparent as the circumstances of the people and the progress of the country afford scope for carrying out their invaluable suggestions. The more I see of the working of our present school system, the more fully I am convinced that if it fails to meet the reasonable requirements of the country, it will be owing to the indolence or supineness of those entrusted with carrying out its provisions, and not from any radical error or defect in the provisions themselves.”

68. *James Brennan, Esq., Ennismore*: “Many of the Trustees now elected, can neither read nor write, and are consequently incapable of the duties of office, and to this fact I must attribute the inefficiency of many teachers that are now employed, the amount of salary instead of qualification being always the primary question. If the people would make it a point of duty to elect Trustees capable of filling such an important office, it would, to a great extent, be the means of raising the standard

of our common schools. The free school system is being better appreciated in this small Township; I shall be glad to see it universally adopted, as I consider it well qualified to meet the wants of the community. The system has already been adopted in two sections. The other sections being small and of limited resources cannot keep their schools open for more than half the year. I beg to thank you for the pamphlet on School Architecture, which was duly received, also for the *Journal of Education* regularly sent to every section in the Township; both are highly prized and eagerly read."

69. *The Reverend Francis Andrews, Otonabee*: "Our schools generally have been progressing harmoniously during the year, except in one or two instances where difficulties arose between the sections and Trustees, for the latter giving, as was supposed, too large a salary to the Teachers. These differences, however, were easily settled by impressing upon the people that *good teachers were always the cheapest*. We have little difficulty arising from sectarian feeling, the people generally seeing the necessity of availing themselves of a good education for their children wherever obtained. We have tolerably efficient teachers in all the schools. Most of the schools have been kept open throughout the year."

XVIII. COUNTY OF VICTORIA.

70. *The Reverend D. Wright, Fenelon and Verulam*: "The experience of the past year has contributed much to the removal of an unfounded prejudice against the free item in the school system, that prejudice having arisen from misapprehension of the individual rights of citizens in a country whose free institutions constitute one of her chief glories, and one of the 'Samson locks' of her strength. But as it is only the few are prepared for reasoning on this subject, and the many are swayed by the imputation of injustice in the law or regulation, which imposes (as is implied in the charge) on me the obligation to educate your children, or on you the obligation to educate mine: we have, I say, apart from, and independent of this question, the experience of enlightened discussion, and the very things which will suit well the apathy of the many,—facts! unanswerable facts! Those who value money above education are learning that the pocket does not suffer the penalty from free schools which they imagined. If our Province is to be furnished with schools, our school system is to be the grand agent in attaining this object, and the present position of the question warrants this conclusion; observation and experience have prepared the majority to avail themselves of the advantages furnished them for securing a respectable and useful education. The minority are therefore at last taking the warning given, viz: to change their position or bring up their children in ignorance. In the municipalites of Fenelon and Verulam there is now manifested a praiseworthy spirit of enterprise in school matters. Inducements are being held out to Teachers to prepare themselves for the profession, and to regard the same with more interest and satisfaction. One important object yet to be gained, is that of the selection of Trustees. The patrons of schools should be influenced and guided by the laudable desire to promote the welfare of our country by means of a sound and safe education, and therefore be guarded against the prejudices of

party on the one hand, and interest or supposed interest of the pocket on the other. Let the men who are chosen be those best qualified to fill the office."

71. *P. H. Clarke, Esq., M.D., Eldon* : "I have much pleasure in stating that the Schools in the Township of Eldon, are in a better condition than formerly. A great improvement has taken place in the past year in the character and ability of the teachers; this is mainly owing to the exertions of the Oakwood Grammar School Trustees, (who form the Board of Examiners for the Township,) by rejecting unworthy candidates as teachers. With few exceptions the schools have been very well conducted, and the pupils appear to be making satisfactory progress. I believe the regulations concerning the Common School Libraries are strictly observed, and in the older Sections, these libraries are exerting a salutary influence upon the minds of the young people of their respective localities. The pamphlet on School House Architecture has been distributed, and when the sections build new Schoolhouses, (as they will very soon be obliged to do) it will then, I have no doubt, be found to have a very beneficial influence."

72. *W. H. McLaughlin, Esq., Mariposa* : "I think we have every reason to congratulate ourselves on our prospects. After the end of the present month there will not, I believe, be a single third class teacher engaged in this Township, and there is only one in reality teaching at present. The main difficulties in the way of the certain success of our school system, are I think owing to three particular causes, viz: the indifference of the elderly portion of our population to School interests; the low standard of qualification, especially for third class teachers; and the ease with which applicants for certificates from our County Boards may, as a general rule obtain them. The responsibility of carrying out the School Laws in their true spirit and full meaning rests to a great extent with our County Boards. I have from personal observation been much surprised to notice the carelessness with which 'Boards' endorse the qualifications of persons, and so give them authority to impose upon the public. I have reason to hope that our Oakwood County Board will work a great change in this respect, and in fact it has already done so. Applicants now come better prepared for a thorough examination, the result being plainly observable. The establishment of the Grammar School in this place will also give an impetus to the cause and progress of education. This was much needed. We have a library in every Section. The books hitherto have had but a limited circulation; the demand, however, is on the increase. The regulations are properly observed, and the books carefully labelled. The *Journal of Education* is highly valued in all the Sections. The reports, pamphlets, catalogues, &c., have been put in the hands of Trustees and Teachers. Judging from the poor class of Schoolhouses, the pamphlet on Architecture has received but little attention; however, we look for great improvement in the next few years. Our Schools are all furnished with maps."

XIX. COUNTY OF ONTARIO.

73. *Alfred Wyatt, Esq., Brock* : "The increase of the average attendance during 1858 is 101 more than for the year 1857. This fact, when viewed in con-

nection with the general depression that prevailed last year, shews that the desire for education has taken a firm hold in this Township. The advantage of employing a good teacher in preference to an inferior one was remarkably exemplified in the 12th School Section. The average attendance during the first six months in 1857, when the School was under the care of an inferior teacher, was $20\frac{1}{2}$; during the corresponding period in 1858, while under the charge of a better qualified teacher, the average reached 49. The libraries at present exert but little influence, and those of the inhabitants who are most inclined to read have overlooked the books most suited to their tastes. The pamphlet on School Architecture was supplied to the several School Corporations. The distribution of such information cannot but exert a proper influence."

74. *D. G. Hewett, Esq., Mara and Rama* : "I think we still progress, though slowly. We want the adoption of a better principle by the Trustees, and a more unanimous action in the selection of teachers, which is now rather a vexed question, and I fear your authority may be required in the matter."

75. *Rev. R. Monteath, Scugog and Reach* : "In all the sections the Library Catalogue, the pamphlet on School-house Architecture, and the Chief Superintendent's Report were given to the Trustees, with what effect I cannot particularly say, but I should imagine a decidedly good one. There are several sections where better School-houses are particularly desirable, and one, I believe will be erected in the course of next summer; in the mean time the "hard times" are a hindrance to more extensive improvements being made. Never since I entered on my labours have the schools been in fuller operation than during the past year, and with two or three exceptions the teachers have given much satisfaction. Matters on the whole are making improvement, decided improvement, and yet it is desirable that in respect of school attendance, school apparatus, and even some of the School Teachers, that further advance should be made."

76. *J. W. C. Brown, Esq., Scott and Uxbridge* : "When I entered on my duties last April, as Local Superintendent for Scott and Uxbridge, I found four schools in operation in Scott, and seven in Uxbridge. Of the four in Scott, one was taught by a first-class teacher, the others by second class. Of the seven in Uxbridge, one was taught by a first-class teacher, four by second-class, and two by third-class teachers. Before the close of the year six schools were open in Scott and ten in Uxbridge, and not a third class teacher was employed in any of them! The people seem anxious to employ teachers with higher qualifications than formerly; the benefit of this being everywhere apparent. The schools in these townships will compare favorably with those in any other Township in the County. When making my visits among the Schools, I was highly pleased to find the scholars generally early and punctual in their attendance at School, obedient to their teachers, and attentive to their studies, and evidently making rapid progress in them. The teachers too, seem more alive to the great importance of their profession and appear deeply imbued with the spirit of attachment to the great work committed to their charge. One noble and encouraging feature among our teachers is their high moral

character. Hitherto, this was not so much thought about, but now it is almost a *sine qua non* in almost every School Section. Altogether, Canadians have much to be thankful for in their School system, for no country can boast of one so thorough and so adapted to the wants and requirements of a young and rising country. Several sections have availed, and others are now taking steps to avail themselves of the munificence of the Educational Department in appropriating one hundred per cent for the purchase of School Libraries, prizes, maps and apparatus. In those sections where the Schools are well supplied with maps, &c., the pupils take a livelier interest in their studies and are making more rapid progress therein, than those which are destitute of those requisites. The circulation of the work on School-house Architecture is stirring up Trustees and people to the importance of having lofty and well ventilated houses. Two new School-houses have been built in Uxbridge during the year, and they are quite in advance of anything of the kind before erected. There is at present but one Library in connection with the Schools, but I am happy to be able to say that in that section the people take a deeper interest in the education of their children than in any other section in my superintendency. I am fully persuaded that another year will turn the tables in favour of Common School libraries. I find that my public lectures have not been in vain in this respect, for several sections have made application to me for instructions in regard to the procurement of maps, apparatus and libraries, and I have good reasons for believing that these two Townships will not be behind any in Canada in these matters. A spirit of emulation is awakened, and each section seems determined to outdo the other in reference to Libraries and School requisites for the use of the different Schools. It is an emulation worthy of commendation, as well as imitation."

XX. COUNTY OF YORK.

77. *J. T. Stokes, Esq., Gwillimbury North & East*: "Not only from statistics but from the firm tone evinced in the Schools under my supervision, I have to state that a decided improvement has manifested itself in the cause of education over that of the three preceding years. One great cause conducive to that result, is the greater attention paid by Trustees to the employment of teachers, they having from conviction, as I have every reason to believe, invariably adopted the principle that a good teacher at a fair salary is the only means calculated to secure to the School Section an adequate return for the outlay. Since my connection with the Schools of the Township of East Gwillimbury and even before, I have noticed an almost universal desire to grind the teachers' salaries down to a mere starving price, which has tended gradually to drive those who possessed a teaching talent from the Township, and resulted at one time in the introduction of a number of inexperienced persons, many of whom were mere boys or girls, who generally entered the occupation without any intention of making it a permanent calling: the efficiency of the Schools, consequently, suffered in a most vital part. As regards the statistical evidence of the greater interest taken in education, I find on comparing the average attendance for East Gwillimbury for the years 1857 and 1858 an increase in that of the present year, and that without any material increase in the school population.

The average for the first half-year of 1857 is $378\frac{1}{2}$, that of 1858 is $444\frac{1}{4}$; the second half-year of 1857 is $297\frac{1}{4}$, that of 1858 is 335, showing an increase in the first half-year of $65\frac{3}{4}$ and of the second $37\frac{3}{4}$. During the years 1857 and 1858, the Council of the Township of East Gwillimbury apportioned among the several School Sections, according to the School population, the sum of \$883 23 cts., being the interest arising from the Clergy Reserve moneys received by that Township. The principal of the said money is invested by the Treasurer, and annually forms a handsome fund for School purposes. I notice that in the past year but four out of fifteen Schools in the two Townships are free, and although there has been an increase in School attendance, I am convinced that a much greater increase would have been the result had more of the Schools been conducted on the free system. A practical illustration of this has been given in Section No. 2, East Gwillimbury, where until last year a rate bill was charged. From July to December, 1857, the average attendance (under the rate bill) was only $41\frac{1}{4}$, with fees amounting to \$49 20, but in the corresponding months of 1858, under the Free School system the average was 70, with fees amounting to \$102 63. This is direct proof that the free system has the effect of securing a greater amount of School attendance. During the past year one School-house has been erected in East Gwillimbury (Section No. 4). The Trustees seem anxious that it should be well appointed, and are doing all in their power to further that end. I have during the past year distributed throughout the several Sections the Educational Documents and the pamphlet on School Architecture. As regards the influence had by these publications, it cannot fail to be beneficial. I might allude especially to the one on 'School-house Architecture,' the utility of which is threefold: 1st, from its plain instructions on matters connected with building affairs; 2nd, from its instructive hints on School management; and 3rd, from the numerous selections contained in it for School recitation. In those sections containing School Libraries, I still find as heretofore, that considerable interest is felt in education. The books are covered and labelled, and I believe the regulations are strictly enforced. In my last report I alluded to an opinion that was gaining ground in this neighbourhood, to the effect that the legislature should compel the acceptance of, as well as provide education for the people. From conversations I have had with intelligent people on the subject, I feel more than ever convinced of the feasibility of such a measure."

78. *R. H. Evans, Esq., Georgina*: "In most of the sections in this Township, I regret to say education does not advance as rapidly as could be desired; but I hope and trust the next Annual Report will be more satisfactory and that a progressive course of education in this Township will be perceptible, and learning more fully appreciated."

79. *Rev. James Adams, King*: "It affords me great pleasure to be able to state that education, generally speaking, is progressing in this Township. The Free School system is gaining ground; and I am confident the day is not far distant when it will be more highly appreciated. All the schools but one are supplied with good libraries, and, on the part of both young and old, there seems to be a

growing desire for the acquisition of useful knowledge. The schools, generally, are under the charge of good Teachers; but I regret that some of the school-houses are not so commodious and well furnished as they should be. It is expected, however, that some three or four new ones will be erected next summer, also that maps and apparatus will be procured in order that the work of education may be more successfully prosecuted."

80. *Rev. G. S. J. Hill, B.A., Marhham*: "The progress made in the common schools of this Township during this year is, on the whole, encouraging. They have been very well attended. Eighteen out of twenty-three have been open the whole year, while the average time of each was eleven months and thirteen days. We have had eight free schools this year: there being only four in 1857, this is a step in the right direction. Copies of the valuable work on School Architecture, and Catalogue of Books to be had at the Educational Department have been sent to every section: and already the Trustees, to a large extent, are availing themselves of the opportunity of purchasing reward books, on such favourable terms, for the children attending their schools. Ten or twelve dollars thus spent every year, add very little to the expenditure of the school, while they have a most beneficial effect in stimulating the scholars to compete for the prizes."

81. *Rev. John Laing, Scarborough*: "There is a general want of apparatus in the schools,—except maps and black-boards,—and very few are prosecuting the higher branches of study. There is not a school library in the Township. The public library reported in No. 6, though open to all for a small fee, yet is properly a private concern. There are small libraries in connection with churches, and the influence of these, in connection with Sabbath school libraries, is decidedly good. It is, however, to be feared that books are neglected and too much time is given in reading the profitless and irritating articles in newspapers. The pamphlet on School-house Architecture has been distributed, but no school-houses are now required for the Township. In delivering the lectures on Education, as required by the Act, I have endeavoured to bring out the people by evening addresses, and, to some extent, I have been successful. In section No. 9, the wife of the Teacher for some months gave instruction in sewing, &c., in connection with the school. She charged an additional fee."

82. *D. McCallum, Esq., Vaughan*: "In transmitting my Report for the Township of Vaughan, I have pleasure in stating that the greater part of our schools are in a good state. They have all been in operation during the year—seventeen for the whole year and one for eleven months. Teachers' salaries have averaged a little over four hundred and eleven dollars, but I regret to say that, owing to the pressure of the times, the average for next year will not be so much. The work on "The School-house and its Architecture" has been distributed in every section during the year, and I am happy to say is doing its work silently. The Scriptures are read in nearly all our common schools, and many of them are opened and closed with prayer. A substantial brick school-house has been erected in Kleinberg during the year which certainly does credit to the village. All the schools are

furnished with libraries, so our people cannot complain of a want of instructive and useful reading. How differently our schools are furnished and conducted now to what they were twenty-five years ago, when I was a school-boy. Truly Canada has much to be proud of. I trust her sons will endeavour to make a good use of the blessing within their reach and also evince their gratitude for them."

83. *Rev. Richard Jones, York* : "I think I am fully warranted in saying that on the whole the state of education in this Township is encouraging. With but three exceptions all the Schools have kept open during the year ; the attendance also is greater than any previous year. Two-thirds of the Schools are conducted on the free system, and as a consequence the number reported as not attending School is about *one hundred less* than in 1857. Where children do not attend, the fault is mainly attributable to indifference on the part of parents. My lectures during the last three months have been attended by greater numbers of the adult population than formerly. This is a pleasing circumstance, and one that affords encouragement to try to perform this duty as efficiently as possible. Most of the Schools are opened and closed with prayer, and in all the Scriptures are regularly read. Since the establishment of Separate Schools in three Sections of this Township, we have had no trouble respecting the Bible. The separation of the Roman Catholics is considered by many to be a benefit to others, but a great loss and positive injury to themselves. Could they be persuaded to abandon the idea of separating from their peaceable neighbours, and unite with them in supporting our Common Schools, it would be far better for them. Thus making our schools to be in *fact* what they are in *name*, 'Common,' that is, open and free to all. No man's child should be known in these schools as the child of a rich man or a poor man, as the child of a Protestant or a Catholic, but simply as the child of a citizen : every one availing himself of the same privileges offered by our excellent system of Common School education. Last year the township council supplemented the funds of each school with the sum of \$40, from the Clergy Reserves money, from the benefits of which the Roman Catholics also exclude themselves. The excellent pamphlet on School-house Architecture, with the Library Catalogues and Annual Report have been distributed, and will doubtless prove very acceptable helps and greatly serve the cause of education."

XXI. COUNTY OF PEEL.

84. *Rev. H. B. Osler, Albion* : "I consider that on the whole there is an improvement in our Schools, but still not so marked as could have been wished. As regards the libraries, the books are kept as near the regulations as possible, and judging from the report, are better appreciated than during former years, and consequently we may hope that they are productive of good."

85. *Rev. A. McFaul, Caledon* : "Since my appointment to this office in August last, I have visited all the schools under my superintendence twice. I did not notify my first visit as I wished to see the every day working order of the schools ; but when I went to lecture, being desirous of having as large an audience as pos-

sible, I gave notice of my second visit. Some of the Schools I found in an interesting state of operation, but in the greater part of them there is a great lack of energy. The system of teaching and discipline adopted and practised by a few is commendable ; but in the majority of instances there is much room for improvement. I find in all the Schools a great deficiency of maps, apparatus, tablet lessons, &c. I am sorry that I have to direct your attention to the fact that there are but five sections in this Township supplied with Common School Libraries ; this deficiency is not owing to the want of means to procure them on the part of the people, but to their culpable indifference, many of them being but little alive to the great importance of moral and intellectual improvement. The few libraries that we have are producing a salutary influence in their respective localities, and the books are regularly taken out and read by a majority of the inhabitants. I have frequently warmly pressed upon Trustees and parents the importance of taking advantage of the liberality of the Government, and securing the means of moral and intellectual improvement."

86. *W. Hope, Esq., Toronto* : "The Schools are generally taught with a fair degree of efficiency, in some instances with a very high degree, and I am glad to say, that so far as I know, the salaries of teachers have not been reduced below the standard of previous years, notwithstanding the existing monetary pressure. At the same time the taxation for school purposes has been lighter than formerly, as the township council appropriated the sum of \$40 to each School from the Clergy Reserve Funds. As no better use can be made of these funds than furthering the interests of education, it is to be hoped that at least an equal amount will be advanced towards the payment of teachers' salaries, both for the present and succeeding years. I have said that the schools of the Township are in general, efficiently conducted ; I must, however, add in modification of this statement, that progress is, in some instances, seriously marred in consequence of a too frequent change of teachers, arising sometimes from incapacity on the part of teachers, but still more frequently from the circumstance that not a few only engage for a limited time while preparing themselves for other pursuits. Trustees cannot be too careful in their endeavours to secure efficient teachers, and they should remember that much of the success of a school must depend upon the avoidance of the lamentable system which seems to prevail in some sections, and under which it appears to be regarded as a matter of course, that the services of a teacher should end with the twelvemonths for which he had been engaged. The libraries connected with the sections seem to be extensively used. The books are carefully covered and kept in good order. The *Journal of Education* is generally received and has much influence in directing its readers to the great purposes of education. In reply to your query, "what is the cause of non-attendance," I can only report that, in all cases, it is owing to the culpable neglect of parents and guardians. I feel no hesitation in saying that in no other country are such equal facilities afforded to all for receiving an education, as provided for by the school system of Upper Canada. The teachers are all of respectable attainments, and some of them have taught the same school for years giving general satisfaction both by their efficiency as teachers and respectability of character."

XXII. COUNTY OF SIMCOE.

87. *R. T. Banting, Esq., Essa*: "I have much pleasure in stating that common school education is progressing very favorably in this Municipality. The Trustees appear anxious to secure good teachers, and the people submit willingly to the amount levied for their support. There is but one library as yet in the Township, which is in No. 3. I know its volumes are read and well appreciated, both by the children and people generally. I have reason to believe that the good resulting from it will be a stimulus to other sections to follow its example."

88. *William Harvey, Esq., Flos*: "School operations have been conducted with the utmost harmony and unanimity in this Township during the past year. The Trustees carried out the provisions of the school laws and met with ready co-operation on the part of the people. The schools are conducted on the free system, which is preferred by the inhabitants. I am sorry to inform you that the books of our Township library are not much sought after,—a large majority of the rate-payers being prejudiced against them. Their opinion is that the library was forced upon them by the Township Council at a time when the money was required for local improvements."

89. *Mos-s Hurshaw, Esq., Mono*: "I have great pleasure in stating that your invaluable exertions in behalf of the free school system have already produced good effect even in this remote part of the country, since half of the schools in this Township are free, and I have no doubt that the number will increase. An increased desire for education has already arisen among the people of Mono, and, by a little exertion in urging them to establish libraries and employ Normal School Teachers to a greater extent, I have no doubt but that our school returns will soon present a different aspect."

90. *The Reverend John Gray, Oro and Orillia*: "The pamphlet on Schoolhouse Architecture, the Library Catalogue and Chief Superintendent's Report were duly distributed according to the instructions received. The first of these is both valuable and useful and is fitted to encourage taste in school architecture, as well as to convey many careful hints respecting the training of the young. The occasional issue of such works cannot fail to exercise a beneficial effect upon the educational interests of the country. By request of the priest, I postponed my December examination of the Orillia separate school till this year, so that only one visit appears in the report. I feel bound to state that this school is well conducted, and, in more than average order. I consider it the best under my charge, as far as progress, order, the system of instruction and the teaching gifts of the master are concerned. This is shewn by the fact that about 20 Protestant children attend the school, though the village school has a good first class teacher. Though in theory opposed to such schools as marring the symmetry and perfection of our educational system, and tending to promote sectarian jealousy and strife, yet I feel bound to admit that the establishment of the separate school in this

locality has been beneficial to the cause of education, and has been the means of educating from 20 to 30 children who would otherwise have grown up in ignorance. As after the 1st of April, the appointment of Local Superintendent of Orillia will be held by another party, I deem the present a suitable occasion for taking a review of education within the Township during the seven years of my superintendency. When I accepted office the Township contained only one school, and very little interest was taken in it—nay, views were held and published by persons in the Township deprecating the education of the people, and arguing that they ought to be left in ignorance. Now there are three schools; a very general interest is taken in the subject and all classes unite in promoting it. About five or six private schools have been established at various times and continued for a longer or shorter period in operation. Then only one small school-house was in existence, which was in a very inefficient state,—without maps, apparatus or proper furniture, and the attendance barely one-third of what it is now. Since that time, three new school buildings have been erected, one of them of brick. Maps have been provided for two of them and the furniture, &c., much improved. The facility for teaching as well as its quality is greatly improved. The library in Oro is in an efficient state. Many books are taken out during the winter months from the various sub-libraries that are placed throughout the Township. The library in Orillia has been read through by several of the people, but the state of the Township funds, combined with other causes, has hindered the Council from increasing its size.”

91. *Ephraim Dean, Esq., Vespra*: “The schools are, generally, in a flourishing condition, and I think the system is getting firmer hold of the affections of the people, as is instanced by the liberal manner they have supported their schools during the past year. Persons living in old settlements know but little of the amount of privations and difficulties that we have to contend with in the back settlements in making up our school tax. On referring to the Collectors’ roll, I find in many instances that the school tax equals all other taxes put together. Our schools are all free, and I trust future generations will reap the ripened fruits of the system you have introduced into our fair and beautiful Province.”

XXIII. COUNTY OF HALTON.

92. *The Reverend J. G. D. McKenzie, M.A., Esquering*: “A very favourable opinion, I think, must be entertained in regard to the progress of education and the condition of the schools generally in this Township. It will be seen that among the whole staff of teachers, only one with a third class certificate is employed, and he obtained his school only on the understanding that he would make the most diligent efforts to raise his standing and improve his attainments. While some two or three of the schools are not what I would like them to be, others are highly respectable, and many of them, cannot be easily surpassed in the ability of the teacher, the proficiency of the pupils, and the excellent discipline maintained. I have prepared with a good deal of care, and am in course of delivering, a written lecture

on Education, to which twenty years experience in tuition enables me, I trust, to impart something of a practical character: there has been a large audience so far in every section."

93. *The Reverend Thomas Greene, D.D., Nelson*: "Upon examination, it will be found that we are endeavouring to avail ourselves of the privileges which the present educational system affords. In my visits to the schools this winter I was much pleased to notice the number of young men attending and submitting with a commendable spirit to all the rules quite as cheerfully as the younger pupils. I would also draw your attention to the fact that all the schools have been kept open throughout the year. It is very gratifying to observe that in 11 out of 13 schools in the Township the Holy Scriptures are regularly read without interfering with the consciences of parents and pupils. Maps, &c., have been furnished by the Trustees, and I hope the close of the present year will find each school supplied with such necessary and pleasing mediums of useful instruction. From my own experience I think I may safely affirm that our schools in Canada will shew advantageously in comparison with any at home; and as prejudices pass away, a cavilling spirit will I believe yield to a hearty desire to make the most of our present system of education; for which if we claim not perfection we must at least assert it worthy of commendation."

94. *The Reverend A. J. Macaulay, Nassagaweya*: "It gives me much pleasure to state that there is, on the whole, a marked evidence of progress in all the schools under my care during the past year, and some of them indeed, are in a flourishing condition. The schools have all been kept open during the year, and in almost all the sections there is considerable interest taken in the education of the young. The Free School principle was adopted in three sections last year, and this year, with one exception, the schools are all free. I trust the time will soon come when the free system will be universally acknowledged. In regard to libraries, I am sorry to say they are not as generally appreciated as they ought to be by the inhabitants of the different school sections. In conclusion, I am happy to state that great interest is taken in all the schools under my charge."

XXIV. COUNTY OF WENTWORTH.

95. *R. H. Cradock, Esq., Ancaster and Flamborough West*: "I have but little to add to what I previously said on the subject of School Section Libraries. The books appear to be well taken care of in those few sections that are as yet supplied. The scarcity of money, has, I think latterly operated very materially in preventing Trustees in many sections from incurring any expense beyond what was absolutely necessary in order to keep the schools open. The Library Catalogue, reports and books on School Architecture have been distributed. There is a visible improvement in the style of school houses lately erected: attributable, no doubt, to the pains taken to convey information to the people. The new school house, just built in No. 11, is very creditable to the inhabitants of the section. It is a substantial and well finished brick edifice, and well replaces the ugly and uncomfortable log building previously occupied. The schools have been kept open nearly the whole year in

both Townships. This is a great improvement on former times, when many of them used to be shut up about half that period. I must join in opinion with some Local Superintendents whose remarks were published in your Annual Report, as to the mode in which some of the present school officials are elected. A change is needed, and I would suggest that a board, composed of all the School Trustees in each Municipality, should meet once a year for the election of the Local Superintendent. This would, I think, if not free from some objections, be better than the present plan."

96. *The Reverend George A. Bull, Barton*: "In accepting the office for the past year, my chief desire was to make it a practical one, and my services as useful as I possibly could. I had observed there was much room for improvement in the school affairs of this township,—that neglect, indifference and carelessness were too manifest and glaring in several sections. To effect the necessary changes for the benefit of schools and school sections became a subject of interest and effort on my part. Besides the attention which is always required for the welfare of a school, such as the encouragement and assistance of advice and counsel, as well to the Teacher as the Scholars, I found much to do in setting before the several boards of Trustees the sadly neglected state of some of the schools and premises. Habits of carefulness, order and cleanliness were too much set aside, and evils prevailed in their stead. Some school rooms were seldom if ever cleansed and dusted, having the smoked walls, and collected dust of weeks or months, and large numbers of children were daily assembling together in them to remain for five or six hours at a time. The yard and play ground in three sections are as yet but the public road, without, of course, the safety, convenience, privacy and comfort of ground properly laid out and attached for school purposes. It is clear that these are great evils, and that habits of order and cleanliness should be, upheld, by example as well as precept, otherwise children will be great sufferers now and may be in matured years. On this subject of school rooms and premises, I have been careful in urging upon Trustees the necessity of fulfilling this part of their duty and office of trust. For the present I forbear mentioning the numbers of those sections where neglect still exists, as promises of amendment have been made. You will see by the report that I have visited the schools in this township during the preceding nine months, thirty-one times. There are only six schools, and one of them has been closed four months, while the house was being thoroughly renewed and rebuilt. Besides those visits, which I trust have been profitably made according to the design of the office, and addresses made to the children at each time, I have delivered public lectures in five sections, three of which were remarkably well attended, and one was omitted on account of the notice not being properly given. That portion of the day appointed was, however, lost to myself travelling to the section. I am happy to report favourably of at least four of the schools in this township, that the children have progressed very well, to the credit of their respective teachers and their own industry. The seeming want of success in the other two may be attributed to the apathy of Trustees, whose inattention is great discouragement to parents and children. I have nothing to report of libraries or maps, save what has been al-

ready reported by superintendents of this township, viz: one good library in section No. 4, and good maps in sections Nos. 4 and 6. The reading of the Holy Scriptures at the opening and closing of school is generally adopted. The pamphlet on School Architecture was duly distributed, and in two instances afforded some assistance. It is an interesting and valuable publication. Allow me to make two suggestions with respect to obtaining libraries, maps, &c., and the selection of teachers, and believe me, dear Sir, I make them with greater deference to your judgment and experience, than mine on such matters. With regard to libraries, maps, &c., as there seems a want of proper estimation of these things amongst our Trustees generally, I would suggest that the Local Superintendent of each township be enabled to procure them at the public charge and on the present terms of legislative apportionment; and lest, a too great expense might be entailed on a section by an over anxiety for improvement, though that is not likely to occur, I would add, that a limited sum of money be voted him from year to year, to expend as he judges 'fit for the benefit of each section. As respects the selection of teachers they are too generally chosen independent of the Local Superintendent. I would suggest that the several Boards of Trustees and Superintendents from as many boards meet to determine upon the selection of a teacher for their respective sections. At present, Trustees too often choose and appoint regardless, of the qualifications of an applicant. A Superintendent most generally is applied to by those seeking the situation of teacher and is supposed to be well qualified to give an opinion or judge rightly, and this opinion or judgment could be given for the guidance of Trustees. The Act evidently intends that this should be so, but as it is only a recommendation, Trustees will do as they please. I feel sure that Local Superintendents generally would cheerfully take their additional duties upon themselves, though their services in this county are very ill repaid. Those with whom I am acquainted, I am sure would consider the advantage and improvement of the youth within their respective townships with lively satisfaction and would render these services spoken of, if only benefit were added to the common cause of education. As it is, Superintendents in many instances cannot but regret that their office is so nominal, instead of being real and practically useful in its influence and effects."

97. *The Reverend John Porteous, Beverley*: "The library in School Section, No. 17, must be doing good. I believe this on the ground that 756 volumes of unexceptionable matter can hardly be perused, without leaving some valuable seed behind; but I cannot tell what are the precise effects for good. The books are covered, labelled and numbered, and I believe the regulations are strictly observed."

98. *The Reverend George Cheyne, Binbrooke and Saltfleet*: "I am happy to report that the schools in the townships of Saltfleet and Binbrooke have been in successful operation during the past year. The average time which they have been kept open is greater, being in Saltfleet about $11\frac{1}{2}$ months and in Binbrooke about $10\frac{3}{4}$ months. The majority have been in operation the whole year. The average at-

* The County Council can provide the money and make these arrangements.

tendance has in most sections been also greater. Those not attending school will be found to be generally above the age of twelve years, and who having received a tolerable amount of education are taken from school and employed at home ; whilst on the other hand those below the age of six or seven years are too small, and frequently live at too great a distance from the School-house to be trusted alone. At the same time there may be some cases of indifference, but these I think are few. Upon the whole, there is an increasing interest manifested in the cause of education. I have urged upon the Trustees of the various sections in Saltfleet the necessity and advantage of getting school libraries but as yet without success. As education is comparatively lost to the young if in after life suitable reading material is not provided, by no other means can this be so effectively provided as by sectional libraries. There is only one School Library in the township, and that is in the smallest section, No. 7, for which it deserves credit. The Municipal Council of Binbrooke with enlightened foresight obtained a library for the township which was equally divided among the sections. It will be seen from the report that the books appear to be read to a considerable extent. There is, however, in both townships a great want of taste for reading. What good results have arisen, I am not able to say. This will only appear hereafter in the increased intelligence of the next generation. But where there are no public libraries there will not be a taste for reading acquired, and thus a great want of intelligence will be manifest."

99. *Andrew Hall, Esq, Flamborough East* : "The Schools in this Township for the last year have in general given satisfaction. The teachers have, by their zeal and efficiency, done much for the advancement of education in the several sections in which they have been employed ; and the people appear to have appreciated their valuable services, not only by giving good salaries heretofore, but by continuing the same support, notwithstanding the pressure of the times. Four of the teachers hold first class certificates and are very efficient. None of the Schools in this township are free schools. The system was adopted in one case, but it was soon abandoned, not having given satisfaction to the householders and freeholders in the section. The manner in which the schools for the present year are to be supported, is, by charging twenty-five cents per month for each pupil, the government and Municipal grants, and the balance made up by taxation. The Township Council has not yet seen the propriety of setting apart the Clergy Reserve Fund for School purposes. No further advance has been made in respect to Libraries."

100. *The Reverend James Hughes, Glanford* : "You will see by the Report, that nearly all the schools have been kept open the whole year, and the exceptions nearly so. Not a solitary complaint have I to record of the school system, the few Roman Catholics in the township sending their children to the schools as regularly as any others, and are as far as I know, as well satisfied as their neighbours. I really hope that no attempt will be successful in disturbing the present admirable working of our School Laws. Our Municipal Council has acted very wisely in investing its proportion of the Clergy Reserve Fund, the interest of which they appropriate to their schools, and it affords very considerable aid. The only library is the old

one, the books of which have been so frequently read as to be now nearly useless. During the long period of nearly 30 years, I have been acquainted with Common Schools throughout the length and breadth of Upper Canada, ten years as a teacher of them, and twenty years as a missionary Wesleyan minister. During this time I have had ample opportunity of judging of the applicability of the system, and now my deliberate opinion is, that your endeavours in forming and carrying out a system of general education have been singularly successful, and that all that is now necessary to complete the working of the system and satisfy the desires of the most ardent lover of popular education, is an abundant supply of competent teachers,—this is what we want, and only this.”

XXV. COUNTY OF BRANT.

101. *The Reverend William Hay, Burford*: “Considering the great scarcity of money, I think the schools have been well sustained during the year. The pamphlet on School house Architecture has been distributed, and though it is too early to speak of results, I know of one or two instances in which it has greatly aided Trustees in the erection of commodious buildings. The Library Catalogue and Chief Superintendent’s Report have also been sent to all the sections. The chief effects of these are chiefly to be noticed in the increase of maps and text books, and the introduction of prizes. The prizes have produced unusual animation in the schools in which they have been distributed. *Oakland*: the only noticeable feature of progress in this Township during the year is the erection of a new school house in the village of Oakland at a cost of \$2000. It is a beautiful building, well finished and furnished, and capable of accommodating 150 pupils. A large play ground is attached with suitable outbuildings, and the whole is well fenced in. It is a model school house in every sense of the word.”

102. *D. McNaughton, Esq., Onondaga*: “There is an encouraging increase of attendance of scholars in this Township. Children that did not formerly care to attend, and whose parents seemed to leave it to them as a matter of choice, are giving earnest attention to improving themselves at school. Considerably more interest is evinced by the people generally in the affairs of the several school sections; they are thus led to think over school matters and to take advantage of the schools towards the support of which they contribute. With one exception, the free system has been adopted and produces beneficial results, bringing education within the reach of all. The teachers are superior to those formerly engaged. Teachers who are thoroughly capable of imparting knowledge are now better appreciated, and more discrimination is used in their choice. The Normal School Teachers are preferred, the wisdom of which is seen in the management of their schools, the progress made and the earnestness of application evinced by the scholars under their charge, the aim of their system of instruction being directed to the proper understanding of the subject in hand. The establishment of our Township library has undoubtedly contributed in a great degree to the success of the cause of education here. The books are generally

read with profit. In the "homes of the people" they are great acquisitions, inducing many who have not the opportunity of attending school to pursue a habit of reading which would otherwise not have been obtained. Several instances have come under my notice of young men devoting their winters to schooling whose interest in education commenced by taking books from the library. The general Catalogue of Books for public school libraries was duly received and distributed, which I think will lead to an addition being made to our township library of books more suited to the wants and requirements of the people. The pamphlet on School House Architecture was also distributed. Already a desire has arisen to see our school houses fitted in a manner superior to that which I regret to say, has hitherto been too prevalent in this county. Considerable attention is now paid to the conveniences of school houses. The grounds are more generally improved and planted with trees, and provided with suitable buildings. Altogether, the common school system works admirably and seems to be well adapted to the people it is intended to benefit, and, in connection with the Township library, is steadily and surely creating a vast improvement in the moral aspect, not only of the rising generation, but also of the grown up people, many of whom, in their earlier days, had few or no opportunities of mental culture. I have no hesitation in saying that to no part of the country can one be referred for a better proof of the adaptability and excellence of the school system, and of the usefulness of township libraries, than to the Township of Onondaga."

XXVI. COUNTY OF LINCOLN.

103. *The Reverend William Hewson, A.M., Clinton* : "A considerable amount of improvement in the schools under my charge has been made during the past year, and the proficiency of the people in many of the schools has been greater than in former years. The 'hard times' are affecting education extensively, and some are seeking to make retrenchment in the quarter where it is least desirable that it should be made—in the education of their children. The Clergy Reserves Fund apportioned to this Township was devoted to the purposes of education, and divided among the sections to be funded, and the proceeds annually applied to that object. I regret to say that this step has caused some unpleasantness in some of the sections and originated considerable difficulty. Our public library is the property of the township, and contains about 1450 volumes, all labelled and covered, and pretty generally read: during the past year the average weekly circulation being 120 volumes. I am happy to say that the influence of the library in this community has been very beneficial: its advantages are particularly seen among the young people."

104. *Charles B. Millner, Esq., Grantham* : "In some of our School Sections the education of the children is slowly progressing, while in others there is no improvement. If we had better teachers there would be more satisfactory reports; but now Trustees are sometimes obliged to hire mere children, because

better qualified teachers do not present themselves. The Roman Catholic Separate School in Section No. 7 is at an end ; its principal supporter having withdrawn, and being now Trustee of the Common Schools. The " Separate " was the only school in that section for two years past, but the Protestants, ashamed of their former apathy in the matter, are now exerting themselves in earnest, and have already engaged a teacher. Our township library presents great facilities to readers. One hundred volumes of miscellaneous literature are selected and sent in a case to each section, and may be exchanged at any time required ; but I am sorry to say, that although free to all, very few new readers present themselves. Newspapers form the staple reading material of the people. At Port Dalhousie, however, the teacher who has charge of the library reports favourably of the eagerness manifested by the inhabitants of the village to read and exchange their books each week."

105. *Jonathan Wolverton, Esq., M.D., Grimsby* : " I am pleased to inform you that there appears to be an increasing interest manifested toward the procurement of maps and apparatus, the establishment of Common School Libraries, &c. I trust it may not be long ere the inhabitants and youth of every school section in our land will be furnished with a select library of the choicest and most useful books. What tools are to the mechanic, books are to the student, and as well might we expect the display of skill and ingenuity from the former, when destitute of tools, as the diffusion of knowledge and usefulness from the latter when deprived of the privilege of access to books. Again, what the living teacher is to childhood and youth, books are to those more advanced in years. If therefore we would attain the object of our existence, we should endeavour to enlist into our service every means which is calculated to forward so desirable an object."

106. *Philip Gregory, Esq., Louth* : " As every department of our civil institutions have suffered more or less by the prevailing derangement of our monetary affairs, it could not be reasonably expected that our School System would entirely escape its influence. I am however happy to state, that the Schools under my superintendence have maintained their usual vigour and efficiency. The Legislative School Grant and the County assessment are the same as formerly appropriated to this township, and local assessments will compare favourably with those of former years. The average time the schools have been kept open is a trifle in excess of former years. Teachers of a better class have been employed. The present school system, whether native or foreign, seems to thrive, and bids fair to produce a rich harvest for Canada at no very distant day. It is certainly taking a firm hold of public opinion—a good indication of its usefulness. A rather novel method has been adopted in some of our school sections to silence opposition to the School Laws: it is this: the most refractory and fault finding individuals are elected Trustees, for their opposition then soon ceases, and they generally make useful and good working men. It is possible that this method of treating opposition patients is not new, as it is said to be practised in the more

pretending but less deserving corporations of this country. Our township library appears to languish: a yearly addition to it, however small, is absolutely necessary, so as to keep up the interest of "something new," and stimulate the people to avail themselves of this golden mine of knowledge, which the liberality of our Government has placed within the reach of the humblest individual."

XXVII. COUNTY OF WELLAND.

107. *The Reverend John Baxter, Bertie*: "From the report you will perceive the Schools in this Township are not doing what they might. There is not that interest that could be wished taken by the various School Sections in procuring maps, globes and libraries: still I think there is a growing anxiety with Trustees to procure more efficient teachers, and keep their schools open a greater length of time. In my public addresses I have endeavoured to show the importance of school libraries and suitable apparatus being provided."

108. *Alexander Reid, Esq., Crowland*: "I believe that a decided improvement is being effected in the Common Schools of this Township, which to every true lover of his country must be very gratifying. The interest manifests itself in various ways. The rate-payers appear to take a greater interest in the cause, and many of them now attend the quarterly examinations; this is certainly an auspicious sign. At some of these examinations the more zealous of the people not unfrequently provide themselves with presents for the children in the shape of confectionaries, etc., this is another feature of interest taken in the cause of education, and is one productive of much good by stimulating both teacher and pupil. I am exceedingly glad to see so many of our schools opened with prayer. A most becoming exercise, surely, in recognizing the Supreme Being, and invoking His blessing on the labors of the day. I am glad also to see the Holy Scriptures used in all our schools here but two, and I trust they will soon awake to a sense of duty in this respect. The standard of our teachers partakes of a more elevated character, which is mainly attributable to the manly stand taken of late by the Board of Public Instruction of this county, in raising the standard of qualification, and for which the rate-payers, I think, will accord hearty thanks. Our schools, in the aggregate, have all been kept open more than six months of the year, and on the average nine months. A higher figure than they ever before attained, and another instance that deeper interest is taken in the noble work. A number of studies, such as book-keeping, natural philosophy, history, &c., which have hitherto been overlooked or neglected, are now receiving a share of attention, and no doubt will be greatly beneficial. I hope soon to see these important branches more generally taught. In 1857 a new brick school house was erected at a cost of \$1000—independent of maps and apparatus—which is exceedingly creditable to all concerned. During last year another brick school house was erected in Welland at a cost of \$2,700. This building is an ornament to the county. I have distributed to each Section under my charge a copy of the School-house and its Architecture, also the Catalogue of Library Books and School Apparatus, with your Annual Report. I hope

these will have the desired effect in the erection of tasteful buildings, and of procuring school libraries for each section in the Township. This can only be done by convincing the rate-payers of the necessity of good commodious buildings, and also of furnishing good and useful books for the rising generation."

109. *M. F. Haney, Esq., M. D., Humberstone*: "As regards education in Humberstone for the past year, it has received a reasonable share of attention by all parties interested in working the machinery of our excellent Public School system. The salaries paid teachers compare favorably with the amount paid in former years, especially when the general financial depression of last year is taken into consideration. Notwithstanding the depression referred to, the County assessment for the aid of schools has exceeded the Legislative school grant to the township by a considerable amount, and the local imposition of school rates has been sufficiently liberal to push forward education with a fair degree of vigour. It will be seen that the average salaries of teachers, and the average period the Schools have been kept open do not differ materially from the two preceding years. In reference to books, those authorized by the Council of Public Instruction are almost exclusively used. Trustees and Patrons as well as teachers are becoming convinced that uniformity in this respect is far preferable. But in this as in every thing else a few malcontents are to be found who would go to the United States for school-books on the same principle they would for a pound of tea, believing that its importation from that country would give it superiority, and so they suppose books, if bought there, must be the better for it. The parties referred to uphold their own prejudices as worth more than the experience either of councils or teachers. A perfect concurrence of feeling and conviction with divers parties in the working of a great school system cannot be expected. I am glad to know, however that there is enough agreement to give potency and execution to the provisions and requirements of an enlightened and efficient school system. The schools in the township require more maps, school apparatus and libraries to be efficient, but still I firmly believe there is a pretty serious conviction existing among our citizens of the necessity of remedying this obstruction to the successful working of our Schools, by purchasing the required material referred to as soon as the present monetary depression shall to some extent have been remedied."

XXVIII. COUNTY OF HALDIMAND.

110. *The Reverend John Flood, Dunn*: "I am sorry that the state of the schools in this township will not enable me to send a more encouraging report. In this part of the country, however, the past year has been one of the greatest depression I ever witnessed, and I fear it must continue until we have another and more plentiful harvest. In some instances the farmers scarcely reaped as much in the autumn as they had sown in the spring; as soon as they perceived that the harvest would be poor, they discontinued every expense that was not absolutely necessary. There are no Common School Libraries in the township."

XXIX. COUNTY OF NORFOLK.

111. *James Covernton, Esq., Charlottesville*: "The report cannot be said to exhibit as satisfactory a state of things as might be expected, for in the face of a *large increase* of public money appropriated through me to the Schools, a decline has taken place both in the number maintained, and in the duration of those kept open. The extreme pressure of the times has prompted some trustees to the exclusive employment of cheap school teachers, and this false economy has re-acted disadvantageously in School Section, No. 6, where the school was maintained the whole year, with a separate teacher for the girls during part of the time, having a male teacher from the Normal School to preside over it; it was to a great extent self-sustaining, inasmuch as but little more than one-fifth of the expenses of the school were levied by rate on property in the section. It has been found in several instances that the smallness of school sections is most detrimental to the maintenance of the school on a liberal scale. A disposition is manifested to enlarge the boundaries of School Sections by reducing their number, and as our roads are generally of a superior character, the chief objection to such a course can hardly be said to exist. The public examinations are not as useful as they might be, because the parents and guardians of the children do not generally attend; indeed there is much to discourage the teachers on this account.* It has occurred to me that it would be well to set forth illustrations of the fact that parents studiously attend such periodical examinations, where education of the best kind is made the great business of early life. The schools of Scotland would exemplify this, and the annual doings of Winchester, Rugby, Harrow, Eton and Westminster possess the prominence and consequence that learning is entitled to."

112. *John Walton, Esq., Houghton*: "I have great pleasure in stating that our Common Schools are working admirably, and that education is progressing rapidly in this Township. Free schools are becoming more general, and I trust that the principle will shortly be adopted in every section in the township. The advantages of the free schools over those that are only partly free are obvious. You will perceive by my report that Section No. 2 shews an average attendance of 106 for the last eleven months, and the Government and Municipal apportionments drawn by that section is \$162 $\frac{50}{100}$. In 1857, the average was 78, and the amount received from the two apportionments was \$129 $\frac{46}{100}$. In 1856, (when a tax of twenty-five cents was collected from each pupil attending school), the average attendance for nine months was only *forty-six*, and the sum received for the two apportionments was \$48 $\frac{29}{100}$. Notwithstanding this astonishing increase, there are individuals in this section who are loud in declaiming against free schools. Other sections where this system has been adopted and good teachers employed have made proportionate progress. The Clergy Reserve Fund is invested, and the interest equally divided

* This apathy has been almost entirely overcome by the judicious distribution of prizes to the children as provided for by the Department, and by giving a little additional interest to the examinations by short addresses, &c.

every six months, which realized last year twenty dollars to each school section. This amount would have been expended in the purchase of library books had it not been for the extraordinary pressure of the times. It is, however, in contemplation to appropriate the next payment from this source for library purposes. The beautiful work on School Architecture is universally admired and considered a valuable publication. The General Catalogue has naturally increased our desire for books, and I hope we shall shortly have a good library in each section. Many in this neighbourhood have expressed their astonishment at finding such a useful selection of books as enumerated in the General Catalogue. The Chief Superintendent's Report, and the documents referred to above were duly distributed and are read with great interest. The *Journal of Education* is highly prized and read with great zest in all the sections. I have to regret that all of the schools have not conformed to the new regulations of opening and closing with prayers, but this will be more strictly observed in future as I think the omission rests with the teachers."

113. *John Phillipson, Esq., Middleton* : "I am sorry to inform you that there are no libraries in this township. I am satisfied that libraries would be a great benefit to the sections, but the inhabitants complain that they are too poor to procure them."

114. *D. W. Freeman, Esq., Windham* : "I very much regret that I am not able to send a more flattering report of the educational matters of this Township. The *Journal of Education* is promptly received and appears to be appreciated. We have not a single library of any kind in this populous and wealthy Township. I have frequently urged upon our Township Councillors, as well as the inhabitants generally, the very great desirability of establishing public and school libraries. The men of wealth in this Township do not regard the present Common School System very favourably, the consequence being that their influence suppresses free schools and curtails to a great extent, the expenditure of money for educational purposes."

XXX. COUNTY OF OXFORD.

115. *The Reverend George Murray, Blenheim* : "The Free School System does not gain ground rapidly in this Township, only four schools having been *free* during the past year. The Free System is certainly best adapted to the wants of the times, but it will require some time to enlighten public opinion on the matter. It is pleasing to find that every year Trustees are providing better schools, and furnishing them with necessary apparatus. One new school house, built in 1857, was opened at the beginning of the present year; another brick school house has been built and opened this year, and four schools have been furnished with a fresh supply of maps, &c., amounting to \$50. Three schools have distributed prizes during the year. In the course of my visits and public examinations I meet with many teachers whose talents and qualifications for their profession are decidedly good. The general proficiency of the pupils is satisfactory, and on the whole I think I am justified in saying that our schools are in a prosperous condition. The Scriptures—with one

or two exceptions,—are read in all the schools. While it is gratifying to observe the steady development of our admirable School System, and the fruits that are derived from it, I am of opinion that the small salaries of Local Superintendents and the illiberality of County Councils tend in a great measure to impede its progress. Since the introduction of the School Act of 1850, the duties of Local Superintendents have greatly increased, and I think no reasonable man would for a moment expect them to perform duties, requiring much labour and time without adequate remuneration. Although our schools are in a prosperous state, education is not yet so far advanced that the oversight of the Superintendent may be dispensed with. The supervision which has hitherto been devoted to our Common Schools, from the sole motive of a disinterested wish to advance the social condition of the people, should in my opinion be rather increased than diminished. I consider that the duties of Local Superintendents are of far too great importance in the working of the Common School System to be dispensed with ; but I fear that unless compensation more adequate to the duties required is provided, the efforts of many must relax. County Councils composed for the most part of men whose education is very limited, and whose views are circumscribed, are not likely to take up this question and deal with it on its merits.”

116. *The Reverend Robert Rodgers, Dereham* : “ I regret that I cannot speak as encouragingly as I did last year. The financial pressure has operated somewhat seriously against many of our Schools. The standard of teachers’ qualifications is considerably lowered, and the prosperity of the Schools consequently marred. It is gratifying, nevertheless, to find that the Schools have been kept open almost the entire year, and that the attendance has been good. Most of the Libraries have been open ; but as they are not extensively read, their influence is as yet limited ; I believe the selection of books is generally considered excellent. Trustees are all anxious to obtain the *Journal of Education* : Its influence is decidedly beneficial. I cannot speak too highly of the importance of Normal School Training, and if our Schools could be supplied with Normal School Teachers, in many places it would be the beginning of a new and better era in the history of education. I feel satisfied that the *true excellence* of our school-law will only be known when a well trained Normal School Teacher is found in every section of our Province.”

117. *Nathan P. Allen, Esq., Nissouri East* : “ The library books are in good order, and there seems to be a disposition amongst the people to avail themselves of the benefits to be derived from them. The influence of the seed thus sown will, no doubt, be seen in the good fruit produced. The report shows a large majority in favour of the Free Schools, which, I think, proves that there is a disposition to provide mental and moral improvement for the poorer classes, by placing Common School education within the reach of those, who had they to pay a rate-bill, would certainly be deprived of its advantages. The National School Books are used in all our Schools, and, I believe, are highly appreciated by most of the inhabitants. Where the *Journal of Education* has been received,

I believe it to be a source of much information and benefit to all who feel an interest in the cause of education."

118. *John A. Tidey, Esq., Norwich North*: "I regret to say, that many Schools are in a languid condition, the natural consequence of contracted views and want of information. You will see, by my report, that we have had only one Normal School Teacher: of teachers with County Board Certificates, three only had first class; six, second class; and two, third class: this but too clearly shows the low condition of education that prevails in the greater part of the Township. There are, however, a few bright spots to gladden the otherwise disheartening scene, and to give hope and earnest that the improvement which has been made will extend itself from School to School, until such a thing as a third class County Board Certificate, shall be among the things that have passed away. Two new brick School-houses have been erected in North Norwich during the past year. One of the School Sections has been broken up, and its territory very laudably apportioned amongst the surrounding sections: in one of these sections—largely augmented by this division—preparations are being made for the erection of a large and commodious School-house. This is one of our educational encouragements. One of the brick buildings above alluded to, is a handsome two-storied building, situate in the Village of Norwichville. The site, which comprises an acre of ground, is neatly fenced in. The cost of the building and ground will be about \$4000. The size of the house is 60 feet by 40 feet. I am happy to record, for the Norwichville Section, this advance in public opinion in favour of a good Common School. It also affords great encouragement to the friends of our School System in the discharge of their duties. Our Public Library, of which during the past year I have been Librarian, is divided into 14 divisions of about 70 volumes each, which are given out to such of the Trustees of twelve different Schools as may be willing to receive them under the regulations. Nine of these Libraries, consisting of about 630 volumes, have been in use during the year: the books are exchanged annually and have, with a few exceptions, been pretty well used. In regard to the number of inhabitants who have applied for books, &c., the returns of the Trustees on this head are so imperfect that all I can say is, that there has been a considerable number of readers, the lighter and more amusing works being used the most: indeed scarcely any of the ethical, scientific, and more learned works, have been read at all.* More than this cannot be expected in a rural district like ours, which (generally speaking) requires an intellectual elevation; a blessing which will require time, the retrogression of ignorance, the advance of light, and the success of our educational system, to bring about. The perusal of the books has produced a good effect, and a growing love for reading is very visible in many parts of the Township. The pamphlet on Schoolhouse Architecture has been distributed, and considering circumstances, has been well appreciated;

* This fact is always borne in mind by the officers of the Educational Department in making selections for Public Libraries; and suggestions have frequently been made to local parties, to avoid selecting too many works of the character above pointed out.

from the excellence of its varied contents it cannot have failed to produce good educational impressions. The great majority of the inhabitants of North Norwich are not a reading people: most of them having risen from humble beginnings, with few or no advantages of education, and having obtained their property by their industry, have formed no habits and imbibed no love for reading: there are mingled among them, however, a few with a better education, and their example has a salutary influence in promoting at least an admiration of mental attainment, a feeling of degradation for the want of it, and a desire to see that remedied in their children which has been so lamentably neglected in themselves. It may be naturally inferred from the above remarks that the Library Catalogue and the Chief Superintendent's Annual Report get but a partial perusal; still it is certain that however limited the perusal of these works may be, good must and does come from them: a few read them and communicate their contents to others, and thus great good is disseminated, by which, together with the *Journal of Education* and other appliances, the cause is gradually and gloriously winning its way: evident desire being now manifested on the part of Trustees and teachers to receive the information and instruction contained in your valuable periodical. When visiting a school I endeavour to arrive there—without any previous notice to the teacher—some time in the forenoon, and remain through the remainder of the day, sending during the noon intermission for the Trustees, and all others who may choose to witness the examination.* I am told that this is quite an unusual way of doing business, but if so, there has assuredly been a great neglect of duty, for I feel that I do but little in comparison with the requirements of the office. Trustees and teachers soon forget their duties or grow remiss in them, unless the importance of those duties is frequently brought before them. It is natural that a person will flag and grow regardless of any employment when his work is permitted to go on from day to day and from month to month unheeded and unnoticed; but let that same person see the Superintendent or some person of influence taking an interest in his work, and shewing warmth and zeal in it, how quickly will he catch the attendant spirit! how suddenly will the love revive and the impression return, that the things he had begun to consider as almost beneath his notice, are indeed matters of vital importance, things above all praise, and as a general rule he will continue in this animated feeling so long as his work is noticed, attended to, and appreciated. Superintendents, trustees, parents, and visitors of all ranks, cannot too highly magnify their conceptions of the beneficial influence of properly conducted school visits: these visits being too much like those of angels, “few and far between.” Many excuses for the neglect of this duty are quite allowable: but even Ministers of the Gospel,—strange as it is, it is true as strange,—excuse themselves; I trust not without sufficient reason, for I think that the visit of a Minister is nearly, if not quite, equal in importance to his oration from the pulpit.† As a remedy to this dearth of school visitation, it has

* This plan is adopted by many of our best Local Superintendents, and has the decided approval of the Department. (See note * to page 64.)

† At the recent Wesleyan Methodist Conference held in Hamilton, June, 1859, a resolution formally recommending frequent visitation of the public schools by the Ministers, was passed.—[Minutes, page 74.]

occurred to me, to suggest to the Chief Superintendent to put his masterly hand to a small tract of not more than ten or twelve pages, exclusively devoted to the duties of Trustees,* parents, and teachers, and that the duties be briefly but pointedly set forth, with strong inducements to each to engage heartily in the work; and let the Superintendents be furnished with copious and constant supplies of the pamphlet, so that after each of their visits or lectures they may see one placed in the hands of each Trustee or teacher, with urgent recommendations to peruse its contents and to make them the abiding rules of his official conduct. I may be told that these duties and these inducements have been printed again and again. I admit it, but all that has been said to bear upon these mainsprings of the work lie entombed, as it were, in Reports and other documents, which are laid aside and seldom looked at after their first perusal. I have endeavoured in the course of my visits to arouse trustees, parents, and teachers to a sense of their respective duties; the paramount importance of a good education; the great excellence of the system of education established in our favoured Province, and to shew that upon each of us, according to position and office, rests a weighty responsibility for the future failure or triumphant success of our educational institutions: though our endeavours may not be rewarded with anticipated success in the time expected, we should continue the patience of hope and the labour of love through all discouragements with unabated energy; and in due time the stately temple of education in our Province, whose foundations are now broadly and deeply laid, will be completed in all its admirable proportions, carried out in its benevolent intentions and its grand machinery, throughout the breadth and length of our land be seen in full operation, harmonious, efficient, and perpetual.”

119. *The Reverend John Gerrie, Zorra East*: “It would afford me much pleasure could I give you a more entirely satisfactory account of the state of our schools and of the progress we have made in promoting the interests of education during the year that is past: still, while there are some things that are very imperfect, there is much that is of a pleasing character connected with the cause of public instruction in this locality. A number of the schools are in excellent working order, good teachers, good schoolhouses, good sets of apparatus, maps, and illustrations, &c., and the schools numerous attended. In some sections there is yet a difficulty in respect to accommodation, ventilation, and many necessary appendages. Several of the schoolhouses are old and will soon give way to more commodious and suitable buildings, but the great failure of the crops last year has damped the spirits of the people and prevented the building of at least one projected elegant brick schoolhouse in this Township. Three of the schools are free, and at least two others have determined on being so this year. I believe the financial state of the country is one great cause why more additions have not been made to Public and Sabbath School Libraries; still there is an increasing

* A special summary of this kind from various circulars of the Chief Superintendent will be found in the new edition of the Trustees School Manual, pages 107-117, a copy of which has been recently furnished to Local Superintendents for each school corporation in Upper Canada.

thirst for knowledge, and the books of the Township and Sabbath School Libraries are read with interest and I hope with profit. Only five schools are marked as being opened and closed with prayer, but nearly all the schools are so, only a number of Presbyterians and others prefer extempore prayer to the prescribed forms. I am happy to add, that the Word of God is read in all, or almost all our schools. We have had no trouble in this Township with respect to Separate Schools, both Protestants and Catholics seeming generally well satisfied with the advantages they derive from the present system of education. All would deprecate the idea of touching a stone of the building which under your fostering has been reared to its present gigantic dimensions, and which seems so well fitted to answer the end for which it is designed; ill-omened then will be the hand, and the day that seek to throw down or destroy what has been so industriously and laudably built up. Owing to the pressure of the times, there has been less done in purchasing school apparatus, maps, &c., than would otherwise have been the case; some sections, however, have got good sets of maps, globes, &c., especially Nos. 1 and 6, both very excellent schools. Our drawbacks on general progress are still, the caprice, incapacity, indifference or niggardliness of Trustees, and in many sections (and partly for the reasons mentioned) the continual change of teachers. Men are often chosen as Trustees who have no families of their own, and take little or no interest in the success of the schools. I am thankful that we have not many of this sort, but the fewer we have of such men in office the better. Nine of our thirteen schools were kept open the whole year or almost so: one, ten months; one, nine; and two, six months. The last three from various causes are not in so prosperous a state as could be wished. There are about eight or nine Sabbath schools in the township, and the libraries exert a very happy influence, especially among the young, and in families where the books are taken out and read. In section No. 7, a German settlement, a new brick School house has been built during the year. We have two sections of Germans, and as they shewed a partiality for their native language I expressed a wish for having German taught in their schools, but it has been given up for a time. In a number of sections we have excellent teachers, intelligent and painstaking Trustees and flourishing schools. The number of inhabitants who cannot read is small, and the number of children of school age not attending is about 18 per cent. Above I have given you as near as possible an account of our present standing. If experienced teachers were more permanently settled among us it would be a great advantage, as many of them are looking higher than their profession. The fickleness of Trustees and parents, and the hope of saving thirty or fifty dollars will frequently saddle our schools with those who are inadequate to the work they engage in. It is not merely having knowledge that is necessary in a teacher, but a faculty of communicating that knowledge to others."

120. *The Reverend Donald McKenzie, Zorra West*: "It is with sincere pleasure that I observe that all the schools in this township open with the reading of the Scriptures, and ten out of eleven with prayer. New School houses have been erected in this township within the last eight or ten years, so that the pamphlet

on School Architecture has scarcely had an opportunity of producing a material effect ; however, I feel quite satisfied that the taste for better School houses is much improved. The Trustees and people seem unwilling, and are perhaps unable generally to expend money on school matters, beyond supporting their teachers during the present trying times, hence their backwardness in procuring School Libraries. Great regret is felt in several school sections because they do not receive the *Journal of Education* more regularly, a periodical which I am confident is calculated to do great good, and which is highly prized by the people, where it has found its way.* I feel thankful for the wise and generous provision made for the education of our Canadian youth, and I pray that the religion of the Bible may be acknowledged and practised in all our literary institutions, especially in our Common Schools."

XXXI. COUNTY OF WATERLOO.

121. *The Reverend Robert Brydon, Dumfries North, &c.* : " In transmitting my annual report for North Dumfries I would beg to remark, that with one or two exceptions, the schools have been in a very satisfactory state during the past year, only one having been kept open less than twelve months, and the average attendance being somewhat improved. I can report no progress during the past year with regard to libraries, but this I believe is principally owing to local circumstances, several sections having scarcely hitherto got clear of other expenses, and are therefore naturally unwilling to incur one debt before they are clear of another."

122. *Henry Liersch, Esq., Wilmot* : " The increase of interest in education in Wilmot is not so gratifying as I could wish. A great deal can, and must be done in forwarding the general interest of education. I have much pleasure, however, in stating that the free system is rapidly gaining ground. All schools (with one exception) in the township are either entirely, or partly conducted on the free system. In many sections I find a desire for cheap or rather inferior teachers which I think is mainly attributable to present "hard times," but I hope I shall be able to convince Trustees of the necessity and advantages of employing teachers of greater efficiency. In my visits I observed a great deficiency in the manner and style of reading and writing, also in the position of the children, their books, &c. : I pointed out these faults to the teachers, and I am determined, if the old method is continued on my next visits, not to grant any certificates to such teachers. To place our schools on a good footing, (some of them are conducted well), to show Trustees the manner in which to keep their books, would require all the time of the Local Superintendent : but as the remuneration of the Local Superintendents is so small, that is if he attends to his duty, very few would be able to devote the whole of their time to the office. I think it would be but common justice to amend the law, so as to effect an increased remuneration.

* The *Journal* is regularly mailed in Toronto to each Local Superintendent and school corporation in Upper Canada, at the Post Offices reported to this Department by the Local Superintendents.

ration. The system and law introduced by you may be ever so good, but much of good fruit produced is dependent upon a proper fulfilment of the duties of Local Superintendent. In conclusion I only add, may every friend of education and well-wisher of our country in parliament be not content, until a law is passed to establish free schools from one end of Canada to the other: then, and only then, will your exertions in establishing and framing such a noble school law be fully rewarded."

XXXII. COUNTY OF WELLINGTON.

123. A. Dingwall Fordyce, Esq., Amaranth, Arthur, &c.: "In the Schools generally under my superintendence, I think there has been no falling off during the past year, and remarks made formerly, might to a great extent, be still applicable. The times have been trying, but the Schools in operation do not seem to have suffered from it. The attendance has been better, especially in Garafraxa, Peel and Maryborough, than in 1857. The building of new school houses may have been retarded, and there is not always, or often, suitable buildings to be rented when the people are ready and anxious otherwise to have a school going. Some of the schools exhibit very gratifying results from the teachers' ability, and attention, and the pupils' application. I have to regret in too many schools there is a great want of text books, and also of apparatus. A new school will scarcely be started without getting a blackboard, but in many a one which has been long in operation we look in vain for this useful piece of school furniture. It is also a hard matter in some sections to get the parents of pupils to see the importance of instruction in such branches as grammar and geography, "they got along without a knowledge of these themselves, and their children may do so too." I trust, however, this is getting less and less the prevailing feeling, and that it will soon vanish altogether. Some, I am happy to say, take a laudable pride and satisfaction in having their children's faculties developed to the utmost; but with others, the very cost of the text books is an alleged obstacle, and Trustees will seldom act on their discretionary power of supplying such at the cost of the section. Several sections have been supplied with libraries and maps also; but the want of a good *general* Text Book or Geography with *Atlas* combined, is felt. Morse's work is almost universally in use: in one or two schools Hodgins' "Geography and History of British North America" is in use: in another school the teacher in the report says, he teaches geography by lecture, and when maps are available a good deal of knowledge is communicated apart from text books entirely. Prizes have been awarded in several schools, and with good effects. The work on the "School house and its Architecture," &c., I have found resorted to for extracts for recitation on occasion of examinations. The general influence of this, of the libraries and of the *Journal of Education*, I am disposed to consider very good. I have to regret that on the occasion of periodical examinations the number who appear as visitors is but small. There are some marked exceptions to this, especially when the teacher is known to be a good one, and the school in consequence bears a higher character than usual. The

attendance, as I have remarked, has been particularly good, and it may not be out of place to mention here, that in one or two instances during the last year, the very large number reported in the semi-annual returns, has occasioned me, I will not say distrust of the faithfulness of the Teacher and Trustees, but has led me to enquire what might be the reason of so uncommon a circumstance as the regularity of the scholars. In one case I heard that the teacher taught all Easter week, and the vacant Saturdays also, and that the fee was required in advance ; that thus if the parents lose any time through their childrens absence, it was their own loss and not that of the Trustees, besides which, they had the privilege of sending another child to make up the time of the one who was absent, whose name was in the roll : owing to these circumstances, the school referred to under an active teacher had a marvellous increase in attendance. In another school, the teacher had only one week's holiday during the whole year, and taught almost every Saturday. In the second half-year in fact he missed only *one* Saturday. This was also done in another school to make up the teacher's time. Without touching the expediency of this mode of procedure, which I should rather question, I may observe that I felt no hesitation after receiving the explanation, in giving such a share of the School Fund as the actual attendance warranted, although the number of days on which school was kept open in the second half-year was 20 more than the legal number *. Such cases will probably not occur often, and it may be hoped that as in both the cases referred to, the schools were under the care of active hard working teachers. Difficulties have latterly led to the cry for cheap teachers, and it is to the credit of several who had formerly been receiving good salaries, that they have been willing to accommodate themselves to the times, so as not to be thrown idle or lose the good already accomplished through their means in the school. I confess I think, the mode frequently adopted by Trustees, of allowing the annual meeting virtually to decide on the teacher who shall be appointed, is not one calculated to work well. The Trustees may think themselves relieved of the responsibility if a teacher is chosen who turns out not to give satisfaction, but it is not really so, if the teacher put in on the score of the salary is not one whom other considerations of perhaps more importance would have caused them to select. You will observe that the Bible or Testament is read in 46 out of 54 schools. In the *eight* in which it is not read, *four* are taught by Roman Catholics, and *one* by a Protestant, but in a community mostly Roman Catholic. In the other *three* I see no reason why it is not in constant use, except it be in the carelessness or indifference on the part of the teachers, and as they have all been superseded by the appointment of others, I hope the reading of the word of God will be the daily and universal habit in the schools I have the honour of superintending."

124. *The Reverend James Kilgour, Eramosa, Erin, &c.*: "It is with great pleasure I have to state that fully one half of the teachers employed in these townships are persons characterized by energy and devotedness in the discharge of the important duties devolving upon them in their several situations.

* The plan adopted in this instance is not authorized by the general regulations ; and no more than the "legal number" should be allowed, in justice to the other schools in the township.

Some of them seem to be determined still further to qualify themselves as efficient educators. Almost all the schools are working harmoniously at present. In order to secure the services of efficient teachers, the people—notwithstanding the stringency of the times—have cheerfully submitted to the extra burden imposed upon them. Generally it would appear that the people are realizing the idea that the best teacher is the cheapest: to this, however, there are exceptions, and I have a few sections where the majority of the people work on the opposite principle. In such sections education does not progress. Parents in many instances become disgusted with the manner in which the schools are conducted, and withdraw their children, or if they continue to send them, it is under the settled conviction that scarcely any good will be the result. What can be more painful than for parents who would cheerfully pay the tax that the educational institutions of the Province impose upon them, to be informed that the teacher is incompetent to instruct their children in the elementary branches recommended to be taught in our Common Schools. One or two such cases have come under my own observation. The teacher took refuge under the protection of his certificate stating that “a third-class certificate did not oblige him to teach further than so and so.” Time and a little costly experience will no doubt correct such melancholy blunders. I would here with the greatest pleasure bear testimony to the zeal and determination of the Board of Instruction for South Wellington in doing all that it possibly can to raise the standard of teacher’s qualifications, and consequently that of education. From a close observation, there will be seen a very great superiority in those young teachers who have been trained to their business, over other young ones who have not received the advantage of such training, although their literary attainments might be equal. The Normal School is unquestionably wielding a powerful and beneficial influence over the practical Educational Department of Canada. I carried with me on my first visit to the schools the four pamphlets published by the Department and left a set with each section. The work on “School house Architecture” was highly prized. The Annual Report seems to be a welcome visitor, and is eagerly sought after. The libraries, in a few of the sections have lost somewhat of their novelty, having been read through by most of the people. I have recommended to some of the Trustees the expediency of exchanging with other sections. Most of the school sections have availed themselves of the liberal offer of the Department in procuring maps and apparatus. There are only *four* schools out of *forty* under my inspection that have not a display of school room maps. Several of the schools have globes and the school apparatus, and where they are intelligently used, in addition to imparting useful and valuable knowledge, they create great interest among the pupils. I again desire to express my best wishes for your success in endeavouring to mature and consolidate upon a permanent and wise basis the educational literature of this rising and important country.”

XXXIII. COUNTY OF GREY.

125. *Thomas Gordon, Esq., Derby, Holland, &c.*: “You will observe that almost every school in the four townships, comprising my district, is a free school,

and this is the case notwithstanding a large amount of hostility to the system. It is a curious fact that sometimes the annual meeting has decided on the imposition of an individual rate bill ; but finding after a short experience that the working system is prejudicial, and its operation only tends to drive children from the school, and decrease the general attendance, special meetings are called for the purpose of reconsidering the resolutions of the annual meetings. The result is generally a reversal of the previous decisions without any serious opposition. During the past year, difficulties in the internal management of some of the school sections have presented themselves, but these are, I believe, pretty well accommodated. There is a good deal of complaint in some sections relating to the loose and inefficient manner in which school accounts and records are kept. It would be a boon to sections generally, and a very great aid to superintendents, if a uniform plan of keeping accounts and a regular record of proceedings were made compulsory. As matters stand at present, the majority of sections keep their accounts, &c., on loose scraps of paper, which sooner or later are lost or mislaid, and so confusion is occasioned. There are but few township or section libraries in the district. The township of Derby, as you are aware, is about establishing a library, and I hope to see good results flowing from it. In section No. 3, Sydenham, a library has been in use for some years, the privileges of which seem to be appreciated by the people."

126. *Thomas Ryan, Esq., Bentinck, Glenelg, &c.* : "During the last three years the number of schools has doubled, which may be taken as a fair criterion of the desire generally manifested for the diffusion of education. I regret to state that in some of the sections a principle has obtained footing of offering the situation of school teacher to the lowest tender. By so doing, some efficient teachers have been compelled to retire, and persons of the lowest grade employed, and in some instances, individuals who never were employed as teachers before. In almost every section persons are to be found who may be denominated *grumblers*. These men are generally swayed by a desire to cry down the liberal designs of Trustees, and to create a degree of popularity for themselves amongst such as are of the same type, and in some cases unfortunately they succeed. You will perceive from my report, how ill-furnished are our schools, in the greater number no maps, blackboards, tablets, libraries, &c. As nearly half the schools in the district commenced operations during a period of general depression in financial affairs, it could not be expected that they would be able to supply every requisite: however, I sincerely hope that in due season all this will be remedied. I purpose addressing the several municipalities of this district, to impress upon them the great advantages resulting to the community, by their apportioning a part of the Clergy Reserves Fund for the purchase of libraries, maps, &c."

127. *Andrew Grier, Esq., Collingwood, Euphrasia, &c.* : "The schools in this district are improving. The Trustees are beginning to study their own interest and that of the people by engaging better qualified teachers, and paying higher salaries than formerly. It is a step in the right direction, and one which, if

adopted by more of the Trustees would soon show a marked result in the schools in this district. A great many of the schools are in a very backward state on account of the pecuniary difficulties of the people, who are not able to employ teachers for more than six months in the year, and then only *third class* teachers. Several new School houses have been built during the summer and will be opened this winter."

128. *William Ferguson, Esq., Artemesia, Melancthon, &c.*: "I am happy in being able to state that notwithstanding the many circumstances calculated to retard, partially at least, the educational progress of this part of the County of Grey, I can perceive many symptoms of improvement. The superiority of trained and well taught teachers is beginning in some parts to contrast favourably with the attainments of those of less ability and lower qualifications. Some new School houses have been opened, maps, blackboards, object lessons, &c., as necessary auxiliaries are much more appreciated, and libraries containing books calculated to improve, elevate and inform the mind are much more read and sought after. As heretofore, the only township in this district having a library in actual operation is that of Artemesia, which has nine branches, containing in all about 900 volumes. In noting a favourable sign of progress, I must refer to the fact that the authorities of Osprey, acting on my suggestions in the last year's report, have taken steps for the introduction of blackboards, (Groombridge's), maps, natural history, object lessons, &c., into each existing school section, and a well selected library into the township, so that before next year, from the west of Artemesia to the east of Osprey, the visitor may find each School house supplied, the pupils benefitted and interested, and wholesome, useful and entertaining reading within the reach of each family. In one section, in Melancthon, a very interesting public examination has taken place at which addresses were delivered, a handsome and substantial "Tea" provided for the pupils, and an excellent selection of prizes and reward books (from the Educational Depository), distributed among the scholars. The exertions of the teacher, a first rate, as well as a first class one, tell favourably in advancing the intelligence and educational progress of the community. In Proton too, though as yet there is but one School house, improvements such as those referred to above, are becoming more the subject of discussion, anticipation and desire. On the whole, looking back on the past, I am hopeful for the future, and rejoice in the educational advantages conferred by a wise Act of the legislature on the youth of Canada, who I consider should, and doubtless will yet feel themselves under great obligations and prove grateful for the same."

XXXIV. COUNTY OF PERTH.

129. *The Reverend Thomas McPherson, Downie, Easthope North, &c.*: "I am happy to state that the schools in this county are generally in a very prosperous state, the standard of qualification for teachers is much improved, and the people appear to appreciate high qualifications by giving adequate remuneration."

neration. I was especially pleased on my last visit with the progress made in the German settlements. I fear much evil will result from the frequent changes of superintendents, and you will have learned that there are now six or seven for this county: this will cause much trouble and confusion, but it seems the County Council cares not for that, each member having some friend to whom he wishes to do a favour, without regard to the interest of education."

130. *The Reverend E. Patterson, Blanchard, Elma, &c.*: "The progress of education in this county is, on the whole, encouraging. During 1858 no fewer than 16 new School houses were erected in six townships: this fact is to be regarded as no uncertain evidence of the desire on the part of the settlers, to secure to their children the full benefit of our Common School System of Education. On account of my comparatively recent acquaintance with the working of that system, it would be presumption in me to speak too confidently of its merits, yet I cannot refrain from expressing my conviction that, after making such deductions as must be made when the merits of any human institutions are under estimation, the Common School System of Upper Canada is, in an eminent degree suited to the wants of the country, it is conceived in the most liberal spirit, and if faithfully carried out, cannot fail in course of time to contribute materially to the intellectual and social elevation of the people. The adoption of the "Free" principle is gradually becoming more general in this county, and I have little doubt that it will soon be universal. As regards the religious element, it will be observed that of 39 schools in operation during 1858, the Holy Scriptures were read in 28, and prayer used in 21, while there were only 5 schools in which the Scriptures were not read or prayer used. I regret to say that there is a great deficiency of maps, &c. When visiting the schools I have invariably drawn the attention of Trustees to the necessity of supplying their schools with proper maps and apparatus."

XXXV. COUNTY OF HURON.

131. *Thomas Sloan, Esq., Ashfield, Hullett*: "The condition of the Common Schools under my supervision has been gradually improving, and their numbers increasing since my appointment. In the last 18 months they have increased from 24 to 36, and I have lately received a number of reports from school sections in these townships, intimating that schools are about to be opened which have not previously been in operation. The inhabitants of these townships generally have on all occasions manifested not only much kindness, but also respect and regard, and feel deeply interested in the advancement of education and the improvement of their schools. Whenever libraries are established they exercise a beneficial influence. The contentions at the annual meetings (as mentioned in a former report), are productive of evil and bitter consequences. I think the provisions of the school law relating to these meetings should be altered and amended. If the rate and property principle is just and ought to be adopted in this school section, it cannot be unjust in the next section, as appears to be the rule generally."

132. *John Nairn, Esq., Goderich* : "These townships comprise some of the best schools in the County of Huron, and although they are far from being perfect in scholarship, and very deficient in the furnishings deemed essential to good schools, yet the improvement during the last three or four years is very striking and satisfactory. In all schools, the roots and derivation of words are a prominent exercise, and this of itself is a vast benefit to a scholar, as it promotes thought and reflection, and gives new life and spirit to the reading lesson. The children take great interest in these exercises, many of the more inquisitive and enquiring frequently going far beyond the test of the Fourth Book. In geography also, many of the pupils are particularly smart and well informed. Grammar does not seem to take the same hold. It is taught in all the schools, but as yet few have got beyond the elementary rules, although there are some that can parse a little. Syntactical parsing, however, apart from etymological, is well known to be the highest species, and it is this which marks out the clever scholar. Now while I wish to avoid all invidious distinctions, I cannot refrain from saying, that the most beautiful and correct parsing that I have yet witnessed in this county was exhibited at an examination at Brucefield, township of Tuckersmith, in the month of December last. A very interesting examination of about 80 scholars then took place, witnessed by a large attendance of parents. Prizes were distributed to the more proficient, and rewards to the less successful. The grammar class, as I said, was excellent, about a dozen parsing a piece of poetry, purely syntactically, in a most correct manner. It was well done and called forth the approbation of some good judges present. To me it was peculiarly gratifying, as I have attended examinations of the Brucefield school under other teachers when grammar was almost unknown. I trust that on a future occasion I shall be enabled to particularize other schools, and that a suggestion I made to the County Council about two years since,—but not acted on,—may yet command the attention of the friends of education, namely : That zealous, faithful teachers, those who can shew the greatest improvement in their schools, should be marked and specially rewarded : nothing could tend more to dispel the lifelessness that sometimes creeps in, than to stir up the teachers to determined efforts to make good scholars, and convince them that constant advance and steady progression must be attained in their schools : to gain this end, let them know that their efforts will not be overlooked. In preparing the Annual Report, I was much pleased to find a column for payments on account of prizes to schools. This removes all doubt as to the power of Trustees to apply a few dollars for the purchase of such books, and I hope that every school will now have an annual distribution of the kind. The influence which prizes exercise is unquestionably beneficial and improving. The chance of a prize is a valuable incentive to study and perseverance, and when it is attained, the taste for reading receives fresh impulses and becomes almost insatiable. The volume presented may disclose so much elevated sentiment and detail such interesting incidents of perseverance, application and integrity, as to stimulate the possessor to follow a like course by which he may secure honours and distinctions in the world : on the other hand, if no prize is awarded, the youth may never hear of the noble examples for imitation that are now set before him. I therefore contend,

that as a means of circulating such useful and interesting books as we find in the catalogue you have published, that the distribution of prizes should be not only sanctioned but encouraged in every school section. I have hitherto not referred to the remuneration of Local Superintendents, but I think the subject is deserving of serious consideration. In May last, the County Council here, allowed the superintendents six dollars a school, but last year and this we have been reduced to *five* dollars. Either of those sums is quite inadequate to the duties required. I have visited every school twice, delivered two lectures in each, and devoted more than three hours to the examinations, and yet, having my own travelling expenses to pay, my salary for *thirty* schools has not been more than \$140. This is quite discouraging, and I hope that in any future revision of the School Act something will be done to improve the condition of Local Superintendents.’

133. *John Wilton Kerr, Esq., Biddulph, Hay, &c.* : “ When appointed last year by the County Council of Huron as Local Superintendent, I was anxious, as a stranger in the County, to ascertain the actual condition of the schools placed under my charge, and therefore made my first visit without any previous notice,* so that I might see the different schools in their every day working order; and never, in my experience of schools and school teachers did I meet with more unpromising samples. With very few exceptions,—in not more than a dozen schools out of nearly fifty—I found the teachers quite inadequate for the duties they had undertaken, and consequently, education at a very low ebb, and the little knowledge obtained so badly imparted, that I was forced to the conclusion that both time and money were worse than thrown away. In a great measure the County Board of Education is to blame in this matter, by licensing parties not properly qualified, for though many, by reading up a little, may answer the few questions put to them at a general examination, preparatory to obtaining a second or third class certificate, it is not asked nor ascertained whether the parties so licensed have aptitude or manner to impart that knowledge they may appear to possess to the pupils under their charge.† The people themselves too are culpable, not rightly appreciating the services of a really good teacher: a few dollars difference in the salary often forming the deciding point in the engaging of a good or bad teacher. I have in my winter half-yearly visits, endeavoured to remedy some of the evils: I have in all possible cases, had the trustees and several inhabitants of the Section to meet me at their schools: I have not only lectured on the subject of education, but on the imperfect manner of carrying out the principles of our most excellent school law, and I generally took class after class to examine and instruct, as much with a view to the teacher’s benefit as that of the children. I strongly recommended their engaging a better class of teachers, and giving them a liberal and encouraging support, as much cheaper in the end, and better in every way than engaging parties at the lowest prices. I have satisfaction in finding that in several instances my suggestions have been adopted. I

* This is the kind of inspection recommended by the Department. (See note * to page 53.)

† Several excellent suggestions and a variety of examination questions on these important subjects will be found in the *U. C. Journal of Education*. In addition, a bound copy of the Normal School Examination Papers will be sent to the various County Boards of Public Instruction.

feel pleasure, though retiring from office, that the stringency and advice which I found it my duty to employ are likely to work much good. I fancy I have awakened an interest in the different school sections which will tend to improvement. Several new teachers are engaged,—generally of a better class—and seem to work with energy; and I trust I may yet have the pleasure of seeing those southern Townships of Huron County, instead of being so sadly inferior in education, ranking with other more favoured portions of our great and improving country.”

XXXVI. COUNTY OF BRUCE.

131. *John Eckford, Esq., Brant, Carrick, &c.*: “You will perceive that twelve new schools have been opened, and preparations are making for opening others in the sections still unsupplied. The settlement of these new townships has gone on rapidly, but it will scarcely be completed before a school is within reach of every family. The efforts of the people, in these painfully trying times, to establish new schools, and to keep nearly all that have been opened in operation for the 12 months, do them honour. They furnish proof of much right thinking and feeling on the important subject of education; this is also apparent from the small number of the school population, not enrolled as scholars, as shewn by the returns. I cannot say that the organization and discipline, especially of the new schools, is all I wish for, neither can I say that the progress of the scholars in every school has come up to my expectations; but, upon the whole, they are doing well, and a number of them exceedingly well. Many have now gone forth from our older schools, having reaped great benefit. The last half-yearly returns give 1060 residents and 23 non-residents as now receiving instruction. I consider that the end for which so much labour and money are annually expended is being attained in a very satisfactory degree. I regret that there should still be so many blanks in the columns of the reports headed libraries, maps, school apparatus, etc. A number of the new sections are yet unprepared for the use of these: in other sections it is no easy matter for the trustees, even when disposed to purchase them, to obtain the concurrence of the rate payers.* The mass of the people have themselves obtained only a very limited education, and though disposed to make every effort to have their children study reading, writing and arithmetic, which they regard as the only essentials of education, they demur in these hard times, about even an inconsiderable outlay for other things. More enlightened views are however gaining ground, and better times will remove present obstructions. There is an increasing use of the Bible in the schools, not, however, as a common school book. The work of the day begins and closes with the reading of a portion of the Sacred Scriptures. In one case I observe the scholars as soon as assembled, stand up at a certain signal, with their faces towards the teacher. He then reads in a serious and impressive manner a portion of Scripture, accompanying it with perhaps an explanatory remark, or it may be a practical

* The rate-payers have simply to decide in what manner the school shall be supported. The law does not require that the trustees should obtain the concurrence of their constituents to every item of necessary expenditure. The trustees have full power to purchase all such maps and apparatus as may be required for the School without the consent of the rate payers.

observation. I have been struck with the general attention and apparent seriousness of his youthful audience. But the common method is for classes by turns to read from the Old Testament in the morning and from the New in the evening, the entire school standing up and attending to the service. In this way, you perceive, as large a portion of the Word may be read during the year as by any Bible class. I am also of opinion that this plan will be quite as likely to promote a reverential regard of the Book of God. In two or three other schools the Bible is used as a lesson book. In the German Roman Catholic Schools extracts from the Old Testament and Catechism are the books chiefly in the hands of children learning the German language. To the questions regarding the reading of, and the effects produced by the Departmental publications, I have to reply that they are read and valued by those who obtained them. That entitled "The School House," is popular, especially among the teachers. I have only to add that much harmony exists in the sections; disputes do occur occasionally, and some unseemly ebullitions of temper, but without causing much injury."

XXXVII. COUNTY OF MIDDLESEX.

135. *The Reverend William Deas, Adelaide*: "I have the honor to inform the Chief Superintendent that the pamphlet on School Architecture, the Library Catalogue, and the Chief Superintendent's excellent reports have been nearly all distributed. I do think that the pamphlet on School Architecture is having an influence for good, for I have heard some people lately talking about the importance of having more substantial and commodious school houses erected in their sections; I doubt, however, that little will be done this year, owing to the pressure of the times. On my next official visit, which will be very soon, my intention is to urge on the people the manifold advantages which would result from having a well selected library in each section. Indeed, I have been doing this to a certain extent already. For although I dare not say that I have given *formal lectures*, yet I have substantially done the same thing. Never have I, at any time visited a school without addressing the children, the trustees and the parents, if any of the latter were present, on the subject of education.* In my remarks the formation of libraries has of late had a prominent place. I look upon libraries as a *sine qua non* both for teacher and scholar, nor will I be satisfied until I see at least one library in every section of the Township. This will have a powerful tendency to enlighten the young, aye, and the teachers of the young, many of whom are grievously deficient in regard to general information; they know the routine, but they want the general knowledge. Hence the deficiency is to be seen in mental training and

*This is very commendable, but it scarcely meets the requirements of the first part of the following section of the School Act, although it does those of the latter. The fourth clause of the 31st section of the School Act of 1850, makes it the duty of each Local Superintendent of Schools, "To deliver in each school section, at least once a year, a *public lecture* on some subject connected with the objects, principles and means of practical education; and to do all in his power to persuade and animate parents, guardians, Trustees and Teachers, to improve the character and efficiency of the Common Schools, and secure the universal and sound education of the young."

in the mode of teaching; hence too, their shortcomings in making the whole bear on the formation of character, the great end of all teaching. With regard to the *Journal of Education*, I would say that it is both read and relished, and I believe that to a considerable degree it has been profitable to many. In concluding these general remarks I would observe I am thoroughly convinced that considerable progress in education has been made in the Township of Adelaide during the past year."

136. *A. Campbell, Esq., Carradoc*: "Notwithstanding the monetary crisis, the effects of which have been very sensibly felt in this Township, as well as generally throughout the province, I am happy to state, that all our schools have been kept open during the greater part of the year. The average attendance I think will compare favourably with that of previous years. Of the 14 schools 11 were free or nearly so. In some sections the inhabitants, not choosing to take advantage of the free system, preferred paying twenty-five cents per month rather than tax those having no children to educate. With reference to our common school system, I may be permitted to say that so far as my knowledge extends, I believe it has given, and does give general satisfaction. In some of the schools in this Township, we have Roman Catholic children sitting in the same school, studying from the same books, with our Protestant children, without in the least doing violence to the religious opinions of either. The Scriptures are read daily in most of the schools, and there seems a growing desire to continue the same, without, however any sectarian opinion being forced on the attention of the children. With a view to elevate and expand the minds of our people, the Township Council has established a Township library, to be managed in accordance with the regulations adopted by the Council of Public Instruction. The books have been divided equally among the school sections and parts of sections, and are to be exchanged every six months from the second Saturday in January 1859, thus affording every desirable facility to bring useful and instructive books within the reach of all. The Council intends shortly to remit to the Educational Department a sum of money, to be appropriated towards increasing the Library. This, together with a library established by a bequest of the late Doctor Starr of Carradoc, will I trust be the means of fostering a taste for mental development and moral culture."

137. *D. P. Aylsworth, Esq., Dorchester North*: "I have the pleasure to state that with one exception, all the schools in this Township have been more or less in operation during the past year, and that one the Trustees expect to have in working order some time in June of the present year. The majority of the common or public schools are in a prosperous and progressive condition. The average attendance of pupils during 1858 exceeded that of 1857 by one hundred and sixty-five pupils. The pamphlet on School House Architecture, together with the Chief Superintendent's Report and Library Catalogue have been distributed with good effect in most of the sections. The *Journal of Education* is held in high estimation in the sections where it is received."

138. *The Reverend James Skinner, Lobo and Williams* : “ In Lobo there is a township, but no common school library ; in Williams some care is taken to exchange the books in the School Sections from time to time. The books are covered and numbered and in good order. The readers are few in comparison with the population. I cannot speak positively of the effect experienced, doubtless it is both pleasant and profitable to those who avail themselves of the benefits. The Chief Superintendent’s report and the work on School House Architecture, were delivered at the respective Schools by me personally. These works, as well as the *Journal of Education* are worthy of general circulation ; yet my conviction is that very few see them or seek for them besides the teacher and trustees. Many deserve due praise for the cultivation of the farm, who have no desire for the higher object—the cultivation of the mind. In the township of Lobo there are nine school sections, and seven of these had their schools in operation during the whole year. The schools in this township are generally conducted in an efficient manner. From this character I am disposed to except two ; of the cause I am aware, and expect to find it removed. The village of Komoka, one of the stations of the Great Western, being included in section No. 1, the trustees found it necessary to rent a school house and engage a female teacher. They were happy in selecting one of some experience, possessing considerable accomplishments. In this school the ordinary branches are properly attended to, and one hour and a half also devoted to fancy female accomplishments. Not the least attraction at the public examination was the exhibition of a variety of specimens of embroidery of linen, silk, worsted, crochet work, &c. If the School Act does not provide for such branches, neither does it forbid them. Here they are properly used as an inducement to diligence and proficiency in other studies. By a cursory view of the statistics of Williams it might be inferred that a great part of this Township has been but recently settled. This is true, and on this account some of the schools do not appear to advantage. Even in some new localities, however, you find a few leading and influential men whose power is felt in procuring and sustaining good teachers and consequently good schools. On the whole, progress is made. In the older part of the township good schools are sustained, the population being more dense. The people are able and willing to pay better salaries, and secure more accomplished and profitable teachers. It is proper to make one other remark. In comparing the number of school age, and the average attendance, it is evident that our school system needs yet to be more fully accepted by the people. It is to be regretted that in Townships where schools are in somewhat successful operation, only about one-third are in attendance, viewing the year as a whole. In this respect as in others it appears the progressive improvement of a whole community requires, not a year but an age.”

139. *Charles Hardie, Esq., Nissouri West* : “ We have great reason to rejoice that our schools have not shared in the general prostration of the times ; for although sickness prevailed amongst our youth to an unusual extent last summer, and in face of a deficient harvest, still we have had no schools opened for a shorter period than eight months, the majority averaging nearly eleven months. Ten schools are on the free and two on the rate bill system. I find the people here are well satisfied with the

present school system. They not only engage teachers of superior attainments, but are likewise satisfied with none, who do not,—according to the requirements of the School Act,—exemplify good morals in their walk and conversation. I may remark that several Sunday schools are in operation in the Township, by which the principles of Christianity are implanted in the minds of our youth. Although parents in every section do not insist that the Scriptures shall be used as a text book, it must not be inferred that they are indifferent to the influence of religious instruction on the minds of their children. I have also to remark that several families who formerly were indifferent to the benefits of education are now sending their adult children to acquire a share of that learning which is so rapidly gaining ground in rural districts. A slight reduction has been made in the salaries of some teachers, but in section No. 10, for the year 1859, the teacher is to receive an advance of \$75, in appreciation of his excellent qualifications and services. The inhabitants of this section set an example worthy of imitation for the rest of the township. We have no third-class teachers employed at the present time. I trust their services will not be required for the future. The work on School Architecture was sent to each section, the various subjects contained in it giving great satisfaction. At present many of the plans are beyond our capabilities, but at some future time they may be adopted as models for our school houses. In regard to the township library I find that in some wards the books are still read, and highly valued by many of the inhabitants. I think it may be with the Township library as it has been with the progress of our common school system, so that in a few years it will acquire such an ascendancy in the minds of an enlightened population, that it will become, according to its intrinsic excellence, one of our indispensable established institutions.

140. *The Reverend William Inglis, Westminster*: “I cannot conscientiously report much progress during 1858. In some sections the work has gone forward with a very considerable amount of spirit, in others very much the reverse. The hard times naturally have had a considerable effect; but the great drawback is a large amount of diffidence on the part of a great number, both of the trustees and the parents. It is almost impossible to get any considerable number to an examination, and the one great question in too many cases in hiring a teacher is the very subordinate one of a *low salary*. I should hope an increasing number feels that in the matter of teaching, as in everything else, nothing is really cheap that is not good. At the same time it must be acknowledged and deplored that a very few dollars of supposed saving will displace a very respectable teacher for one of a very inferior order: and yet it is difficult to see how this is to be remedied, except by the increasing intelligence of those who have local management. While I think there is upon the whole more regularity in attendance, a very great deal remains to be done in this matter before things are at all as they ought to be. Grant it, that the circumstances of the country are such as necessarily to involve considerable irregularity on the part of some of the elder boys and girls, yet that will neither excuse nor account for the amount of such irregularity. It is quite saddening to look into the returns on this head, and there is nothing of which I find teachers complain more strongly, nothing which more effectually counteracts their

exertions, and tends to keep down the general standard of education. Is it not pitiable to have to say that out of 1438 children entered on the roll at one time or other during 1858, in this Township, 654 attended less than a hundred days, 979 less than 150 days, and that when the average time during which the schools have been kept open throughout the Township is considerably over ten months. It would be altogether absurd to say that 654 are enjoying the blessing of education. Nominally they are so, but not much more. In a very great majority of cases this irregularity does not arise from the services of the children being needed, but from it being left pretty much to the children themselves to determine whether they shall go to school or remain at home. I am not aware that a single improvement has taken place during the past year in the matter of out-houses, &c., which in most of the sections are very much needed; while I say this, it is but right that I should add, that I find in some sections both the people and the trustees animated by a praiseworthy desire to render the whole machinery of education within their bounds as efficient as possible, and that their efforts have not been altogether without success. You will observe that according to the return, I have given very few lectures in the course of the year.* I have allowed the reports of the trustees in this matter to stand, but I may state, I have scarcely ever visited a school without addressing those present, whether children or parents, on their respective duties, and that occasionally at very considerable length."

XXXVIII. COUNTY OF ELGIN.

141. *The Reverend Edmund Sheppard, Dorchester South, &c.* : "I feel proud of the fact that the schools I report have been kept open fully as long a time during the year as during previous years, notwithstanding the great financial pressure, which is very severely felt in this locality, owing to the failure of the crops. At the commencement of the year I feared that several of the schools would be inoperative; but no, the good sense and zeal of the parents of the children and friends of education prevailed over the difficulties, and attest the gratifying result of a sense of duty. The wisdom of the rate-payers in both Malahide and South Dorchester led them to appropriate the Clergy Reserve moneys to the noble object of education; this, with the decrease in teachers' salaries, caused by a larger supply of qualified teachers, and an accommodation of salaries to the stringency of the times, greatly lightened the burden of supporting the schools, and were among the reasons for keeping them so long open. I trust that the praiseworthy determination of keeping the schools in operation may be still more fully carried out, and that parents and guardians will realize still more and more the duty they owe to their children, to society and to God, to furnish those who are entrusted to them, with every facility for the development of their immortal minds. I distributed the pamphlet furnished by you on School Architecture, and the Catalogues of Books. I feel assured that they must have been beneficial in creating more interest in the erection of suitable buildings, in the mode of conducting schools, and in making the public

* See note referring to this part of a Local Superintendent's duties, on page 66.

acquainted with many useful works, the existence of which were before unknown. I hope that more interest may be taken in libraries in these parts. I really feel ashamed of this feature in my reports. Upon the whole, I trust that the interest taken in education is still progressive, and that the grumblers and fault-finders are gradually growing less; that all parties are becoming more co-operative, and that in a few years a large majority of the people will not only agree to, but ask for Provincial Free Schools."

142. *John McLean, Esq., Bayham, Malahide South, &c.* : "Libraries in the townships under my supervision are not very numerous, but where they are found in sections they produce the same effects as in families. That is, they create a spirit of inquiry, a thirst after knowledge, and give a death blow to all low grovelling and outwardly vicious habits. The schools are, many of them very backward; some few, say a dozen, decidedly good; the fault, however, is not so much owing to indifference on the part of the parents, as to their restless dispositions, which lead them constantly to seek after change of teachers; in some cases three or four being employed in the same school in the course of the year. Of course many are tormented with bad teachers, but this most frequently is the case in sections where the teacher and day-labourer are of equal value. In those schools that I have mentioned as of good quality, arithmetic and grammar were generally well taught, but in some of the others they were meaningless tasks and nonsensical puzzles. This was generally owing to the fact that the teachers were most profoundly ignorant of the branches of which their pupils were taught to consider them as the masters. Many sections have taken steps to have their boundaries extended, which is believed to be the only way to have good schools, in fact I seldom find a poor teacher in a large section."

XXXIX. COUNTY OF KENT.

143. *David Mills, Esq., Camden, Chatham, &c.* : "It affords me much pleasure to be able to say, that progress is in every respect still exhibited. The unabated interest taken by the people in school matters, and their confidence in the capability of the system to meet their constantly increasing wants, arising from their growing intelligence, is demonstrated by the fact, that notwithstanding the failure of the grain-crops, upon which a very large majority of them depend to meet their liabilities, and which necessitated a curtailment of their expenditure, economy has seldom, and in but a few instances, discontinued the school and so shut out the children from the avenues of learning. In consequence of the large number of persons presenting themselves at the meetings of the Board of Public Instruction for examination, the Board has raised the standard of qualification so that in this county it is now higher than the programme issued by the Council of Public Instruction for their guidance.* The effect of this has been to secure to the schools, on the whole, a class of persons better qualified to teach than those

* The Programme has been altered. See Appendix.

of any former year. I am of opinion that the time has now arrived when the services of *third class teachers* can be dispensed with, without closing any of our schools from scarcity of teachers. So long as persons whose range of know'edge is so very limited are permitted to teach, they will prove a serious impediment to the progress of those children, whom for a time they may instruct. It is well qualified teachers who render qualified teachers necessary, and who create a demand for men of their own class and attainments. Where people employ for a time a third-class teacher and discover that none of his pupils are so far advanced as to require, at that time, a better educated person to instruct them, thenceforth a third class teacher is continued, and the possibility of any of the children ever acquiring a superior education is precluded. The public libraries which have been intrusted to the trustees of school sections are proving highly servicable and are being extensively read: but those of which the Municipal Council has the immediate control, have not been, and are not now so efficient. I trust, however, that during the present year steps will be taken to require the respective libraries to report to me the extent to which the people avail themselves of them. The average time of the actual working of the schools was ten months, being a longer time than in any former year. The number of children in attendance at school and the average attendance were greater during the past than any previous year. In both these respects our schools would be made more beneficial if they were absolutely *free*, and rate-bill imposed on those of school age who did not attend."

XL. COUNTY OF LAMBTON.

144. *William Berner, Esq., Brooke*: "The pamphlet on School Architecture and other documents, have, I think, produced a good effect, as most of the sections intend to provide themselves with maps, apparatus, &c., this year. The township being new and the people poor, we are kept back in these hard times from doing the things we wish."

145. *The Reverend A. Chute, Bosanquet*: "I am happy to report that our schools have decidedly improved in efficiency during the past year. Several of the schools have procured and enjoyed the services of superior teachers, and in several instances the examinations at the close of the year proved highly satisfactory to parents and all others concerned. A spirit of emulation has been awakened for a better class of teachers than were formerly sought for and employed. I regret to state that nothing has been done as yet to procure school libraries. I have repeatedly urged upon the Municipal Council the importance of appropriating a portion of the Clergy Reserve moneys to each of the school sections in the township to procure libraries, but, hitherto nothing has been done in that direction. The pressure of the money market and the failure of the last harvest had a tendency to check the purposes of benevolence among the lovers of a free education, and it is thought that the old adage "where there is a will there is a way" will not bear the test of the present times. But if a kind Providence

sees fit to fill our garner with bread next harvest we hope something more may be done for the diffusion of general knowledge among our youth and general population."

146. *Wellington Brichen, Esq., Enniskillen* : "I have the pleasure of reporting to you that the schools in this township are in a healthy condition, considerable improvement having been made in the course of the year. In 1852 the first school was established in this township, and now there are five in full operation. Two Normal School Teachers are engaged in the township, the trustees being convinced that the best teachers are the cheapest in the end. The school houses are in very good repair: they are all built of flatted logs, and are decently finished both in the interior and the exterior. The sites are generally healthy with good accommodation for play ground. The general attendance is pretty regular, but in some instances teachers complain on this head. In some cases this may be attributed to bad roads and the distance the childrens' homes are situated from the school house, but in the majority of cases the blame rests with the parents and guardians of the children. I think a compulsory law is almost needful in this Township, as every householder has to pay school tax whether he sends his children to school or not. This I think is proof that carelessness is the main cause of non-attendance, for the roads are not always bad, neither are children always wanted at home. There is only one library in the township, in section No. 5. The books are good and very much sought after by the people in the neighbourhood, and I believe they have a very good influence, especially on the young folks. There is a debating club in school No. 5, which I think does much in showing the effects and benefits of the Library. Our schools are all conducted on the free system, which, according to our views is by far the best. The *Journal of Education*, as far as I can learn, is read with interest. Upon the whole, education is on the advance and thanks be to the Giver of all Good, it is quite as free to the poor man as to the rich. When I visit the schools I endeavour to impress upon the minds of the children the great cause they have for thankfulness in possessing these advantages. Obedience and attention to teachers, I also make the topic of particular remark. When parents and guardians are present I point out the necessity of their co-operating with the teachers in their labours and exhort them to thankfulness that they are living in a country where such a means of education is provided for their children as will enable them to walk in any sphere of life it may please Providence to place them."

147. *The Reverend David Walker, Sarnia* : "For the last three years, a new frame school house has gone up each year. Amid so much depression this must be hailed as a good sign. I would be glad to report a longer average during which the schools are kept open. Yet there has been an improvement, and this will be greater in 1859 than in the past year. The teachers employed have been all young persons. One has been at the Normal School. None of those employed held a first class certificate. This may be partly owing to the strictness of the examination on the part of the County Board of Instruction. No unqualified teachers were

engaged and the average attendance of the school population has been on the whole very satisfactory. It is cheering to see so many of the young laying the foundation of an education fitted to improve their own minds and to benefit others. While there is much room for improvement in matters of education, throughout the Township, there is much ground gained, and many hopeful signs of future happiness. The Library Catalogue and work on School Architecture have been distributed throughout the sections. Doubtless something was needed to stir up trustees to cultivate more taste about their school houses. I hope the pamphlet will do good, and that as money becomes more plentiful something will be done to strip the school house and grounds of that repulsive appearance they so uniformly bear. Could the teacher become interested in the place he might do something, at least in the way of taking care of its ornaments. Little interest can be taken by one who expects to be engaged 6 or 12 months, nor could his interest in such a case effect much, however deep it might be. There are only two school libraries in the Township, but they are large, well kept, and on the whole well read. Those who have had no taste for reading implanted in them in early life and those who are intent only upon farming and money making, may and do undervalue the libraries, but there are many who prize them highly, and these are on the increase. The depression of the country has affected the educational as well as other interests, yet on the whole, I am happy to say that bright prospects are before us."

148. *William Patterson, Esq., Sombra* : "I am happy to inform you there has been an improvement in most of the schools in this Township during the year. The number of first and second class teachers is on the increase. The schools have in general been conducted in an orderly manner, and the teachers, seemingly aware of the importance of the duty entrusted to them have always behaved with propriety. The recommendation to open and close the schools with prayer has in most instances been complied with, and the Bible and Testament are used in the majority of them. The schools on the average were kept open ten months. I may mention as an indication of future progress that several of the old teachers have been re-engaged. As the higher branches of education are being developed, the want of maps globes, school apparatus and libraries begins to be felt more and more. Several teachers have expressed their regret to me at not possessing suitable maps, etc. The very excellent catalogue of books for school libraries was received and duly distributed, and at first excited considerable attention, but as yet no action has followed. This may be partly attributed to the almost entire failure of the crops last year in this part of the country, consequently no avoidable expenses were incurred : and partly owing to a want of harmony in some of the sections, which wherever it prevails is one of the greatest drawbacks to educational progress. There is as yet but one common school library in the Township, with a very limited number of volumes, so its influence in the neighbourhood can be but small. The books are labelled and numbered and well taken care of. The pamphlet on School House Architecture was distributed, and in one instance the plan of a new school house—to be built this season,—was entirely prepared from the instructions there given. This work must have a favourable influence on School Architecture in general; even

where the plans are not exactly followed, it will give to trustees and builders an idea of what is required in school houses, as regards comfort or convenience. Formerly, however willing trustees and others might be to perform this duty, they had no proper instructions to follow."

XLI. COUNTY OF ESSEX.

149. *William Gatfield, Esq., Anderdon*: "The library books are in constant circulation. The Library is very limited, owing to the general distress and the difficulty of raising funds to increase it. The schools in the Township have not been so well attended as in former years; still the desire for education is by no means diminished. Much difficulty arises in the school sections from the incapacity of the trustees, who in many instances neither read nor write, and their school accounts being kept for them by some irresponsible person is the cause of much dissatisfaction. There has been much difficulty in collecting school moneys, which has operated unfavourably, still, I believe that when the times improve the difficulty will disappear."

150. *Jonathan Wigfield, Esq., Mersea*: "Although the schools in this Township are not in as flourishing a condition as I could wish, still I think we are making some progress. You will see by my report that we have had six schools in operation during the year, *five* wholly free and one partly so, and that the average time they were kept open was eleven months and fifteen days, being in advance of any previous year. I much wish that we could have larger and better school houses erected, and our schools supplied with suitable apparatus and libraries. I trust that the pamphlet on School Architecture, which has been distributed among the trustees of each section, as well as the Library Catalogue and your own report, will arouse the minds, both of trustees and parents to the importance of these matters."

151. *Francis Graham, Esq., Rochester*: "I have the pleasure to say that the schools in this Township are in a prosperous and progressive condition. The people appear entirely satisfied with the ample provisions of the School Law, and are convinced that the fault rests with themselves if their educational interests are not properly attended to. In proof of this they have elected and continue to elect the most active and intelligent trustees in each section. Good and efficient teachers have been employed, who in return received fair remuneration for their services. I sincerely trust and hope that you will still continue to maintain and improve that noble structure of education, the foundation of which has been so judiciously laid. I hope you will meet with a kindred response from each of your fellow countrymen, —at least from those who are free from party feeling and prejudice, and who have the good of the country at heart. It is almost certain that no system of education can be devised without imperfections, and these imperfections must be left to the teachings of experience in the varied positions of those for whose benefit education is intended."

152. *Alexander Craig, Esq., Tilbury West*: "The schools in the various sections are all free, are properly conducted and doing as well as circumstances will permit. One section has built a good frame school-house, and another promises to follow the example. The schools that are at present without suitable maps and apparatus have promised to provide them during the year. There is evident improvement in the class of teachers that are now employed; they are more competent and efficient than formerly. The Scriptures are read in two schools only, but all are opened and closed with prayer. We have two Sabbath School Libraries which have had a good effect on young and old. The books, which are being constantly read, are under good regulations and safe keeping. This is a good proof how a Township Library would be received by the inhabitants if our authorities would only have the goodness to grant the proper supply. I will again endeavour to lay before them the expediency of this object being attained, and I trust my application will not be rejected. The pamphlet on School-house Architecture, the Library Catalogue and Chief Superintendent's Report were all distributed and thankfully received. The *Journal of Education* is highly esteemed and is productive of good."

XLII. THE CITIES.

153. *T. A. Ambridge, Esq., Hamilton*: "I have the pleasure to state that our schools continue in a satisfactory condition. The pupils make becoming progress in their studies, and parents duly appreciate the benefits conferred on their children by the system of imparting instruction which is pursued in our Common Schools. On the first of May last we parted, reluctantly, with Mr. Sangster, our late esteemed Principal, who left his charge here to accept an appointment in Toronto, the duties of which are not so arduous as those he has left, and which tended to impair his health. He was placed in charge of our schools as Principal when they were first opened in May, 1852, and had been mainly instrumental in bringing them to their present state of efficiency. The Board, however, succeeded in securing the services of Mr. Macalium, who ably fills Mr. Sangster's place, and under whose management the schools continue to progress most satisfactorily, and without doubt they will continue to do so. The Christmas examinations of the pupils of the first and second divisions of the Central School in the Hall of the Mechanic's Institute, attracted, as usual, an immense audience. People of all classes take a great deal of interest in these examinations, and in every thing in fact connected with the schools, and they expressed themselves highly pleased with the proficiency displayed by the pupils. I mentioned last year that an improvement had been made by the separate schools taking from us a number of children, whose presence I thought could be dispensed with to advantage, and I am satisfied that I was correct in my remarks. The library continues to be largely made use of by the citizens through means of their children attending the Central School, and I have no doubt that much good is the result. Few things are better

calculated to exercise a beneficial influence on a neighbourhood than a well selected library, such as ours is ; and although the effects may not be so apparent as those produced by other and more exciting influences, yet it will be apparent in the improved feeling and more elevated sentiments of the many, whose only means of improvement are devised from the school library, and without which they would be left in mental darkness. The books are labelled and numbered *but not covered* ;* otherwise the regulations are strictly observed."

154. *Alexander Workman, Esq., Ottawa* : "There is nothing particular to remark ; our Common Schools are in good working order ; our teachers, gentlemen of superior qualifications, assisted in each school by a female teacher, either holding a certificate from the Normal School or the County Board."

XLIII. THE TOWNS.

155. *The Reverend John Alexander, Brantford* : "Our schools have been in a very prosperous condition during the past year. The serious and threatening difficulties in which the Board of Trustees found itself placed at the beginning of the year have been met with great wisdom and courage, and most successfully disposed of before its close. We knew not in the beginning of 1858 how the financial liabilities of the Board, incurred in the erection of a large and commodious wing to our Central School, were to be met in the depressed state of things in the commercial world. But we are now, I trust, in a smooth sea with a fair wind. For the satisfactory position now occupied by the Board and the good prospects ahead we are much indebted to the prudent firmness and perseverance of Allan Cleghorn, Esq., our Chairman, both for last year and this. The number of children not attending school for at least some portion of the year must be comparatively small, as will appear from the columns of the report. In a new country like this where labour is very high, there will be many children whose parents are compelled to keep them at home during a part of the year. But it is a matter of grateful satisfaction to know that the benefits of our Common School system are reaching every class of the community, and the inducements held out to the poorest parents to send their children to school are not without success, a success which I trust will be manifest in the intellectual improvement of the rising generation. My earnest desire and constant aim is to avail myself of the facilities afforded by the school law in raising the moral tone of our youth, by bringing the influence of Bible truth continually to bear upon all their studies. Though we have no School Libraries, our young people and the community generally are well supplied with wholesome reading from the Sabbath School, Congregational and Mechanics' Institute Libraries."

156. *The Reverend Hugh Campbell, Cornwall* : "The educational interests of this community are advancing. The half-yearly examinations exhibit a vast amount

* A supply of paper was furnished by the Department for the purpose of covering these books.

of work accomplished. It affords me much pleasure to bear testimony to the industry and devotedness of the teachers and also of the good behaviour and creditable progress of the scholars. The attendance of the public at the examinations is not so encouraging as the friends of education could wish. The late examinations were so interesting that I hope to see an improvement in this respect. I am happy to report that the trustees are most anxious to promote the efficiency of the schools to the best of their ability. Since they have decided to make them *free*, the attendance has considerably increased. I confidently look forward to the happiest results from this change. On the whole the schools are in a very satisfactory condition. The library is performing a valuable part in the people's improvement. Its influence is very decided in forming right thoughts and habits. This department is very well managed by our Librarian, who faithfully enforces the prescribed regulations. The *Journal of Education* is regularly received, for which I return my sincere thanks."

157. *J. C. Prosser, Esq., Collingwood*: "The Trustees have during the past year obtained a Library of 739 volumes, and additional apparatus for the use of the schools in the town, and hope that the benefits arising from the circulation of useful books among our youth will in time become apparent. Order, regularity and punctuality in attendance being great requisites for the advantageous carrying out of our school system, and in order that all in the town shall know exactly when the schools open and close, the trustees purchased a bell for school house No. 1, and there is no occasion for any child now attending our schools to annoy the teacher and disturb the harmony of the classes by coming late, an evil which cannot be too much deprecated."

158. *The Reverend Anthony Scott, Paris*: "Since our last report, our new school house has been opened, and nothing seems requisite to render our Common School System an efficient means of meeting the wants of the community. We have an able staff of teachers, and each department is well filled with children. Local animosities are gradually subsiding, and the people are beginning to learn that nothing is to be gained by division."

159. *The Reverend John Fraser, Goderich*: "The progress of the School is evident from the fact that in 1850 only 136 pupils were enrolled; in 1854 there were 280, but it has increased in 1858 to 675. The attendance is rapidly increasing, and to such an extent as to call for increased accommodation, notwithstanding the large and commodious building already provided. It will be readily admitted that fifty pupils are about as many as one teacher can successfully instruct; indeed, in the higher divisions of the school, where the branches of instruction are numerous, fifty pupils are too many. Yet, during the last half-year, each teacher in the school has had an average daily attendance of nearly *seventy pupils*, and the number enrolled gives each teacher one hundred and thirty-five pupils, a number much too large to expect anything like proficiency in the studies pursued. Should the attendance hereafter materially increase, it will be impossible to provide accommodation for so many in the present building; and it will then be for the Board and the

rate-payers to take into consideration some means to supply the deficiency, either by the formation of primary ward schools, as has been done in other towns in Canada, or by the enlargement of the present building. It is worthy of remark, that interest in the cause of education is increasing, as is evinced by the improved attendance on the public examinations of the school, and by the large advance over former years of the names of visitors entered on the visitors' book. Yet it is to be regretted that there is not that interest which the importance of the education of youth ought to excite. In the elections of school trustees, it is not an uncommon occurrence that the mover and seconder are all that are present. The number of children of school age, that is, between five and sixteen, is 850, as near as can be estimated, but only 660 of these were enrolled on the register of the school, and of the whole number enrolled, only 62 attended the whole number of days the school was kept open. There are, then, 190 children who have not attended the Common School. A few of these attend other schools; yet no doubt a large proportion attend no school. It is a source of much regret that so many are growing up in ignorance, when facilities are provided for their instruction. The great cause of their not attending is no doubt the apathy and indifference of parents. But are the inhabitants of the town who voluntarily tax themselves for the education of all the youth within the municipality, to allow a number of children to grow up in ignorance, to be afterwards a source of trouble and expense to the community? Ought there not to be some compulsory law, making it obligatory on parents to send their children to school and to keep them there regularly and long enough to acquire a competent education. The time is fresh in the memory of many of us when the buildings occupied as school houses (and they were the best to be had,) were so very mean, that children might blush for them, and when such parents as could afford it, sent their children elsewhere to be educated. Now we have a school-house of which we are justly proud, because of its external architectural beauties and internal elegant and comfortable arrangements. The time is fresh in the memory of many of us, when our schools were supported by rate bill, levied on the parents and guardians of children attending the school, and when as a necessary consequence the schools were but indifferently sustained, and inefficiently managed. Now we have *free* schools, attended by nearly all the children of school age in the town, and attended also by the children of the most respectable and intelligent of our citizens. We have, moreover, a staff of teachers, highly recommended, well-qualified, (all holding first-class certificates,) sincerely devoted to their duties, and I hope amply remunerated. Thus, our schools are commanding the entire confidence and the ready support of all classes of the community, and the admiration of intelligent strangers from all parts of the province, and from many parts of the neighbouring republic. True indeed there may be, and doubtless are, many defects, but it might be borne in mind that giants once were babes—that he who wrested off the gates of Gaza, was once a helpless little creature, who could not lift his head from off his mother's knee,—and as time is necessary to mature strength, so in our schools time is necessary to correct errors in untried theories—to bring order out of confusion—to harmonize numerous conflicting interests, and to make all conducive to “the greatest possible good to the greatest

possible number." But much good has already been done by our free school system, and good which could never have been done by any other. Our free schools are the schools of the people—they are open to all classes and conditions, so that here the poor as well as the rich can give to their children the invaluable blessing of a liberal and even polished education. Corporal punishment is wisely permitted by our rules, but it is seldom resorted to. The severe—I had almost said brutal—form of discipline, thought of old to be indispensably necessary to school government, is now happily superseded by moral suasion. A spirit of kindly intercourse, of mutual confidence and love between the teachers and the taught is found to be all that is necessary where the child is under the least moral restraint at home. But all are not so restrained and governed at home; besides, parents in some instances drink in with a greedy ear every report, false or true, which their children carry home from school, and declare, in the hearing of their children, 'that they will not'—to use their own words—'that they will not stand it,' and thus they encourage in the child rebellion against the teacher, and the child diffuses the same spirit among his fellows, and so the evil goes on increasing, until the teacher has no alternative left him but to use the ferule, much against his good will, for he desires to govern his school upon the principle of mutual love. It is gratifying to know, however, that corporal punishment has been inflicted in but few, very few cases, during the past year. And did parents discharge the duties of home government better, and listen to fewer tales from school, their children would be happier, and their success at school proportionably greater. In conclusion, the Local Superintendent congratulates the Board of School Trustees and the community at large, upon the admirable system of public instruction established among us. To the enlightened and liberal views of the Board, much of the honor of what has been done is due. The members spared neither time nor labor in erecting a school-house second to none in the Province, in furnishing it with seats and desks of the most approved style, with maps, charts, &c., in a word with every apparatus necessary for even a grammar school, or an academy of the first order, and in all this they have done wisely."

160. *George Gillespie, Esq., M.D., Picton*: "I have much pleasure in reporting an increased interest in our schools by all classes. The Town of Picton has erected at a cost of \$5000, a commodious school house, furnished with the approved modern style of furniture, capable of seating three hundred and forty pupils. In this quiet quarter of Canada we are leading off with a laudable ambition to make the schools of Picton second to none in the Province. There has also been erected during the past year in this Town a splendid edifice as a Mechanic's Institute, with reading room, library and lecture hall, which promises to add greatly to the intelligence of our young people, who make it a frequent resort every week-day evening."

161. *The Reverend Lewis Warner, Port Hope*: "In presenting my Annual Report I have to observe that there appears to be an increased vigor in the schools of this Town. The attendance of scholars is regular and the united

Board of Trustees is making preparations for the erection of a suitable building for a grand Central School, which is a great desideratum in this beautiful and enterprising Municipality. The Library Books received have all been covered, labelled and numbered, and it is to be hoped that as they have been pretty extensively circulated they have exerted an influence for good; especially assisting some to improve their minds by the perusal of these useful and interesting publications. It is a matter of regret that all our Common School Teachers have not been able to avail themselves of the advantages of at least a partial training at the Normal School. I am quite certain that should this be made imperative as it would be of great importance to the children of this Province. Our excellent Common School system is gradually commending itself to the entire community, and only needs to be known to be appreciated. There are some of its details that might be amended and improved. The system to be perfect should be free.* All children should be compelled to attend school. The duties of the local Superintendent should be, especially in towns and cities, more clearly defined,† to prevent the possibility of antagonism between him and the Trustees and Teachers of Union Schools; and if I might be allowed to suggest an improvement, that officer ought to be charged and made responsible to the head of the Department for the faithful performance of his duties, for which he should receive a liberal compensation. I am sure if there was an agent constantly employed to superintend the schools, who had a voice in the appointment and dismissal of teachers, and whose duty it would be to report anything irregular, and who was responsible to the Department for the faithful performance of his duties, that beneficial effects would soon be apparent."

162. *John Might, Esq., Chairman, Board Grammar School Trustees, Port Hope*: "A library has been established in connection with the United Schools, and is therefore open to the pupils of the Grammar School. Reports of progress, attendance and conduct are sent to the parents of the pupils at the end of each term. Demerit marks are given for ordinary cases of misconduct; when the misconduct is persisted in after admonition, recourse is had to corporal punishment, but this is always the last resort. Generally speaking the discipline is based on the suggestions of the Chief Superintendent, and on the Rules and Regulations for the Government of the Model Grammar School, as published in the last Report."

163. *Robert Checkley, Esq., M.D., Whitby*: "I have received the pamphlet on School House Architecture. It will be of use I trust during the ensuing year, as it is in contemplation to build a brick school house instead of the wooden one which is now used on Anderson Street. Many pupils will be drawn to it from Henry Street school, which is overcrowded to a great extent. Very crude

* The Municipality by raising a sufficient local tax can make the schools free, as is the case in Toronto, Hamilton, and other places.

† The Board of Trustees is authorized to prescribe the duties, and fix the remuneration of the local Superintendent.

notions on the subject of School House Architecture have prevailed in this locality. At the Henry Street School there are 162 boys entered on the register, while there is but one class room to accommodate them, and its size is but 15 feet by 12 feet. During the past year our school matters progressed badly, owing, I think to the office of School Trustee having been used as a means of obtaining the more coveted post of Municipal Councillor. In consequence of this, many of the resolutions brought before the Board were dictated more by a desire for popularity than by consideration for the welfare of the schools. The recent election may have improved the composition of the Board, and we may, I trust, do better during the current year, but I fear that the evil will recur unless the election of School Trustees can be made of more interest to the rate-payers. It is proposed to try the free school system this year. If it is resolved on, it may have the effect of stirring up public interest in school matters, the taxgatherer may direct attention to the Trustees and the *vis inopiæ* may prove stronger than the *vis inertię*."

164. *The Reverend James Cooper, Woodstock* : "On the whole I do not think our schools were ever in so good a state as they are now. The best feelings prevail amongst the Teachers, and the Trustees are all anxious to render the schools a benefit to the town. Our public examinations were exceedingly satisfactory and the public interest was greater than usual. We have put one very excellent, though poor boy into the grammar school, there to enjoy a free education. He feels the honour thus publicly conferred on him, and has entered on his classical studies with great spirit. We hope this will act as a stimulant to others. The books and pamphlets sent to the Board have been of use to us, and the *Journal of Education* is always a welcome visitor."

XLIV. INCORPORATED VILLAGES.

165. *The Reverend John Fletcher, B.A., Bradford* : "The regulations respecting the Public School Libraries are strictly observed, and the books very generally read by the families of such children as attend the schools, but I cannot perceive that there is an adequate benefit derived from them. I have to express my satisfaction at the excellent order of the school of this village during the year, and the great interest taken in it by the inhabitants, and I have great pleasure in saying that it stands at the head of the Common Schools of the County. By the liberality of the Head Master of the Barrie Grammar School (the Reverend Mr. Checkley) a Scholarship was offered for competition to the pupils of the Common Schools of this County, which was gained by one of the boys of the school of this village, the two next in order of merit being also scholars of the same school."

166. *A. Dingwall Fordyce, Esq., Fergus* : "The library has been used much more than in former years. An addition will shortly be made to it; and generally the influence of the various works noticed, so far as they have been known, is believed to have been a happy one."

167. *W. Worthington, Esq., Iroquois*: "The Library Books are all covered and labelled, but the regulations have not been strictly observed; indeed, nothing has been done since the village was incorporated, but the Trustees will, at the first meeting, thoroughly investigate the matter, and at as early a date as possible, place the library in a position to attract public attention. The pamphlet on School Architecture is good, and the result will likely be a tasteful decoration of our school-house grounds."

168. *The Reverend James Findlay, Mitchell*: "The state of the schools in this village has been very satisfactory during the year just closed. The two public examinations reflected much credit on the teachers, shewing great attention and efficiency on their part. To the adoption of the free system and the efficiency of the teachers must be attributed the numerous attendance during the year. The want of sufficient school accommodation has been most severely felt: this, however, will be remedied next spring, as the trustees have resolved to build."

169. *The Reverend W. B. Lauder, LL.D., Napanee*: "I am glad to be able to report that our schools are in a prosperous state and the work of education going on favourably. We have good teachers, as we pay salaries sufficient to secure such, which is the great cause of our success. To the Trustees also is to be attributed much credit for the taste and lively interest shown by them in the performance of their duties; everything is done to make the teachers and scholars comfortable and happy. For the people I must say, that they are in general more than ordinarily anxious to have their children well educated. There are some, as in every community, who will not value education, but by degrees, I hope these will decrease in number. On the whole, we have reason to be satisfied with the state of things here."

170. *The Reverend Henry Brent, Newcastle*: "Our schools during the past year have been under the charge of efficient teachers, and the progress made by the scholars in the several branches of a common education has been on the whole satisfactory."

171. *John McLean, Esq., St. Thomas*: "I fear our Report is not so flattering as might be desired. During the latter half of the year there was a very great falling off in the attendance, arising partly from the difficulty that some parents find (during the hard times) of paying the quarterly fees, partly from a decrease in the population of the town, and from other causes. The pupils of the junior room have suffered a good deal from the frequent change of teachers, and from their being a good part of the year taught wholly by monitors. The progress made in the second and third rooms was very cheering, especially in arithmetic, grammar and geography. An effort will be made before long to unite the grammar and common schools, but I am afraid that it will not be attended with success. This is much to be deplored, for by the union the scholars of the grammar school would be enabled to reap the benefits of the excellent apparatus belonging to the common school."

172. *William James, Esq., Thorold*: "I am happy to inform you that the inhabitants of this Municipality appreciate your services in the establishment of our common schools, and I hope that those who now oppose through ignorance or prejudice will, by a more careful examination of the system cease their opposition, and aid as far as in their power, to perfect so noble an enterprise; however, some opposition is supposed to be necessary to the perfecting of any system that is human. It is to be lamented that there should exist any necessity for separate schools, considering the effect that must be produced on the rising generation. All should be united, and, with one combined effort, aid the progress of a rapidly growing country. The inhabitants of British North America should be one people. It must be evident to every well informed and unprejudiced mind, that the children thus separated will be the chief sufferers. Much credit is due to the Common School Trustees (of 1857 and 1858) for the interest they have manifested in providing school accommodation for the children of this Municipality. During three years two brick school-houses have been built—size 28 by 56 feet—either having two apartments and capable of seating, conjointly, 360 children. The style of architecture is Gothic. The interiors are provided with Jacques & Hay's improved seats and desks. The total cost of either building is about \$4,800. The appearance and style of these school houses do great credit to the taste and judgment of the Trustees. Knowing the liberality of our inhabitants and their enterprising spirit, I am of opinion a fresh impulse is being given to our educational operations here."

Appendix B.

PRISON LIBRARIES, &c., ESTABLISHED BY THE DEPARTMENT.

1. *The Reverend Hannibal Mulkins, Chaplain, Provincial Penitentiary, Kingston*: In transmitting his Report upon the operation of the Library in the Provincial Penitentiary, Mr. Mulkins thus ably discusses the whole question:

I. THE CHIEF INTENTION OF ALL REFORMATORY PRISONS.

"The improvement of convicts, mentally and morally, so as to make them good subjects, and if possible good Christians, is or ought to be, it is reasonable to assume, the first and highest purpose of all Penitentiaries and Reformatory Institutions. Though other important purposes may be accomplished by such establishments, as for instance, the safe custody of the offender, the prevention of crime, punishment for the offence, and the safety, in the meanwhile, of society at large; yet, unquestionably the State has a nobler intention still in placing its criminal members in institutions of reform. It intends to give them an opportunity for reflection and repentance; to effect a separation between them and evil companions,

and to withdraw them from bad and corrupting influences ; to place their wicked passions and dispositions under restraint, that thereby they may become less powerful ; to draw forth and invigorate the better feelings of their nature, that they may become stronger and more prevalent in life ; to show them that society seeks not so much to revenge itself upon them for crimes in the past, as to provide for them such mental and moral culture as shall prevent all crimes in the future ; in short, the State evidently intends carrying into effect the Christian principle of rendering good for evil, of giving to its criminal children such means of improving, such increase of knowledge, such habits of industry, such moral training and religious instruction, that thereafter they may be good citizens, useful and happy men, and albeit great sinners, yet effectually converted from the errors of their ways.

II. THE MOST EFFECTUAL MEANS TO BE USED TO ACCOMPLISH THIS PURPOSE.

“ With this purpose in view, the inference is undeniable, that the agencies acting upon convicts, the influences surrounding them, the discipline for their government, the instruction given and the books in use amongst them should have a direct bearing upon their moral and intellectual nature, to the end that they may see and know that society in their imprisonment intended not to degrade, to deprave, or to destroy, but to raise them up when fallen, to purify and to save ; not to convert them into instruments for enticing men, but into instruments of future righteousness and usefulness.

“ As institutions for the blind are intended to supply the best means of removing the defects of the eye, and for the restoration or improvement of vision ; and those for the deaf, the best means for removing the defects of the ear, restoring or improving its discernment of sound ; so should institutions for the moral reformation of criminals, possess the most effectual instrumentalities for removing all defects, moral or otherwise, from the minds of convicts, by supplying the deficiencies of nature and the wants of early education and training, by sweeping out of their hearts base ideas and vicious feelings, which, like so many demons, had entered in and dwelt there ; and by implanting in their stead useful knowledge, sound principles, virtuous morals, and pure religion. Such undoubtedly should be the Christian aim of penitentiaries and all other prisons for the reformation of the guilty criminal, though indeed in practice it has never been completely attained. It seems the destiny of man here to see before him in all things a dazzling ideal of theoretical perfection, a prize which he may view at a distance, as the prophet from the mountain saw the promised land, and towards which he may approximate nearer and nearer, but which he is not permitted fully to realize on earth. But these institutions, to fulfil their double mission of justice and mercy, ought to combine the advantages of a *school*, for teaching the ignorant ; of a *family*, for moral discipline and training ; of a *library*, for the diffusion of useful knowledge ; and of a *church*, for religious devotion. Within the walls of a prison, as well as beyond them, the means should be adapted to, and competent to achieve the desired end. The reformation of convicts may be looked upon as an exceedingly difficult, if not a hopeless task, but for

that very reason the fullest and most efficient means should be used in their behalf, and those fitted to their peculiar wants; the convict possesses an intellect capable of being made radiant by intelligence and knowledge, a soul that may be made holy by the presence of religion. The moral amelioration of convicts, therefore, for which the State provides, is a weighty trust, a sacred responsibility in which society is vastly interested, and with which all concerned, even the convicts themselves, ought to be solemnly impressed.

III. THE IMPORTANCE OF THE LIBRARY IN THE IMPROVEMENT OF CONVICTS.

1. "Among the essential means for achieving the great moral ends of penitential institutions must undoubtedly be ranked as very prominent and efficient, the use of good books—the *Prison Library*. It would be folly to deny the importance of the secular and moral teaching imparted to convicts in school in a prison, without which in many cases the books of the library could not be read, and would consequently be useless. It would be the height of folly to undervalue the advantages of the sacred teachings of the Bible, or the invaluable instructions of the Church. Each of these has its own theatre and mode of action, both performing important functions in the reformation of the convict. Secular and sacred science, like nature and revelation, are always in virtue of their author and being, harmonious, and never even appear to clash or contend with each other, except only when their respective forces are marshalled by ignorance on the one hand or fanaticism on the other. Wisdom and virtue—knowledge and religion—the well-balanced cultivation of man's spiritual nature are so important to him, that they constitute the very elements of happiness to himself and usefulness to others, and the essential character of him who loves his neighbour as himself, and God with all his heart. The importance of a prison library in aiding in the formation of so desirable a character among convicts is manifest.

2. "The library has a double or twofold effect, intermediate between the secular and religious instruction, uniting and cementing the advantages of the school and the church, adding to the knowledge of things secular and useful, the knowledge of things moral and divine. It improves the instruction given in school in its elevation and tone, in the scope and duration of the knowledge it conveys, while at the same moment it enlightens the understanding, and sharpens its faculties for the keener perception and better appreciation of that divine spirit which is life and truth and all things to the soul of man. The prison library, therefore, comes in as "the Crown and Glory" of the secular, and as the humble and zealous minister of the moral teaching.

3. "The prison library acts with many convicts as a powerful stimulus in learning to read, or for improving those who otherwise might not care to learn, since it presents before them so vast a field and so goodly a land for their use, their improvement, and enjoyment, when once they are in possession of the key which unlocks and lays its treasures at their feet.

4. "It also operates with them as a powerful inducement to good behaviour, not only in order to obtain a book, but while they are reading it; thus aiding the convicts in the acquisition of habits of self-government, conferring upon them a real moral benefit, and at the same time supplying an effectual auxiliary means for the maintenance of order and discipline among them.

5. "A further advantage of the library is, that it affords instruction to hundreds, and in the course of years to thousands of convicts to whom the school is not open, and to whom the library must become, as it were, both teacher and tuition, without which no instruction, except of a religious nature could possibly be received by them. The school is only intended for convicts almost wholly defective in the very first principles of education, and more particularly for the younger portion of these. But the library opens its pages and offers its advantages to all, circulating freely among all classes and origins and races, and renewing its supplies to them from time to time as their needs require. Since the establishment of this prison the large number of four thousand eight hundred and seventy-one prisoners have been confined within its walls. Of these probably not more than one-tenth required school instruction, but a good library among so many persons, and during a period of twenty-four years, might have communicated an incalculable amount of useful knowledge to thousands of readers.

6. "The library supplies a source of instruction to the convict available at almost all times and places in the prison. The school must of necessity be limited to few in number, and chiefly to one place; but the library sends out its volumes to all parts of the prison, and they are at all times at hand. At his work the convict can frequently snatch a moment for reading; in his cell in the summer season he may devote hours to its study each day; when he walks back and forward to his meals his book is sometimes in his hands; after each meal he can apply himself to reading for nearly a half-hour; even in chapel, during the few moments before service almost every convict may be seen with a volume in his hand which he peruses with earnest attention. There is scarcely a moment during the light of the day but what in some place, in the wings or wards, in the shops or shed, in the halls or hospital the library will be communicating its spirit and intelligence to some of the prisoners.

7. "The library promotes a profitable occupation of time by the convicts, which otherwise would be wasted in idleness, the nearest kin to vice. At the same time the knowledge gained in devoting their few unoccupied moments to reading, and the cultivation of their faculties, so greatly promoted by good books, makes them more active, industrious, and intelligent in their work, and more useful to the institution—contributing at once to the improvement of the convict, the discipline of the prison, and the value of convict labour.

8. "The library is the source of relief and the minister of consolation to the convict in some positions and on some occasions, which otherwise would pecu-

liarly embitter his incarceration. The prison is closed in the summer season at six o'clock P. M., each day, leaving the convict nearly three hours before darkness sets in for reading. But without a library, these hours were hours of terror and bitterness to the convict. Some may probably have spent them in meditating upon plans of escape ; others upon schemes of future depredations ; many looked upon them as a period of terrible mental suffering, to all it was a time of solitude and misery. The library has put an end to this, and converted those hours of idleness and misery into a period of profit, enjoyment, and comparative happiness.

9. "The library moreover is a fountain of continuous instruction to the convicts. There are moments every day, hours every week, and days every month, which without useful books, would run to waste, or what is worse, to vice ; but which by means of the library may perpetually add to the extent and variety of the convict's knowledge, tending to his improvement in the contentment which it brings, in its beneficent tenor, and increasing his capacity to receive it, his relish in its enjoyment, and his ability for usefulness.

10. "The library stimulates and keeps alive in the hearts of many convicts—fathers, husbands, brothers, and children—hopes of future usefulness amongst their friends, and in a degree qualifies them for the realization of their hopes. The desire to be useful, may always be contemplated with pleasing emotions ; but it is especially pleasing to think that even the iron foot of crime cannot utterly crush that desire from the human soul. There are many convicts here, who read and study diligently, with the hope, that it may add to their usefulness when they are once more free, and enable them to make some amends in the future for their errors in the past.

11. "Finally, whether we consider the fund of knowledge which a library supplies as food for the convict's mind ; or the stock and variety of new ideas which it has afforded ; whether we consider the exercise and invigoration of his faculties, it has given ; the employment to his thoughts, the habits of industry, and beneficial occupation of time, it has inculcated ; or whether we consider the contentment afforded, or its contribution towards order and discipline, or that its truths, like all other truths are in their nature, on the side of virtue and morality—and therefore] beneficent,—it seems impossible not to recognize the utility and importance, if not the absolute necessity, of the library as an essential means of order and improvement in all prisons of reform—a central agency, which, like the heart impelling the blood to all parts of the system charged with the constituents of nutrition and new strength, sends forth through all parts of this institution to the convicts, the elements of a new and intelligent life, depositing in their hearts the seeds of virtue, or the principles of religion."

IV. THE ORIGIN AND OPERATIONS OF THE LIBRARY IN THE PROVINCIAL PENITENTIARY.

1. *Its origin.*—"From the first establishment of this prison, a copy of the Holy Scriptures has been supplied to each convict, for the purpose of religious instruction. But no step was taken to provide a library until 1844, when Sir Charles Metcalfe gave to the prison about one hundred and seventy volumes of books. These volumes were not large, but their contents were sound and good, and they constituted the only library for the convicts up to the year 1850, or for the period of six years. Lord Metcalfe's benevolence was almost universal in Canada, and this contribution to the moral improvement of the convicts was timely, as it was a much needed charity, and perhaps more fruitful than many other acts of his benevolence—an act of goodness which for years was the source of instruction and happiness to hundreds of criminal men, and which it is a pleasure here to acknowledge with gratitude.

"In 1850 the Chaplain called the attention of the Board of Commissioners to the necessity of a more general and extensive library for the convicts—a necessity the more pressing from the fact that many of the books given by Lord Metcalfe were worn out or lost, and the number of convicts considerably increased. The Commissioners very willingly responded to the call, and a small addition was made to the library. Since then, from year to year, the Inspectors continued to make an appropriation for this purpose; but the books procured, however, up to 1856, were not adapted to general distribution among the convicts. In 1854 the Chaplain had some conversation in Quebec with the Chief Superintendent of Schools for Upper Canada, on the subject of prison libraries. The Chief Superintendent took a lively interest in the matter, and said he would endeavour to obtain such arrangements as would enable him to aid in the same way and in like proportion in forming prison libraries, as he did in the public school libraries. He succeeded, and in 1857, about one hundred and seventy volumes, and in 1858, two hundred and fifty-three more, were obtained at the Educational Depository. It is due to the Chief Superintendent to state here that he has shewn every disposition, in the midst of his manifold duties, to assist this institution in the formation of a library, which now contains seven hundred and twenty-three volumes, a large proportion of which were procured at the Depository, is composed of very valuable books, and to which it is intended to add from the same source some two hundred volumes every succeeding year. It may also be noted as a matter of just commendation, that in his zeal and exertions to supply the people of Upper Canada, with libraries of useful knowledge, the Chief Superintendent has not forgotten even "*the prisoners and captives.*"

2. *The extent and nature of the Library.*—"Including the convicts discharged during the year, and those in prison at its close, the advantages of the library have been accessible to one thousand and thirty-eight prisoners, with the exception of fifty, or one in twenty who were unable to read. The daily average of convicts during the year, has been seven hundred and fifteen, and there were

seven hundred and thirty-eight at its close. Eighty-four of these were women, and one thousand and four men, gathered here from eighteen different countries, speaking many different tongues, and professing fourteen different religions. Among these convicts, of almost every degree of age, from ten to eighty, of every grade of moral status, of natural capacity and mental culture, the library books have been kept in constant circulation.

The library is composed as follows:—

Volumes procured at the Educational Depository in 1857..	170
Volumes procured in like manner in 1858.....	253
Old volumes.....	300
	723
Total in the Penitentiary library.....	723

These books treat upon the following subjects:—

History	107	Vols.
Voyages and travels.....	36	
Biography	27	
Literature	43	
Zoology.....	24	
Physiology.....	1	
Phenomena	1	
Geology	5	
Natural Philosophy.....	6	
Political Science.....	2	
Agriculture	5	
Manufactures	1	
Miscellaneous	465	
	723	
Total.....	723	

3. *Distribution of the Library Books and amount of reading done by the Convicts.*—“The whole number of convicts in the Provincial Penitentiary, in 1858, has already been stated to have been ten hundred and thirty-eight; the daily average number seven hundred and fifteen. The average daily number capable of reading may be set down at six hundred and eighty. The number of volumes seven hundred and twenty-three. The distribution of these books is made monthly by the Librarian. The amount of regular monthly reading has, therefore, been equal to one volume per convict, or six hundred and eighty volumes per month, equivalent to twelve volumes a year for each convict, or eight thousand one hundred and sixty in all. But in the course of the month convicts were permitted, when they had read one book, to change it through the Librarian for another. In this way some convicts have read two, three, or more volumes a month. The number of volumes read may be safely placed at two volumes per month for each convict, or thirteen hundred and sixty volumes monthly among all of them, or sixteen thousand three hundred and twenty volumes during the year. In addition to this it may be stated that about fifty convicts are reading, as they

become sufficiently advanced, in the National School Books, and that every convict is supplied with a copy of the Holy Scriptures, exhibiting a very large amount of useful, moral, and even religious reading by the convicts, and suggesting a corresponding proportion of knowledge gained and good accomplished.

4. *Amount of reading among the Convict Women.*—“During the year library books have been distributed twice a month, and sometimes oftener, among eighty-four convict women; some of whom, however, were here only for a short time after the beginning of the year, and others for a like period before its close. Of these

That could not read at all, there were	6
That could only read in the spelling book	11
That read in the Bible only.....	9
That used the Library Books.....	58

These fifty-eight convicts have read in the library as follows :—

4 convicts, 1 volume each	4
2 “ 2 “	4
5 “ 3 “	15
3 “ 4 “	12
4 “ 5 “	20
2 “ 6 “	12
2 “ 7 “	14
3 “ 8 “	24
5 “ 9 “	45
3 “ 10 “	30
2 “ 11 “	22
1 “ 13 “	13
1 “ 14 “	14
1 “ 15 “	15
2 “ 16 “	32
2 “ 17 “	34
1 “ 19 “	19
2 “ 20 “	40
1 “ 21 “	21
1 “ 23 “	23
1 “ 24 “	24
2 “ 26 “	52
1 “ 28 “	28
1 “ 30 “	30
1 “ 36 “	36
2 “ 37 “	74
2 “ 43 “	86
1 “ 48 “	48

Total 58	Average 15	“	791
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“The average daily number of convict women may be placed at forty. Some of these have read nearly a volume per week through the year. Absolute certainty cannot be attained upon this point, but undoubtedly the amount of reading among the convict women was equal, on the average, to two volumes per month each, eighty a month among all, and nine hundred and sixty volumes during the year.

“In conclusion, the good effect produced by the circulation and perusal of so many valuable books cannot easily be appreciated, they having sown the seed of a rich and abundant harvest in future. They have communicated instruction to hundreds of men, and, independent of the intelligence conveyed, have afforded great satisfaction and contentment while reading them to the minds of these wretched men. They have given to them a better knowledge of their duty to themselves, to their families, to society, and to their God, and have assisted in fitting them for its fulfilment. Altogether, the conviction seems irresistible, that libraries are calculated to perform most important functions in all institutions for the reformation of fallen men, and it is to be hoped that the Chief Superintendent will not relax in his efforts until adequate libraries are introduced into all the prisons for reform, penitentiaries, and even gaols of Canada.

“Finally, it is gratifying to report the unanimity of feeling prevailing between the Vicar-General and chaplain in the selection of these books, and in the desire and effort to make the library a source of improvement, harmony, and contentment among the convicts; and to record how readily the Inspectors and Warden have endeavoured to promote the establishment of this library, and the free and full circulation of these valuable books.”

2. *Joseph Workman, Esq., M.D., Medical Superintendent, Provincial Lunatic Asylum, Toronto*: “In compliance with your request I have much pleasure in stating to you that the operations and influences of the library have proved equal to my expectations. The number of readers registered since the 10th July last has been ninety-three, of whom sixty-eight have been insane inmates, and twenty-five servants of the asylum. Books are loaned only to those who request to have them, and are considered fit to use them, or are likely to be benefitted by reading. It would be absurd to suppose that the insane, generally, are disposed to read, or that their impaired faculties are adequate to the task. Were such the fact, the establishment of asylums for their safe-keeping and treatment would be less imperatively called for. A certain proportion of the improved incurables, and many of the advanced convalescents are benefitted by the perusal of suitable books; but the most judicious discrimination is required in selecting for them those books which are likely to interest and improve them. A considerable proportion of the books obtained from your Department have been well adapted to the purpose in view, and will serve as a valuable commencement on which to base future augmentations.”

3. *George L. Allen, Esq., Governor, Toronto Gaol*: “In reply to a circular from the Education Office requesting me to furnish you with a report for 1858 of

the operation and effect of the library established in the gaol by your Department, I beg leave to say, that so far as the effects produced are concerned I have nothing to add to my former report, viz. : that the attention of the prisoners being engaged while reading has produced a greater amount of order and decorum amongst them. The description of books chiefly enquired for by the inmates of the gaol are those of a didactic, historical, biographical and light literary character. Works of a purely religious nature are rarely sought for. I would here suggest to the Department of Public Instruction for Upper Canada, with all due deference, that hereafter care should be taken in the choice of books for gaol libraries, to avoid the selection of so many volumes of small size as has been the case with the library for the gaol of these united Counties, for when the books are so small and so numerous it is almost impossible to take proper care of them. Another reason too I have found to operate against their usefulness, and that is, no matter how entertaining or instructive its pages may be, the adults do not like the idea of reading from a small book. A good selection of duodecimos and octavos, interspersed with a few of smaller size, I am of opinion is best suited for gaol libraries. Our library consists of a very large number of small books, with a few of those which I think are of a size most suitable."

4. *Mr. George Forbes, Oxford County Gaol:* "I had the honour to receive your communication desiring me to furnish a report of the operation and effect of the prison library established in the gaol of this county for 1858. In reply, I am happy to be able to bear testimony to the general usefulness of the library, in its effects upon the behaviour of the prisoners, as exemplified in the daily routine of this gaol. In a rural county like Oxford, the class of prisoners usually committed are for crimes that necessitates their being confined for an average of from one to three months, and as they usually become tired after the first few days of the monotonous life they are compelled to lead, books are applied for, and the day rooms are generally occupied by some of them reading to the others aloud. Although the first object they may have in view is merely amusement, nevertheless I am well convinced there must be future benefits derived by some who have never had the desire or opportunity to read. The books generally called for are history and biography, Josephus being a general favourite, as well as the histories of the native countries of the prisoners. The lives and labours of Howard and Mr. Fry are much read, but strictly religious works, of which there are a few in the library, are seldom desired, which may be accounted for by the fact of tracts being distributed every Sunday, of which the prisoners have the use during the week. I think they are more useful than larger works, because they are more easily read, and the subjects of them being more familiar and oftener changed, render them better suited to the capacities of the prisoners, and therefore more easily comprehended. As I before observed, the benefits derived from a prison library are at once apparent in the behaviour of the prisoners, as it diverts the mind of the morose and vindictive from contemplating and cultivating feelings of revenge and hatred to those who may have sent them to prison; and for the thoughtless and reckless, it at least causes them to behave better while confined, which circumstance alone has a tendency to strengthen the moral feelings, by accustoming them to self-control, and

may awaken in them a sense of the duty they owe to their fellow-men, and to society when they obtain their freedom. There is every reason to believe that the use of the library is calculated to prevent crime and vice from becoming more confirmed in the criminal, because in this gaol, and I have no doubt in many others, where there can scarcely be any proper classification of prisoners, it may be imagined what the result would be of the commingling of the vile thoughts feelings and experience of the depraved and vicious criminal, with the perhaps innocent prisoner, were it not that the teaching of elevated and refined minds comes in from the library to shew them the real pleasures they may enjoy by the practice of virtue and morality."

5. *Mr. John S. Sprowle, Whitby County Gaol*: "In reply to a circular from your office, I beg to state, that during the past year the operations of the library have been most satisfactory, the books being eagerly applied for and carefully read, in fact I do not know how we could well get on without it; certainly a great change for the better is observable, both in the order and discipline of the gaol."

6. *Walter Sheridan, Esq., County Clerk, Peterborough County Gaol*: "Your letter came to hand expressing a desire to have a detailed report on the success and usefulness, or otherwise, of the prison library. In the summer of 1856 the Sheriff suggested to the Counties Council the necessity of procuring a few books for the use of the prisoners, that might be kept by the Gaoler as a kind of circulating library for the prisoners. The Council placed the sum of \$22 in the Sheriff's hands to provide the books, which were selected by him for the use of the prisoners. The library (if such it may be called) is very small. The Gaoler reports that a number of the prisoners seem to appreciate the privilege of having the books to read, and has no doubt if the assortment was larger it would confer a great benefit on the prisoners, some of whom have read the whole library through in a short time. Several of the prisoners cannot read, but such as have paid attention to reading have exhibited a more gentle and docile disposition, and an improved state of morality."

NOTE.—Libraries have since been established in the Gaols of the Counties of Lambton, Wellington, Leeds, and Grenville. See the following circular on the subject.

[Copy.]

7. *Circular from the Chief Superintendent in regard to Prison Libraries in Upper Canada, to the Warden and Members of the County Councils.*

SIR,—I have the honor to transmit herewith a copy of the *Journal of Education* for the current month, addressed to the County Clerk,* and to invite your attention, and that of the Council over which you preside, to the papers relative to Libraries in Prisons and Gaols, on the first three pages. I need not add one word to what is contained in these papers as to the importance and usefulness of such

* A copy is also sent gratuitously each month addressed to the County Clerk and Treasurer.

Libraries, and their salutary influence in the several Prisons and Gaols where they have already been established.

I shall be most happy to co-operate with the Council over which you preside in establishing a Prison Library in your County, under such regulations, in connection with the Departmental regulations, as your Council may think proper to adopt, by apportioning one hundred per cent. upon any sum or sums which may be raised from local sources for that purpose, and by forwarding such books as you may think proper to select from the Official Catalogue of Books for Public Libraries.

I have heretofore furnished each Municipal Council with a copy of the Official Catalogue, and a copy of the Catalogue of Maps and other Apparatus, provided by this Department for Public Schools, together with the printed blank forms of application; and I shall be happy to furnish them again, and to afford every aid and facility in my power, as well as make the apportionment above intimated, towards accomplishing the desirable object named, and also in promoting the efficiency of the Public Schools in the same manner.

I will thank you to have the goodness to lay this circular before your Municipal Council, and to let me know, as early as convenient, the decision of your Council on the subject which I have taken the liberty to bring under your notice.

I have the honor to be, Mr. Warden and Gentlemen,

Your fellow-laborer, and faithful servant.

(Signed,)

E. RYERSON.

Education Office,

Toronto, 17th January, 1859.

Appendix C.

THE GRAMMAR SCHOOLS OF UPPER CANADA.

I. INSPECTOR'S REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1858.

(Copy.)

HAMILTON, March, 1859.

1. "SIR,—I have the honor to lay before you some general observations on the condition and progress of the Grammar Schools in Upper Canada, for the year 1858. For minute and particular information about each of the schools separately, I beg leave respectfully to refer you to my special Report already in your hands; wherein a detailed account is given of the school premises, their extent, accommodation, condition and furniture; of the globes, maps, charts and apparatus with which they are furnished; of the number of pupils, average attendance, and

branches of study pursued ; of the modes of teaching and system of discipline ; the organization of the school and the classification of the pupils ; the subjects taught and the proficiency in each ; the names, qualifications and salaries of the teachers ; the books used and fees paid by the pupils, together with remarks upon the more important defects or the characteristic excellencies of each school.

“ It is peculiarly gratifying to mark the steady onward progress of these schools, in character and efficiency ; very many of them now presenting a striking and pleasing contrast to their former state, both in external aspect and internal arrangement, management and discipline ; and although much remains to be done before this part of our system of national education can be all that is desirable and necessary, the improvement in almost every respect made within the last few years is most encouraging and promising, nor can I doubt but that ere long they will be fitted to fill their proper place between the common school and the college ; and by furnishing to one class of students the advantages of a higher English education, and to another class the requisite elementary training in classics and mathematics, they cannot fail greatly to elevate the standard of education in the country, and to excite and assist many of our generous youth to obtain all the advantages of a liberal university course of study. During the past year the most decided progress has been made in advancing the character, claims and usefulness of these schools, in the erection, enlargement and furnishing of school-houses, in the increasing desire on the part of trustees to procure the services of able experienced and trained teachers, as also in a greatly increased attendance of more advanced pupils, both in natural science and classics ; and I would add the obviously deepening convictions in the minds of many, that such higher schools are a necessity, and have claims upon support and liberality, in order that the means of culture and the path to honorable distinction may be, as far as possible, accessible to all. It is greatly to be regretted, however, that owing to an unfortunate location, premature commencement or incompetent management, some schools have grievously failed, and thereby cast a sort of reflection upon all the rest, as if the general system and management were at fault : whereas in most cases where failure has been the result, the school was really not called for, and enlisted the sympathies of only a few. This undue increase in the number of the schools has arisen mainly from the laudable desire of a few individuals in each town or village, to obtain if possible near their own homes a classical training for their sons ; hence the attempt not unfrequently made to establish and open a school where a sufficient number of classical pupils cannot be obtained. And this lack of interest and paucity of numbers have led to the union of the grammar with the common school, which union in some cases, at least, has by no means been productive of good results to the higher department. Such schools being in reality only common schools, and generally not the best, inasmuch as skill in teaching and the management so essential to the success of a teacher has sometimes been sacrificed for the legally enforced quantum of Latin. It should be observed, however, that while the establishment of new schools diminishes the income, and in some respects lowers the status and lessens the usefulness of the others, it has also the effect of disseminating more widely the privileges proffered

by such high schools, and presents the opportunity of acquiring the rudiments of classical and mathematical knowledge, and thereby of attaining a university training to some, who would otherwise, from their circumstances have been deprived of it.

“ During the year a number of additional schools have been authorized by the respective County Councils, but only two (Windsor and Oakwood*) have been legally opened, and one (Uxbridge) has been re-opened,—making the entire number established in the Province 89, of which 75 are in operation. Fourteen, viz., Ashton, Bondhead,† Borelia, Cayuga, Demorestville, Fingal, Omeme, Pakenham, Pembroke, Renfrew, Sandwich, Stirling, Trenton, and Waterloo, had either never been opened or were closed when visited. In some of these places a school may soon be opened and properly sustained, but in a majority of them a Grammar School is not at present required, and a sufficient number of classical pupils could not be secured, a good Common School, with a first class trained teacher, being better adapted to their present wants.

“ Of the 75 schools in operation, 39 are united with the Common Schools. As to the working and success of such union schools, all depends upon the character, attainments, and skill of the master, and whether a sufficient number of teachers are engaged. Of course where there is only one teacher, as occurs in a few instances, or one with very inadequate assistance, there the school assumes the aspect of a Common School, only distinguished by the fact, that a “ little Latin and less Greek ” may be occasionally very imperfectly taught : but where the head-master has a thorough knowledge of his profession, as well as of the subjects he proposes to teach, and can arrange and classify the pupils properly, and maintain order and discipline in the school, and has an efficient staff of qualified assistants, the union of the schools is of advantage to both, by allowing a regular gradation of classes, and a proper division of labour. Where, as in some instances has already been done, the Grammar School is made the highest of a series of properly graduated departments, and admission to each is regulated by term examinations, the union of the two Boards cannot fail being both economical and advantageous. In some places this is successfully exemplified, and the schools are in a most efficient condition : in others the union is merely nominal, and as appears, formed for financial purposes alone : not the least connection practically exists between the schools, no orderly arrangement or gradation of classes, and no subordination or division of labor among the teachers. The school-rooms are separate, and sometimes at a considerable distance from each other—the internal management is distinct and frequently dissimilar,—the modes of teaching diverse and inconsistent. Nothing but disappointment and dissatisfaction can arise from a state of things so much to be deprecated.

“ Of the 36 Grammar Schools not united with Common Schools, 3 are taught by 3 masters, 6 by 2, and 27 by 1 master each.

* The Oakwood Grammar School was open for the latter half of 1858, but reported too late to be included in Tables G, H, and I.

† The Bondhead Grammar School was open for the first six months of 1858.

“Of the 75 head masters, there are 24 Canadian, 19 British, 2 American, and 1 German graduates. Twenty-two hold certificates of qualification from the Provincial Board of Examiners, and seven were appointed before the new regulation came in force, which requires a degree or certificate.

“As may easily be inferred from such a statement, the modes of teaching are very various and of different degrees of merit and efficiency. A greater uniformity, both in the qualification of the teacher and in the management of the schools, is greatly to be desired, and should as far as practicable be secured. It is still a subject of painful regret that so many who have assumed the duties and responsibilities of the school-room are so imperfectly prepared for their proper and successful discharge of them, and seem to entertain such inadequate conceptions of the object to be attained and the most approved means of attaining it: aiming only at imparting a modicum of knowledge in several branches of study, by incessant repetition, without attempting to train the minds of their pupils to early habits of correct thinking and patient intellectual investigation. The skill of the teacher is best shown by working up, directing, and developing the mind of his pupils, by judicious and ingenious methods of instruction and assistance. In order to this, all teachers should render themselves so familiar with the subjects of the lessons, as to be able to teach them without such a slavish adherence to the words, illustrations, and examples of the text-book, as is too common in our schools. From neglecting this many teachers acquire a close, uninteresting, monotonous, and mechanical method of teaching, and foster the habit of mere verbal repetition on the part of the scholar, which deadens his energies and retards his progress. Principles should be clearly stated and familiarly explained before definitions are given, rules committed, or examples cited or solved. It is very gratifying, however, to mark the decided progress made in this particular every year. There are now a goodly number of well qualified, able, earnest teachers, generously devoted to their work, whose methods of instruction and discipline are well adapted to secure the ends contemplated, the acquisition of useful knowledge, and the culture of the mental faculties: men who are an honor to their profession, who deserve well of their country, and whose names will be gratefully remembered and reverently repeated in after years by their well trained and thankful pupils. The government of the schools is, on the whole, good and orderly; the discipline parental, kindly, and considerate. The rod is rarely resorted to for correction, and the modes of chastisement are commonly judicious, and likely to prove morally beneficial, consisting mainly in detention or restraint, with deprivation of some privilege, or the loss of position in the class, with marks of the master's disapproval. “*Impositions*” are by some inflicted as a punishment, a practice which can scarcely be too strongly reprehended, as fitted to fill the mind of a child with aversion or dislike for his studies, by associating with his lessons the idea of taskwork, and rendering the school-room a sort of scholastic *Bridewell*.

“Religious exercises are regularly and duly observed in nearly all the schools, the exceptions being rare. In most cases the reading of the Scriptures and prayers are observed both at the opening and closing of the school; and not a few of the

masters manifest a most commendable solicitude for the moral and religious interests of those committed to their care, and earnestly endeavour to instil into their minds pure and pious principles, and to implant in their hearts generous, noble, and patriotic sentiments. This is an important and hopeful feature in the character of these schools, as from them will spring the men into whose hands we must resign our sacred trust,—Truth, Liberty, and Right. Stewart justly observes, that “The most essential objects of education are the two following: first, to cultivate all the various principles of our natures, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible; and secondly, by watching over the impressions and associations which the mind receives in early life, to secure it against the influences of prevailing errors, and as far as possible engage its prepossessions on the side of truth.”

“To instruct youth in the languages and in the sciences is comparatively of little importance, if we are inattentive to the habits which they acquire, and are not careful in giving to all their different faculties and all their different principles of action a proper degree of employment.”

“The number in attendance is steadily increasing, particularly in the classics and higher branches. The entire number of students in Latin at the time of my visit was 1,118; in Greek, 220; in French, 482; in Algebra, 943; in Geometry, 736; while a very large majority were only in the elements, a number were reading the more advanced classics, and preparing for the Law, Medical, or University examinations. An obvious improvement is discoverable in many of the schools in accuracy and extent of attainments, and the readiness and thoroughness of recitations. Large classes are also formed for the study of History, generally English and Canadian; also the elements of Natural Science and Physical Geography, a branch of study interesting and instructive, and specially fitted to awaken thought and excite enquiry. Some masters incidentally communicate, in a very interesting manner, much useful and important information.

Schools having less than 10 classical pupils.....	25	—average 5.25
“ “ more than 10, less than 15.....	18	“ 12.00
“ “ “ 15, “ 25.....	20	“ 17.06
“ “ “ 25	12	“ 35.00
—		
Entire number of schools in operation.....	75	“ 15 nearly.

“It is painful to have to notice the carelessness manifested by some masters in teaching the classics, in regard to the pronunciation and quantities of the words. Indeed the different styles of pronunciation designedly adopted and prevalent among teachers is a constant source of difficulty and perplexity to the pupil on every change of school or teacher. Some adopting the Scotch or Continental method of sounding the vowels, others the English, while some again prefer reading according to the quantity, and candor constrains me to add that a few seem to mingle the three; uniformity in this respect is not only highly desirable, but for many causes ought to be agreed upon and enforced. Sufficient time and care are not taken by

some teachers to ground their pupils thoroughly in the forms, construction and idioms of the language, and hence great difficulty and frequent mistakes in translation. Though there is a general desire and endeavour on the part of masters to conform to the published programme, such conformity is by no means common, and the want of it arises partly from the unwillingness of the parent to allow his child to take the prescribed course, as he designs him for some particular vocation in which he fancies only certain branches of study will be of use to him; and partly from the want of skill and firmness on the part of the teacher, whose duty it is first to adopt a good system, and then steadily adhere to it. Notwithstanding these drawbacks the state of the schools is by no means discouraging, as there are in all parts of the country a few good, energetic teachers at work on what should and what can be done, and trustees are more solicitous than ever to secure the services of such teachers.

“It cannot be doubted but that the influence of the Model Grammar School recently opened will soon be felt, in establishing a greater uniformity of management and similarity of method; as the teachers will have the opportunity during their longest vacation of witnessing the system of discipline and style of teaching therein adopted, with the view, so far as suitable and practicable, of reproducing them in their own schools, and it were well if candidates for masterships in grammar schools could spend a term or two there before entering upon their duties.

“The salaries of the masters remain nearly the same as formerly, a few of them having been slightly increased. The average salary is about seven hundred dollars. Of the 75 headmasters employed, as nearly as I could ascertain, the salaries range as follows :

2 Masters receiving.....	\$400
12 “ “	500
21 “ “	600
11 “ “	700
18 “ “	800
3 “ “	900
4 “ “	1,000
4 more than.....	1,000

“The fees vary very much, some schools are free, and rate-bills range from one to six dollars, and one school charges as high as ten dollars; average about four dollars. In a few counties the councils aid in the payment of the master's salary, by an annual grant; but generally, they do but little in support of the grammar schools, regarding them more in the light of a local than general advantage, and having stronger claims upon the particular towns where they are situated, and which enjoy the benefits, than upon the counties generally.

“The improvement obvious in the style, dimensions, accommodations and furnishing of the school-houses erected within the last few years evinces the deepest interest and indicates the most rapid progress. Since 1855, fifteen new houses

have been erected, and four are being erected, many of them large, commodious and handsome buildings; many others have been enlarged and improved and furnished. In not a few of our cities and towns the school-houses are among the best and most attractive edifices. The 75 school-houses may be classed as follows :

Good, commodious and well furnished	20
Suitable and moderately furnished	24
Bad and altogether unsuitable.....	10
In process of erection	4
In rented and temporary premises.....	17
	— 75

“I beg leave here to repeat what I have said in a previous report on this topic, since it is applicable now as then. While not a few elegant and commodious school-houses have lately been erected and more or less fully fitted and furnished; there are still a number which are unsightly and wholly inadequate and unsuitable. The external appearance of some of the school-houses has been very much improved by the erection, repairing or painting of fences, sheds and proper out-houses; or by planting a few trees, shrubs, and otherwise improving the grounds. A very small outlay in this way on the part of the trustees, and a little taste, labor and care on the part of the teachers would soon render the school-house the most attractive and homelike spot in the neighborhood, an object of honest, patriotic pride, instead of an eye-sore and a reproach, as has been too long and too commonly the case, and this could be accomplished all the more easily, as the lots on which the houses are built are generally large enough to admit of considerably extensive improvements of this sort, and nothing is likely to exert a finer influence over the manners of the pupils, and affect more happily their conduct in the school and towards each other, or contribute more directly both to mental and moral culture than the silent but eloquent and impressive monitions of tasteful arrangements and natural beauty around the school-room, and order, neatness and cleanliness within it. Indeed the absence of such influence is always to be deplored as a sad hindrance and defect in the work of education. The difference between schools in this respect is most striking, some neat, cleanly and inviting; others dirty, dilapidated and forbidding, and the corresponding effects may be anticipated within. It is painful indeed to notice the evidence of great carelessness, nay of culpable neglect on the part of some teachers, and of unmannerly rudeness and low depravity on the part of their scholars, as seen in the whittled, besmeared, and strangely carved desks, and on the scribbled and polluted walls. We cannot but think that teachers are themselves mainly to be held accountable for this, as their authority should be such as to restrain all such undue and indecent license, even where the means at their command may not enable them directly and successfully to inculcate the reverse. A dark, dingy, desolate looking school-house rebukes the negligence which it reveals, and perpetuates the ignorance and the want of taste which permit it. It were well if trustees would turn their attention more to this matter, as the progress of the country and the interest of education demand it at their hands.

“In no respect do the schools differ more than in the manner in which they are furnished and fitted up; while some are supplied with neat, convenient seats and desks, others have only long movable forms and tables, unseemly and inconvenient; and while some have a full assortment of maps, charts, tablets and apparatus, others are not only destitute of these things but scantily supplied even with books. It surely must be obvious, that to withhold a suitable supply of the necessary aids, now so easily obtained, and which facilitates so much the work of instruction, is parsimony not economy. To erect a suitable house and engage the services of a competent master, and then not provide comfortable seats and desks and all requisite apparatus, is to say the least as unpolitic as it is unfortunate, and a subject of censure as well as regret. Since the duties imposed by statute upon Boards of Trustees are so important, and the efficiency of the school depends so much upon the manner and spirit in which these duties are discharged, it is as creditable to the parties appointing them as it is fortunate for the cause of education, that the Boards are generally composed of those who, both by education and position, are qualified for the trust. The list comprises ministers of nearly every religious persuasion, physicians, members of parliament, judges, magistrates, and county officers, many of whom take a deep and active interest in the schools, and in some cases, regularly visit and examine, and by counsel and encouragement greatly aid the master in his work. If this practice were more general the schools would flourish more, and though more might have been expected from the hearty co-operation of so many educated and influential men than has been realized, yet much has already been accomplished, and from the earnest and liberal spirit now manifested much more will speedily be achieved. In conclusion, I beg leave to refer to my previous reports for some suggestion as to the future provisions for the better working of Grammar Schools. With some modification of the present law and regulations as to the jurisdiction, support and organization of these schools, they will soon attain to a high position of influence and usefulness, and give a fulness and completeness to the system of public instruction, which is at once our glory and our hope as a people.

I have the honor to be

Sir,

Your obedient servant,

(Signed) W. ORMISTON.

To the Rev. E. RYERSON, D.D.,
Chief Superintendent of Education,
Canada West.

II. THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

No. 1.—Act Establishing the School.

The Model Grammar School has been established under the authority of the first clause of the first section of the Grammar and Common Schools Improvement Act of 1855, (18 Vict., chap. 132,) as follows:—“1. A sum not exceeding one thousand pounds per annum, may be expended under the direction

of the Council of Public Instruction for the establishment and maintenance of a Model Grammar School, in connexion with the Normal and Model Schools for Upper Canada, including also any expenses which may be incurred in the examination of Candidates for Masterships of Grammar Schools."

No. 2. Programme of the Course of Instruction in the Model Grammar School.

The Model Grammar School, established by the Council of Public Instruction for Upper Canada, is mainly intended to exemplify the best method of teaching the branches required by law to be taught in the Grammar Schools, especially Classics and Mathematics, as a model for the Grammar Schools of the country. It is also intended that the Model Grammar School shall, as far as possible, secure the advantages of a *Normal Classical* School to candidates for masterships and teacherships in the Grammar Schools; but effect cannot be given to this object of the Model Grammar School during the first few months of its operation. The utmost care has been taken to select duly qualified and able Masters. The following are the regulations which have been adopted in regard to the opening of the School:

Extract from the Minutes of the Council of Public Instruction, dated the 30th March, and 31st December, 1858, and the 15th of March, and the 21st of June, 1859.

Ordered, 1. That the Model Grammar School shall be first opened for the admission of pupils on the second Monday in August, 1858.

2. That the qualifications for admission shall be the same as those required for admission into the County Grammar Schools, as follows:—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.

3. That the subjects of instruction shall be the same as those appointed for the County Grammar Schools. (See page 106.)

4. That no pupils shall be admitted to the Model Grammar School who do not purpose taking up the prescribed course of instruction.

5. With a view to allow Grammar School Masters an opportunity of visiting the Model Grammar School during their own vacations, it is ordered, That there shall be four Model Grammar School Terms in each year, to be designated, the Winter, Spring, Summer, and Autumn Terms. The Winter Term shall begin the seventh of January, and end on the Thursday next before Good Friday; the Spring Term shall begin the second Monday after Good Friday, and close on the fourth

Friday in July ; the Summer Term shall begin at the end of the long vacation, and end on the thirty-first of October ; the Autumn Term shall begin on the first of November, and shall end on the twenty-second of December.

6. That three pupils from each County, and two from each City in Upper Canada shall have the prior right of admission ; and if any County or City shall not avail itself of this privilege, then other duly qualified applicants shall be admitted in the order of their applications.

7. That one scholarship, open to pupils in the Boys' Model School, be established in the Model Grammar School.

Explanatory Memorandum on the foregoing.

1. The regular curriculum of five years embraces an extended course of instruction in Latin, Greek, Mathematics, French, German, English Grammar, Literature and Composition, History and Geography, both Ancient and Modern, Logic, Rhetoric, and Mental Science, Natural History and Physical Science, Evidences of Revealed Religion, the usual Commercial Branches, Drawing, Music, Gymnastic and Drill Exercises ; the more advanced Students will also attend Lectures in various departments of Literature, Science and Art. (See programme on page 112.)

2. Only one hundred pupils will be admitted, (not including the free pupils.)

3. Accordingly, the numbers in each class will be strictly limited, in order that a due regard may be paid to the peculiar temper and disposition of each pupil, and that the utmost efficiency may be secured in the cultivation of the intellectual faculties, and the inculcation not only of the principles but of the practice of a high-toned morality.

4. The School contains large and well ventilated class-rooms, with ante-rooms, a Library, Laboratory, and a Hall for assembling the whole school. The most recent improvements in school architecture and school furniture have been adopted. A play-ground of several acres is attached, with gymnastic apparatus, and covered sheds for exercise in wet weather.

5. The course of instruction is so arranged as to prepare and strengthen the mind for the more severe study of each succeeding year.

6. By the peculiar system of discipline adopted, the conduct and application of the pupils will be regulated by motives similar to those by which our conduct in after life is influenced, and the various honours will be made to depend as much on good conduct as sound scholarship.

7. Pupils from a distance can board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family, at the request of his parents.

8. There are Four Scholastic Terms in the year, and the fee at present is ten dollars per term, payable in advance, as follows :

For one pupil, ten dollars per term.
For two brothers, eight dollars per term, each.
For three brothers, six dollars per term, each.

9. All applications for admission to be transmitted in writing to the Chief Superintendent of Education for Upper Canada.

No. 3. Circular from the Chief Superintendent of Education to the Heads of Municipal Councils in Cities and Counties in Upper Canada, transmitting the foregoing Programme, dated 8th June, 1858.

SIR,—I have the honor to transmit you herewith a Programme of the course of instruction to be pursued in the Model Grammar School for Upper Canada.

As it is a Provincial, and not a local, Institution, the Council of Public Instruction has resolved to apportion the pupils to be admitted to each County and City in Upper Canada.

The object of this Circular is to bring the subject under the notice of the Council over which you preside, in order that if the Council should think proper at present, or at any future period, to select by examination before a Committee or Board of Examiners appointed for that purpose, three of the most meritorious pupils within its jurisdiction, and assist them by scholarships or bursaries, to attend the Model Grammar School, the preference would be given to them over all other applications from the same County.

I will only add that it is intended that the School shall be in reality what its name imports,—a Model Grammar School for Upper Canada.

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

No. 4. Prizes and Certificates at the Model Grammar School Examination, 1859.

The first examination of the pupils in the Model Grammar School was held on the 27th and 28th of July, 1859. His Excellency the Right Honorable Sir Edmund W. Head, Bart., Governor General, attended at the recitations and other exercises of the 28th; and, at the request of the Chief Superintendent of Education, distributed the prize-books and certificates of honor among the pupils. The following forms were used on the occasion :

(1) *Form of Certificate inserted in each prize-book—*

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

Ingenuo magnæque spei Adolescenti ———.

E CLASSE ———.

Propter insignes in Artibus Liberalibus progressus hunc, præmium optime merito,
Librum D.D.*Literarum Humaniorum apud Torontonenses Ludus, Exemplar Provinciæ Occidentali
Propositus.*

GEO. R. R. COCKBURN, A.M.,

Rectore.

A.D. — Kal. Sext.

M.D.CCC.LIX.

(2) *Form of Certificate of Honor—*

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

Ingenuo magnæque spei Adolescenti ———.

E CLASSE ———.

Propter insignes in ——— progressus hoc præmium optime merito D. D.

*Literarum Humaniorum apud Torontonenses Ludus, Exemplar Provinciæ Occidentali
Propositus.*

GEO. R. R. COCKBURN, A.M.,

Rectore.

A.D. — Kal. Sext.

M.D.CCC.LIX.

III THE COUNTY GRAMMAR SCHOOLS.*

*No. 1.—Programme of Studies, and General Rules and Regulations for the
Government of County Grammar Schools in Upper Canada.*Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vic.
cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATIONS.

1. 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 Instruc-

* For Statistical Report of these Schools for 1858, see Tables G, H, and I (pages lviii-lxv of this Report); and for Inspector's Report on their condition, see pages 95-102.

tion 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, has adopted the following regulations, which, according to the fifth section, and the fifth clause of the 11th section of the Grammar School Act, 16 Vic., cap. 186, are binding upon all boards of trustees, and officers of grammar schools throughout Upper Canada.

Section 1.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS TO 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 *Upper Canada Municipal Institutions Act* of 1858, 22 Viet. chap. 99, section 279, enacts that the municipal council of every county and city may pass by laws for the following purposes:—

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense, but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for, any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

4. *Common School Pupils.*—For making similar provision for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar Prizes, in the University of Toronto and in the Upper Canada College and Royal Grammar School

the board of trustees may, if it shall think proper, associate 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.

there, for competition among the pupils of the Public Grammar Schools of the County as the Council deems expedient for the encouragement of learning amongst the youth thereof.

The following Scholarships are offered for competition at the Matriculation Examinations in the University of Toronto:

1. *In the Faculty of Arts* (each of the value of \$120 per annum), 2 in the Greek and Latin Classics, with History and Geography; 2 in Mathematics; 1 in Modern Languages, with History and Geography; 3 for General Proficiency in the "pass" subjects appointed for all Students. See subjects on page 113.

2. *In the Department of Agriculture*, 1 of the value of \$120. The subjects of examination are as follows: English Grammar and Composition. Arithmetic, including Mensuration. Euclid, B. 1. Outlines of English History to the present time [White's History of Great Britain and Ireland.] Outlines of Modern Geography [Anderson's.] Geography of the British Empire, including her Colonies. Principles of Agriculture. [Stephens' Catechism of Practical Agriculture. Johnston's Catechism of Agricultural Chemistry.]

3. *In the Department of Civil Engineering*, 1 of the value of \$120. The subjects of examination are as follows: Arithmetic. Algebra [Colenso's.] Euclid; Bb. I. II. III. IV. and VI., and Definitions of B. V. [Colenso's edition of Simson's.] Nature and use of Logarithms [Colenso's.] Plane Trigonometry, as far as plane triangles [Colenso's.] English Grammar and Composition. French Grammar; Voltaire, *Histoire de Charles XII.* Outlines of British History to present time [Chambers' History of the British Empire.] Outlines of Modern Geography. [Anderson's Modern Geography.] Geography of the British Empire, including her Colonies. Drawing from a copy.

4. *In the Faculty of Medicine*, 3 of the value of \$120 per annum each. The subjects of examination are as follows: Homer, *Iliad*, B. I. Horace, Odes, B. I. Translation into Latin Prose. Sallust, *Catiline*. Ordinary rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. Algebra as far as Quadratic Equations, inclusive, [Colenso's.] Euclid, B. I. English Grammar and Composition. French Grammar. Voltaire, *Histoire de Charles XII.* Outlines of English History to the present time [White's History of Great Britain and Ireland.] Outlines of Ancient and Modern Geography [Schmitz's Manual of Ancient Geography and Anderson's Modern Geography.] Elements of Chemistry [Chambers' Educational Course.] Elements of General and Comparative Physiology [Agassiz and Gould's Comparative Physiology.] Elements of Botanical Science, structural and systematical [Gray's First Lessons in Botany, Lindley's Classification.]

5. *In the Faculty of Law*, 3 of the value of \$120 per annum each. The subjects of examination are as follows: Lucian, *Charon*, *Vita* and *Timon*. Horace, Odes, Bb. I. and III. Homer, *Iliad*, B. VI. Virgil, *Æneid*, B. VI. Translation from English into Latin Prose. Arithmetic. Euclid, Bb. I. II. III. IV. and VI., and definitions of B. V. [Colenso's.] Algebra [Colenso's.] Plane Trigonometry, as far as the solution of plane triangles [Colenso's.] English Grammar and Composition. Orthographical and Etymological forms, and History of the English Language [Latham's Hand-Book of the English Language (2nd edition), and Craik's Outlines of the History of the English Language.] French Grammar, and Montesquieu's *Grandeur et Décadence des Romains*. W. Douglas Hamilton's Outlines of English History to present time. Outlines of Roman History to the death of Nero, and Outlines of Grecian History to the death of Alexander. [Schmitz's Manual of Ancient History.] Outlines of Modern Geography. Roman History, Age of Augustus; Grecian History, Age of Pericles: [Liddell's Rome, Smith's Greece, and Browne's History of Greek and Roman Literature.]

Section 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, 16 Vic., ch. 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.*]

[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 a 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 its 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 a 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 a 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 shall 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.—*Extract from the Circular of the Chief Superintendent of Education to Boards of Grammar School Trustees, dated the 17th February, 1855.*]

1. *Latin.*

- | | |
|--|---|
| Arnold's First, Second and Third Book. | Arnold's Prose Composition. |
| Andrews and Stoddart's Grammar. | Anthon's Latin and English Dictionary. |
| Bullion's (Adam's) Grammar. | Kaltschmidt's Latin — English Dictionary. |
| Edinburgh Academy Rudiments. | |
| Eton Grammar. | |

2. *Greek.*

Arnold's First Book.	Eton Grammar.
Arnold's First Prose Composition.	Anthon's Prosody.
Arnold's Second Prose Composition.	Liddell and Scott's Lexicon, (Abridged.)
Arnold's Reading Book.	Donnegan's Lexicon.
Bullion's Grammar.	
Edinburgh Academy Rudiments.	

Classical Dictionaries, &c.

Smith's Classical Dictionary.	Rich's Companion to the Latin Dictionary and Greek Lexicon.
Smith's Smaller Classical Dictionary, and the Dictionary of Antiquities.	Baird's Classical Manual.

3. *French.*

Merlet's Grammar.	Collot's Interlinear Reader.
Merlet's Le Traducteur.	Collot's Anecdotes and Questions.
Merlet's Dictionary of Difficulties.	Collot's Dialogues and Phrases.
Arnold's First Book.	Collot's French and English Dictionary.
Arnold's Vocabulary.	Surrenne's New Manual.
Noël and Chaps I's Grammar.	Spiers and Surrenne's French and English Dictionary.
Collot's Pronouncing Reader.	

4. *English.*

Lennie's Grammar.	Sullivan's Spelling Book Superseded.
Bullion's Grammar.	Sullivan's Literary Class Book.
National Grammar.	Whately's Lessons on Reasoning.
Sullivan's Grammar.	Whately's Lessons on Christian Evidences, or the Truth of Christianity, (Appendix to 4th National Reader.)
Art of Reading. (National Series.)	Whately's Introductory Lessons on the British Constitution.
Sullivan's Dictionary of Derivations.	Political Economy in Chamber's Educational Course.
Sullivan's Dictionary.	Spalding's Literature.
The National Readers.	Reid's Rudiments of Composition.
Third Book.	
Fourth Book.	
Supplement to ditto.	
Fifth Book.	
Sixth Book.	

5. *Mathematics.*

Arithmetic in Theory and Practice. (National Series.)	Colenso's Simson's Euclid.
Thomson's (James, LL.D., Glasgow,) Arithmetic and Algebra.	Colenso's Algebra, Part I.
Loomis' Treatise on Algebra.	Potts' Euclid.
	Mensuration
	Appendix to ditto
	} National Series.

For Mathematical Instruments and Geometrical Forms and Solids, see *Depository Catalogue.*

6. *Geography and History.*

Sullivan's Introduction to Geography and History.	Schmitz's Manual of Ancient History.
Sullivan's Geography Generalized.	Putz's Ancient Geography and History. By Arnold and Paul.
Epitome of Geographical Knowledge, (National Series.)	Putz's Mediæval Geography and History.
Hodgins' Geography and History of Canada and of the other British Colonies.	Putz's Modern Geography and History.
White's Elements of General History, (Ancient, Middle Ages, and Modern.)	Johnston's General School Atlas.
White's History of Great Britain and Ireland.	Johnston's Physical School Atlas.
White's History of France.	Johnston's Classical School Atlas.
	Pillans' Physical and Classical Geography. (Companion to Johnston's Classical Atlas.)

7. *Physical Science.*

Third, Fourth and Fifth National Readers.	Johnston's Charts of Natural Philosophy, with Hand-Books.
Youmans' Chemical Atlas.	Patterson's First Steps to Zoology, Parts I. and II.
Youmans' Chemistry.	
Olmsted's School Philosophy.	

8. *Miscellaneous.*

Hullah's Manual of Vocal Music.	Drawing books and materials authorized by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository.
Also Charts, books of School Songs, &c.	
Mulhæuser's Writing Manual.	
National Copy Lines.	
Other Copy Lines, Latin or English.	
National Book Keeping.	

9. *Meteorological Instruments and Books for Senior County Grammar Schools.*

One Barometer, either a Standard or one of a second quality.	
A Self-registering Maximum Thermometer.	
A Self-registering Minimum Thermometer.	
A Wet and Dry Bulb Thermometer.	
A Rain Gauge and Graduated Measuring Glass.	
A Copy of the Official Instructions and Directions for making and recording Observations.	
Daily Register Book, containing printed forms, and adapted for the Observations of one complete year.	
Monthly and Annual Abstract Book,	do. do. do. do.
Blank Book, for extraordinary records.	
Map of the Stars, four Tables, and Synopsis, reprinted from the Instructions, and mounted for convenient reference.	
A Copy of Drew's Practical Meteorology.	
A Wind-Vane to be constructed at the Station.	

The cost of these instruments and books, including packing, &c., is \$140; one-half of which is borne by the Department, and the other half by the County to which the instruments are sent.

Section 3.—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 4th National Readers.	Writing. Drawing. Vocal Music.
THIRD	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book (National series.)	Commercial Arithmetic. Algebra, (quadratics.) Euclid, Lib. 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 and 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, Lib. III. IV. definitions of Lib. V. and VI.	Ancient and Mediaeval 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	Sallust and Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax and Idioms. Composition. Oral and Written Translations. Voltaire, Histoire de Charles XII. (Surenne's.) 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.	Geography of the British Empire, including its Colonies. 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 subject 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. Instruction 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.

[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 two 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 following are the “ pass ” subjects prescribed for those who are not candidates for Scholarships at Matriculation in the Faculty of Arts ; Xenophon, Anabasis, B. I. Sallust, Catilina. Virgil, Æneid, B. II. Translation from English into Latin prose. Ordinary Rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. First four Rules of Algebra. [Colenso’s Algebra.] Euclid B. I. [Colenso’s Edition of Simson’s.] English Grammar. Outlines of English History to present time [White’s History of Great Britain and Ireland.] Outlines of Roman History to the death of Nero [Schmitz’s Manual of Ancient History.] Outlines of Grecian History to the death of Alexander [Ditto.] Outlines of Ancient and Modern Geography. [Schmitz’s Manual of Ancient Geography ; Anderson’s Modern Geography.] Candidates for Scholarships will be examined in the following additional subjects : Homer, Iliad, B. I. Homer, Odyssey, B. IX. Horace, Odes, B. I. Ovid, Fasti, B. I. Translation from English into Latin verse. Algebra, Proportion and Progression. Simple and Quadratic Equations. Euclid, Bb. II. III. and IV. English Grammar and Composition. French Grammar. Voltaire, Histoire de Charles XII. English History under the Houses of Tudor and Stuart [W. D. Hamilton’s Outlines.] Geography of the British Empire, including her Colonies [Anderson’s Modern Geography.] The studies of the fifth year in the foregoing Programme in the Model and County Grammar Schools of Upper Canada, include the subjects appointed for the “ honour ” matriculation examination in Arts at the University of Toronto. For list of scholarships and subjects of examination for matriculation in other faculties and departments in the University, see page 108.

the natural order of their development." 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.

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 grammatical forms and principles, 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 languages 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.—*Extract from the Circular of the Chief Superintendent of Education to Boards of Grammar School Trustees, dated 17th February, 1855.*]

Section 4.—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 5.—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 endeavours, 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 authorized 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 Vic., chap 186 ; in addition to which, every head master shall keep, or 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 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 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

* 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.

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 eleventh 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 outbuildings 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 6.—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 has power to procure and supply such pupil with the books and requisites needed.
6. The tuition fees, as fixed by the board of school 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 7.—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 of daily teaching may be determined upon in any grammar school, at the option of the board of trustees.

3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons 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 fifth clause of the eleventh section of Act 16 Vict., cap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

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 Education, on the 15th day of February, 1855.†

No. 2.—*Inspection of Grammar Schools.*

[Authorized by the second clause of the Grammar and Common Schools Improvement Act of 1855 (18 Vict., cap. 132) as follows: "2. A sum not exceeding two hundred and fifty pounds per annum, may be expended in

* 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 connection 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 General in Council.

† See Note to page 120.

the payment of Inspectors of Grammar Schools, who shall be appointed, their duties prescribed, and their remuneration fixed by the Council of Public Instruction.”]

Duties of Inspectors of Grammar Schools. (Prescribed by the Council of Public Instruction on the 22nd of June, 1855.)

It shall be the duty of the Inspectors of the Grammar Schools to visit each Grammar School in the course of the year, and to make inquiry and examination, in such manner as they shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:—

I. *Mechanical Arrangements.*—The tenure of the property; the materials, plan, and dimensions of the buildings; when erected, and with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the pupils; if there is a lobby, or closet, for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

II. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c.; the apparatus provided, as maps, globes, black-boards, models, cabinets, library, &c.

III. *Organization.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated; how qualified.

IV. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct or on moral conduct only; what rewards, if any; whether corporal punishments are employed—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

V. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—

by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.*—1. Reading ; whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words. 2. Writing ; whether they can write with ordinary correctness, or with ease and elegance. 3. Drawing—Linear, Ornamental, Architectural, Geometrical ; whether taught, and in what manner. 4. Arithmetic ; whether acquainted with the simple rules, and skilful in them ; whether acquainted with the tables of moneys, weights, measures, and skilful in them ; whether acquainted with the compound rules, and skilful in them ; whether acquainted with the higher rules, and skilful in them. 5. Book-keeping. 6. English Grammar ; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition ; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English Classic authors, in both prose and poetry. 7. Geography and History ; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. Outlines of English Literature ; how far taught, and in what manner. 9. The Languages—Latin, Greek and French ; how many pupils in each of these languages ; whether well grounded in an accurate knowledge of their grammatical forms and principles ; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. Algebra and Geometry—how many pupils and how far advanced in ; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. Elements of Natural Philosophy and Chemistry, as prescribed in the programme ; whether taught ; what apparatus for teaching them ; how many pupils in each. 12. Vocal Music ; whether taught, and in what manner.

VII. *Miscellaneous.*—How many pupils have been sent from the school to, and how many are preparing to matriculate in some University. 2. Whether a register and visitors' book is kept, as required by the regulations, and whether the Trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations ; and whether the required public examinations have been held. 4. What prizes or other means are offered or employed to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced and are pursued in the school ; and such other information in regard to the condition of the schools as may be useful in promoting the interests of grammar schools generally.

VIII. *Inspectors of Grammar Schools in Upper Canada for 1859* :—The Rev. William Ormiston, M.A., and George R. R. Cockburn, Esq., M.A.

No. 3. Subjects of Examination of Candidates, (not being University Graduates) for Masterships of County Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction for Upper Canada, as required by the following proviso to the second clause of the eleventh section of the Grammar School Amendment Act of 1853:

(1) "Provided always, that no person (except a graduate of some University) shall hereafter be appointed master of a Grammar School unless he shall have previously obtained a certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction." In terms of this Proviso it is—

(2) *Ordered*,—That candidates for Masterships of County Grammar Schools be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the fifth section of the Grammar Schools Amendment Act, 16 Vict., chap. 186.* Which subjects of examination are as follows:

GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. I.	Sallust, Catilina.
Homer, Iliad, B. I.	Horace, Odes, B. I.
Homer, Odyssey, B. IX.	Virgil, Æneid B. II.
Ovid, Fasti, B. I.	
	Translation from English into Latin prose.
	Translation from English into Latin verse.

MATHEMATICS.

Arithmetic.

Ordinary Rules of Arithmetic. Extraction of the Square Root.
Vulgar and Decimal Fractions.

Algebra.

First Four Rules of Algebra. Simple and Quadratic Equations (Colenso's Proportion and Progression. Algebra.)

Geometry.

Euclid, Bb. I. II. III. and IV. (Colenso's Edition of Simson's.)

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

MODERN LANGUAGES.

English.

Grammar and Composition.

French.

Grammar. Voltaire, Histoire de Charles XII.

HISTORY AND GEOGRAPHY.

Outlines of Ancient and Modern Geography. (Schmitz's Manual of Ancient Geography, and Anderson's Modern Geography.)

Outlines of Grecian History to the death of Alexander. (Schmitz's Manual of Ancient History.)

Outlines of Roman History to the death of Nero. (Ditto.)

Geography of the British Empire, including her Colonies. (Anderson's Modern Geography)

English History under the Houses of Tudor and Stuart. (W. D. Hamilton's Outlines.)

Outlines of English History to the present time. (White's History of Great Britain and Ireland.)

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.

* For the information of Grammar School Masters, it may be proper to state that the Director of the Observatory, as Professor of Meteorology in University College, delivers an annual course of lectures on that science during Michaelmas Term. Instruction in regard to the care and management of the instruments provided by the Educational Department for the Meteorological Grammar School stations, will be given to Grammar School Masters, by one of the officers of the Department, upon application during office hours.

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 movements of the Sun and Stars, the length of days, and the change of seasons—explanation of Eclipses and the Moon's Phases.

ELEMENTS OF CHEMISTRY.

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

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

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

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

Chlorine and iodine, as compared with oxygen.

Water ; its general relation to the atmosphere and earth ; its natural state 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, earth, 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.

* See Note on preceding page.

(3) *Committee of Examiners for 1859* :—Thomas J. Robertson, Esq., M. A., Chairman; Rev. William Ormiston, M.A.; George R. R. Cockburn, Esq., M.A.

(4) The Committee of Examiners appointed by the Council meets in the Normal School building 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 one week previous to the day of examination.

Appendix D.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1.—Establishment of the Normal and Model Schools.

The establishment of a Normal School for the training of teachers, as a necessary part of a National System of Education, engaged attention in Upper Canada in 1836. But no detailed plan by which that object could be accomplished was recommended to the Legislature until the presentation, in 1846, of a *Report on a System of Public Elementary Instruction for Upper Canada*, by the Chief Superintendent of Education. Practical effect was immediately given to those recommendations by the passing of a School Law—embodying the general features of the system detailed in that Report—appropriating \$6,000 for furnishing suitable buildings, and an annual grant of \$6,000 for the support of the Normal School, and placing it under the management of a Board of Education and the Chief Superintendent of Education.

The first attention of the Board, on its appointment in July, 1846, was directed to procuring suitable premises for the Institution; and application was made to the government for permission to occupy the Government House of the late Province of Upper Canada, at Toronto, until proper buildings could be erected. The application was granted; and after the necessary arrangements had been completed, the Normal School for Upper Canada was opened on the 1st November, 1847, in the presence of a large number of gentlemen from different parts of the Province.

The removal of the Seat of Government from Montreal to Toronto, in 1849, in consequence of the burning of the Parliament House on the passing of the "Rebellion Losses Bill," necessitated the removal of the Normal School to some other premises, and the adoption of measures for the immediate erection of buildings for the Institution. Accordingly the Legislature at its session in 1850 appropriated \$60,000 for the purchase of a site and erection of buildings, and an additional \$40,000 in 1852—making in all \$100,000. The corner stone of the new buildings was laid on the 2nd July, 1851, by His Excellency the Earl of

Elgin and Kincardine, K.T., Governor General, in the presence of the members of the Legislature and the citizens of Toronto, and the premises were formally opened by a public meeting in the theatre of the Institution on the 24th November, 1852. On the 15th of May, 1858, the Normal School was removed into the new building on Gerrard Street, which has been erected at the rear of the main building for a Model Grammar and Normal School, and the old apartments were applied to the purposes of an Educational Museum and a projected School of Art and Design for Upper Canada.

The Institution consists of a Normal School and two Model Schools; the former, the school of instruction by lecture; the latter, the school of instruction by practice. The students in the former are teachers-in-training, whose ages vary from 16 or 18 to 30, while the pupils in the latter are children between the ages of 5 and 18 or 20 years. In the Normal School, the teachers-in-training are instructed in the principles of education and the best methods of communicating knowledge to the youth placed under their care—are “taught how to teach;” in the Model Schools they are taught to give practical effect to those instructions, under the direction of teachers previously trained in the Normal School. The Model Schools, for boys and girls, are designed, by both the system of instruction pursued and general arrangements, to be the *model* for all the public schools of the Province.*

* These Schools are limited to 150 pupils each. The fee for admission is twenty cents per pupil, payable every Monday morning. These fees are handed into the Department every Tuesday morning according to the following form of

Weekly Report of Fees from the Boys' (or Girls) Model School.

STATEMENT OF FEES received from the Boys (or Girls) attending the Model School, for the week ending		
on the	day of	185
Number of Boys (or Girls) on the Roll		
Number in actual attendance, and from whom Fees are received for the week		at 20 cts.
Number of last week's absentees from whom Fees are now received.....		at 20 cts.
	Total	at 20 cts. \$

These fees are handed in in the following sums, viz. :

	\$	cts.
.....Dollar Bills		
.....25 cent pieces..... x 25 =		
.....12½ “ “	x 12½ =	
.....10 “ “	x 10 =	
.....5 “ “	x 5 =	
.....Other Coins.....		
.....Copper “		
		Total..... \$

EDUCATION OFFICE,
Toronto, 185
Certified

Receiver of Fees.

Certified
Master of the Boys' Model School, or
Mistress of the Girls' Model School.

The general management of the Institution is intrusted to the Council of Public Instruction appointed by the Crown, and its governmental superintendence, together with the executive management of the Grammar and Common Schools of Upper Canada, to the Chief Superintendent of Education.

No. 2.—Revised Terms of Admission into the Normal School, Toronto.

(Adopted by the Council of Public Instruction for Upper Canada, on the 24th day of August, 1858.)

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, 1. That the semi-annual Sessions of the Normal School shall be held as follows: (1) The Winter Session shall commence on the 8th day of January and close on the 22nd day of June. (2) The Autumn Session shall commence on the 5th day of August and close on the 22nd day of December of each year; (and if those fall upon Sunday, the day following,) each Session to be concluded by an examination conducted by means of written questions and answers, and followed by a vacation as prescribed.

2. That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. (1) Those admitted must produce certificates of good moral character, dated within at least three months of their presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected. (2) They must be able, for entrance into the Junior Division, to read with ease and fluency; parse any common prose sentence, according to any recognized authority; write legibly, readily and correctly; give the definitions of Geography; have a general knowledge of the relative positions of the principal countries, with their capitals; the oceans, seas, rivers, and islands of the world; be acquainted with the fundamental rules of arithmetic, common or vulgar fractions, and simple proportion. (3) They must sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.*

3. 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.

* The form of application containing this declaration will be found on the next page.

4. 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.

5. That a sum at the rate of one dollar per week, (payable at the end of the Session) shall be allowed to each Teacher in-training, who, at the end of the *first or second Session*, shall be entitled to either a first or second class Provincial Certificate; but no Teacher in-training shall be entitled to receive aid for a period exceeding two Sessions, nor unless a higher class (*not grade*) of Provincial certificate be obtained.

6. 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.

7. That all communications be addressed to the Reverend Dr. Ryerson, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Upper Canada.

No. 3. *Form of Application for Admission to the Normal School, Toronto.*

REGISTER, No. OF THE SESSION 18

Toronto, DATE. 18 .

SIR,

I wish respectfully to apply to you for admission to the Normal School for Upper Canada, in accordance with the accompanying Terms of Admission prescribed by the Council of Public Instruction, and to present herewith a certificate of Moral Character, from the Reverend _____ a Clergyman of the _____ Church, dated the _____ day of _____, 18 .

I have to state that:—1. I am _____ years of age.

2. I reside in the _____ of _____ County of _____

3. I was born in _____

4. I have resided _____ years in Upper Canada.

5. I am connected as a member or hearer with the _____ Church.

6. I have been a School Teacher for _____ years.

7. I hold a _____ class Certificate of Qualification from the County Board of Public Instruction for _____

* These Regulations and the form of application for boarding house keepers will be found on the following pages :

8. My last place of teaching was in School Section No. Township
of

9. I attended the Normal School during the Session, ending
18 , and obtained a class Provincial Certificate, No.

I have also to state that it is my intention to devote myself to the profession of School Teaching, and that my object in coming to the Normal School is to qualify myself better for the important duties of that profession.

If admitted to the Normal School, it will be my study to observe the Rules and Regulations of the Institution,—to be diligent in the performance of my duties,—and, at the end of the Session, to return each of the books granted for my use during the Session. Should I leave the Normal School before the expiration of the Session, I hereby engage to return these books in good order.


I have the honor to be,

Sir,

Your very obedient servant,

SIGN THE NAME IN FULL HERE.

To the Chief Superintendent of Education,
Education Office,
Toronto.

 The applicant will be very particular to fill up *all* the blanks in this application, either affirmatively or negatively; but not to fill up the blanks on the back of the sheet, nor make any entries thereon. The application is to be presented in person at the opening of the Session.

The applicant having presented his form of application and certificate of character in the Educational Department is transferred to the Masters for examination with the following.

No. 4.—*Form of authority for the Masters of the Normal School to admit applicants for admission to examination.*

Register, No. of Session.

EDUCATION OFFICE,
Toronto, 185

SIR,
The Certificate of Moral Character presented by a candidate for admission to the Normal School for Upper Canada, having been approved of by me, he [or she] is eligible to be admitted into that institution upon passing the requisite examination by the Masters.

AGE.	COUNTY, CITY, OR TOWN.	RELIGIOUS PERSUASION.	CERTIFICATE OF MORAL CHARACTER SIGNED BY THE REVEREND

I have the honor to be,
Sir,

Your obedient servant,
(Signed,) E. RYERSON,
Chief Superintendent.

To the Head Master of
The Normal School for Upper Canada.

No. 5.—Form of Application for License as Keeper of a Boarding House, for Teachers-in-training, attending the Normal School, Toronto, with Extracts from the General Regulations.

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before *Half-past Nine o'clock*, P. M., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Education.

The teachers-in-training are not permitted to board and lodge in any house which has not been sanctioned by the Council of Public Instruction. Female students cannot, however, board in any house in which other than female boarders are admitted.

The Council will not be responsible to the Keeper of any boarding house for board and lodging furnished to the students.

Copy of Minute of the Council of Public Instruction, passed 26th Nov. 1857.

Ordered,—That in future no boarding house keeper be licensed unless one bed-room be allowed exclusively to two students in the house. This regulation to take effect in respect to all applicants, and to those now licensed, at the commencement of next session (May, 1858.)

TORONTO,

185

SIR,—I respectfully apply to be licensed as the keeper of a boarding house for (male or female) students attending the Normal School:

-
1. My house is situated on _____ street, No. _____
 2. My certificate of character is signed by Rev. _____
 3. I propose to accommodate [*state number*] _____ students.
 4. My house contains _____ rooms of all kinds, of which _____ rooms are occupied exclusively by my family, and _____ rooms appropriated to the use of the boarders, in terms of the above Minute.
 5. The size of each bed-room occupied by the boarders is as follows _____
 6. Each bed-room contains _____ bed , as above.
 7. My price for board is \$ _____ per week.

I hereby agree to attend carefully to such Rules of the Institution as may be sanctioned by the Council of Public Instruction for the government of the students.

I am, Sir,
Your very obedient servant,

To the Chief Superintendent of Education,
Education Office, Toronto.

No. 6.—Form of Requisition for Books, Stationery, or any other article required in the Normal and Model Schools.

NORMAL [MODEL, OR MODEL GRAMMAR] SCHOOL FOR UPPER CANADA,

Toronto, 18 _____

SIR,
The following are required for the _____ School :—

I have the honour to be, Sir,
Your very obedient Servant,

To the _____
Chief Superintendent of Education, _____
Education Office, Toronto: _____
(Signed by one of the Masters, Rector, &c.)

[*Approved, E. R.*]

NOTE.—The foregoing Requisition extends to everything involving an expenditure of money, and requires the formal approval of the Chief Superintendent before being complied with.

No. 7. Programme of the Entrance Examination and Course of Study in the Normal School for Upper Canada. (Approved by the Council of Public Instruction on the 24th day of August, 1858) :

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE INTO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
ENGLISH . . .	Read with ease and fluency. Parse a common prose sentence according to any recognized authority.	Read prose with correct emphasis, intelligence, and inflexion of voice. Rules of Spelling (spelling book superseded). General principles of the philosophy of Grammar. Analyse and parse any prose sentence. Principal Greek and Latin Roots, Prefixes and Affixes. Prose Composition on any simple subject with correct punctuation, &c.	Read Poetry and Oratorical Addresses with fluency and expression—Principles of Reading—Science of Language—General Grammar—Analysis and Parsing of Sentences in Prose and Verse—Changes of construction. Structure of Propositions and Sentences. Etymology—Changes effected in Roots. Correct letter-writing, as regards composition and mechanical arrangement. Composition on any given subject. History of the Origin and Literature of the English Language.
WRITING . . .	Write legibly, readily and correctly.	To write a bold rapid running hand.	
GEOGRAPHY.	The definitions—General knowledge of the relative positions of the principal countries, with their capitals—the oceans, seas, rivers, and islands of the world.	The relative positions of all the countries of the world, with their principal cities and physical features; the Islands; Hodgins' Geography of Canada; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized."	Use of the Globes (Keith)—Geography of England, Ireland, Scotland, and the United States—British Colonies (Hodgins)—Rudiments of Physical Geography—(Somerville)—Structure of the Crust of the Earth.
HISTORY . . .	None	General History of the World, from the Creation to the present time, as sketched in 5th book of lessons. Chronological Chart.	Histories of England and Canada. Philosophy of History.
EDUCATION AND THE ART OF TEACHING	None	The general principles of the science of Education—General plan of School organization—Practice of teaching as exemplified in <i>Junior</i> divisions of the Model School.	The Science of Education applied to the teaching of Common Schools—Methods of teaching the different branches—Practice thereof with <i>senior</i> division, Model School—Organization of Central Schools—Dimensions and structure of School houses—Furniture and Apparatus.
* MUSIC	None	Hullah's System.	Hullah's System.
DRAWING . . .	None	None	Facility in making perspective outline sketches of common objects.
BOOK-KEEPING	None	The Rudiments.	Single and Double Entry.

* Not required of those who are naturally disqualified.

No. 7. Programme of Entrance Examination, &c.—(Continued.)

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION, OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
ARITHMETIC AND MENSURATION.	Fundamental Rules, Vulgar Fractions, and Simple Proportion.	Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal), Proportion (Simple and Compound), Practice, Percentage (including Simple Interest, Insurance, Brokerage, &c.), Square and Cube Roots, Mensuration of Surfaces, and Mental-Arithmetic.	Review pass subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids.
ALGEBRA....	None.....	Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trinomials, Resolution into Factors, Involution. Square of Multinomials, Expansion of $(a+b)^n$, Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbols $\frac{0}{0}$, $\frac{a}{0}$, ∞ , and $=$, Simple Equations,	Review pass subjects of Junior Division—Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomial Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Logarithms, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Biquadratic Equations.
EUCLID.....	None.....	Books I and II with Exercises (Potts).....	Books III, IV, VI and Definitions of Book V. Exercises on Six Books (Potts.)
NATURAL PHILOSOPHY	None.....	Properties of Matter, Statics, Hydrostatics, Dynamics, and Hydrodynamics, Human Physiology.	Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology.
CHEMISTRY.	None.....	None.....	Constitution of Matter. Chemical Nomenclature. Symbols. Laws of Combination. Chemical Affinity. Crystallization, Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminum, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine and their principal compounds, Nature of Soils, of Organic Bodies, Germination of the Seed, Development of the Plant, Source of Carbon, Hydrogen and Nitrogen, &c., in Plants, Products of Vegetable growth, Woody Fibre. Gum, Starch, Sugar, Gluten, &c., Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, Action of Manures. &c.

No. 10.—*Provincial Certificates granted by the Chief Superintendent of Education.*

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the undermentioned Students of the Normal School, Provincial certificates of qualification as Common School teachers in any part of Upper Canada :—

“XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the Teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law : Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.”

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked or until the expiration of the time mentioned in the certificate according to the following form :

GRADE (A, B, or C.) OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification, Normal School for Upper Canada.

This is to Certify, That _____ having attended the Normal School during the _____ Session, 18 _____, and having been carefully examined in the several branches named in the margin,* is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First [or Second] Class Certificate of Qualification, as a Common School Teacher in Upper Canada, according to the “Programme of the Examination and Classification of Common School Teachers” revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master.

[L. S.] In accordance with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education, by the forty-fourth section of the Upper Canada School Act of 1850, (13th and 14th Victoria, chapter 48).

STANDING	
IN THE DIFFERENT BRANCHES.—	
Number One being the highest.	
Spelling	_____
Reading	_____
Grammar	_____
Composition	_____
English Literature	_____
History	_____
Geography	_____
Education	_____
Writing	_____
Drawing	_____
Music	_____
Book Keeping	_____
Arithmetic	_____
Algebra	_____
Geometry	_____
Mensuration	_____
Natural Philosophy	_____
Chemical Physics	_____
Chemistry	_____
Aptitude to teach	_____
Conduct	_____

* A bound copy of the entrance and examination papers of each session is furnished to each County Board of Public Instruction for Upper Canada.

I do hereby grant to _____ a First [or Second] Class Certificate of Qualification as a Common School Teacher, of the grade and standing above indicated, which certificate shall be valid in any part of Upper Canada, until revoked by this Department, [or for one year, as in the case of Second Class Certificates, Grade C].

Dated at the Education Office, Toronto, this [twenty-second day of June, one thousand eight hundred and fifty-nine].

Chief Superintendent of Education for U. C.

Recorded in Certificate Register **A** of
the Department, Number _____

Registrar.

Each certificate is numbered and recorded in the register of the Department in the following order :

Twenty-first Session,—Dated 22nd June, 1859.*

MALES.		<i>Second Class.—(Continued.)</i>	<i>First Class.—(Continued.)</i>
<i>First Class.—Grade A.</i>	906	Boyes, James Stephen.	934 Wright, Eliza Jane (685.)
878 Blaicher, Peter Campbell (205)†	907	Buchanan, Robert.	<i>Second Class.—Grade A.</i>
879 Campbell, Alexander.	908	Hodgins, Thomas (817.)	935 Adams, Martha.
880 Edmison, Alexander Bickerton.	909	Johnston, Robert.	936 Cowan, Sarah.
881 Sullivan, Dion Cornelius.	910	Kidd, William.	937 Hamilton, Susie (851.)
<i>First Class.—Grade B.</i>	911	Kitchen, Edward.	938 Hamilton, Sarah Maria (755.)
882 Buchanan, John Calder.	912	Leitch, Alexander.	939 Lloyd, Charlotte (871.)
883 Dow, John.	913	Livingston, Lewis.	941 Porter, Agnes (846.)
884 Matthews, Wm. Loader (807.)	914	McLellan, Archibald.	942 Rose, Mary Jane.
885 Mickleborough, John.	915	Moore, James Samuel.	943 Smith, Rachel Ann.
886 Preston, David Hiram (634.)	916	Neelands, Joseph.	644 Winlaw, Isabella.
887 Sarvis, George Chowan (548.)	917	Robertson, John Pushman.	945 Wright, Fanny Mary.
888 Saunders, James.	918	Smith, Francis.	<i>Second Class.—Grade B.</i>
889 Tasker, James.	919	Willson, Benjamin Franklin.	940 McCorkindale, Margaret.
890 Topping, William.	920	Atkinson, Edward Lewis.	946 Kellock, Agnes (756.)
<i>First Class.—Grade C.</i>		<i>Second Class.—Grade C.</i>	947 Hornell, Mary.
891 Frood, Thomas.		(Expire one year from date.)	948 McCarthy, Mary Ann.
892 Galloway, William (791.)	921	Carrie, James.	949 McKay, Elizabeth.
893 Shaw, Alexander.	922	Howell, Lewis.	<i>Second Class.—Grade C.</i>
<i>Second Class.—Grade A.</i>	923	Little, Archibald.	(Expire one year from date.)
894 Cann, Samuel Bracheton (815.)	924	McDonald, Alexander.	950 Armstrong, Mary.
895 McArthur, John.	925	Sinclair, John.	951 Atkin, Ellen.
896 McClure, Robert.	926	Wark, Alexander.	952 Beam, Rebekah Ann.
897 O'Brien, Patrick.			953 Cowan, Elizabeth.
898 Shirreff, Benjamin (387.)			954 Fenney, Jane Parker.
899 McDiarmid, Donald.			955 Flood, Louise.
900 Miller, Arnoldus.			956 Fraser, Mary Ann.
901 Peters, George.	927	Banan, Ellen Olivia (648.)	957 Garden, Mary Louisa.
902 Smith, William Wakefield.	928	Holmes, Emma Elizabeth (839)	958 Gordon, Eliza.
903 White, William Henry.	929	Kennedy, Jessie Alison.	957 Irwin, Margaret.
<i>Second Class.—Grade B.</i>	930	Robinson, Mary Ann.	960 McPhail, Margaret.
904 Armitage, John Robinson.		<i>First Class.—Grade C.</i>	961 Sharp, Sarah Ann.
905 Becketedt Joseph M.	931	Hay, Eliza Augusta.	962 Umney, Lilly.
	932	Magee, Phebe Sumner.	
	933	Smith, Mary Catherine.	

* For list of Certificates of previous Sessions see page 333 of Report for 1857.

† The figures in brackets indicate the number of the Certificate of a lower grade obtained in a previous Session.

Total number of certificates granted	962
Expired	59
Obtained Second Certificates in same class.....	34
Obtained higher Certificates	96
	— 189
Total Certificates valid at this date....	773

(Certified,) ALEXANDER MARLING,
Registrar.

Education Office,
June, 1859.

Appendix E.

THE COMMON SCHOOLS FOR UPPER CANADA.

No. 1.—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 fourth clause of the Thirty-eighth Section of the Upper Canada School Act of 1850 (13th & 14th Vict., ch. 48.)

Section 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 a 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. See note* below.

* The number of teaching days in each month, omitting the allowed holidays and vacations, is as follows:

<i>(First half of the year.)</i>		<i>(Second half of the year.)</i>	
January.....	25	July.....	24
February.....	22	August.....	14
March } As Easter is changeable, these will } 16		September.....	23
April } vary.....	24	October.....	24
May.....	25	November.....	23
June.....	23	December.....	17
	—		—
Total.....	135	Total.....	125

(5) Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools, for which see Manual.

Section 2.—RELIGIOUS AND MORAL INSTRUCTION.

Minutes adopted by the Council of Public Instruction, 3rd October, 1850.

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 books, 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 are stated, and the exclusive right of each parent and guardian on the subject is secured.

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.

Section 3.—OPENING AND CLOSING EXERCISES OF EACH DAY.

Minute adopted by the Council of Public Instruction, 13th February, 1855.

The following regulations in regard to the opening and closing exercises of the day, apply to all Common Schools in Upper Canada:—

With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends 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 Forms of Prayer provided, may be used, or any other prayer preferred by the Trustees and Master 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 Master 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 honour and praise of Thy name, through Jesus Christ our Lord. *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.*

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 the 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.*

Section 4.—WEEKLY RELIGIOUS INSTRUCTION BY THE CLERGY OF EACH RELIGIOUS PERSUASION.

Minute adopted by the Council of Public Instruction for Upper Canada, on the 22nd April, 1857.

That in order to correct misapprehensions, and define more clearly the rights and duties of Trustees and other parties in regard to religious instruction in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own Church, in each Common School-house, at least once a-week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one persuasion apply to give religious instruction in the same School-house, the Trustees shall decide on what day of the week the School-house shall be at the disposal of the Clergyman of each persuasion, at the time above stated. But it shall be lawful for the Trustees and Clergymen of any denomination, to agree upon any other hour of the day at which such Clergyman or his authorized representative may give religious instruction to the pupils of his own Church, provided it be not during the regular hours of the school.

Section 5.—DUTIES OF MASTERS.*

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary who disregards the requirements of the law. Among other things, the Act requires each teacher to "maintain proper order and discipline in 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 Education* to provide the forms; and the *Council of Public Instruction* prescribes the following regulations for the guidance of teachers in the conduct and discipline of their schools:

It shall be the duty of each master of a Common School—

1. To receive courteously the visitors appointed by law, and to afford

* Teachers, in order to avail themselves of the Superannuation Fund, provided in part by the Legislature, must become annual subscribers to the fund from 1854. The subscription is four dollars per annum; and should be transmitted, early in the year, to the Chief Superintendent of Education. No teachers now engaged in teaching will be entitled to share in this fund, unless they punctually pay their annual subscriptions, beginning with the year 1854. (See Regulations, &c., among the Forms, &c., appended.)

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 more important under the present School Act, as the §1st 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, both by 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. (See paragraph 13, page 140.)

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

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

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

9. Punctually to observe the hours for opening and dismissing the school, (pp. 135, 140.) Shall, also, during the school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed

* The fifth clause, sixteenth section, of the School Act of 1850, makes it the duty of the teacher, at the time of his leaving a school, "to deliver up to the [written] order of the trustees, the Registers and Visitors' Book appertaining to the school," besides giving access to them at all times when desired. In case of refusal, the trustees might, under the authority of the forty-third section of the Act, make an affidavit of the fact before a Justice of the Peace, and then apply to the Judge of the County Court to order the delivery of the books to the trustees. In regard to procuring Registers, &c., see Departmental Notices appended.

† For list of books, see page 141.

each morning and evening as stated in the preceding part of this section ; shall daily exert his best endeavours, 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 necessary ; 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 said record shall be destroyed.

11. For gross misconduct, or a violent or wilful opposition to his authority, the 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 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 master, 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 master 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 master, 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 Upper Canada Common School Act of 1850, it shall be the duty of the 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 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.

Section 6.—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 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 master, 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.

Section 7.—LIST OF TEXT BOOKS PRESCRIBED FOR USE IN THE COMMON SCHOOLS OF UPPER CANADA.

This list is as follows: List of Text-books, published under the direction of the Commissioners of National Education in Ireland—prepared by practical and experienced Masters—and recommended by the Council of Public Instruction for Upper Canada, to be used in Canadian Schools. The Council of Public Instruction has also recommended Hodgins' Geography and History of British America and the other Colonies, and Lennie's English Grammar, and sanctioned the use of Kirkham's English Grammar and Morse's Geography. The following is the

*List of National School Books, &c.**

First Book of Lessons.	Third Book of Lessons.
Second ditto.	Fourth ditto.
Sequel to Second Book.	Fifth ditto, (Boys)

* An abstract of the provisions of the School Act of 1850, (13 & 14 Vict. ch. 48.) in regard to text-books, is as follows:—

Sec. 14 enacts, that no foreign books in the English branches of education shall be used in any Model or Common School, without the express permission of the Council of Public Instruction.

Sec. 23, Sub. Sec. 10.—Requires Trustees in Towns, &c., to see that all pupils in the Schools are duly supplied with a uniform series of *authorized* text-books.

Sec. 29, Sub. Sec. 3.—County Boards of Public Instruction are to select from a list of text-books, recommended as *authorized* by the Council of Public Instruction, such books as they shall think best adapted for use in the Common Schools of the County.

Sec. 31, Sub. Sec. 5.—Provides that it shall be the duty of each Local Superintendent of Schools to prevent the use of *unauthorized*, and to recommend the use of authorized, books in each school.

Sec. 35, Sub. Sec. 9.—Empowers the Chief Superintendent of Education to submit all books and manuscripts that may be placed in his hands to the Council of Public Instruction, to obtain its sanction before they can be introduced as text-books.

Sec. 38, Sub. Sec. 5.—Provides that the Council of Public Instruction shall examine, recommend, or disapprove of text-books for the use of Schools; and further, that *no portion of the Legislative School Grant shall be employed in aid of any School in which any book is used that has been disapproved of by the Council.*

Sixth, or Reading Book for Girls School.	Sacred Poetry.
Introduction to the Art of Reading.	Lessons on the Truth of Christianity.
Spelling Book Superseded, by Professor Sullivan.	Hodgins' Geography and History of British America.
English Grammar.	Lennie's English Grammar.
Key to ditto.	Morse's Geography, (Am. Ed.)
Epitome of Geographical Knowledge.	Kirkham's English Grammar, (Am. Ed.)
Compendium of ditto.	Set Tablet Lessons, Arithmetic.
Geography Generalized, by Professor Sullivan.	Ditto, Spelling and Reading.
Introduction to Geography and History, by Prof. Sullivan.	Ditto, Copy Lines.
First Arithmetic.	Map of the World.
Key to ditto.	Ditto, Ancient World.
Arithmetic in Theory and Practice.	Map of Europe.
Book-Keeping.	" Asia.
Key to ditto.	" Africa.
Elements of Geometry.	" America.
Mensuration.	" Canada and Key.
Appendix to ditto.	" England.
Scripture Lessons, Old and New Testament.	" Scotland.
	" Ireland.
	" Palestine.

See Departmental Notices in regard to Maps and Apparatus appended.

Section 8.—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 ownership and control of the school site, school-house, and all the property attached thereto is vested in them; they are to provide and furnish the school-house and premises, and apparatus and text-books for the school; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the Trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the *mode of teaching* is at the option of the teacher; and the local Superintendent and visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no Trustee or parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible: and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of 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 services for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur in the following estimate of the qualities of a good teacher:

“A teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which patrons [or trustees] of schools, when making choice of a teacher, should anxiously look.”

4. Trustees will always find it the best economy to have a commodious 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. 141, 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 scholars' names.

Section 9.—DUTIES OF LOCAL SUPERINTENDENTS.

[Extracts from the Chief Superintendent's Circular to Local Superintendents, dated August, 1850.]

(1) *The Local Inspection of Schools.*

“To perform this duty with any degree of efficiency, a Local Superintendent should be acquainted with the best modes of teaching every department of an

English school, and be able to explain and exemplify them. It is, of course, the Local Superintendent's duty to witness the modes of teaching adopted by the teacher; but he should do something more. He should, some part of the time, be an actor as well as a spectator. To do so, he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of Local Superintendent without being qualified and able to fulfil all its functions. In respect to the manner of performing the visitorial part of your duties, I have nothing material to add to the suggestions which I made in my circular to Local Superintendents of Schools, in December, 1846. They are as follows:

“Your own inspection of the schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c.; and on this subject we ought not to content ourselves with exterior and general facts. * * * But it is not of less importance to know the interior *régime* of the schools—the aptitude, the zeal, and the deportment of the teachers—their relations with the pupils, the trustees, and the neighbourhood—the progress and attainments of the pupils—and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several classes in their different branches of study; so as to enable you to ascertain the degree and efficiency of the instruction imparted.

“In the inspection of the schools, I would suggest something like the following order and subjects of inquiry and examination:

“I. *Mechanical Arrangements.*—The tenure of the property; the materials, dimensions, and plan of the building; its condition; when erected; with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

“II. *Means of Instruction.*—The books used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; the apparatus provided, as Tablets, Maps, Globes, Black-boards, Models, Cabinets, &c.

“ III. *Organization*.—Arrangement of classes ; whether each child is taught by the same teacher ; if any assistant or assistants are employed, to what extent, how remunerated, and how qualified.

“ IV. *Discipline*.—Hours of attendance ; usual ages of pupils ; if the pupils change places in their several classes, or whether they are marked at each lesson or exercise, according to their relative merit ; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only ; what rewards, if any ; whether corporeal punishments are employed—[See paragraph 10 on page 140]—if so, their nature, and whether inflicted publicly or privately ; what other punishments are used ; whether attendance is regular ; is school opened and closed with reading and prayer as provided in the regulations, and what religious instruction is given, if any.

“ V. *Method of Instruction*.—Whether mutual or simultaneous, or individual or mixed ; if mutual, the number of monitors, of what attainments, how appointed, how employed ; if simultaneous, that is, by classes, in what subjects of instruction ; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects ; to what extent the intellectual, or the mere rote method is pursued, and on what subjects ; how far the interrogative method only is used ; whether the elliptical method is resorted to ; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory.

“ VI. *Attainments of Pupils*.—1. *In Reading* ; whether they can read with ordinary facility, or with ease and expression. 2. *In Writing* ; whether they can write with ordinary correctness, or with ease and elegance. 3. *In Arithmetic* ; whether acquainted with Notation and Numeration, Addition, Subtraction, Multiplication, Division, and skilful in them ; whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them ; whether acquainted with the compound rules, and skilful in them ; whether acquainted with the higher rules, and skilful in them ; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar* ; whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, Vocal Music, &c.* ; the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances.

“ VII. *Miscellaneous*.—How many pupils have been sent to the Grammar School ; whether a Visitors' Book and Register be kept as required ; is the *Journal of Education* regularly received by the Trustees ; are the Quarterly Examinations regularly held ; are Prizes given in the School. *Library*.—Is a Library main-

tained in the Section ; number of volumes taken out during the year ; are books covered and labelled as required ; are books kept in library case ; is catalogue kept for reference by applicants ; are fines duly collected, and books kept in good order ; are library regulations observed."

(2) *Annual School Lectures.*

Another most important duty required of each local Superintendent is, "*To deliver in each School Section, at least once a year, a public lecture on some subject connected with the objects, principles, and means of practical education.* The education of a free people, is, to a great extent, a system of voluntary exertion. There may be a good School law, and there may be a large School fund ; and yet education may decline. * * * The onward progress of the education of a country does not depend, primarily or chiefly, upon a School fund or School law, but upon the *spirit* and *action* of the *people* ; and the great object of public School lectures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every School section in Upper Canada ; the commanding authority of that voice will depend upon the ability, the industry, the *heart*, of each Local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other department of the public service—a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources ; the due administration of the school system—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law—is to excite and maintain, as widely and in as high a degree as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy and patriotism in the adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent, down to the desk of the humblest teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent who shall suffer the interests of schools to droop and die, or linger on in a sickly condition, under his oversight. * * * * *

Section 10.—DUTIES OF COUNTY COUNCILS.

[Extracts from the Chief Superintendent's Circular to County Councils, dated July, 1850.]

(1) *Appointment of Local Superintendents.*

A most important duty which the New School Act devolves upon the County Council is the annual appointment of Local Superintendents of Schools. *
 * * * * * The new School Act gives to each Council authority to appoint a School Superintendent for each township, or for two, three, or four townships, or for a county, provided it does not contain more than one hundred schools. In some municipalities, where the duties of the office have been very imperfectly discharged; doubts are entertained by many persons as to the utility of the office at all, but this is not the case where the office is filled with ability, diligence, and skill; and school countries are unanimous, in their judgment and practice, as to the vast importance of an efficient local inspection and supervision of schools. * * * The School Act, imposing on a Local Superintendent not only miscellaneous duties which require judgment and knowledge of men and things, but a visitorial examination of each school and a lecture on education in each school section once a year, and the examination of teachers for the schools, the County Council should spare no pains to search out and appoint men as Local Superintendents who will command public attention as lecturers; who understand the true principles of school organization and the improved modes of school teaching; who will do justice to the great interests entrusted to them, by their examination of teachers, their visitations of schools, and their patriotic exertions to diffuse sound education and knowledge as widely as possible.

I doubt not each County Council will respond to the spirit of the New York State Superintendent of Schools, when he says,—“It is fervently hoped that, in every election hereafter to be made of a Local Superintendent, the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only the greatest good of the greatest number of the rising generation. They should direct their preferences to those only who are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; whose lips have been touched with a burning coal from the altar.”

Section 11.—DUTIES OF TOWNSHIP COUNCILS.

[Extracts from the Chief Superintendent's Circular, dated August, 1853.]

(1) *Authority to Levy School Section Assessments.*

The authority and duty of the Township Council to levy assessments, on certain conditions, for the purchase of school-sites, the erection of school-houses,

and other Common School purposes, are so plainly stated in the first clause of the eighteenth section, as to require no other remark than this,—that the inhabitants of each school section ought certainly to be the judges as to assessments levied upon them for the school purposes of their own section, and their wishes should be carried into effect without regard to the opinions of any person not belonging to their section; and as the Councillors are the proper representatives of the township on township affairs, so should the Trustees of each school section (or a majority of them) be regarded as the representatives of such section in its school affairs. Such are the true principles involved in this clause of the Act. * * * * *

(2) *Formation and Alteration of School Sections.*

The formation and alteration of school sections is a duty, on the judicious performance of which the efficiency of the schools greatly depends. I know not that I can add anything on this point to the remarks which I made in my first circular, addressed to the heads of Municipal Councils, in October, 1846. Subsequent experience has only confirmed me in the correctness and importance of those remarks which are as follows:—

“ Much—very much—in respect to the efficiency of Common Schools, depends upon the manner in which school sections are formed or altered. The tendency is to form small school sections: each parent is anxious to have the school house as close to his own door as possible. But the evil of forming small school sections is as great as the local tendency is strong. I have been much impressed with the magnitude of this evil by the reports of School Superintendents and Inspectors in the States of Massachusetts and New York—countries similarly situated to our own—and whose experience on this important subject is highly valuable to us. They represent that the efficiency and usefulness of their schools has been greatly retarded by the unwise multiplication of school sections—thus multiplying feeble and inefficient schools, &c., sub-dividing the resources of the inhabitants, so as to put it out of their power to build proper school-houses, or support competent teachers, without incurring a burthen which they are unwilling, if not unable, to bear. The same documents also contain many curious statistics, proving that, on an average, the punctual attendance or proficiency of pupils residing from one to two miles from the school, far exceeds that of those pupils who reside within a less distance. The purport of these statements is to show, that proximity to the school is not essential either to the punctual attendance or to the proficiency of pupils. The managers of Common School education in these States have, of late years, directed their particular attention to prevent and remedy this evil of small school sections, and they detail many examples of beneficial success. Some of the advantages of large school sections, are, the lessening of the burthen upon each inhabitant, in establishing and supporting the schools; the erection of better buildings; and the procuring of greater conveniences for instruction; the employment of better teachers, and,

therefore, the benefit of better education for youth. The subject is, therefore, submitted to the consideration of the Council, whenever the exercise of this part of its powers may be required." * * *

Section 12.—DUTIES OF SCHOOL VISITORS.

(1) *Who are School Visitors?*

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-second* section of the Act prescribes their lawful duties.

(2) *Recommendations as to School Management.*

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) *To Establish School Libraries.*

Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township library, with auxiliaries in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of a 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 appended.*)

 Section 13.—DUTIES OF COUNTY BOARDS OF PUBLIC INSTRUCTION.

[From the Regulations and the Circular of the Chief Superintendent of Education, dated October, 1850.]

(1) *Qualifications of Candidates.*

On the fidelity and ability with which County Boards of Public Instruction fulfil the functions assigned to them in the twenty-ninth section of the Act, depend the character and efficiency of the schools as affected by the character and qualifications of the teachers. Much has been said about incompetent Trustees, and their employment of incompetent teachers; but Trustees can not employ *such* teachers by *means of the school fund*, unless *such* teachers are *licensed* to teach. It therefore remains with the County Boards (chiefly with the Local Superintendents) to say whether a penny of the school fund shall be misapplied in payment of any intemperate, immoral, or incompetent teacher. In giving certificates of qualification, County Boards should not, therefore, regard individual applicants, but the interests of youth—the destinies of the rising and future generations of the country. * . * . *

(2) *Moral Character of Candidates.*

But the first, and perhaps most important duty which devolves upon you, is that which precedes an examination into the intellectual qualifications of candidates. The law expressly declares, that “no certificate of qualification shall be given to any person, as teacher, who shall not furnish satisfactory proof of good moral character.” This is a vital point, on which you are called to pass a conscientious and impartial judgment, before you admit any candidate to an examination. The law of the land thus makes you the moral guardians of the children and youth of your respective counties, as far as depends upon the moral character of their teachers, the same as the Divine law makes you the guardians of your own children; and you should certainly license no character to teach the former, whom you would not permit to teach the latter. Many representations have been made to this Department respecting intemperate, and profane, and Sabbath-breaking teachers. To what extent these representations are well founded, is not for me to say. But when so many parties have been *individually* authorized to license teachers, it were not surprising if isolated *individual* firmness should be overcome by the importunity of a candidate, in some instances backed by requests of inconsiderate Trustees. Now, however, you meet in council—the candidates come before you on common ground—you judge of the “moral character” of each by a common rule—you are less liable to those plaintive appeals and pleas which have so often been pressed upon the feelings of individual Superintendents and Visitors. I cannot but regard it as your special mission to rid the profession of Common School teaching of unworthy characters, and of wholly incompetent persons; to protect the youth against the poison of a vicious teacher’s example; and to lay the foundation for greatly elevating the profession of school teaching, and greatly increasing the efficiency and use-

fulness of Common Schools. The moral character of teachers involves the deepest interests of our offspring, and the widest destinies of our country. No lax expediency or false delicacy should be permitted to endorse a person of irregular habits and doubtful morals, as a "good moral character," and let him loose upon society, authorized and certified as a duly qualified teacher of its youth. I am sure you will agree with me, that your certificate should state what you believe to be strictly true, and therefore be a guarantee to Trustees of Schools and parents of children, in regard to the moral character and intellectual qualifications of every teacher whom you shall license.

No. 2.—Selections from the General Forms and Instructions for executing the provisions of the Common School Acts.

[The following selections from the general forms and instructions include only those in constant use by the local school authorities, or such as are required for reference.]

1. REVISED 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,

(1) *Minimum Qualifications of Third Class Teachers.*

Candidates for certificates 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. In regard to teachers in French or German settlements, 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.
7. To be acquainted with the relative positions of the principal countries of the world, with the principal cities, physical features, boundaries of continents, &c.

8. To have some knowledge of school organization and the classification of pupils.

(2) *Minimum 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, vulgar and decimal, involution, evolution, and commercial and mental arithmetic, and to be familiar with the principles on which the rules depend.
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 and physical geography, and the particular geography of Canada.
7. To be familiar with the outlines of general history.

(3) *Minimum 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 familiar with the remaining rules of common arithmetic.
2. To be acquainted with the rules for the mensuration of superficies and solids.
3. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations. (Colenso's.)
4. To know the first four books of Euclid. (Potts'.)
5. To be familiar with the outlines of Canadian and English history.
6. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of the national readers.
7. To understand the proper organization and management of schools, and the improved methods of teaching.

8. To be acquainted with the principal Greek and Latin roots, in the English language, with the prefixes and affixes; to be able to describe and exemplify the principal changes of construction.

Female candidates for first class certificates will not be examined in the subjects mentioned in the second, third, and fourth paragraphs under this head.

Originally adopted the 3rd day of October, 1850, and revised by the Council on the 17th day of December, 1858.

2. GENERAL FORM OF CERTIFICATE OF QUALIFICATION.

For Common School Teachers in Upper Canada, to be granted by County, or Circuit 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 teacher," contained in the "programme" of the examination and classification of teachers of common schools, adopted by the Council of Public Instruction for Upper Canada, on the 3rd day of October, 1850; and revised on the 17th day of December, 1858, and having found the said _____ well qualified to teach the several branches named therein, the Board, as authorized by the twenty-ninth section of the Upper Canada School Act of 1850, 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 authorized 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—the period and the class of certificate granted, to be determined by circumstances.]

Dated this _____ day of _____, one thousand eight hundred and _____.

N. B.—The second clause of the twenty-ninth section of the School Act of 1850 requires each certificate to have the signature of at least one Local Superintendent of Schools. It should also be signed by the Chairman of the Board of Public Instruction.

3. ORDER AND CLASSIFICATION OF STUDIES PRESCRIBED FOR THE COMMON SCHOOLS IN UPPER CANADA.

As observed in the Upper Canada Model School Toronto.

[Adopted by the Council of Public Instruction on the 31st day of December, 1858.]

(1) *Table defining the course to be completed in the First or Lowest Division.*

Enunciation.—To be able to enunciate clearly and distinctly the elementary sounds of the English language.

Spelling and Definition.—To be able to spell any word in the First and Second Book of Lessons, and to give the meaning in familiar terms.

Reading.—To be able to read fluently and well any passage contained in the First and Second Books of Lessons, and to know the substance of such lessons.

Writing.—To be able to form correctly and legibly all the letters of the alphabet, and combine them into simple words.

Arithmetic.—To be able to read and write any combination of more than FIVE Arabic numerals, and the Roman numerals to the sign for 500; to know the Multiplication Table and Tables of Money, Weights, Length and Time; to be familiarly acquainted with Simple Addition, Subtraction, Multiplication, and Division by factors.

Grammar.—To be able to point out the Nouns, Pronouns, Adjectives, Verbs, and Adverbs in any common reading lesson; to know the number, gender, and person of the nouns and pronouns.

Geography.—To know the map of the World, map of America, map of Canada, and other parts of British America.

Natural History, Object Lessons.—To have a familiar acquaintance with the habits, uses, instincts, &c., of the most important animals of each class. Other Object Lessons may be used.

Needle-work (for girls)—Under the direction of the female teacher.

(2) *Course of study (Second Division.)*

Reading.—To be able to read fluently and well any passage contained in the Sequel to the Second Book, or in the Third Book of Lessons, and to know the substance of such Reading Lessons.

Spelling and Definition.—To be able to spell and define any word contained in the Sequel and Third Books of Lessons.

Writing.—To be able to write legibly and correctly.

Arithmetic.—To be able to read and write legibly any combination of not more than TEN Arabic numerals to the *left* and six to the *right*, of the decimal point, and the Roman numerals to the sign for 1,000; to be acquainted with the principles of Arabic and Roman Notation; to be thoroughly acquainted with the Arithmetical Tables, and to be familiarly and practically acquainted with the Simple and Compound Rules, Reduction, Greatest Common Measure, Least Common Multiple, Vulgar Fractions, and Simple Proportion, including Addition, Subtraction, Multiplication, and Division of Decimals and Decimal Currency.

Grammar.—To be thoroughly acquainted with the grammatical forms, and be able to analyse and parse any easy sentences; and as an exercise in slate composition, to be able to write short descriptions of any natural objects.

Geography.—In addition to former limit Table, to know the Political and Physical Geography of Europe, Asia, Africa, and America, and Oceanica, the different countries in each, with their capitals; and to know the position and chief cities in the states of the American Union bordering on British America, from the Pacific to the Atlantic Ocean.

History.—To have a general knowledge of the History of the World, as given in the Fifth Book.

Human Physiology.—As contained in the Fifth Book.

Needle-work (for girls)—Under the direction of the female teacher.

(3) *Course of Study, (Third Division.)*

Reading.—Fourth and Fifth Books, in same manner as other books are used in lower divisions.

Spelling and Definition.—Reading Books and Spelling Book Superseded.

Derivation.—Reading Books and Spelling Book Superseded.

Writing.—Text, and a bold running hand.

Arithmetic.—Second Book of Arithmetic (National Series.)

Grammar.—Analysis and parsing of compound sentences in prose and verse; changes in construction, &c.; composition.

Geography.—Mathematical, Physical, and Political, with Map sketching on the blackboard.

Algebra.—(Colenso's) Part I.

Euclid.—First six books.

Mensuration.—Of Surfaces and Solids.

Drawing.—Linear and Map.

English Literature.—Spalding.

Book-keeping.—Elements.

Human Physiology.—To possess a familiar acquaintance with the anatomy of the bones and skin, a general knowledge of the structure and uses of the muscles and organs of digestion, and to be familiar with the general principles upon which the healthy action and development of these various organs depend; circulation, respiration, nervous system, senses, &c.

History.—General, English, and Canadian.

Singing.—Hullah's Vocal Music.

Natural Philosophy.—In the Fifth Book of Lessons.

Needle-work (for girls)—Under the direction of the female teacher.

BOYS :	GIRLS :
* Trigonometry.	* Science of things familiar.
* Elements of Geology.	* Elements of Geology.
* ditto Zoology.	* ditto Zoology.
* ditto Botany.	* ditto Botany.
* ditto Natural Philosophy.	* Domestic Economy.

REMARKS.—The list of text books prescribed for use in the Common Schools will be found on page 141.

4. FORMS AND REGULATIONS FOR SUPERANNUATED COMMON SCHOOL TEACHERS.

Special Notice to Teachers.

1. Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*"

[*The following are the Regulations adopted by the Council of Public Instruction for Upper Canada, pursuant to the provisions of the law, on the 29th day of April, 1854 :*]

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 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 been disabled from further service while teaching a Common School, or who shall not have been worn out in the work of a Common School teacher.

* Extra subjects to be taken up at the discretion of the school authorities; no two, however, during the same school term.

5. All applications, according to the prescribed form, accompanied by the requisite certificate and proofs, must be made before the 1st of April, in order to entitle the applicants to share in the 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 of 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 Education for Upper Canada. (Subscriptions to be sent in as early in the year as possible.)

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

REMARKS.—No certificate in favour of an applicant, should be signed by any teacher already admitted as a pensioner on the fund; in all cases they should be signed by a clergyman and other official persons. The following forms, when properly filled up and signed, can be returned to the Department, accompanied by certificates from Ministers or other official persons known to the Department. These certificates must furnish satisfactory proof (1) of good moral character, (2) of sober steady habits, and (3) of the number of years of service for which a pension is claimed. These conditions must be strictly complied with, otherwise the application can not be entertained. The Council meets to consider all applications in July and December only of each year. As soon, therefore, as each case is decided, due notice will be sent to applicants without further application on their part.

[The following Forms can be obtained from the Department:]

5. FORM OF SUPERANNUATED TEACHERS' APPLICATION.

(C. P. I. Minutes, No. 161, 165, 167, and 174.)

Township of _____,
 _____, 185
Post Office Date

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

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, and is, 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.

A. B. [*Sign Name in full.*]

REMARKS.—The foregoing application must be filled up in every particular, and be accompanied by a Medical Certificate, according to the following prescribed form.

6. FORM OF MEDICAL CERTIFICATE FOR SUPERANNUATED COMMON SCHOOL TEACHERS.

(C. P. I. Minutes, No. 145, 151, 167, and 174.)

In re , applicant for aid out of the Superannuated Common School Teachers' Fund for U. C. :

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 , 18

————— [*Name of M. D.*]

N.B.—Modifications or omissions in filling up the foregoing form, will invalidate the certificate.

Appendix F.

APPORTIONMENT OF THE LEGISLATIVE GRANT TO COMMON SCHOOL IN UPPER CANADA, FOR THE YEAR 1859.

[Copy.]

No. 1. Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honor to transmit herewith, a certified copy of the apportionment, for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to the Department.

I am happy to inform the Council of your Municipality, that I have been enabled to add a considerable sum to the apportionment of this year. The statistics of school population for 1858, upon which the present year's apportionment is based, have been carefully revised and corrected in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality for school accommodation and instruction. By this means a much larger sum than usual has been added to the apportionment of those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the school year.

A sum equal to what was paid last year to the Separate Schools in each City, Town, Incorporated Village, and Township, has been deducted from the general apportionment available for 1859, and the balance has been apportioned among all the Municipalities, according to the basis of school population for 1858. Where Separate Schools have existed, the sum thus apportioned to the Municipality has been divided among the Common and Separate Schools therein, according to the average attendance of pupils at these Schools during 1858, as reported by the Trustees. It had been found that to apportion to each Municipality, according to school population, and then to apportion an additional sum to the Separate Schools in such Municipality, out of the General School Grant, was unduly deducting from Municipalities in which there are no Separate Schools, and unduly adding to the apportionment of those Municipalities in which Separate Schools do exist—such as Cities, Towns, and Villages. If the apportionments be increased to any Municipalities beyond the proportion of School population, it

ought to be so increased to the poorer Counties and Townships, rather than to the wealthier Cities, Towns, and Villages; for it is in these latter that Separate Schools are chiefly established.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I have the honor to be,

Sir,

Your obedient servant,

(Signed) E. RYERSON.

EDUCATION OFFICE,

Toronto, 1st June, 1859.

No. 2. Apportionment to the Townships, for 1859.

1. COUNTY OF GLENGARRY.		5. COUNTY OF RUSSELL.	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Charlottenburgh.....	\$583.00	Cambridge.....	\$105.00
Do for Separate Schools	\$74.00	Clarence.....	170.00
Kenyon.....	545.00	Cumberland.....	319.00
Lancaster.....	457.00	Russell.....	191.00
Do for Separate Schools.....	52.00		<u>785.00</u>
Lochiel.....	597.00		
Do. for Separate Schools.....	69.00		
	<u>195.00</u>		
Total for County	\$2377.00.		
—		6. COUNTY OF CARLETON.	
2. COUNTY OF STORMONT.		Fitzroy.....	\$327.00
Cornwall.....	\$618.00	Do for Separate Schools.....	\$25.00
Finch.....	233.00	Gloucester.....	487.00
Osnabruk.....	606.00	Goulbourn.....	370.00
Roxborough.....	328.00	Gower, North.....	258.00
	<u>1785.00</u>	Huntley.....	326.00
—		March.....	168.00
3. COUNTY OF DUNDAS.		Marlborough.....	297.00
Matilda.....	\$645.00	Nepean.....	490.00
Mountain.....	433.00	Do for Separate Schools.....	18.00
Williamsburgh.....	639.00	Osgoode.....	588.00
Winchester.....	474.00	Torbolton.....	65.00
	<u>2191.00</u>		<u>43.00</u>
		Total for County	\$3414.00.
—		—	
4. COUNTY OF PRESCOTT.		7. COUNTY OF GRENVILLE.	
Alfred.....	\$169.00	Augusta.....	\$739.00
Caledonia.....	166.00	Edwardsburgh.....	530.00
Hawkesbury, East.....	434.00	Do for Separate Schools	\$19.00
Do for Separate Schools	\$62.00	Gower South.....	125.00
Hawkesbury, West.....	327.00	Oxford (on Rideau).....	528.00
Longueuil.....	213.00	Wolford.....	395.00
Plantagenet, North.....	328.00	Do for Separate Schools.....	16.00
Plantagenet, South.....	167.00		<u>35.00</u>
	<u>62.00</u>	Total for County	\$2347.00.
Total for County	\$1866.00.		<u>2312.00</u>

18. COUNTY OF PETERBOROUGH.		SIMCOE—(Continued.)	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Asphodel.....	\$398.00	Innisfil	357.00
Belmont and Methuen	86.00	Medonte	216.00
Douro	307.00	Mono	387.00
Dummer and Burleigh	247.00	Mulmur	169.00
Ennismore	81.00	Nottawasaga	330.00
Monaghan, North	110.00	Do for Separate Schools..	\$51.00
Otonabee	534.00	Orillia and Matchedash	119.00
Smith and Harvey.....	311.00	Do for Separate Schools (Orillia)	49.00
		Oro	384.00
	2074.00	Sunnidale and Vespra.....	187.00
		Do for Separate Schools (Vespra)	17.00
		Tay and Tiny.....	182.00
		Tecumseth	538.00
		Tossorontio.....	104.00
			117.00
		Total for County	\$4219.00. 4102.00
19. COUNTY OF VICTORIA.		24. COUNTY OF HALTON.	
Eldon.....	\$193.00	Esquesing.....	\$850.00
Emily	438.00	Nassagaweya	254.00
Fencion	173.00	Nelson.....	543.00
Mariposa.....	681.00	Trafalgar	545.00
Ops	319.00		2192.00
Verulam.....	119.00	25. COUNTY OF WENTWORTH.	
	1923.00	Ancaster.....	\$567.00
		Barton.....	217.00
		Beverley	752.00
		Binbrooke.....	245.00
		Flamborough, East	436.00
		Flamborough, West.....	474.00
		Glanford	247.00
		Saltfleet	328.00
			3266.00
		26. COUNTY OF BRANT.	
		Brantford	\$722.00
		Burford	750.00
		Dumfries, South	438.00
		Oakland	74.00
		Onondaga	315.00
			2299.00
		27. COUNTY OF LINCOLN.	
		Caistor	\$235.00
		Clinton	324.00
		Gainsborough.....	351.00
		Grantham.....	341.00
		Do for Separate Schools.....	\$41.00
		Grimsby	343.00
		Louth	202.00
		Niagara.....	215.00
			41.00
		Total for County	\$2052.00 2011.00
20. COUNTY OF ONTARIO.		28. COUNTY OF WELLAND.	
Brock	\$520.00	Bertie	\$308.00
Mara and Rama.....	238.00	Crowland	249.00
Pickering	1024.00	Humberstone	321.00
Reach	714.00	Pelham	338.00
Scott	226.00	Stamford.....	314.00
Seugog Island	65.00	Thorold.....	359.00
Thorah	170.00	Wainfleet	233.00
Uxbridge.....	424.00	Willoughby	189.00
Whitby	825.00		
	4206.00		2311.00
21. COUNTY OF YORK.			
Etobicoke	\$359.00		
Do for Separate Schools.....	\$28.00		
Georgina.....	137.00		
Gwillimbury, North.....	166.00		
Gwillimbury, East.....	545.00		
King	891.00		
Markham	1013.00		
Markham and Vaughan Separate Schools	38.00		
Scarborough.....	534.00		
Vaughan.....	951.00		
Do for Separate Schools.....	16.00		
Whitechurch	715.00		
York	948.00		
Do for Separate Schools.....	55.00		
	137.00		
Total for County	\$6397.00. 6260.00		
22. COUNTY OF PEEL.			
Albion.....	\$597.00		
Caledon.....	523.00		
Chinguacousy.....	885.00		
Gore of Toronto.....	136.00		
Toronto.....	734.00		
	2875.00		
23. COUNTY OF SIMCOE.			
Adjala.....	\$278.00		
Essa	295.00		
Flos	116.00		
Gwillimbury, West	440.00		

29. COUNTY OF HALDIMAND.			WELLINGTON—(Continued.)		
TOWNSHIPS.	APPORTIONMENT.		TOWNSHIPS.	APPORTIONMENT.	
Canborough	\$157.00		Pilkington	277.00	
Cayuga, North	398.00		Pushinch	588.00	
Cayuga, South	103.00				
Dunn	128.00				
Moulton and Sherbrooke	395.00				
Oneida	309.00				
Do for Separate Schools	\$55.00				
Rainham	302.00				
Seneca	407.00				
Walpole	633.00				
	55.00	2825.00			
Total for County \$2880.00.			Total for County \$4807.00.	130.00	4177.00
			34. COUNTY OF GREY.		
			Artemesia	\$407.00	
			Bentinek	305.00	
			Collingwood	138.00	
			Derby	118.00	
			Egremont	170.00	
			Euphrasia	144.00	
			Glengel	215.00	
			Holland	278.00	
			Melanethon	162.00	
			Normanby	96.00	
			Osprey	267.00	
			Proton	128.00	
			St. Vincent	309.00	
			Sullivan	140.00	
			Sydenham	396.00	
					3271.00
			35. COUNTY OF PERTH.		
			Blanchard	\$407.00	
			Downie	445.00	
			Easthope, North	385.00	
			Easthope, South	201.00	
			Elliee	224.00	
			Do for Separate Schools	\$43.00	
			Elma	149.00	
			Fullarton	345.00	
			Hibbert	325.00	
			Logan	126.00	
			Mornington	76.00	
			Wallace	124.00	
					43.00
			Total for County \$3050.00.		3007.00
			36. COUNTY OF HURON.		
			Ashfield	\$283.00	
			Biddulph	421.00	
			Colborne	221.00	
			Goderich	458.00	
			Grey	252.00	
			Hay	272.00	
			Howick	166.00	
			Hullett	197.00	
			McGillivray	378.00	
			McKillop	311.00	
			Morris	168.00	
			Stanley	358.00	
			Stephen	234.00	
			Tuckersmith	398.00	
			Turnberry	58.00	
			Usborne	371.00	
			Wawanosh	299.00	
					4845.00
			37. COUNTY OF BRUCE.		
			Arran	\$227.00	
			Brant	254.00	
			Bruce	256.00	
			Carrick	149.00	
			Do for Separate Schools	\$19.00	

29. COUNTY OF HALDIMAND.		
TOWNSHIPS.	APPORTIONMENT.	
Canborough	\$157.00	
Cayuga, North	398.00	
Cayuga, South	103.00	
Dunn	128.00	
Moulton and Sherbrooke	395.00	
Oneida	309.00	
Do for Separate Schools	\$55.00	
Rainham	302.00	
Seneca	407.00	
Walpole	633.00	
	55.00	2825.00
Total for County \$2880.00.		

30. COUNTY OF NORFOLK.		
TOWNSHIPS.	APPORTIONMENT.	
Charlotteville	\$413.00	
Houghton	245.00	
Middleton	287.00	
Townsend	808.00	
Walsingham	487.00	
Windham	350.00	
Do for Separate Schools	\$8.00	
Woodhouse	414.00	
	8.00	3004.00
Total for County \$3012.00.		

31. COUNTY OF OXFORD.		
TOWNSHIPS.	APPORTIONMENT.	
Blandford	\$199.00	
Blenheim	723.00	
Dereham	513.00	
Nissouri, East	388.00	
Norwich, North	516.00	
Norwich, South	353.00	
Oxford, North	178.00	
Oxford, East	304.00	
Oxford, West	300.00	
Zorra, East	478.00	
Zorra, West	497.00	
		4449.00

32. COUNTY OF WATERLOO.		
TOWNSHIPS.	APPORTIONMENT.	
Dumfries, North	\$511.00	
Waterloo	1087.00	
Wellesley	679.00	
Do for Separate Schools	\$90.00	
Willmot	754.00	
Do for Separate Schools	61.00	
Woolwich	518.00	
	151.00	3549.00
Total for County \$3700.		

33. COUNTY OF WELLINGTON.		
TOWNSHIPS.	APPORTIONMENT.	
Amaranth	\$120.00	
Arthur	238.00	
Do for Separate Schools	\$113.00	
Eramosa	409.00	
Erin	594.00	
Garafraxa	441.00	
Guelph	309.00	
Maryborough	227.00	
Minto	97.00	
Nichol	301.00	
Do for Separate Schools	17.00	
Peel	581.00	

HURON—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Culross	106.00
Elderslie	151.00
Greenock	167.00
Do for Separate Schools.	21.00
Huron	172.00
Kincardine	239.00
Kinloss	102.00
Saugeen	186.00
	40.00
Total for County \$2043.00.	2003.00

'38. COUNTY OF MIDDLESEX.

Adelaide.....	\$325.00
Carradoc.....	467.00
Delaware.....	173.00
Dorchester, North.....	494.00
Ekfrid.....	346.00
Lobo.....	445.00
London.....	958.00
Metcalfe.....	197.00
Mosa.....	339.00
Nissouri, West.....	342.00
Westminster.....	645.00
Do for Separate Schools.	\$16.00
Williams.....	394.00
Do for Separate Schools.	5.00
	21.00
Total for County \$5146.00.	5125.00

39. COUNTY OF ELGIN.

Aldborough.....	\$283.00
Bayham.....	508.00
Dorchester, South.....	217.00
Dunwich.....	389.00
Malahide.....	592.00
Southwold.....	765.00
Yarmouth.....	668.00
	3422.00

40. COUNTY OF KENT.

Camden.....	\$261.00
Chatham.....	270.00
Dover, East and West.....	237.00
Harwich.....	401.00
Howard.....	449.00
Orford.....	210.00
Raleigh.....	403.00
Do for Separate Schools.....	\$22.00
Romney.....	73.00
Tilbury, East.....	141.00
Zone.....	107.00
	22.00
Total for County \$2574.00.	2552.00

41. COUNTY OF LAMBERTON.

Bosanquet.....	\$301.00
Brooke.....	176.00
Dawn.....	93.00
Enniskillen.....	79.00
Euphemia.....	223.00
Moore.....	296.00
Plympton.....	387.00
Sarnia.....	113.00
Sombra.....	243.00
Warwick.....	863.00
	2274.00

42. COUNTY OF ESSEX.

TOWNSHIPS.	APPORTIONMENT.
Anderdon.....	\$252.00
Colchester.....	210.00
Gosfield.....	278.00
Maidstone.....	168.00
Do for Separate Schools.	\$31.00
Malden.....	171.00
Mersea.....	231.00
Rochester.....	161.00
Sandwich.....	544.00
Do.....	15.00
Tilbury, West.....	115.00
	46.00
Total for County \$2176.00	2130.00

Apportionment to Cities, Towns, and Villages for 1859.

CITIES.	Common Schools	Separate Schools.	Total.
Toronto.....	\$3123 00	\$1497 00	\$4620 00
Hamilton.....	2045 00	615 00	2660 00
Kingston.....	1163 00	443 00	1606 00
London.....	1383 00	146 00	1529 00
Ottawa.....	1211 00	1197 00	2408 00
	8915 00	3898 00	12813 00

Towns.

Amherstburgh.....	\$136 00	\$116 00	\$252 00
Barrie.....	119 00	70 00	189 00
Belleville.....	411 00	192 00	603 00
Bowmanville.....	231 00	.. ..	231 00
Brantford.....	566 00	69 00	635 00
Brockville.....	353 00	151 00	504 00
Chatham.....	352 00	62 00	414 00
Clifton.....	63 00	39 00	102 00
Cobourg.....	472 00	85 00	557 00
Collingwood.....	147 00	.. ..	147 00
Cornwall.....	210 00	.. ..	210 00
Dundas.....	272 00	116 00	388 00
Galt.....	346 00	.. ..	346 00
Goderich.....	357 00	.. ..	357 00
Guelph.....	272 00	153 00	425 00
Lindsay.....	103 00	76 00	179 00
L'Orignal.....	in Township.	.. ..	99 00
Milton.....	.. ..	.. ..	99 00
Niagara.....	179 00	115 00	294 00
Oakville.....	165 00	.. ..	165 00
Owen Sound.....	212 00	.. ..	212 00
Paris.....	231 00	63 00	294 00
Perth.....	210 00	63 00	273 00
Peterborough.....	206 00	130 00	336 00
Pictou.....	142 00	80 00	172 00
Port Hope.....	571 00	.. ..	571 00
Prescott.....	126 00	126 00	252 00
Queenston.....	in Township.	.. ..	84 00
Sandwich.....	84 00	.. ..	84 00
Sarnia.....	193 00	.. ..	193 00
St. Catharine's.....	404 00	245 00	649 00
Simcoe.....	252 00	.. ..	252 00
Whitby.....	276 00	.. ..	276 00
Windsor.....	244 00	.. ..	244 00
Woodstock.....	336 00	.. ..	336 00
	\$8340 00	1901 00	10241 00

Apportionment to Villages for 1859.				Apportionment to Counties for 1859.			
INCORPORATED VILLAGES.	Common Schools.	Separate Schools.	Total.	COUNTIES.	Common Schools.	Separate Schools.	Total.
Ashburnham.....	in Town ship.			1. Glengarry.....	\$2182 00	\$195 00	\$2377 00
Berlin.....	\$201 00		\$201 00	2. Stormont.....	1785 00		1785 00
Bradford.....	94 00		94 00	3. Dundas.....	2191 00		2191 00
Brampton.....	168 00		168 00	4. Prescott.....	1804 00	62 00	1866 00
Brighton.....	in Town ship.			5. Russell.....	785 00		785 00
Caledonia.....	196 00		196 00	6. Carleton.....	3371 00	43 00	3414 00
Chippewa.....	168 00		168 00	7. Grenville.....	2312 00	35 00	2347 00
Clinton.....	117 00		117 00	8. Leeds.....	3797 00	58 00	3855 00
Colborne.....	in Town ship.			9. Lanark.....	3290 00		3290 00
Elora.....	168 00		168 00	10. Renfrew.....	2000 00		2000 00
Embro'.....	in Town ship.			11. Frontenac.....	2452 00	114 00	2566 00
Fergus.....	126 00		126 00	12. Addington.....	2111 00	7 00	2118 00
Fort Erie.....	42 00		42 00	13. Lennox.....	854 00		854 00
Hawkesbury.....	in Town ship.			14. Prince Edward.....	2201 00	36 00	2237 00
Hespeler.....	in Town ship.			15. Hastings.....	4062 00	40 00	4092 00
Ingersoll.....	252 00		252 00	16. Northumberland.....	3982 00	26 00	4008 00
Iroquois.....	53 00		53 00	17. Durham.....	3572 00		3572 00
Kemptville.....	159 00		159 00	18. Peterborough.....	2074 00		2074 00
Kincardine.....	94 00		94 00	19. Victoria.....	1923 00		1923 00
Mitchell.....	145 00		145 00	20. Ontario.....	4206 00		4206 00
Napanee.....	167 00	12 00	179 00	21. York.....	6260 00	137 00	6397 00
Newburgh.....	in Town ship.			22. Peel.....	2875 00		2875 00
Newcastle.....	134 00		134 00	23. Simcoe.....	4102 00	117 00	4219 00
New Hamburg.....	115 00		115 00	24. Halton.....	2192 00		2192 00
Newmarket.....	83 00	43 00	126 00	25. Wentworth.....	3266 00		3266 00
Oshawa.....	140 00	20 00	160 00	26. Brant.....	2299 00		2299 00
Pembroke.....	in Town ship.			27. Lincoln.....	2011 00	41 00	2052 00
Portsmouth.....	in Town ship.			28. Welland.....	2311 00		2311 00
Preston.....	159 00	24 00	183 00	29. Haldimand.....	2825 00	55 00	2880 00
Renfrew.....	in Town ship.			30. Norfolk.....	3004 00	8 00	3012 00
Richmond.....	in Town ship.			31. Oxford.....	4449 00		4449 00
Smith's Falls.....	108 00		108 00	32. Waterloo.....	3549 00	151 00	3700 00
Southampton.....	in Town ship.			33. Wellington.....	4177 00	130 00	4307 00
St. Mary's.....	180 00		180 00	34. Grey.....	3271 00		3271 00
St. Thomas.....	176 00		176 00	35. Perth.....	3007 00	43 00	3050 00
Stratford.....	294 00		294 00	36. Huron.....	4845 00		4845 00
Streetsville.....	142 00		142 00	37. Bruce.....	2008 00	40 00	2048 00
Thorold.....	154 00	60 00	214 00	38. Middlesex.....	5125 00	21 00	5146 00
Trenton.....	151 00		151 00	39. Elgin.....	3422 00		3422 00
Vienna.....	126 00		126 00	40. Kent.....	2552 00	22 00	2574 00
Walkerton.....	in Town ship.			41. Lambton.....	2274 00		2274 00
Waterloo.....	134 00		134 00	42. Essex.....	2130 00	46 00	2176 00
Welland.....	in Town ship.						
Yorkville.....	142 00		142 00				
	\$4388 00	159 00	4547 00		\$122893 00	1427 00	124320 00

	Common Schools.	Separate Schools.	Total.
Total Counties.....	122893 00	1427 00	124320 00
" Cities.....	8915 00	3898 00	12813 00
" Towns.....	8340 00	1901 00	10241 00
" Villages.....	4388 00	159 00	4547 00
	\$144536 00	\$7385 00	\$151921 00

Additional sum reserved for any Roman Catholic Separate Schools which may be established during 1859, (to be deducted from next year's apportionment)..... 579 00

Grand Total..... \$152500 00

NOTE.—The school moneys apportioned to the various counties, cities, towns and villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers. Wherever the apportionment is withheld, it has been owing to the omission or neglect on the part of the local school authorities to comply with the school law and to transmit to the Educational Department the necessary reports or audited returns required by law.

Appendix G.

OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE VARIOUS RELIGIOUS BODIES IN REGARD TO RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS OF UPPER CANADA.

SIR,—I have the honor to transmit herewith a copy of the Regulations which the Council of Public Instruction has adopted according to law, in reference to Religious Instruction in the Common Schools of Upper Canada ;* and I respectfully request that you will have the kindness to lay these Regulations, as well as this letter, before the [Synod, Union or Conference, &c.,] for their consideration, and the expression of their views, as to whether the said Regulations are satisfactory, or whether, in their opinion, any further (and if so, what further) provisions can, in their judgment, be made for Religious Exercises and Instruction in Schools consisting of children of different religious persuasions.

I beg to be informed of the result of the deliberations desired, as also of your own views on the important question of Religious Exercises and Instruction in the Public Schools of this country, composed, as they are, of pupils of various religious persuasions,—a question which has engaged my anxious inquiries and consideration for many years.

I have recently caused to be forwarded to each of the various Clergy in Upper Canada, as far as I could ascertain their addresses, a copy of my last Annual Report, containing an account, from official documents, of the National School System in Ireland and England, in order that the Ministers, as well as the Municipal and School Representatives of the people, may be able to judge of the merits of our own School System as compared with the systems which have been adopted in Great Britain and Ireland, for the promotion of elementary education. In Ireland, every possible effort has been made to ascertain to what extent, and in what form, religious can be combined with secular instruction in mixed schools. The results of the varied and long tried experiments are given in the documents referred to, and seem fully to justify the course which has been adopted in Upper Canada on this subject.

Nevertheless, if anything more can be done for the improvement of our School System in this, or indeed in any other respect, I shall be happy to do what I can to accomplish it: and for this purpose I desire to avail myself of the results of your own reflection and observation, as well as of those associated with you in promoting the interests of religion through the agency of your Church.

* These Regulations will be found on pages 136-138 of this Report.

I think it proper, at the same time, to state summarily the principles on which our Public School System is founded, and which I have employed my best endeavors to guard and carry into effect. The following principles lie at the foundation of our School System :—

1. The right of each Municipality to arrange its School Sections or divisions at its own discretion.

2. The right of the School-rate payers in each division to select, through their elected representatives, their own teacher, and to establish and support their School in such manner as they shall judge best, simply restricting the amount of rate-bills on pupils so as not to be oppressive to the poorer parents.

3. The equal protection of the rights of Protestants and Roman Catholics in the Schools, against compulsion on the part of the Government as also from any other quarter. In a letter addressed by me, in July, 1849, to the first Law Officer of the Crown in Upper Canada, this principle was stated in the following words ; “ I have not assumed it to be the duty, or even constitutional right, of the Government to *compel* anything in respect to religious books or religious instruction, but to *recommend* the Local Trustees to do so, and to provide powers and facilities to enable them to do so within the wise restriction imposed by law. I have also respected the rights and scruples of the Roman Catholic as well as those of the Protestant ; and while I would do nothing to infringe the rights and feelings of Roman Catholics, I cannot be a party to depriving Protestants of the text-book of their faith—the choicest patrimony bequeathed to them by their forefathers, and the noblest birthright of their children.”

4. The inviolable right of each parent in regard to the religious instruction of his children.

5. The right of each Clergyman or Minister to visit each School within his own charge or prescribed field of labour. The 33rd section of the School Act of 1850, specifies the rights and duties of School Visitors, and provides for the formation of associations among them for promoting education and knowledge.

6. The right of each Clergyman or Minister, or his representative, to the use of each School-house within his charge, during one hour each week, from four to five o'clock in the afternoon, for the special religious instruction of children of his own persuasion attending the School.

I have attached the greatest importance to securing the confidence and co-operation of the Ministers and Members of several religious persuasions of the country in support of the system of public instruction. In the letter above quoted, addressed by me to the first Law Officer of the Crown for Upper Canada (the late Hon. R. Baldwin), dated 14th July, 1849, it was remarked :—“ Be assured that no system of popular education will flourish in a country which does violence to the

religious sentiments and feelings of the Churches of that country. Be assured, that every such system will droop and wither which does not take root in the Christian and patriotic sympathies of the several religious persuasions, both Ministers and Laity,—for these in fact make up the aggregate of the Christianity of a country. I think there is too little Christianity in our Schools, instead of too much; and that the united efforts of all Christian men should be to introduce more, instead of excluding what little there is.”

But while our public schools should be invested with the highest Christian character possible, the accomplishment of this object depends much less upon general regulations than on the exercise of the powers with which the law expressly invests the County Boards of Public Instruction and the local managers of the schools, to whom alone appertains the licensing and selection of Teachers and the oversight of each school. I am also aware that the religious teaching by the teacher of a mixed school, even supposing him to be ever so well qualified, must be determined by what is held in common of the religious persuasions of the parents supporting the school,—chiefly the Ten Commandments and our Saviour’s summary of them,—embracing indeed the whole duty of man; but that the teaching of the Catechism of any religious persuasion (if taught at all) must be a matter of private arrangement between the parents of each child and the teacher, and cannot be a part of the official teaching in a school supported by public grants and taxes for all classes of citizens in common, but not for any religious persuasions in particular.

In addition, therefore, to the general spirit and character of our school system, it assumes that the special religious training and nurture of children,—that which under the Divine blessing, prepares them for the Church of God on earth and in Heaven,—appertains, not to the Government, or the day-school teacher partly supported by Government, and partly by public taxes, but to the parents and pastors of the children in their domestic and Church relations. This accords with the inherent rights of parents and pastors; with the teachings of the Holy Scriptures and of the canons or formularies of the several religious persuasions; with the appropriate functions of a mixed day school; with the best interests of youth and of religion throughout the country.

With these remarks I beg to refer you again to the appended Regulations; and should there be no meeting of the authorities of your Church between this and the 1st of next January, may I request that you will have the goodness to communicate to me, as early as convenient, your own views on the important subject herein submitted, and what you believe to be the views of the members of your Church in Upper Canada.

I have the honor to be,

.....

Your obedient servant,

(Signed.) E. RYERSON,

Chief Superintendent of Education for U. C.

EDUCATION OFFICE,

Toronto, 31st May, 1859.

A copy of the foregoing circular was sent to each of the following right reverend and reverend gentlemen, viz. :

1. The Honorable and Right Reverend John Strachan, D.D., LL.D., Lord Bishop of Toronto.
2. The Right Reverend Benjamin Cronyn, D.D., Lord Bishop of Huron.
3. The Right Reverend Armand François Marie de Charbonnel, D.D., Roman Catholic Bishop of Toronto.
4. The Right Reverend Edward J. Horan, D.D., Roman Catholic Bishop of Kingston.
5. The Right Reverend Joseph Eugene Guigues, D.D., Roman Catholic Bishop of Bytown.
6. The Right Reverend John Farrell, D.D., Roman Catholic Bishop of Hamilton.
7. The Right Reverend Pierre Adolphe Pinsoneault, D.D., Roman Catholic Bishop of Sandwich.
8. The Reverend George Bell, A.B., Moderator of the Church of Scotland for 1859.
9. The Reverend George Paxton Young, M.A., Moderator of the Presbyterian Church of Canada for 1859.
10. The Reverend William Ormiston, M.A., Moderator of the United Presbyterian Church of Canada for 1859.
11. The Reverend Joseph Stinson, D.D., President of the Wesleyan Methodist Church in Canada for 1859.
12. The Reverend William McClure, President of the New Connexion Church in Canada for 1859.
13. The Reverend Philander Smith, Bishop of the Methodist Episcopal Church in Canada.
14. The Reverend James Richardson, Bishop of the Methodist Episcopal Church in Canada.
15. The Reverend T. Crompton, President of the Primitive Methodist Church in Canada for 1859.
16. The Reverend J. S. Thompson, President of Canada Christian Conference for 1859.
17. The Reverend J. Chapple, President of the Bible Christian Church in Canada for 1859.
18. The Reverend Frank H. Marling, President of the Congregational Union for 1859.
19. The Reverend the Presiding Officer of the Canada Baptist Union.

The only replies and reports of proceedings in regard to the circular, which have yet been received, are as follows :

FREE PRESBYTERIAN CHURCH OF CANADA.

“ Rev. Mr. Kemp brought up the report of the committee appointed to consider Dr. Ryerson’s letter. The committee recommended the Synod to adopt the following resolution ;—The Synod having had under consideration a letter from the Rev. Dr. Ryerson, Superintendent of Education, C. W., on the subject of christian instruction in common schools, regards such communication as partaking of the nature of a private document and therefore not calling for special consideration at its hands. The Synod would, however, in this connexion, refer to its previous action on the question of separate schools in June, 1856, in which it expresses strong views adverse to the continuance of such institutions established for sectarian ends. In regard to other aspects of this question the Synod appoint a committee to watch over any legislation that may be proposed, during the next session of the Legislature, in regard to education, seeing that it be based on scriptural principles. The report was adopted.”

CONGREGATIONAL UNION OF CANADA.

“ The committee appointed in reference to the circular of Dr. Ryerson, stated that it was not prepared with a report, but recommended that the Union resolve itself into a committee of the whole to take the subject into consideration. The recommendation was adopted, and the Union accordingly went into committee, Rev. F. H. Marling in the chair. A discussion of some length then ensued. It was ultimately resolved that the chairman appoint a committee to consider the subject brought before the Union in the circular, and present a report at the next annual meeting. The committee rose and reported, and the resolution was adopted. The chairman nominated as the committee—Revs. E. Ebbs, J. Wood, D. McAllum, William Hay, and Charles Whitton, Esq.”

WESLEYAN METHODIST CHURCH IN CANADA.

“ The committee to whom was referred the circular of the Chief Superintendent of Education submitted its report, and the following resolution :—‘ That the Conference earnestly recommends the ministers of this body to avail themselves of the facilities afforded by the regulations of the Council of Public Instruction, and to visit the public schools as frequently as possible at the times prescribed, for the purpose of communicating religious instruction.’ ”

Appendix H.

ADDRESS TO HON. FRANCIS HINCKS.

By the Council of Public Instruction for Upper Canada, on the occasion of his visit to Upper Canada, April, 1859.

The subjoined Address was presented to His Excellency Hon. Francis Hincks in the Normal School, on Saturday the 23rd of April. Hon. S. B. Harrison, Q.C., Chairman of the Council, read the Address. In addition to the members of the Council of Public Instruction, several gentlemen were present, who took a lively interest in the proceedings. The address was as follows :

To His Excellency the Hon. Francis Hincks, Governor-in-Chief of Barbados and the Windward Islands of the West Indies.

MAY IT PLEASE YOUR EXCELLENCY :

The Council of Public Instruction for Upper Canada cordially welcomes you to the country of your former public life, and especially to this Establishment, for the completeness of which, including its grounds, its Educational Offices, its Normal and Model Schools, Museum and Depositories of School Apparatus and Libraries, the country is largely indebted to your exertions. We are happy to avail ourselves of this occasion to acknowledge that the means for procuring these grounds and erecting these buildings were recommended by you to the Canadian Legislature in 1850; that the General School Act itself of that year, under the authority of which we have provided these structures and matured our present system of public instruction for Upper Canada, was introduced by you into the Legislature, and became law by means of your advocacy and efforts in connection with those of your truly patriotic colleague, the late lamented Honorable Robert Baldwin, who, at that time with yourself, first proposed the fundamental principle of our school system: namely, the right of the freeholders and householders in each municipality to provide for the education of their children in their own way, without being superseded in any respect, but aided to the utmost extent possible, by the encouragement and co-operation of Government, whose only restrictive interposition is to insure individual right of conscience, parental supremacy in matters of religion, and the expenditure of public school monies for the payment of duly qualified teachers.

It was also when you were first Minister of the Crown in Canada, and on your recommendation, that our Grammar and Supplementary School Acts of 1853 and 1854, were submitted to the Legislature. Under the operation of these acts, our Grammar Schools have been incorporated into a general system and greatly improved, Maps, Globes, and various apparatus have been provided for the public schools

generally, and Libraries to the extent of nearly two hundred thousand volumes have been established by municipal and local school authorities.

It affords us great satisfaction to be able to add, that successive administrations of Government, and all political parties of Upper Canada, have maintained inviolate the great principles of that system of public instruction in the establishment of which you took so conspicuous and leading a part.

We are sure it will afford you pleasure to learn, that in Upper Canada, the population of which, according to the census taken in 1851, was less than a million, the number of children in Common Schools, according to the last annual returns in 1857, was 272,737, and the amount provided by the people for their education was upwards of one million two hundred thousand dollars—an increase of more than three hundred per cent, since 1850, with a corresponding improvement in the character and fittings of the school-houses, and the methods and quality of instruction given.

We sincerely congratulate your Excellency on the high honor which our Gracious Sovereign has been pleased to confer upon you, and on the success of your Government in the West Indies. We assure you of our earnest wishes and prayers for your future prosperity and happiness.

Department of Public Instruction, Toronto, 23d April, 1859.

The Hon. Mr. Hincks' reply was as follows :

GENTLEMEN,—I thank you most sincerely for the cordial welcome which you have extended to me on the occasion of this transient visit to my adopted country, and for the flattering notice which you have taken of my humble efforts to promote the success of the educational system of Upper Canada during the period when I had the honor of serving as one of the Ministers of the Crown for this Province.

It is most gratifying to me to learn from your statistics that the people have of late evinced even greater zeal than they did formerly in the promotion of education.

Your association of my name with that of my lamented friend and former colleague, the late Hon. Robert Baldwin, C.B., affords me a suitable opportunity of expressing the poignant regret which I felt on hearing of the death of that truly upright man.

Let me once more thank you, gentlemen, for the unexpected honor conferred on me by your address, and let me assure you of my best wishes for the success of your efforts in the promotion of education.

Appendix I.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA, &c.

No. 1.—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, dated 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 combated in such books, but merely as an acquiescence on the part of the council in the purchase of such books, by any municipality, should it think proper to do so.

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

No. 2. Remarks on the foregoing by the Chief Superintendent of Education.

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 from 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 municipalites 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. 3.—Departmental Notices to Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES. (See page lxxviii.)

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

The Chief Superintendent of Education 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. Remittances must not be in less sums than five dollars. Catalogues and forms furnished on application.

PRIZES IN SCHOOLS. (See page lxxxv.)

The Chief Superintendent will grant *one hundred* per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School

Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools. Catalogues and forms furnished on application.

SCHOOL MAPS AND APPARATUS. (See page lxxxiv.)

The Chief Superintendent will add one hundred per cent. to any sum or sums not less than five dollars, transmitted to the Department from Grammar and Common Schools; and 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 enclose or 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. Catalogues and forms furnished on application.

Appendix J.

EDUCATIONAL MUSEUM FOR UPPER CANADA.

No. 1. Rules for Admission of Visitors to the Educational Museum, Toronto.

I. The Museum is open daily for exhibition, (Sundays and holidays excepted,) from 9 A. M. until 5 P. M.

II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.

III. Sticks and umbrellas to be left in the Visitors' room.

No. 2. Character and Objects of the Museum.

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of specimens of the Natural History of the country, Casts of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British

House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a museum in connection with this Department.

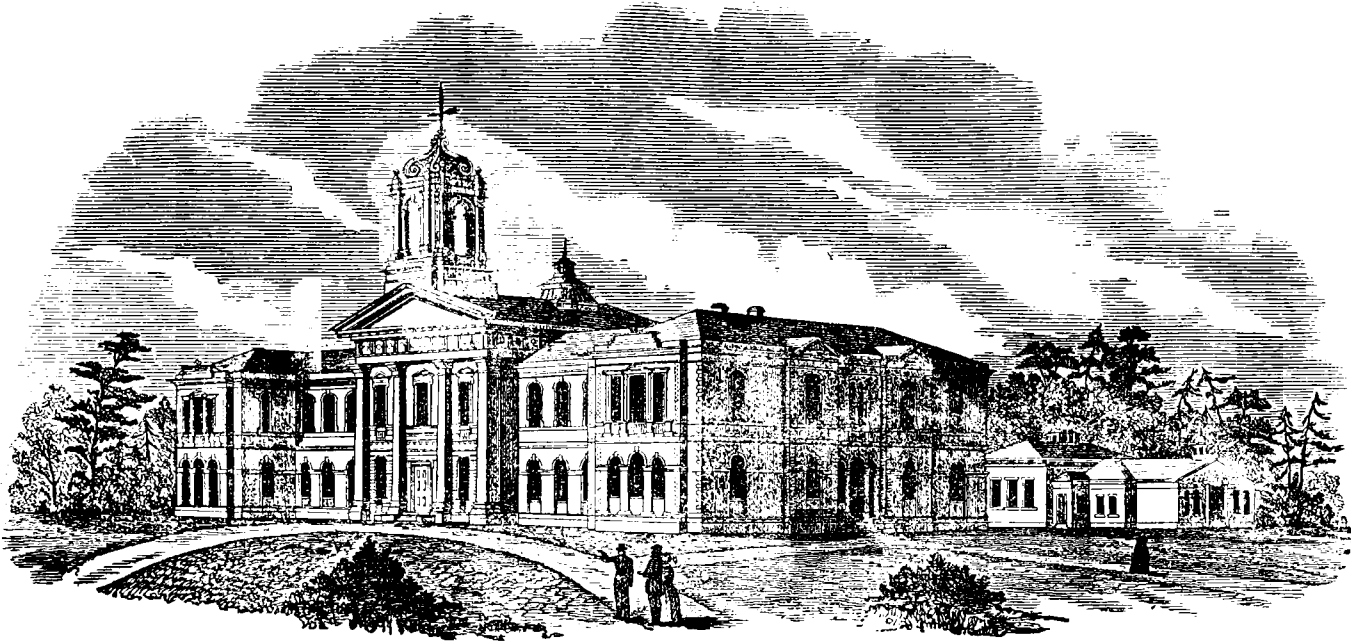
No. 3. Principal Contents of the Museum.

2. The Museum contains a large selection of objects of art, models, &c., arranged under the following heads, as detailed in the Report of 1856, page 246.

- I. SCULPTURE : * 1. Antique.
2. Modern.
3. Architectural.
- II. PAINTINGS : 1. Italian School.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.
- III. ENGRAVINGS : 1. On Steel and Copper.
2. Lithographs.
- IV. WORKS ILLUSTRATING THE HISTORY OF ART, &c. :
1. In French and Italian.
2. In English.
- V. OTHER OBJECTS OF INTEREST :
1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.,
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.

* Photographs of some of these statues and busts, &c., may be obtained at the Education Office. Price from 25 cents to 60 cents each.

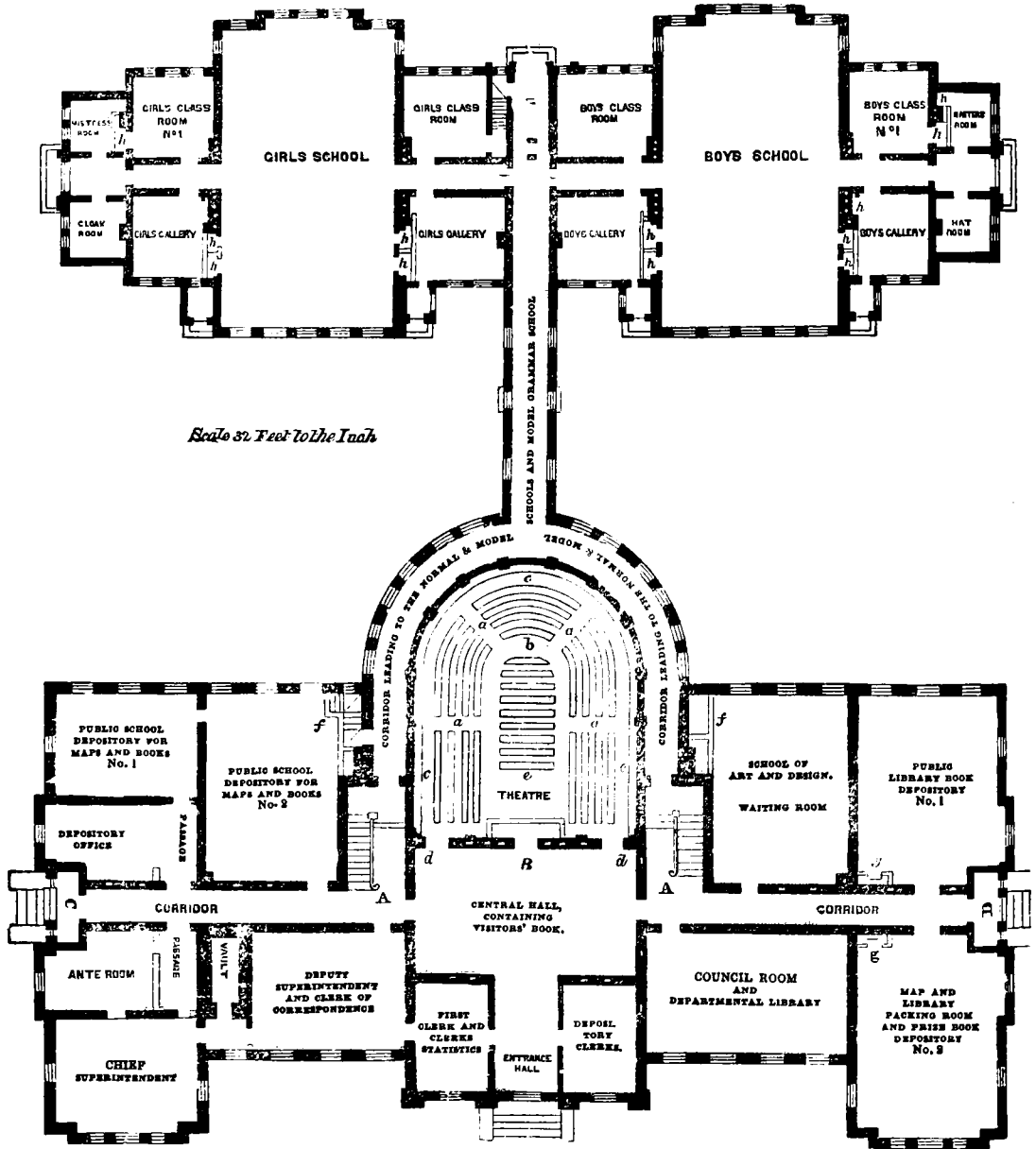
Appendix K.
DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.



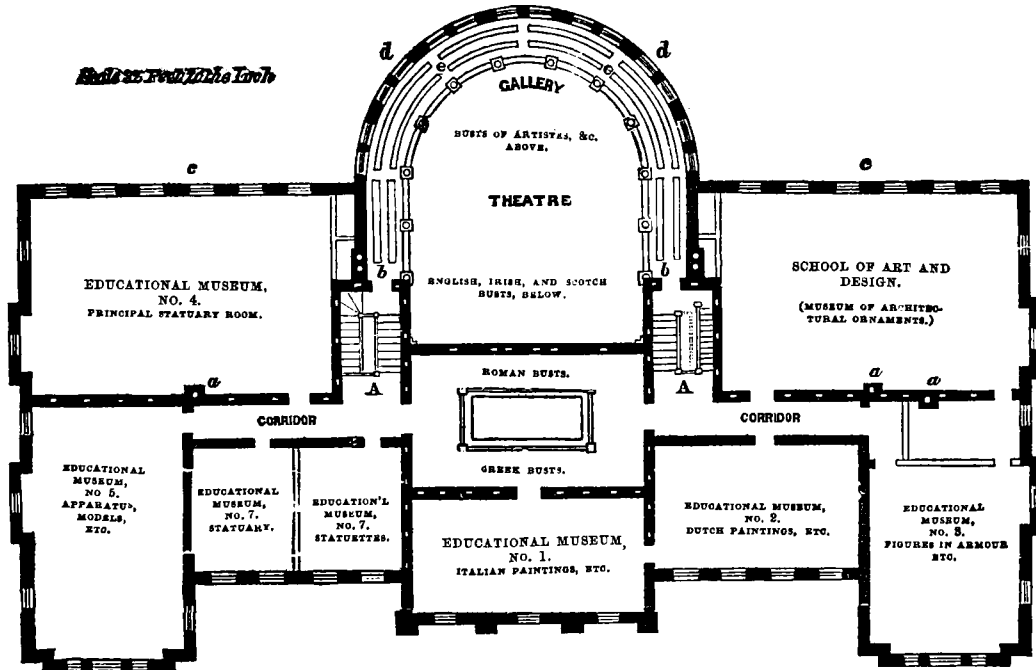
DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

M*

(The Education Offices are on the First Floor to the left; the Museum Rooms up Stairs, and the Normal School and Model Grammar School in the new building in the rear, facing Gerrard Street.



PLAN OF THE GROUND FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 1.



PLAN OF EDUCATIONAL MUSEUM.—FIRST FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 2.

[Key to References on Plan No. 1.—North of the central hall is the theatre, with the lecturer's entrance in the centre, *B*; and side entrances, east and west, *d, d*, for the public. Here the aisles are marked *a, b, c*, with seats arranged between them; the lecturer's platform being placed between *B* and *e*. This portion of the theatre is designed to accommodate 470 persons, and the galleries 150, making in all 620. Around the theatre, and beneath its gallery, are east and west corridors leading to the Normal and Model Schools, and the Model Grammar School in the new building in the rear, facing Gerrard Street. *A, A*, staircases leading to the first floor; *C* and *D*, west and east entrances to the Department and the Depository; *f, f* and *g, g* are ventilators leading from the different rooms to the cupola at the top of the building, where they are discharged.]

[Key to References on Plan No. 2.—*A, A*, lobbies at the head of the principal staircases leading to the east and west corridors respectively—off which are the rooms of the Museum; *a, a, a*, ventilators connecting with those from below; *b, b*, doors on the first landing, leading to the east and west galleries of the theatre; *c, c*, northern tier of windows of the principal statuary room and School of Art; *d, d*, northern tier of windows of the theatre gallery; *e, e*, aisles and seats of the theatre gallery;

Appendix K.—(Continued.)

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

No. 1.—EDUCATION OFFICE.

Appointed.	HEAD OF THE DEPARTMENT.	
1844.....	The Rev. EGERTON RYERSON, D.D.....	Chief Superintendent of Education.
	<i>Officers of the Department.</i>	
1844.....	John George Hodgins, M.A.	Deputy Superintendent of Education, and Assistant Editor, <i>Journal of Education</i> . Senior Clerk and Accountant. Clerk of Correspondence. Clerk of Statistics. Assistant Clerk of Statistics.
1854.....	Alexander Marling	
1852.....	Alexander Johnstone Williamson, M.D....	
1856.....	Francis Joseph Taylor	
1857.....	Herbert Butterworth	
1858.....	James Moore.....	Janitor and Messenger.
	<i>(Map and Library Depository Branch. See pages lxxviii-xcvii.)</i>	
1853.....	Samuel Passmore May	Clerk of Libraries.
1856.....	Thomas I. Churchill.....	Depository Salesman.
1857.....	Christopher Alderson	Packer and Messenger.
	No. 2.—COUNCIL OF PUBLIC INSTRUCTION.	
1846.....	Hon. Samuel Bealy Harrison, Q. C.	<i>Chairman.</i> (Church of England.)
1846.....	Rev. Egerton Ryerson, D.D.....	Chief Superintendent of Education.
1850.....	Right Rev. Armand François Marie De Charbonnel, D.D.	Roman Catholic Bishop of Toronto. (Suc- cessor to the late Bishop Power.)
1846.....	Rev. Henry James Grasett, B.D.	Rector of Toronto.
1846.....	Hon. Joseph Curran Morrison, Q. C.....	Presbyterian Church of Canada.
1846.....	James Scott Howard, Esq.....	Church of England.
1850.....	Rev. John Jennings, D.D.	United Presbyterian Church.
1850.....	Rev. Adam Lillie, D.D.	Congregational Theological Institute.
1857.....	Rev. John Barclay, D.D.....	Church of Scotland. (Successor to the late Hugh Scobie, Esq.)
1854.....	Rev. John McCaul, LL. D.....	President of University College. <i>Member</i> <i>for Grammar School purposes.</i>
1846.....	John George Hodgins, M.A.	<i>Recording Clerk.</i>
	<i>Normal School.</i>	
	<i>(See pages lxxii-lxxv. 123-135.)</i>	
1847.....	Thomas Jaffray Robertson, M.A.....	Head Master.
1858.....	John Herbert Sangster.....	Second Master.
1858.....	Alexander Russell Strachan.....	Writing Master & Teacher of Book-keeping.
1858.....	Henry F. Sefton	Music Master.
1859.....	Alphonse Coulon	Drawing Master.
1852.....	Henry Goodwin.....	Teacher of Gymnastics and Calisthenics.
1848.....	John Murphy.....	Janitor of Normal and Model Schools.
	<i>Inspectors of County Grammar Schools.</i>	
	<i>(See Pages lviii-lxxi, 95-102, 106-123.)</i>	
1855.....	Rev. William Ormiston, M.A.	
1859.....	George R. R. Cockburn, M. A.	

Appointed.	Model Grammar School.	(See pages 102-106.)
1858.....	George R. R. Cockburn, M.A.	Rector.
1858.....	Rev. John Ambery, M.A.	Classical Master.
1858.....	Francis L. Checkley, Sch. T.C.D.	Mathematical Master.
1859.....	B. F. Fitch, B.A.	English Master.
1858.....	John Herbert Sangster.....	Lecturer in Chem. and Nat. Philosophy.
1858.....	Emile Coulon.....	French Master.
1859.....	Alphonse Coulon.....	Drawing Master.
1858.....	Alexander Russell Strachan	Writing Master & Teacher of Book-keeping.
1858.....	Henry F. Sefton	Music Master.
1852.....	Henry Goodwin	Teacher of Gymnastics and Calisthenics.
1851.....	Patrick O'Neill	Janitor and Messenger.
	<i>Boys' Model Common School.</i>	(See pages 124, 129.)
1858.....	James Carlyle	Master of the School.
1858.....	John Clark Disher.....	First Assistant.
1859.....	Alexander Campbell.....	Second Assistant.
	<i>Girls' Model Common School.</i>	(See pages 124, 129.)
1852.....	Mrs. Dorcas Clark.....	Mistress of the School.
1855.....	Miss Henrietta Shenick	First Assistant.
1854.....	Miss Helen Clark	Second Assistant.
1855.....	James Forsyth	Gardener of the Normal School grounds.
1852.....	James Ryan and [1856] Thomas Gray....	Furnace men, and care takers.

In the Model Common Schools, Writing and Book-keeping, Drawing, Music, Gymnastics and Calisthenics are taught by the masters of these branches in the Normal School.

No. 3.—COMMUNICATIONS TO THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

(1) *The New Postage Law, and the Department of Public Instruction for Upper Canada.*

As but few parties in correspondence with the Educational Department comply with the new postage law in the pre-payment of their letters, (thereby increasing the postage charge by nearly *fifty per cent.*), the effect has been to swell unduly this item of the contingencies of the Department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service like those of the Cabinet Executive Departments, goes free. But this is an entire mistake ; as the Educational Department forms an exception, and its contingent expenses are proportionably increased by a charge from which the other Public Departments of a similar character are exempt. We would suggest, therefore, in future, that the postage on all correspondence with the Department be pre-paid, (as it is on letters, &c., going *from* the Department,) and that thinner paper be used in all cases. Several letters occupying but one

page have been lately received written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable ; and only such portions of it sent as may be written on. All other portions have to be cut off when the letter is filed in the Department.

(2) *Pre-payment of Postage on Books.*

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, as may be necessary.

(3) *Postage Regulation in regard to Grammar and Common School Returns.*

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *should be pre-paid*, at the rate of one cent per oz. *and be open at each end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

(4) *Communications to the Department.*

1. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws, have the right of appeal to the Chief Superintendent of Education : and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay, and save expense,—it will be necessary for any parties thus appealing : 1. To furnish the party against whom they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer he may judge expedient. 2. To state expressly, in the appeal, that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing. Application for advice in Common School matters should, in all cases, be *first* made to the Local Superintendent having jurisdiction in the Municipality.

2. The *Journal of Education* having been constituted by His Excellency the Governor General in Council, the Official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, blank reports, Depository, Normal School, etc.

3. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to Schools, for which specific instructions are not furnished by the Department ; but they are requested

to use large sized, or foolscap paper. In all communications, however, the *number* of the *School Section*, and the *name* of the *Township* and *Post Office*, with the *Official Title* of the writer, should be given; and also, the *numbers* and *dates* of any previous correspondence on the same subject.

4. *Communications with the Government relating to Schools*, should be made through the Educational Department, Toronto; as all such communications not so made, are referred to the Chief Superintendent of Education, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

5. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified.

NO. 4.—DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As many strangers and other persons who receive this Report often express a wish to learn something of the internal management and routine, it may be proper to give some account of the duties of the department itself. 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 was no auditing of school accounts from them, no payment 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 labour 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 1858, to 7,090. In 1850, the number of letters sent out from the department was 720, and in 1858 (not including circulars) it amounted 4,627. Since 1850, there has therefore been an increase of nearly 700 per cent. in the number of letters received, and 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 into 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, Model and Model Grammar Schools, and the proposed School of Art, such as their supervision, the appointments of masters and teachers, and servants ; the auditing and payment of salaries and accounts, the admission of students and pupils, supplying the several 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 eight acres. The books, stationery, &c., for the students in the Normal School, (varying from 150 to 200,) for the 300 pupils in the Model Schools, and nearly 100 pupils in the Model Grammar School are supplied upon written requisitions from the masters, (see page 129,) and approved in writing by the Chief Superintendent of Education. 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 government 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 authorized. The law requires the Chief Superintendent of Education 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 Depositories* :—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. (See Table O, page lxxxiv.) The collection of school apparatus in this Depository is the most extensive in America, if not in Europe ; so much so, that orders have frequently been received from the United States and other places out of Upper Canada for books, maps and apparatus. During the last few years, at the suggestion and under the revision of this department, three maps of British North America have been undertaken—one in New York ; 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., and present 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. A series of maps of various countries is also now being lithographed in Canada under the supervision of the Department. Indeed it is gratifying to state, that the chief part of the maps and apparatus which are now

supplied to the public schools of Upper Canada, by the Educational Depository has been manufactured in Toronto, under the direction of the Department.

This branch of home industry has been gradually introduced and carefully fostered, and renders this reference to it no less a pleasure to the Head of the Department than a just tribute to the energetic and enterprising zeal of the persons who are engaged in its prosecution. It is highly creditable to these parties to state, that their work is generally not only equal in point of excellence to the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper. To the attainment of this most desirable object, has the attention of the Department been sedulously directed; while it has also sought to suggest such improvements and alterations as appeared desirable and practicable; and where none were necessary, it was deemed by the Department essential that in point of finish and adaptation to the objects in view, the article of Canadian manufacture should compare favorably with its English or American prototype.

Specimens of the articles manufactured in Toronto, have been exhibited at the several Provincial Fairs, and excited a good deal of attention and commendation. The Apparatus manufactured includes not only school desks and seats, but maps, map-cases and rotary stands; brass orreries, tellurians, globes, geometrical figures, and diagrams; mechanical powers, levers, and various articles of brass work, illustrative of the different branches of natural philosophy.

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 250,000 volumes have been procured, and nearly 170,000 volumes have been supplied to municipalities and school sections, during little more than four years. 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 payments made, and the books, when received, must be examined by the invoices, and when received entered at the Custom House and deposited in their respective places. In sending out libraries the following mode of procedure is observed: 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 or school section, 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 express, railway or steamboat company'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 favourable terms, and are supplied at costs and charges, while the entire expense of management, including difference of exchange, transportation, insurance, clerks' salaries, and all contingencies, has not exceeded from fifteen to eighteen per cent. on the sums paid for the books in England and the United States.

4. *Educational Museum* :—This branch includes the procuring, arranging, and keeping in order the several objects of interest in the museum. This collection embraces about 2,000 objects, as already described. See page 175.

5. *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 Grants 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, and Museum, 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 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 entered on its appropriate sale list, and in the Despatch Book, and is supplied immediately on its receipt. A copy from each draft of reply, or letter sent from the office must be made—for the Letter Book, and 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 them has its appropriate Letter and Account Books, &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 Audit branch of the Department of the Minister of Finance.

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 educational 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.	1855.	1856.	1857.	1858.
Number of letters received.....	1180	2026	2996	4015	4920	5338	5739	6294	7090
Average Number per week	23	39	57	77	95	102	110	121	136
Number of letters sent out	760	1186	1430	1936	2581	3764	3966	3542	4627
Average Number per week	15	22	27	37	50	72	77	68	88

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, and matters of difficulty or difference, the Chief Superintendent of Education 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 few years that the system of Common School Instruction has been fully brought into operation ; and it was only in 1855 that the regulations for the better organization and management of the Grammar Schools were published. 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.

5. DOCUMENTS FURNISHED ANNUALLY BY THE EDUCATIONAL DEPARTMENT TO THE SCHOOL OFFICERS OF UPPER CANADA.

The following are furnished gratuitously by the Educational Department of Upper Canada to various school officers, viz. :

1. The *Journal of Education for Upper Canada* is sent monthly to each of the Trustee Corporations in the rural school sections ; to the Boards of Grammar and Common School Trustees ; to the Local Superintendents ; to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, &c., &c. Total 4,500 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the publisher, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public, the price is \$1 per annum—payable in advance. Back volumes, since 1848 (the first year of its existence) can be furnished on the same terms.

2. The *School Registers*, for recording the attendance, recitations, and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools, in Upper Canada. Total about 4,000 copies. The Registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.

3. The *Trustees' Half-yearly Reports* are sent every six months, through the Local Superintendents, to the Trustees of each School Section. Those for the Grammar Schools and Roman Catholic Separate Schools, are sent direct from the Department. Total sent out annually, 7,500 copies.

4. The *Trustees' Blank Annual Reports* are annually sent, through the Local Superintendents, to each of the Trustee Corporations in the rural school sections. Total about 4,000 copies.

5. The *Blank Annual Reports*, from which the General Annual Report of the Department is compiled, is sent to the Local Superintendents and Boards of Common School Trustees and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.

6. *Auditors', Treasurers', and Sub-Treasurers' Returns* are sent to about 450 of these officers, to be filled up and returned.

7. The *Chief Superintendent's Annual Report* to His Excellency the Governor General, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations ; to Boards of Common School Trustees, in cities, towns, and villages ; to Boards of Grammar School Trustees ; to Boards of Public Instruction ; to Local Superintendents ; and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,500.

8. *Various Forms*.—Forms are also sent, from time to time, to Superannuated Teachers, Trustees, (for Maps), Normal School Students, &c. About 800 copies

Recapitulation.—Total number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada :—

	Copies.
1. Journal of Education.....	4,500
2. School Registers.....	4,000
3. Trustees' Blank Half-yearly Reports	7,500
4. Trustees' Blank Annual Reports.....	4,000
5. Local Superintendents' Blank Annual Reports.....	600
6. Auditors' and Treasurer's Blank Returns.....	450
7. Chief Superintendent's Report.....	4,500
8. Various Forms, about.....	800
9. Letters, &c., sent and received	11,717
10. Circulars, about	800
Grand total per year.....	38,867

No. 6.—LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

Appointment of Local Superintendents of Townships.

The 27th Section of the Upper Canada School Act of 1850 makes it the duty of each County Municipal Council, * * * * *

Thirdly. To appoint annually, a Local Superintendent of Schools for the whole County, or for any one or more Townships in such County, as it shall judge expedient ; to fix (within the limits prescribed by the thirtieth section of this Act), and provide for the salary or salaries of such Local Superintendent or Superintendents : *Provided* always, that no such Local Superintendent shall have the oversight of more than one hundred Schools ; and provided also, that the County Clerk shall forthwith notify the Chief Superintendent of Schools of the appointment and address of each such Local Superintendent, and of the County Treasurer : and shall likewise furnish him with a copy of all proceedings of such Council, relating to the School assessments and other educational matters.

Salaries of Local Superintendents of Schools.

XXX. And be it enacted, that each Local Superintendent of Common Schools appointed as provided for in the twenty-seventh section of this Act, shall be entitled, annually, to not less than four dollars per School placed under his charge, together with any additional allowance which the Council appointing him shall grant ; and such Superintendent shall be paid the same in quarterly instalments by the County Treasurer.

(1) The Townships.

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
I. COUNTY OF GLENGARRY.				
1 Hector McRae	27	23	Charlottenburgh	Williamstown.
2 Angus McDonnell.....	18	15	Kenyon	Kenyon.
3 Alex. L. McBain.....	16	15	Lancaster	Lancaster.
4 Rev. D. Macdonald, B.A....	17	17	Lochiel.....	Lochiel.
II. COUNTY OF STORMONT.				
5 Nadab Eastman.....	25	24	Cornwall.....	Cornwall.
6 Rev. Donald Munro.....	7	7	Finch.....	South Finch.
7 H. L. Cook, M. D.....	24	24	Osnabruck	Osnabruck Centre.
8 Rev. Daniel Gordon.....	14	12	Roxborough	Athol.
III. COUNTY OF DUNDAS.				
9 William Johnson	25	21	Matilda.....	Iroquois.
10 Rev. D. C. McDowell.....	18	17	Mountain.....	Kemptville.
11 John G. McLaughlin.....	20	19	Williamsburgh.....	Morrisburg.
12 Rev. W. M. Patyson.....	17	16	Winchester & Cambridge*..	Winchester.
IV. COUNTY OF PRESCOTT.				
13 Humphrey Hughes	9	9	Alfred.....	Alfred.
14 Rev. J. G. Armstrong, B.A..	16	14	Caledonia and Hawkesbury West.....	Hawkesbury.
15 James Gamble.....	19	18	Hawkesbury, East.....	East Hawkesbury.
16 David Pattee.....	6	6	Longueuil.....	Longueuil.
17 Henry Smith	9	9	Plantagenet, North.....	Plantagenet Mills.
18 James Frith.....	7	5	Plantagenet, South.....	Riceville.
V. COUNTY OF RUSSELL.†				
19 Rev. John Edwards.....	4	4	Clarence	Clarence.
20 Rev. Peter Lindsay, A.B..	9	9	Cumberland.....	Cumberland.
21 Rev. Wm. Craig.....	6	6	Russell.....	Russell.
VI. COUNTY OF CARLETON.				
22 Rev. Wm. McGill.....	11	11	Fitzroy.....	Pakenham.
23 Rev. Wm. Lothead	15	15	Gloucester.....	North Gower.
24 Rev. C. B. Pettit, B.A....	33	29	Goulbourn, Gower North, and Marlborough.....	Richmond.
25 Rev. James Godfrey.....	10	7	Huntley	Carp.
26 Rev. John Butler, A.M....	5	4	March.....	South March.
27 Rev. John L. Gourlay.....	16	16	Nepean and Torbolton	Aylmer, C. E.
28 Rev. Daniel McPhail.....	18	15	Osgoode	Osgoode.
VII. COUNTY OF GRENVILLE.				
29 James Clapperton.....	27	26	Augusta	Prescott.
30 Rev. Andrew Melville	26	19	Edwardsburgh	Spencerville.
31 Rev. Joseph Anderson.....	21	21	Gower South, and Oxford..	Heckston.
32 Rev. T. B. Parnell.....	20	20	Wolford	Merrickville.

* Cambridge is in the County of Russell.

† For Superintendent of Cambridge, see County of Dundas, above.

Local Superintendents of Schools in the several Municipalities.—(Continued.)

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
VIII. COUNTY OF LEEDS.				
33 Lewis Chipman	21	19	Bastard and Burgess South	Harlem.
34 James Bilton	11	9	Crosby North.....	Newboro'.
35 Rev. John Davidson.....	16	10	Crosby South.....	Newboro'.
36 Jacob A. Brown.....	31	28	Elizabethtown	Brockville.
37 Elisha Landon.....	6	6	Elmsley South	South Elmsley.
38 Rev. D. Evans.....	20	17	Kitley.....	Toledo.
39 Robert McCrum, M. D.....	17	17	Leeds & Lansdowne, Front	Gananoque.
40 Henry P. Washburn.....	12	12	Leeds & Lansdowne, Rear.	Delta.
41 Charles N. Hagerman.....	22	19	Yonge and Escott, Front...	Mallorytown.
42 A. A. Chamberlain.....	14	9	Yonge and Escott, Rear ...	Farmersville.
IX. COUNTY OF LANARK.				
43 John A. Murdoch.....	68	53	Bathurst, Dalhousie, Dar- ling, Drummond, Lan- ark, Lavant, Sherbrooke North, and Sherbrooke South	Perth.
44 Rev. Wm. McCutchin	13	12	Beckwith	Beckwith.
45 James Stanley	5	3	Burgess North	Perth.
46 Rev. John B. Worrell.....	7	6	Elmsley North	Smith's Falls.
47 Rev. R. Hobbs	20	20	Montague	Merrickville.
48 Rev. Alex'r. Mann, M. A....	7	6	Pakenham	Pakenham.
49 Rev. John McMorine	14	14	Ramsay	Ramsay.
X. COUNTY OF RENFREW.				
50 George Brown	5	5	Admaston	Douglas.
51 Rev. James Strain	12	12	Algona, Bromley, Brude- nell, Fraser, Grattan, and Sebastopol	Douglas.
52 Rev. H. McMeekin	5	5	Alice and Pembroke.....	Pembroke.
53 James Brady	5	5	Bagot, Blithfield & Broug- ham	Bagot.
54 George Ross	6	4	Horton	Renfrew.
55 Rev. S. C. Fraser, M. A....	6	6	McNab	McNab.
56 Alexander Smith	6	6	Ross.....	Ross.
57 Robert Childerhose	1	1	Stafford	Stafford.
58 Rev. E. H. M. Baker	9	8	Westmeath.....	Pembroke.
59 Thomas Lett.....	4	4	Wilberforce	Wilberforce.
XI. COUNTY OF FRONTENAC.				
60 John Anderson	6	5	Bedford, Olden, Oso and Palmerston.....	Fermoy.
61 John Irvine	18	18	Kingston.....	Elginburg.
62 Asa Phillips	10	8	Loughboro'.....	Loughboro'.
63 Rev. C. E. Bower.....	20	20	Pittsburgh & Howe Island.	Kingston.
64 Thomas R. Dupuy.....	17	13	Clarendon, Hinchinbrooke, Kennebec and Portland..	Denniston.
65 John Spring	7	7	Storrington.....	Storrington.
66 Edward Murray	15	15	Wolfe Island	Wolfe Island.

Local Superintendents of Schools in the several Municipalities.—(Continued.)

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
XII. COUNTY OF ADDINGTON.				
67 George Wright	5	5	Amherst Island	Amherst Island.
68 Alfred Le Richeux	5	1	Anglesea and Kaladar	Kaladar.
69 Ira Williams	35	25	Camden East	Camden East.
70 Robert Aylsworth	26	23	Ernestown	Olessa.
71 Rev. G. W. White, B. A.	12	12	Sheffield	Camden East.
XIII. COUNTY OF LENNOX.				
72 John J. Watson	5	5	Adolphustown	Adolphustown.
73 Rev. John Scott	12	12	Fredericksburgh North	Napance.
74 Rev. Robert Harding	9	8	Fredericksburgh South	Fredericksburgh.
75 Alexander Martin	18	17	Richmond	Napance.
XIV. COUNTY OF PRINCE EDWARD.				
76 John B. Denton	88	82	Ameliasburgh, Athol, Hal- lowell, Hillier, Marys- burgh, and Sophiasburgh	Pictou.
XV. COUNTY OF HASTINGS.				
77 George Mowat	85	69	Elzevir, Hungerford, Hunt- ingdon, Lake Madoc Mar- mora, Rawdon and Tudor	Madoc
78 Frederick H. Rous	70	63	Sidney, Thurlow & Tyndin- aga, including Shannonville	Belleville.
XVI. COUNTY OF NORTHUMBERLAND.				
79 Edward Scarlett	124	119	Alnwick, Brighton, Cran- ahe, Hablimand, Hamil- ton, Monaghan South, Murray, Percy and Sey- mour	Castleton.
XVII. COUNTY OF DURHAM.				
80 Rev. Wm. Logan	22	22	Cartwright and Manvers	Cartwright.
81 Rev. T. W. Allen	21	21	Cavan	Millbrook.
82 Rev. Henry Brent	18	18	Clarke	Newcastle.
83 Rev. J. C. Slater	20	20	Darlington	Bowmanville.
84 Duncan Cleghorn	17	17	Hope	Port Hope
XVIII. COUNTY OF PETERBOROUGH.				
85 T. W. Poole, M. D.	11	9	Asphodel	Norwood.
86 Rev. H. McDowell	4	4	Belmont and Methuen	Norwood.
87 M. Walsh, Senr.	9	9	Douro	South Douro.
88 George A. Hill	8	8	Dummer and Burleigh	Warsaw.
89 James Brennan	3	3	Emmismore	Bridgenorth.
90 Rev. Edward Roberts	14	13	Harvey, Monaghan North, and Smith	Peterborough.
91 Rev. Francis Andrews	14	14	Otonabee	Keene.

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Local Superintendents of Schools in the several Municipalities.—(Continued.)

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
XIX. COUNTY OF VICTORIA.				
92 Rev. D. Wright.....	11	11	Bexley, Fenelon, Semer- ville and Verulam.....	Lindsay.
93 Peter H. Clarke, M. D.....	7	5	Camden, Carden and Eldon	Woodville.
94 Rev. J. Goodfellow.....	14	14	Emily.....	Omenace.
95 W. H. McLaughlin.....	20	20	Mariposa.....	Oakwood.
96 A. Lacourse.....	11	11	Ops.....	Lindsay.
XX. COUNTY OF ONTARIO.				
97 Alfred Wyatt.....	17	16	Brock.....	Cunnington.
98 Rev. G. W. McDougall.....	9	9	Man and Rama.....	Rama.
99 Ebenezer Birrell.....	23	22	Pickering.....	Greenwood.
100 Rev. R. Monteath.....	19	18	Reach and Seaugog Island..	Prince Albert.
101 J. W. C. Brown.....	16	16	Scott and Uxbridge.....	Uxbridge.
102 Rev. D. Watson, M. A.....	4	4	Thorah.....	Beaverton.
103 G. W. Colston.....	10	10	Whitby.....	Brooklin.
104 Rev. R. H. Thornton, D. D.	11	11	Whitby East.....	Oshawa.
XXI. COUNTY OF YORK.				
105 Rev. H. C. Cooper, B. A.....	8	8	Etobicoke.....	Etobicoke.
106 L. H. Evans.....	8	8	Georgina and Gwillimbury North.....	Georgina.
107 J. T. Stokes.....	12	12	Gwillimbury East.....	Sharon.
108 Rev. J. Adams.....	20	18	King.....	Leskey.
109 Rev. G. S. J. Hill, M. A.....	23	23	Markham.....	Unionville.
110 Rev. J. Laing.....	11	11	Scarborough.....	Agincourt.
111 D. McCallum.....	18	18	Vaughan.....	Woodbridge.
112 Rev. J. Durrant.....	16	16	Whitchurch.....	Stouffville.
113 Wm. Watson.....	23	21	York.....	Yorkville.
XXII. COUNTY OF PEEL.				
114 Rev. H. B. Osler.....	16	13	Albion.....	Lloydtown.
115 Rev. A. McFaul.....	16	15	Caledon.....	Caledon.
116 Rev. J. Pringle.....	34	26	Chinguacousy and Gore of Toronto.....	Braunpton.
117 W. Hope.....	26	24	Toronto.....	Streetsville.
XXIII. COUNTY OF SIMCOE.				
118 Rev. Michael M. O'Shea.....	8	7	Adjala.....	Atilone.
119 R. T. Banting.....	11	8	Essa.....	Cookstown.
120 Wm. Harvey.....	6	5	Flos.....	Flos.
121 Rev. Wm. Fraser.....	17	16	Gwillimbury West.....	Bond Head.
122 Robert Cox.....	12	12	Innisfil.....	Barrie.
123 H. A. Clifford.....	8	6	Medonte.....	Craighurst.
124 Moses Hurshaw.....	13	12	Mono.....	Orangeville.
125 John Cooper.....	7	7	Mulmur.....	Mulmur.
126 Geo. J. Bolster.....	16	14	Nottawasaga.....	Creemore Mills.
127 Rev. Thomas B. Read.....	5	2	Matchedash and Orillia.....	Orillia.
128 Rev. John Gray.....	11	8	Oro.....	Orillia.
129 George Lane.....	12	11	Sunnidale and Vespra.....	Barrie.

Local Superintendents of Schools in the several Municipalities—(Continued.)

Names	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address
XXIII. COUNTY OF SIMCOE.—(Continued.)				
130 William Simpson	16	15	Tecumseth	Bond Head
131 Rev. S. S. Strong, D. D.	3	3	Tossorontio	Mono Mills
132 Rev. J. VanLange	11	10	Vespra	Barrie
XXIV. COUNTY OF HALTON.				
133 Rev. J. G. D. McKenzie, M. A.	17	17	Esquesing	Georgetown
134 Rev. A. J. Macauley	7	7	Nassagaweya	Nassagaweya
135 Rev. Thomas Greene, D. D.	13	13	Nelson	Port Nelson
136 C. Jones, M. D.	16	11	Trafalgar	Trafalgar
XXV. COUNTY OF WESTWORTH				
137 R. H. Cradock	17	12	Ancaster	Dundas
138 Rev. George A. Bull	13	12	Barton and Glanford	Ryckman's Corners
139 Rev. John Porteous	23	19	Beverley	Kirkwall
140 Rev. George Cheyne	15	15	Binbrooke and Saltfleet	Tapleytown
141 Andrew Hall	11	9	Flamborough East	Waterdown
142 Joseph Webster	10	10	Flamborough West	West Flamboro
XXVI. COUNTY OF BRANT				
143 Rev. John Alexander	25	20	Brantford	Brantford
144 Rev. William Hay	35	30	Backford and Oakland	Scotland
145 Rev. John Dunbar	16	14	Dunfries South	Glenmorris
146 Daniel McNaughton	6	5	Onondaga	Onondaga
XXVII. COUNTY OF LINCOLN				
147 James Tisdale	11	9	Caistor	Caistor
148 Rev. Wm. Hewson, A. M.	10	10	Clinton	Beansville
149 Jacob Kennedy	16	13	Gainsborough	Smithville
150 Charles R. Millner	12	11	Gleantham	St. Catharines
151 Jonathan Wolverton, M. D.	16	16	Grimsby	Grimsby
152 Philip Gregory	12	8	Louth	Port Nathousie
153 Thomas McMicking	7	7	Niagara	Queenston
XXVIII. COUNTY OF WELLAND				
154 Rev. John Baxter	13	13	Bertie	Point Abino
155 Alexander Reid	8	8	Crowland	Crowland
156 M. F. Haney, M. D.	11	10	Humberstone	Humberstone
157 Jacob Brackbill	15	11	Felham	Fenwick
158 Rev. John Roberts	10	9	Stamford	Drydenville
159 Rev. Charles Walker	11	11	Thorold	Welland
160 S. S. Hagar	10	10	Wardleet	Welland
161 Rev. W. M. Christie	6	6	Willoughby	Chippawa

Local Superintendents of Schools in the several Municipalities.—(Continued.)

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
XXIX. COUNTY OF HALDIMAND.				
162 Thomas C. Pinkett	6	5	Canborough	Canborough.
163 Alexander Winram	31	27	Cayuga North, Oneida and Rauham.....	Cayuga. South Cayuga.
164 Abraham Nash	5	4	Cayuga South	
165 Rev. John Flood	14	14	Dunn, Moulton and Sher- brooke.....	Dunnville.
166 William Hursell.....	13	13	Seneca.....	York.
167 Robert Douglas, M. D.....	21	16	Walpole	Jarvis.
XXX. COUNTY OF NORFOLK.				
168 James Covernton	20	20	Charlotteville	Vittoria.
169 John Walton.....	11	11	Houghton	Houghton.
170 John Phillipson.....	12	10	Middleton	Delhi.
171 Jeremiah G. House	24	23	Townsend	Boston.
172 John A. Backhouse	20	18	Walsingham	Walsingham.
173 D. W. Freeman.....	18	15	Windham	Simcoe.
174 Rev. John Vicars, B. A.....	14	9	Woodhouse.....	Port Dover.
XXXI. COUNTY OF OXFORD.				
175 Rev. Asahel Hurlburt.....	13	11	Blandford and Oxford East	Woodstock.
176 Rev. George Murray	22	17	Blenheim	Princeton.
177 Rev. Robert Rodgers	14	13	Derham	Tilsonburgh.
178 William Murray	15	10	Nissouri East	Lakeside.
179 John A. Tidey	15	15	Norwich North	Norwichville.
180 Rev. John Kennedy	8	8	Norwich South	Otterville.
181 Rev. W. C. Beardsall.....	14	11	Oxford North and West ...	Ingersoll.
182 Rev. John Gerrie	13	13	Zorra East	Innerkip.
183 Rev. Donald McKenzie	11	11	Zorra West.....	Embros.
XXXII. COUNTY OF WATERLOO.				
184 Robert Brydon.....	12	10	Dunfries North.....	Galt.
185 Rev. A. C. Geikie, M.A.....	26	24	Waterloo.....	Berlin.
186 Rev. James Sim	31	30	Wellesley and Woolwich ...	Hawkesville.
187 Henry Liersch	20	20	Wilnot	Baden.
XXXIII. COUNTY OF WELLINGTON.				
188 A. Dingwall Fordyce	68	55	Amaranth, Arthur, Gara- fraxa, Maryborough, Minto, Nichol, Peel and Pilkington	Fergus.
189 Rev. James Kilgour.....	42	40	Eramosa, Erin, Guelph and Puslinch.....	Rockwood.
XXXIV. COUNTY OF GREY.				
190 William Ferguson.....	33	17	Artemesia, Melancthon, Os- prey and Proton	Pricceville.
191 Thomas Ryan	25	18	Bentinck, Egremont, Glen- elz and Normanby	Mount Forest.
192 Andrew Grier	25	25	Collingwood, Euphrasia and St. Vincent.....	Griersville.
193 Thomas Gordon.....	39	39	Derby, Holland, Sullivan, and Sydenham	Owen Sound.

Local Superintendents of Schools in the several Municipalities.—(Continued.)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
XXXV. COUNTY OF PERTH.					
194	Rev. E. Smith	13	13	Blanchard	St. Mary's.
195	Rev. E. Patterson	17	14	Downie and Ellice	Stratford.
196	Rev. T. McPherson	15	14	Easthope North and South	Stratford.
197	Rev. A. A. Drummond	12	12	Elma and Mornington	Musselburg.
198	Rev. C. Drinkwater	7	6	Wallace	Glenallan.
199	Rev. Robert Hamilton	19	14	Fullarton, Hibbert & Logan	Avonbank.
XXXVI. COUNTY OF HURON.					
200	John Nairn	36	36	Ashfield, Colborne, Goderich, Stanley and Tucker-smith	Goderich.
201	John Atkinson	23	22	Biddulph and McGillivray	McGillivray.
202	William Sloan	29	29	Grey, Howick, Hullett, Morris, Tunberry and Wawanosh	Harpurhey.
203	David Miller, Senior	26	26	Hay, Stephen & Osborne	Exeter.
XXXVII. COUNTY OF BRUCE.					
204	Rev. Kenneth McLennan	22	22	Arran, Elderslie & Saugeen	Paisley.
205	John Eckford	34	27	Brant, Carrick, Culross and Greenock	Dunkeld.
206	Rev. Walter Inglis	30	28	Bruce, Huron, Kincardine and Kinloss	Kincardine.
XXXVIII. COUNTY OF MIDDLESEX.					
207	Rev. William Deas	12	12	Adelaide	Wisbeach.
208	A. Campbell	16	14	Carradoc	Komoka.
209	Rev. Richard Flood, A. M.	9	9	Delaware	Delaware.
210	D. P. Aylsworth	20	16	Dorchester North	Edwardsburgh.
211	Robert Campbell, Senior	10	10	Ekfrid	Longwood.
212	Rev. James Skinner	10	10	Lobo	Birr.
213	Rev. C. C. Brough, A. B.	31	31	London	London.
214	William McClatchy	6	6	Metcalfe	Katesville.
215	Rev. John Gunne	12	8	Mosa	Victoria.
216	Charles Hardie	14	12	Nissouri West	London.
217	Rev. William Inglis	23	19	Westminster	London.
218	Alexander Levie	13	12	Williams	Williams.
XXXIX. COUNTY OF ELGIN.					
219	John S. McColl	50	42	Aldbrough, Dunwich and Southwold	Aldbrough.
220	Rev. E. Sheppard	79	70	Bayham, Dorchester South, Malahide North & South, and Yarmouth	Orwell.
XL. COUNTY OF KENT.					
221	David Mills	85	78	Camden, Chatham, Dover East and West, Harwich, Howard, Oxford, Raleigh, Romney, Tilbury East and Zone	Clearville.

Local Superintendents of Schools in the various Municipalities.—(Continued.)

	Names	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
XXI. COUNTY OF HARTON.					
222	Howard Wiseman	12	11	Bosanquet	Pine Hill.
223	William Benner	9	9	Brooke	Alvinston.
	(Same as No. 216)	18	14	Dawn and Euphemia	Florence.
224	Wellington Brienan	7	7	Enniskillen	Colinville.
225	Rev. Alexander Williams	14	13	Moore	Moore.
226	Rev. W. Troup	13	13	Plympton	Errol.
227	Rev. D. Walker	6	5	Sarnia	Sarnia.
228	William Paterson	15	13	Sombra	Sombra.
229	Rev. D. M. Callum	14	12	Warwick	Warwick.
XXII. COUNTY OF ESSEX.					
230	John Bray	4	4	Anderdon	Amherstburgh.
231	Rev. F. Gore Elliot	13	11	Colchester	Colchester.
232	James King	8	8	Gosfield	Kingsville.
233	John Murray	4	4	Maidstone	Maidstone.
234	Rev. John Hurst	7	7	Malden	Amherstburgh.
235	Jonathan Wigfield	7	7	Mersea	Leamington.
236	Francis Graham	3	3	Rochester	Rochester.
237	Charles A. Casgrain, M.D.	12	11	Sandwich	Sandwich.
238	Alexander Craig	4	4	Tilbury West	Comber.

Appointment of Local Superintendents of Cities, Towns and Villages.

The twenty-fourth and twenty-sixth sections of the Upper Canada School Act of 1850, makes it the duty of the Board of School Trustees of the Cities, Towns, and Villages "to appoint annually or oftener, *firstly*, a * * * Superintendent of Schools; and *thirdly* * * * to determine * * * the salary of the Superintendent of Schools appointed by them and his duties."

	Names	No. of School Sections.	No. of Schools Reported.	Municipalities.
(2) The Cities.				
239	Rev. James Porter	14	14	Toronto.
240	Theodore A. Audbridge	9	9	Hamilton
241	Rev. A. Wilson	13	13	Kingston.
242	John Wilson, Q.C.	6	6	London
243	Alexander Workman	14	14	Ottawa.

Local Superintendents of Schools in the several Cities, Towns and Villages.—
(Continued.)

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.
(3) <i>The Towns.</i>			
(Same as No. 235).....	3	3	Amherstburgh.
244 Not Reported.....	3	3	Barrie.
245 Benjamm. Walton, M. D.....	5	5	Belleville.
(Same as No. 83) Darlington P. O.....	2	2	Bowmanville.
(Same as No. 144).....	10	10	Brantford.
246 Rev. J. T. Lewis, LL.D.....	2	2	Brockville.
247 Rev. Angus McColl.....	4	4	Chatham.
248 Rev. George Bell, B. A.....	2	2	Clifton.
249 N. W. Powell, M. D.....	6	6	Cobourg.
250 J. H. Lawrence.....	1	1	Collingwood.
251 Rev. Hugh Campbell.....	4	4	Cornwall.
252 Rev. M. Y. Stark.....	2	2	Dundas.
253 Rev. John James.....	1	1	Galt.
254 Not Reported.....	1	1	Goderich.
255 Rev. Robert Torrance.....	7	7	Guelph.
256 Not Reported.....	*	*	L'Orignal.
257 Rev. John Vicars.....	2	2	Lindsay.
258 Rev. Francis Tienmayne.....	1	1	Milton.
259 John Rogers.....	3	3	Niagara.
260 Rev. James Nesbit.....	1	1	Oakville.
(Same as No. 194).....	1	1	Owen Sound.
261 Rev. Anthony Scott.....	2	2	Paris.
262 W. M. Shaw †.....	2	2	Perth.
263 Rev. James S. Douglas.....	1	1	Peterborough.
264 George Gillespie, M. D.†.....	4	4	Pictou.
265 Rev. Lewis Warner †.....	4	4	Port Hope.
266 William M. Hynes.....	2	2	Prescott.
267 Not Reported.....	*	*	Queenston.
(Same as No. 238).....	2	2	Sandwich.
268 Rev. G. J. R. Salter, M. A.†.....	2	2	Samia.
269 Rev. Samuel Harris.....	3	3	Simcoe.
270 Rev. T. B. Roberts, M. A.....	3	3	St. Catharines.
271 Nicholas H. J. Westly.....	3	3	Whitby.
272 Rev. E. H. Dewar, M. A.....	3	3	Windsor.
273 Rev. James Cooper.....	2	2	Woodstock.
(4) <i>The Incorporated Villages.</i>			
(Same as No. 91) Keene P. O.....	*	*	Ashburnham.
274 P. J. Jackson.....	1	1	Berlin.
275 Rev. John Fletcher, B. A.....	1	1	Bradford.
276 Rev. A. T. Holmes †.....	2	2	Beaumont.
277 Not Reported.....	*	*	Brighton.
278 Henry Bogue, A. M., M. D.....	3	3	Caledonia.
(Same as No. 162).....	2	2	Chippewa.
279 J. Wilton Kerr.....	2	2	Clinton.
280 Not Reported.....	*	*	Colborne.
(Same as No. 189) Fergus P. O.....	2	2	Elora.
(Same as No. 184).....	*	*	Embrol.
(Same as No. 189).....	2	2	Fergus.
281 P. T. Kempson, M. D.....	1	1	Fort Erie.
(Same as No. 14).....	*	*	Hawkesbury.
282 Conrad Nahrgang.....	*	*	Hopeler.

* Newly Incorporated—Schools of 1858 are included in the Townships.

† Local Superintendents for 1858; and supposed to be acting still, as no notice has been received by the Department of any other appointments for 1859.

Local Superintendents of Schools in the several Cities, Towns and Villages.—
(Continued.)

Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.
(4) The Incorporated Villages.—(Continued.)			
283 Rev. Robert Wallace	1	1	Ingersoll.
284 A. Worthington	1	1	Iroquois.
285 Rev. J. C. Quin †.....	3	3	Kemptville.
286 Alexander Shaw	1	1	Kincardine.
287 Rev. J. Findlay	1	1	Mitchell.
288 Rev. W. B. Lauder, LL.D.....	4	4	Napanee.
289 Rev. Gifford Dorey	*	*	Newburgh.
290 Rev. Henry Brent	2	2	Newcastle.
291 Rev. W. L. Bayley	1	1	New Hamburg.
292 Rev. Joseph Hooper	1	1	Newmarket.
(Same as No. 104)	1	1	Oshawa.
293 Andrew Irving	*	*	Penbrooke.
294 Rev. Francis W. Dobbs	*	*	Portsmouth.
295 Otto Klotz	2	2	Preston.
(Same as No. 54)	*	*	Renfrew.
(Same as No. 24)	*	*	Richmond.
296 Rev. William Cavan	1	1	St. Mary's.
297 D. W. Rowlands	1	1	St. Thomas.
(Same as No. 46)	1	1	Smith's Falls.
298 W. S. Scott	*	*	Southampton.
(Same as No. 197)	1	1	Stratford.
(Same as No. 117)	2	2	Streetsville.
(Same as No. 160) Welland P. O.....	3	3	Thorold.
299 H. W. Delaney †	2	2	Trenton.
300 Henry A. Gustin	1	1	Vienna.
301 Not Reported	*	*	Walkerton.
302 Moses Springer	1	1	Waterloo.
(Same as No. 160)	*	*	Welland.
303 James Wickson †	2	2	Yorkville.

SUMMARY.

	School Sections.	Schools open.
(1) 379 Townships.....	4,069	3,667
(2) 5 Cities.....	56	56
(3) 35 Towns.....	94	94
(4) 44 Incorporated Villages.....	49	49
463 Total.....	4,268	3,866
Number of Local Superintendents, 303—increase over 1857, 3.		

STATEMENT of the Religious Persuasions of the Local Superintendents of Common Schools who are Clergymen.

Total number of Reverend Superintendents, 137.

Church of England	43	Congregationalist.....	5
Do Rome.....	2	Methodist.....	12
Presbyterian.....	57	Not ascertained	3
Baptist	15		
Clerical Superintendents.....			137
Lay do		and those not reported	166
			303

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† Local Superintendents for 1858; and supposed to be acting still, as no notice has been received by the Department of any other appointments for 1859.