

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1865,
WITH APPENDICES,
BY THE CHIEF SUPERINTENDENT OF EDUCATION.

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DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,
Toronto, 24th July, 1866.

SIR,—I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the Normal, Model, Grammar and Common Schools of Upper Canada during the year 1865, including a Statistical Statement of other Educational Institutions, so 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,
(Signed,) E. RYERSON.

To the Honorable WILLIAM MCDUGALL, M.P.P.,
Secretary of the Province,
Ottawa.

GENERAL CONTENTS.

Letter to the Secretary of the Province.....	PAGE 3
--	--------

PART I.—GENERAL REPORT.

Introductory.....	5
I. TABLE A.—Receipts and Expenditures of Common School Moneys.....	5
II. TABLE B.—School population; Pupils attending the Common Schools and in different branches of instruction.....	6
III. TABLE C.—Common School Teachers; their Religious Persuasions; Rank, Salaries.....	7
IV. TABLE D.—Schools; School Houses; School Visits; School Lectures; Time of keeping the Schools open.....	8
V. TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.	9
VI. TABLE F.—Roman Catholic Separate Schools.....	12
VII. TABLE G.—Grammar Schools; Receipts; Expenditure; Pupils.....	13
VIII. TABLE H.—Number of Pupils in the various branches of Grammar School instruction.....	14
IX. TABLE I.—Grammar School Masters; their Salaries; School Houses; Miscellaneous information.....	14
X. TABLE K.—Meteorological Stations; observations at the Grammar School Stations.....	14
XI. TABLE L.—Normal and Model Schools.....	17
XII. TABLE M.—Other Educational Institutions.....	17
XIII. TABLE N.—The Public Libraries supplied by the Department and all other libraries.....	17
XIV. TABLE O.—Maps, Globes and various other School Apparatus supplied by the Department.	18
XV. TABLE P.—Superannuated Teachers.....	20
XVI. TABLE Q.—Distribution of the Legislative Grant, together with the sums raised as an equivalent, and others moneys raised by Trustees.....	20
XVII. TABLE R.—Educational Summary for the year 1865.....	21
XVIII. TABLE S.—General Statistical Abstract of the progress of Education in Upper Canada from 1842 to 1865 inclusive.....	21
XIX. The Educational Museum.....	21
XX. Reports of Local Superintendents of Common Schools.....	22
XXI. Report of the Inspector of Grammar Schools.....	25
XXII. Military Drill in the Schools.....	26
XXIII. Concluding Remarks.....	27

PART II.—STATISTICAL REPORT.

THE COMMON SCHOOLS.

TABLE A.—Moneys; Amount received and expended in support of Common Schools.....	30
TABLE B.—Pupils; Children attending the Common Schools, and in the different branches of Common School Education.....	38
TABLE C.—The Number, Religious Denominations, Certificates and Salaries of Common School Teachers.....	50
TABLE D.—Schools; Number of Common Schools. School Houses, Visits, Lectures, and Time the Common Schools have been kept open.....	50
TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.....	52
TABLE F.—The Roman Catholic Separate Schools.....	54

THE GRAMMAR SCHOOLS.

TABLE G.—Moneys received and expended in support of Grammar Schools; Pupils.....	60
TABLE H.—Number of Pupils in the various branches of Grammar School Instruction.....	66
TABLE I.—Names and qualifications of Grammar School Head Masters, and time of appointment; their Salaries; Miscellaneous information.....	74
TABLE K.—Meteorological Stations at the Senior County Grammar Schools.....	78

THE NORMAL SCHOOL.

TABLE L.—Students; their Certificates, Residences, and Religious Denominations.....	82
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THE OTHER EDUCATIONAL INSTITUTIONS.	
TABLE M.—Colleges, Academies and Private Schools; their Pupils and Moneys.....	85
THE FREE PUBLIC LIBRARIES.	
TABLE N.—Moneys; Number of Volumes and miscellaneous information; other Libraries.....	86
THE GRAMMAR AND COMMON SCHOOLS.	
TABLE O.—Maps and Apparatus supplied by the Educational Department.....	90
THE SUPERANNUATED COMMON SCHOOL TEACHERS.	
TABLE P.—Names and periods of service of Teachers and their Pensions.....	91
THE LEGISLATIVE SCHOOL GRANT AND LOCAL ASSESSMENTS.	
TABLE Q.—Distribution of School Grants by the Educational Department, and Statement of Local Equivalents and other Moneys raised for Grammar and Common Schools.....	95
THE UPPER CANADA EDUCATIONAL SUMMARY FOR 1865.	
TABLE R.—Number of Institutions and Pupils, and Moneys expended for Educational purposes... 	101
MISCELLANEOUS.	
TABLE S.—Statistical Abstract of the Educational progress of Upper Canada.....	104
TABLE T.—The Grants to Common and Separate Schools in Upper Canada.....	106
TABLE U.—Summary of the Accounts of the Educational Department for 1865.....	109
PART III.—APPENDICES.	
A.—EXTRACTS FROM THE REPORTS of Local Superintendents of Common Schools and Boards of Common 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 1865.....	3
B.—THE GRAMMAR SCHOOLS:—	
Inspector's Report and Suggestions with respect to the County Grammar Schools of Upper Canada. By the Reverend George Paxton Young, M.A.....	73
C.—CIRCULAR WITH THE GRAMMAR SCHOOL ACT AND REGULATIONS FOR 1865.	79
D.—COUNTY SCHOOL CONVENTIONS. Minutes of Resolutions passed at County School Conventions.....	90
E.—THE COMMON SCHOOLS. Draft of School Bill and Explanatory Memorandum.....	105
F.—THE NORMAL SCHOOL Provincial Certificates granted by the Chief Superintendent of Education.....	109
G.—APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA FOR THE YEAR 1865.....	120
H.—DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA:—	
1.—Documents furnished annually to the School Officers of Upper Canada, and statement of Correspondence.....	127
2.—Communications to the Department of Public Instruction for Upper Canada.....	128

ANNUAL REPORT
OF THE
Normal, Model, Grammar and Common Schools
OF UPPER CANADA,
FOR THE YEAR 1865.

PART I.—GENERAL REPORT.

To His Excellency the Right Honorable Viscount MONCK, Governor General, &c., &c., &c.
MAY IT PLEASE YOUR EXCELLENCY :

I have the honor to present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1865. There has been an increase in both the receipts and expenditures and the attendance of pupils and the time of keeping open the Schools, during every year, without exception, of the more than twenty years which it has been my duty to report them ; and the increase of last year is a large advance on that of any preceding year,

THE COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

Receipts.

1. The amount apportioned from the Legislative Grant for salaries of teachers in 1865, was \$165,972—decrease, \$2,253. There had been an increase of \$10,152 the preceding year.

2. The amount apportioned and paid from the Legislative Grant for the purchase of maps, apparatus, prize-books and libraries was \$10,041, increase, \$1,214.

3. The Legislative Grant is apportioned and paid to each Municipality, upon the condition that such Municipality provide, at least, an equal sum by local assessment ; but such Municipality is empowered to provide as large an additional sum as it may think proper, for the education of youth within its own jurisdiction. The amount provided by Municipal assessment, in 1865, was \$308,092—increase, \$3,710, and \$142,120 in excess of the Legislative Grant.

4. *Trustees' Rate on Property.*—The elected Trustees of each School Section have the same discretionary power as each Municipality to provide, by rate on property, means for the support of their schools. The means thus provided by Trustees, by rate on property, amounted to the large sum of \$711,197—increase, \$51,816—the largest increase for one year ever reported under this head.

5. *Trustees' Rate Bills on pupils.*—Whether a rate bill shall be imposed on pupils, or whether the school shall be free, is determined in each School Section by the rate-payers at the annual, or a special meeting called for that purpose; and, also, what shall be the amount of the rate bills in cities, towns and incorporated villages; the Boards of Trustees decide whether the schools shall be free or not. In no case can a rate bill be imposed exceeding twenty-five cents per month for each pupil. The amount of rate bills imposed upon and collected from pupils, was \$60,696—*increase*, \$1,059.

6. Amount received from the Clergy Reserve Fund and other sources, was \$90,131 *decrease*, \$15,165. The Clergy Reserve Fund is at the discretionary disposal of the Municipalities, and many of them have nobly applied it to school purposes. The annual sums paid to Municipalities from this Fund are, of course, diminishing.

7. The amount available from balances of 1864 (not paid at the end of the year), was \$198,869—*increase*, \$20,430.

8. Total receipts for Common School purposes, for 1865, was \$1,545,000—*increase*, \$60,813; the largest increase of any one year since the establishment of the School System, and all from local sources—the voluntary action of the country, as the apportionment of the Legislative Grant was a little less the last year than the year preceding.

EXPENDITURES.

1. For Salaries of teachers, \$1,041,052—*increase*, \$44,095; a very large increase in the salaries of teachers.

2. For maps, apparatus, prizes and libraries, \$22,571—*decrease*, \$578.

3. For school sites and building school-houses, \$127,672—*increase* \$11,615.

4. For rents and repairs of school-houses, \$41,534—*increase*, \$4,531.

5. For school-books, stationery, fuel, and other expenses incurred by Trustees, \$123,048—*increase*, 10,896.

6. Total expenditure for all Common School purposes, for 1865, \$1,355,879—*increase*, \$79,561.

7. Balance of school moneys not expended at the end of the year, \$189,121—*decrease*, \$9,748.

II. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, AND IN DIFFERENT BRANCHES OF INSTRUCTION.

Though an old Statute requires the legal returns of school population to include only children between the ages of 5 and 16 years, the school law confers the equal right of attending the schools upon all persons between 5 and 21 years of age.

1. *School Population* (including only children between the ages of 5 and 16 years of age) was 426,757, *increase*, only 2,192. Whether this small reported increase of school population arises from any defects in the returns, or from other causes, I am unable to say.

2. *The number of pupils between 5 and 16 years of age attending the schools* was 361,617; *increase*, 10,692. *The number of pupils of other ages attending the schools*, 22,035—*increase*, 1265. The whole number of pupils attending the schools 383,652—*increase*, 11,957. The reported increase of school population the previous year was 12,198, but the increase of pupils attending the schools was only 10,887; so that while the absolute increase of school attendance in 1865, is larger than that of 1864, the increase of school attendance as compared with the increase of school population, is considerably larger.

3. The number of *boys* attending the schools, was 204,320—*increase*, 6,296. The number of *girls* attending the schools, was 179,332—*increase*, 5,661. A larger number of girls than boys attend private schools. The number of *indigent pupils* reported attending the schools, was 4,409—*decrease*, 356.

4. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several branches taught in the common schools. With the three great exceptions, there was a gratifying increase of pupils in all the higher branches taught.

4. I deeply regret to observe that the number of children reported as not attending any school, was 42,141—*increase*, 1,658, though under the same head the previous year, there was a reported decrease of 4,492. The Local Superintendents refer to this return

as the *opinion* of the Trustees in the several sections, and as indicating the number not attending the common school, rather than the result of careful enquiry as to the absolute non-attendance of children at any school. But making due allowance for this, yet judging from statements and remarks in the reports of Local Superintendents themselves, there is much to regret, to humble, to excite concern, and to demand increased exertion on this subject. The number returned under the same head, of persons between the ages of 4 and 21 years, in the State of New York, as stated in the last received official school report is 394,336, after deducting the number reported as attending private schools; the whole number of children in that state between the ages of 4 and 21 years, reported in 1864, being 1,307,822—the number reported as attending the public schools being 881,184—the number reported as attending the private schools, being 32,302; the number not accounted for, 394,336. There are, of course, very many between the ages of 4 and 21 years, who do not attend any college or school, who have, at least, received a common school education, or some instruction in the common school. But allowing for this, there must be a vast mass of ignorance, fruitful soil for the growth of Fenianism and other forms of vice and lawlessness. The safety and best interests of our country, and christian duty demand that the dark record of 42,141 children not attending any school should disappear from our annual school reports, and that the attendance of pupils at school should equal our school population.

TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

Male and Female Teachers.—According to this Table, in the 4,303 schools reported as open, there were 4,721 teachers employed—*increase*, 96; Male teachers 2,930—*decrease*, 81; Female teachers, 1,791—*increase*, 177. This shows considerable increase in the number of female teachers employed. It is the general opinion of educationists that female teachers are best adapted to teach small children, having, as a general rule, most heart, most tender feelings, most assiduity, and, in the order of Providence, the qualities best suited for the care, instruction and government of infancy and childhood. Some American Superintendents argue strongly in favor of employing female teachers in the Common Schools, and even, in fact, in the higher Public Schools. In the State of Massachusetts, of the 7,352 teachers employed in the public schools in 1864, 1,210 were males, and 6,142 were females. In the State of New York, of the 26,888 teachers employed in the public schools in 1864, 5,707 were males, and 21,181 were females. In Canada, I think the tendency is to undervalue female teaching, and therefore the salaries of female teachers. In the neighboring States, the tendency seems to be quite the reverse—to underestimate the comparative value of male teaching, and to unduly exalt that of females. The New York State Superintendent points with undisguised pleasure to the fact, that “nearly eight-tenths of the teachers employed in the schools of the State are females.” But I think there are many male teachers as painstaking to instruct, encourage, govern, and secure the attention of little children through their affections, as much as female teachers. Yet, I concur in the following remarks of the New York State Superintendent:—“To teach and train the young seems to be one of the chief missions of woman. Herself highminded, the minds of those with whom she comes in daily contact unconsciously aspire. Gentle herself, she renders them gentle. Pure herself, she makes them pure. The fire which truly refines the ore of character can be kindled only by her hand. Woman is more deeply read than man in the mysteries of human nature, at least, in that of children. It might, perhaps, be nearer the truth to say, that her superior knowledge in this respect is intuitive. Better her discipline of love than his reformatory theories and austere rules and stringent systems. Her persuasive reproofs far exceed his stern menaces and cold logic.” In England, the proportion of female to male teachers is rapidly increasing.

2. *Religious Persuasions of Teachers.*—The teachers are reported to be of the following religious persuasions:—Church of England, 828—*decrease*, 26; Church of Rome, 534—*decrease*, 10; Presbyterian, 1,416—*increase*, 19; Methodists, 1,308—*increase*, 22; Baptists, 271—*increase*, 44; Congregationalists, 77—*decrease*, 3; Lutherans, 19—*increase*, 2; Quakers, 25—*increase*, 9; Christians and Disciples, 44—*increase*, 12; reported Protestant, 90—*increase*, 14; Unitarians, 4—*increase* 2; other persuasions, 40—*increase*, 23, not reported, 65—*decrease*, 12. The employment of so many Roman Catholic teachers in

the Public Schools is worthy of remark, in connexion with the provisions for Separate Schools and the Roman Catholic ecclesiastical hostility against the Public Schools, evincing, practically, the comprehensive equity of the Public School System, and the liberality with which it is carried out; especially when it is considered that three-fourths of the Roman Catholic children taught in the Common Schools of Upper Canada are taught in the Public Schools, they being chiefly preferred by the parties concerned to the Separate Schools.

3. *Certificates*.—The number of Normal School Teachers holding Provincial Certificates employed, was 564, of whom 213 were first class, and 351 second class—decrease, 10. The number of teachers employed under certificates by County Boards were, first class, 1,483—increase, 87; second class, 2,040—decrease, 14; third class, 488—increase, 13; not classified, 145—increase, 21; whole number of teachers holding legal certificates, 4,575—increase 76.

4. The number of schools in which the teachers were changed during the year, was 786—increase 97. A great evil both to teachers and pupils, and a serious impediment to the progress of the schools.

5. *Annual Salaries of Teachers*.—The highest salary paid in a county was \$630; the lowest, \$84. The highest salary paid in a city was \$1,350; the lowest, \$200. The highest in a town, \$1,000; the lowest \$140. The highest in a village, \$600; the lowest \$270. The average salaries of male teachers in counties, without board, was \$260—of female teachers, \$169; in cities, of male teachers, \$522—of female teachers, \$241; in towns, of male teachers, \$447—of female teachers, \$265; in villages, of male teachers, \$387—of female teachers, \$192. A small increase on the preceding year in the average salaries of teachers.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL-HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of School Sections reported for 1865, was 4,385—increase, 78. The whole number of Schools reported was 4,303—increase, 78.

2. The number of *free* schools reported was 3,595—increase, 136. Number of schools partly free, with a rate bill of 25 cents per month, or less, 708—decrease, 48. Thus 3,595—or all the Common Schools in Upper Canada, except 708—are entirely free—wholly supported by rate on property, with no rate-bills or fees required from the pupils—and that the result of the fifteen years' experience, discussions, and voluntary action of the rate-payers in the several school divisions.

3. *School-Houses*.—The whole number of school-houses reported was 4,339—increase, 93; of which 594 are brick—increase 65; stone, 357—decrease, 9; frame, 1,719—increase, 65; log, 1,645—decrease, 26. Number not reported, 24. The whole number of school-houses built during the year was 127—43 brick, 10 stone, 55 frame, 19 log.

4. *School Visits*.—By Local Superintendents, 10,370—increase, 378. an average of more than two visits a school; by Clergymen, 7,630—increase, 553—a noble and voluntary work, and most gratifying fact; by Municipal Councillors, 1,736—decrease, 104; by Magistrates, 2,566—increase, 239; by Judges and Members of Parliament, 408—decrease, 603—much to be regretted; by Trustees, 19,404—decrease, 142—ought not so to be; by other persons, 31,970—increase, 5,580—a gratifying increase. Whole number of school visits, 74,084—increase, 5,901.

5. *School Lectures*.—The number of School Lectures delivered by Local Superintendents during the year was 2,887—decrease, 39; by other persons, 388—increase, 62. Whole number of lectures delivered was 3,275—increase, 23. It is the duty of a Local Superintendent to deliver, at least, one lecture in each School Section during the year. It appears from the returns, that while there were 4,303 schools open, there were only 2,887 lectures delivered by Local Superintendents—less than three-fourths as many as there were schools open, and showing a neglect of duty prescribed by law.

6. *Time of keeping open the Schools*.—The legal holidays and vacations include only about one month of the year—too small a portion of time. The average time of keeping open the schools during the year, including holidays and vacations, was eleven months and seven days—average increase, four days for each school. The *actual* average time of teaching or keeping open the schools was, therefore, about ten months. The average length of

time the schools were kept open in the State of Massachusetts was seven months and nineteen days. The average length of time of keeping open the schools in the State of New York was a little over seven months.

7. *Recitations*.—The number of schools in which recitations of prose and poetry are practised was 1,881—increase, 77. This is a very useful exercise; it promotes the habit of accurate learning by heart, improvement in reading and speaking, and as an agreeable and often an amusing diversion. It ought to be practised weekly or monthly in every school.

8. *Public School Examinations*.—The number of Public School Examinations was 7,709—increase, 92. This, though an increase on the preceding year, is less than an average of two for each school, while the law requires that there should be a *quarterly* Public Examination of each school, and that the teacher should give notice of it to the Trustees and parents of the pupils, and to the School Visitors resident in the School Section.

9. *School Prizes and Merit Cards*.—The number of schools in which prize books, &c., are reported as having been distributed for the reward and encouragement of meritorious pupils was 1,321—increase, 61. The importance of this comparatively new feature of the School System can hardly be over-estimated. A comprehensive catalogue of carefully-selected and beautiful prize books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the books at cost prices, the Department adds one hundred per cent to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and are supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct*; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations*, or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term or half year, or year, but on the daily conduct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry and a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize-book system, and especially in connexion with that of *merit-cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V. TABLE E.—TEXT BOOKS, MAPS, AND APPARATUS USED IN THE SCHOOLS.

1. *General Remarks on the uniformity of text books in Public Schools.*

There is perfect unanimity among educationists in both Europe and America, as to the importance of a uniform series of text-books for the public schools, and as to the evils of a variety of text books—rendering classification of pupils and comparisons of schools, and judgment of their progress impossible—reducing the value of the teachers' labour, impeding the progress of the pupils, and causing much additional expense to parents. In the last report of the Massachusetts State Board of Education, the Agent of the Board remarks—"Diversity of text books still needlessly multiplies classes in some of the schools.

In a school in one town, I recently found seven classes in geography, where, with uniformity of books, they might be reduced to three, to the great improvement of the school. This case illustrates an evil not uncommon, which would at once be remedied, if committees would execute the law on the point." In the last School Report of the State of New York, it is stated—"It would be needless to undertake to enumerate the kinds, qualities, condition or character of the text-books. Indeed, in this respect there is the greatest need of reform. It is not unfrequently the case that half a dozen arithmetics, three or four unlike series of readers, as many treatises on geography, a like number of spelling-books, and two or three grammars, are found in one school. Proper classification is impossible, and the time of the teacher is frittered away in going over the same subject with small classes, in each of the several text-books." "I know of no plan to remedy this defect among our schools, unless the Legislature shall pass an act leaving the choice of text-books to the Department. Something ought to be done in this matter, as it is a serious drawback to progress." In former reports I have spoken of the steps and means taken to remove the great evil of various and foreign text-books from our Canadian schools, and to introduce a uniform and superior series of text-books into the schools. In my last report I gave a summary account of the principal facts of this procedure, and stated the manner in which a desideratum had been supplied, and a widely-felt want had been provided for by the preparation and adoption of a *Canadian Geography and History*, and the adaptation of the *National Arithmetic to Canadian Currency and Schools*. It only remains for the series of *National Readers* to be revised and adapted to our schools; and this is being done by two of the most accomplished and experienced instructors of youth in Upper Canada—the Reverend Doctors McCaul and Ormiston; and steps are being taken by which every text-book sanctioned by the Council of Public Instruction shall not be the property or monopoly of any individual, but shall be public property to publish and sell, as well as to purchase. Thus the enterprise and emulation and rivalry will not be to get up, and try to get foisted into the schools, a variety of text-books, and thereby to cause additional expense to parents of pupils, and impair and paralyze the efficiency of the schools, and inflict upon them the evils experienced by the diversity of text-books in the neighbouring States, and from which our schools have been rescued; but the enterprise and emulation will be the printing and sale of rival editions of the same text-books, so that in all cases of free competition in manufacturing the same article, there will be the best security to the public for cheapness and excellence.

The only objection made to the National Series of text-books now almost universally used in our schools, relates to the *readers*; and the chief objection to them is, that they are "behind the times," as advancement has been made in some matters of science alluded to in them since they were written;—an objection quite trivial and scarcely deserving a moment's consideration. For, in the first place, a reader is not intended as a book of science, any more than the Holy Scriptures, which would be regarded on some matters of science, "quite behind the times" by certain publishers of new books, and their agents. The object of a school reader is not to teach science, but to teach the pupil to *read*—and the less the learner is diverted from that one object, while learning to read, the better. Secondly, a careful examination by men of science, as well as of experience in teaching, has resulted in attesting that the matters of defective science objected to in the *National Readers*, relate to merely two or three trivial points of no practical importance, and not affecting the value and usefulness of the books as readers. The real objection is not that they contain too little science, but too much, more reading exercises on scientific subjects than are necessary, and which a teacher is not required to teach, at least from a reader, and especially since there are other specially prepared and authorized text-books, on the elements of both *Chemistry* and *Natural Philosophy*, as far as can be taught in any common school. In the third place, the *National Readers* still hold their place against all competition, not only in Ireland, but in England and Scotland, where new readers are published every year. I have two editions of these readers before me, published only last year, and by first class publishers, the one in England and the other in Scotland. It is not a little absurd to see certain persons in a Canadian village and Common school,—without any pretensions to science or learning, professing to criticise the national readers as "behind the times," while first class publishers in England and Scotland are re-producing them, and first class teachers prefer them to all other late publications in both England and Scotland. The

readers consist mostly of extracts from standard authors, whose works will never grow old while the English language continues to be read and spoken, any more than Euclid and many other school books will ever grow old.

If, therefore, the national readers were perpetuated unchanged in our schools, they would not be less beneficial than they have been; and it would be much better thus to continue them than to incur the evils of admitting a diversity of readers in the public schools. There is no monopoly in the printing or sale of the National Readers in Canada. They have been printed and stereotyped upon the reasonable expectation on the part of the publishers that good faith would be kept with them by the Governmental Authority selecting these for the schools; and providing for and authorizing their publication in the country.

Frequent or sudden changes in the text-books of the public schools are alike injurious to the public schools and the publishers; and it is better to be too slow than too fast in either changing or adopting text-books for the schools. The object of the public schools is the public good, and not private speculation. The object of the Legislature in providing for the establishment and support of public schools,—like providing for a militia and soldiery—is the safety and welfare of the country; and all the requisites for the efficiency of the one as well as the other, are but means to that end; and as it is not left to any and every individual gunsmith or tailor, to get up and sell as he can the tools and clothing for the regular or militia soldiery, but the government must use the right and every possible care and deliberation, to select and provide arms and clothing for the defenders of the country, so must the same authority and equal care be employed to provide for the public schools—the best police for the country—the text-books or tools that are required for the highest efficiency of the schools. It is not for an individual author or publisher to say that his productions are best, and therefore must be received into the schools as fancy may dictate, and the importunity of individual speculation may persuade, any more than for the gunsmith or the tailor to say that his productions are best, and therefore must be admitted into the army, as the fancy of each officer or soldier may dictate, or as the gun-maker or clothes-maker may persuade. Nor would the efficiency of the army be more impaired by diversity of arms and clothing, than would the efficiency of the schools by diversity of text-books. Individual enterprise may be employed in both cases—in supplying the country's defenders with arms and clothing, as well as the country's schools with text-books and apparatus; but in the one case, as well as the other, the articles supplied must be those which have been selected and approved by public authority.

Of all the text-books of the schools, the *readers* are the most universally used, and *uniformity* in them is most essential to the classification of pupils and the estimate of their progress. Diversity in the readers of a school is inadmissible, as much as diversity of text-books in a military school, or in any branch of science taught to a class in a school. But to obviate, as far as possible, any and every objection to the national readers, and to render them as truly Canadian as they are truly National, the Council of Public Instruction, as stated, have referred them to a special committee including the most able and experienced instructors of youth in Canada, for thorough revision and adaptation to our country; and the revised edition of them, as is the present, will be open to every publisher to print and dispose of them as he may think proper, as will soon be the case with all text-books sanctioned by the Council of Public Instruction.

2. *Readers*.—Of the 4,303 schools reported, the National Readers are used in 4,223—increase 121. They are therefore used in all the schools but 80. I question whether there is an example in any country—certainly none in America—where there is such complete uniformity in the text-book *readers* of the public schools; and that without any compulsion, from the excellence and truly national character of the books, and the absence of all monopoly in the publication and sale of them. In the presence of such facts, it would seem almost incredible, that attempts should be made by private speculation to destroy this uniformity and efficiency of this essential branch of public school instruction in order to get privately got up books introduced into the schools—thus inflicting upon the schools all the evils complained of by our American neighbours from a diversity of text-books, and all simply to advance the interests of a single private publishing company.

3. *Spelling-Books*.—Mavor was used in only 58 schools—increase, 7; Canada Spelling Book was used in 367 schools—increase, 183; Sullivan's (National) Spelling Book Superseded was used in 3,099—increase 115. This spelling-book is as much superior to any of the other spelling-books used, as the number of schools in which it is used is greater. Various spelling books are reported as used in 392 schools—decrease, 212.

4. *Arithmetic*.—Sangster's improved editions of the smaller and larger National Arithmetics to the currency and statistics of Canada, are now mostly used in the schools. The original Irish National Arithmetics are reported as still used in 806 schools—decrease, 372. Sangster's National Arithmetic was used in 3,437 schools—increase, 428.

5. *Grammars*.—Sullivan's Grammar was used in 519 schools—decrease, 135; Kirkham's Grammar was used in 360 schools—decrease, 143; Lennie's Grammar was used in 2,639 schools—increase, 142; Various, including Bullion's, 751, increase, 341. Two Canadian editions have been issued of Bullion's excellent grammars, authorized by the Council of Public Instruction, the one entitled *Introduction to the Analytical and Practical Grammar of the English Language, with Exercises in Analysis and Parsing*; the other is entitled *Revised Edition of Bullion's Analytical and Practical Grammar of the English Language*, containing, in addition to other new matter, a section on the structure of words; a vocabulary of Saxon, Latin and Greek Roots; extensive selections in prose and poetry for Analysis, and a complete course of instructions and exercises in English Composition. These are doubtless the best Grammars for the use of our schools.

6. *Geographies*.—Since the withdrawal of permission by the Council of Public Instruction for the use of Morse's American Geography, its use has rapidly declined. Morse and various Geographies were used last year in 517—decrease, 417; Sullivan's National Geography (very defective in respect to Canada and British America) was used in 686 schools—decrease, 229; Lovell's Canadian Geography was used in 2,863 schools—increase, 674. In my last report I stated the manner in which the *Lovell's Easy Lessons in Geography*, (for small pupils), and his *General Geography* were prepared and published, with the then approval and eulogies of all parties, to meet a wide-felt and hitherto unsupplied want in our Canadian Schools. Well have they, are they supplying those wants; and it is gratifying to find that their use in the schools is becoming so nearly universal.

7. *Histories*.—These are not specially stated; but the History of England is reported as having been taught in 1,557 of the schools—increase, 124; and the History of Canada in 832—increase, 194.

8. *Book-keeping* was taught in 1757 schools—increase, 65.

9. *Mensuration* was taught in 915 schools—increase, 29.

10. *Algebra*.—Colenso's Algebra was used in 873 schools—increase, 23; Sangster's Algebra (a new Canadian school book, designed to supersede Colenso's) was used in 216—increase, 216; Various Algebra were used in 431 schools—decrease, 116.

11. *Geometry*.—Irish National was used in 249 schools—increase, 6; Euclid was used in 1,104 schools—increase, 169; Various in 59 schools—decrease, 18.

12. *Maps, Globes, Apparatus, &c.*—Whole number of maps supplied to the schools 24,417—increase, 458. Whole number of schools using maps, 3,265—increase, 78. Whole number of Globes supplied to the schools, 1,136—increase, 52. Whole number of schools using Blackboards, 3,964—increase, 258. Sets of Apparatus supplied, 284—decrease, 3. Tablet Lessons supplied, 1,039—decrease, 71. Magic Lanterns supplied, 64—increase, 10. School Museums of Natural History supplied, 30—decrease, 13.

13. *Schools opened and closed with prayer, and in which the Bible is read*.—The number of schools in which the daily exercises were opened and closed with prayer was, 2,889—increase, 183. The number of schools in which the Bible and Testament were read 3,036—increase, 84. The religious reading, instruction and exercises are, like religion itself, a voluntary matter with Trustees and Teachers of the schools; and no child can be compelled to be present at any religious reading, instruction or exercise, against the wish of his parents or guardians. The Council of Public Instruction provide facilities and make recommendations on the subject, in accordance with the religious convictions of the authorities of each school, whether Roman Catholic or Protestant, but do not assume the authority of enforcing or compelling anything in respect to religion. In some of the schools, the readings and prayers are according to the Roman Catholic Church; in other, and the great majority of places, these exercises are Protestant. The proportion of three-fourths of the schools in which religious exercises of some kind are practised, is a gratifying indication of the prevalent religious principles and feelings of the country.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Besides the facts that the public schools are non-denominational and that equal pro-

tection is secured to the Roman Catholics with any and every other religious persuasion, and besides the fact that upwards of three hundred Roman Catholic teachers are employed, and about forty-five thousand of the sixty thousand Roman Catholic school-going children are taught in the public schools, the Legislature has made provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools. In 1863, the Legislature passed a Separate School Act which was accepted by the authorities and representatives of the Roman Catholic Church as a final settlement of the question, as far as related to Upper Canada.

1. The number of Separate Schools reported was 152—increase 5.
2. *Receipts*.—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to average attendance as compared with that of the public schools in the same municipalities, was \$9,365—increase, \$570. The amount apportioned and paid for the purchase of maps, apparatus, prize books and libraries—upon the usual condition of an equal sum being provided from local sources—was \$263—increase \$75. The amount provided by *rates* on the supporters of Separate Schools was \$23,788—increase \$3,287. Amount subscribed and paid by supporters of Separate Schools and from fees and other local sources, was \$12,802—increase \$136. The whole amount provided from all sources for the support of Separate Schools, \$46,219—increase, \$4,069.
3. *Expenditure*.—For the payment of teachers, \$33,953—increase \$2,973. For the purchase of maps, apparatus, prize books and libraries, \$721—increase \$48. For other purposes, \$11,544—increase \$1,048.
4. *Pupils*.—The number of pupils reported as attending the Separate Schools was 18,101—increase 736. The *average* attendance of the pupils at the Schools was 8,518—increase 292.
5. The average time the Separate Schools were kept open was 11 months.
6. The number of teachers employed in the Separate Schools was 200—increase 10. Of these 81 were males—decrease 2; and 119 were females—increase 12.
7. The same table shows the subjects taught in the Schools, and presents a gratifying increase in all the higher subjects of a common school education, as also the increased number of schools in which maps, blackboards, &c., are used.

GRAMMAR SCHOOLS.

VII. TABLE G.—RECEIPTS, EXPENDITURE, PUPILS.

1. The whole number of schools reported was 104—increase, 9.
2. *The amount of the Legislative Grant and Fund* apportioned and paid for salaries of Head Masters and Teachers was \$53,205—increase, \$3260. This increase of aid was obtained with the intention of increasing the efficiency of the Grammar Schools established; But the Bill introduced and intended to become an Act at the same time with the increase of the grant, not having passed the Legislature, no additional restrictions were enforced to prevent the multiplication of Grammar Schools without due provision being made for their support. The result was, that several new schools in small places were established, and the increased grant, therefore, contributed to multiply feeble schools, rather than add to the efficiency of those already established. This evil has, however, been remedied by the amended Grammar School Act, passed last year, and which came into operation at the beginning of the current year.
3. *For the purchase of Maps, Apparatus, Prize-Books and Libraries*, there was apportioned and paid out of the Legislative grant the sum of \$1,058—increase, \$399. This apportionment was paid on the condition of an equal sum being provided from local sources.
4. *Amount received from Local Sources*.—The amount received from Municipal Grants \$14,963—decrease, \$950. From *fees*, \$18,542—decrease, \$810. [No reports have yet been received from the Grammar Schools at Merrickville, Coneseon, and Thorold; and the reports of several other Grammar Schools are incomplete]. From balances of the previous year, and other sources, \$12,885—increase, \$2,910. Total receipts for Grammar Schools from all sources, \$100,654—increase, \$9,809.
5. *Expenditures*.—For Head Masters' and Teachers' Salaries, \$81,562—increase, \$8,

303. For building, rent, and repairs, \$5,251—decrease \$888. For maps, apparatus, prize-books and libraries, \$2,229—increase, \$630. For fuel, text-books and contingencies, \$5,197—increase, \$379. Total expenditures for Grammar School purposes, \$94,240—increase, \$8,424.

Balances on hand at the end of the year, \$6,413—increase, 1,384.

6. *Pupils*.—The number of pupils attending the schools during the year 1865 was 5,754—increase, 165. The number of pupils whose parents reside in the city, town, or village in which the Grammar School is situated, was 4,228—increase, 38. Number of pupils whose parents reside out of the corporation of the Grammar School, but in the County, 1,229—increase, 146; number of pupils resident in other counties than that of the Grammar School which they attend, 297—decrease, 19; number of pupils reported as pursuing the Grammar School course of studies, 5,158—increase, 105; of those admitted 2,111 are reported as having passed the regular entrance examination in force in 1865.

VIII. TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

This Table shows, not only the subjects taught in the Grammar Schools, but the number of pupils in each. For minute statistical details, the table is referred to. In the different branches of English there were 5,666—increase, 241; in the several classes and subjects of Latin, 3,669—increase, 844; in Greek, 735—increase, 9; in French, 1,733—increase 4; total in Arithmetic, 5,491—increase, 104; total in Algebra, 2,468—decrease, 35; total in Euclid, 1,857—increase, 92. In the first four rules of Arithmetic, reduction and fractions, 1,461—decrease, 52; in higher rules of Arithmetic, 4,030—increase, 156; in the first four rules of Algebra, 1,165—increase, 298; in higher rules in Algebra, 1,303—decrease, 334; in Euclid, Books I and II, 1,149—increase, 131; in Euclid, Books III and IV, 708—decrease, 39; total in Geography, 5,281—increase, 318; in Ancient Geography, 1,221—decrease, 125; in Modern Geography, 4,996—increase, 256; in Canadian Geography, 3,562—increase, 596; total in History, 4,532—decrease, 117; in Greek and Roman History and Antiquities, 1,209—decrease, 202; in other Ancient History, 856—decrease 19; in English History, 3,639—decrease, 194; in Canadian History, 1,696—increase, 208; total in Physical Science, 2,429—decrease, 482; in the Elements of Natural History, 931—increase, 322; in the Elements of Natural Philosophy and Geology, 1,851—decrease, 334; in the Elements of Physiology and Chemistry, 898—decrease 735. Total in writing, 4,962—increase, 176; who write well, 2,563—decrease, 231; who write indifferently, 2,399—increase, 407; in Book-keeping, 1,265—increase, 17; in Drawing, 555—decrease, 120; in Vocal Music, 718—decrease, 184. I may remark, that during the year 1865 the revised programme of studies for the Grammar Schools was gradually introduced into many schools, although it did not come into general operation until 1866. This circumstance will account for the large increase of pupils in Latin, and a decrease in some other branches—the younger boys taking Latin and deferring some other subjects to a more advanced period of the course. The year 1865 was a year of transition; the full effects of the change will not be seen until the reports of 1866 shall have been received.

IX. TABLE I.—GRAMMAR SCHOOL MASTERS.—MISCELLANEOUS INFORMATION

This table contains the return of the name, College, degree, and salary of each Head Master of a Grammar School, and the date of his appointment; the number of Teachers employed in each school; the kind of school-house, title, and value of school property; the number of schools in which the Bible is read and prayers daily offered; number of schools united with Common Schools; number of months each school is kept open; number of schools furnished with maps, globes, black-boards, and complete sets of apparatus; estimated value of library-books, apparatus and furniture; number of schools in which gymnastics and military drill are practised; number of pupils who have obtained prizes at examinations during the year, or who have matriculated at any University, and with what honors, or who have been admitted into the Law Society. The Table is referred to for information on all these subjects in regard to each Grammar School in Upper Canada.

X. TABLE K.—METEOROLOGICAL OBSERVATIONS.

Instead of giving many abstracts from the observations for 1865, at the Meteorological

Stations, I beg to offer the following explanatory remarks :—The Consolidated Grammar School Act provided that the head master of each senior county grammar school in Upper Canada should take certain observations in accordance with prescribed instructions, and that the County Council should defray the cost of the necessary instruments. Abstracts of the observations were to be forwarded by the observer, monthly, to the Chief Superintendent of Education at Toronto. The senior schools (*i. e.* those situated in the county town of each county) had, under a previous enactment, been especially privileged by a preference over the junior schools in the distribution of the Grammar School Fund. As the law did not connect the increased grant with the performance of the duty of recording observations, and as many of the County Councils neglected to make any appropriation for the purchase of instruments, although, in all cases, half the cost was paid by the department, the result ensued that several of the senior schools were never provided with the apparatus, and many of those stations for which the instruments were provided, made the returns in a desultory and unsatisfactory manner, which rendered the publication of a connected series impossible. There were, however, observers, to whom this remark does not apply, and who continued to send valuable abstracts which are preserved in the Education Office.

In 1865, the Grammar School Improvement Act, for the passage of which efforts had been annually made, was at length passed, and contained the following section :—

“ 11. Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School Fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.”

Under this provision, His Excellency the Governor in Council, on the recommendation of the Council of Public Instruction for Upper Canada, has authorized the establishment of meteorological stations at the following Grammar Schools :—Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke.

Of these, all but Goderich have applied for and obtained the required instruments, and are in working order. It is hoped that all the ten stations will shortly be in a position to send regular and accurate returns of their observations; and as provision has been made for remunerating the observers for their work, those gentlemen may fairly be expected to give the necessary time and attention to the subject.

It will be seen, from the subjoined extracts from correspondence on the subject, that the Smithsonian Institution, at Washington, which collects and publishes a vast quantity of valuable meteorological records, has, with great generosity, forwarded to this department a copy of its last annual report and of the large volumes of meteorological results, as a gift to each of the Grammar School stations in Upper Canada. These books (which are being sent to the stations as opportunity offers) will, no doubt, be examined by each observer, with great pleasure and attention, and it is hoped that a new encouragement will be felt in performing a work which is shown to be so important, and which is now being energetically carried on by great numbers of scientific men in all parts of the world. The following instruments are used at each station :—

One Barometer,* one Maximum and one Minimum Thermometer,* Wet and Dry Bulb Thermometers;* one Rain Gauge and Measure, one Wind Vane.

Observations are taken at 7, a.m. and at 1 and 9, p.m. daily, except on Sundays. The self-registering thermometers are read at 9, p.m. The rain is measured at 1, p.m.

Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are

*These instruments were supplied by Messrs. Negretti & Zambra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the stations, together with Registers and forms for Abstracts, from the Educational Depository, Toronto.

regularly published in the *Journal of Education*, and the observers' reports are arranged and preserved for further investigations.

The following is the correspondence above referred to :—

EDUCATION OFFICE,
26th March, 1866

SIR,—I have the honor to state, in reply to your letter of the 10th ultimo, that * *

You are already aware, from previous correspondence with the Department, that the Legislature of the Province, at the instance of the Chief Superintendent of Education, authorized the establishment of a meteorological station in every county in Upper Canada, in connection with the Department of Public Instruction, the observers being the head masters of Grammar Schools. The following instruments were obtained from England for each station : Barometer by Negretti and Zambra; Dry and Wet Bulb Thermometers by the same; and Maximum and Minimum Thermometers by the same and by Casella. These were compared with standards at the Kew Observatory, by Mr. Glaisher, and again at the Toronto Observatory. They are excellent instruments and may be relied on. Each station is also supplied with a wind vane and rain gauge. Full instructions and tables, together with forms for periodical reports, are provided for the observers.

As some of the counties have hesitated to pay for the instruments, and in others the observations were not duly taken, it was deemed necessary in 1865 to obtain further legislation and regulations on the subject. Although some observers faithfully performed their duty under the former system, it was found that more satisfactory results would be obtained by restricting the number of stations and making a pecuniary allowance to observers for their labors. Our stations are now ten (10) in number, situated at the most favorable points between Long. 83° and 74° W., and Lat. 42° and 46° N. The observers are educated men, and graduates of universities. Arrangements have also been made for the careful examination and comparison of the records of the observations at this office. The results will appear monthly in our official journal.

I send, herewith, copies of some recent regulations which we have issued to our stations.

As our meteorological establishments are now being placed on a more satisfactory footing, we may hope to contribute information of a permanent value, and your Institution would confer a favor on this Department by sending us as complete a series of its meteorological reports—with any papers bearing on the subject—as it may be able to afford.

I have, &c.,
(Signed,) J. GEORGE HODGINS,
Deputy Superintendent.

Joseph Henry, Esq., LL.D.,
Secretary, Smithsonian Institution, Washington, D. C.

SMITHSONIAN INSTITUTION,
Washington, April 3rd, 1866.

DEAR SIR.—We are much interested in your letter of the 26th ult. (No. 2570) in which is contained an account of the improvements lately made in your system of meteorology. I had prepared some remarks in regard to this subject for insertion in the annual report for 1865, which I am now enabled to render more definite, by the facts you have given me.

I shall also publish your letter as a part of the appendix to the report and will add to it the recent regulations which you have adopted. * * * * *

We shall make up a package of such of our meteorological publications as have escaped the fire, and among the number will send a copy of the large volumes of "Meteorological Results" for each of your stations. -

There is a prospect, now that the war has ceased, and the number of permanent military posts of the United States are to be increased, at which observations are to be taken, that we shall be able to re-organize our combined system of observations on an improved and more reliable basis.

I have, &c.,
(Signed,) JOSEPH HENRY.
J. George Hodgins, Esq., Deputy Superintendent of Education, Toronto.

I purpose to insert in my future annual reports, the monthly results of the meteorological observations taken at the ten stations now authorized by law. In the meantime I give, in this report, the results of the observations for 1865, taken at the Stratford Grammar School station—the most perfect of any reported for the last year.

XI. TABLE L.—OPERATIONS OF THE NORMAL AND MODEL SCHOOLS.

This table presents a condensed statistical view of the operations of these important institutions since their establishment in 1847. They were not designed to educate young men and women, but to *train teachers*, both theoretically and practically, for the general work of conducting the schools of the country. They are not constituted, as are most of the normal schools in Europe, and many in America, to impart the preliminary education requisite for teaching as well as for other transactions of business. That previous preparatory education is supposed to have been attained in the many public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools therefore is, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him, theoretically and practically, how to do the work of his trade or profession. No inducements are presented to any one to apply for admission to the Normal School except those who wish to qualify themselves for the profession of teaching; nor any one admitted except those who declare in writing their intention to pursue the profession of teaching, and that their object in coming to the Normal School is better to qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination equal to what is required for an ordinary second class teacher's certificate by a county board. The great majority of candidates are those who have been teachers, and who possess county board certificates of qualification—many of them first class certificates.

The Model Schools (one for boys, and the other for girls, each limited to 150 pupils, each pupil paying a dollar per month, while the common schools of the city are free), are appendages to the Normal School. The teachers in training in the Normal School divided into classes, spend some time each week in the Model Schools, where they first observe how a *Model School*, teaching Common School subjects, is organized and managed, how the several subjects are taught, and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also report from day to day, the attention and aptitude of each teacher in training for teaching, governing pupils, commanding their attention, &c., &c.

XII. TABLE M.—OTHER EDUCATIONAL INSTITUTIONS IN UPPER CANADA.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in the country. Table M. contains an abstract of the information collected respecting these institutions—omitting the names of cities, towns and villages where they are established. Whole number of Colleges, 16; number of students, 1,820; amount of annual income or legislative aid, \$150,000; amount received from fees, \$44,000. Number of Academies and Private Schools, 260—increase, 5; number of pupils, 5,966—increase, 148; number of months open, 10; number of teachers, 410—increase, 34; amount of fees received, \$50,890—increase, \$2,128; total number of Colleges, Academies and Private Schools, 276—increase, 5; total number of students and pupils, 7,786—increase, 148; total amount received and expended from all sources, \$244,899—increase, \$2,128. The information respecting these institutions cannot be considered complete, as it is only obtained and given voluntarily.

XIII. TABLE N.—FREE PUBLIC LIBRARIES, PRIZE BOOKS, &c.

These libraries are managed by the local Municipal Councils and School Trustees, under general regulations, established, according to law, by the Council of Public Instruction. The books are procured by the Educational Department, from publishers both in Europe and America, at as low prices as possible; and a carefully prepared classified cata-

logue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each school section and the Council of each Municipality. From this select and comprehensive catalogue, the Municipal or School authorities desirous of establishing or increasing a library, select such books as they think proper, and receive from the Department not only the books at cost prices, but an apportionment of one hundred per cent. upon the amount which they provide for the purchase of such books. None of these books are provided by the Department for any private parties, except Teachers and Local Superintendents for their professional use.

The number of volumes sent out for free public libraries during the year was 3882, on the subjects of History, Zoology, Physiology, Botany, Phenomena, Physical science, Geology, Natural Philosophy, Manufactures, Chemistry, Agricultural Chemistry, Practical Agriculture, Literature, Voyages, Biography, Tales and Sketches of practical life, School teaching and management, besides 44,601 volumes of prize books to encourage and reward meritorious pupils in the schools. The number of volumes for Public Free Libraries thus procured and sent out by the Department during the thirteen years that this branch of the school system has been in operation is 212,365—an average of 16,105 volumes per year. These volumes are on several subjects, as follows: History, 36,927 volumes; Zoology and Physiology, 14,289; Botany, 2,617; Phenomena, 5,655; Physical Science, 4,420; Geology, 1,893; Natural Philosophy and Manufactures, 12,132; Chemistry, 1,449; Agricultural Chemistry, 756; Practical Agriculture, 8,730; Literature, 20,676; Voyages, 16,940; Biography, 24,315; Tales and Sketches of Practical Life, 58,992; School Teacher's Library, 2,574—total, 212,365. The number of volumes procured and sent out as prize books in the schools during the nine years that this branch of the school system has been established, is 210,448, besides 8,293 volumes for Mechanic's Institutes; making a grand total of upwards of 430,000 volumes.

XIV. TABLE C.—MAPS, APPARATUS, PRIZE-BOOKS, SUPPLIED BY THE DEPARTMENT TO GRAMMAR AND COMMON SCHOOLS, DURING 1865.

The amount expended in supplying Maps, Apparatus and Prize books for schools—one-half provided from local sources—was, \$20,222—increase, 2,962. In every case the articles are supplied on the voluntary application of school authorities, who provide and transmit one-half the amount required for the purchase of the maps required. The following is a summary statistical statement of what has been done in this Branch of the Department to provide for the wants, and promote the efficiency of the schools.

RECAPITULATION.

	Local Contributions.		Moneys.		Total.	Maps of											Apparatus.			Object Lessons.	Prize Bks.
	Local Contributions.	Legislative Apportionment.	Total.	World.		Europe.	Asia.	Africa.	America.	B. N. Am. and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charis.	Globes.	Sets of App.	Other School App. (pieces).	Historical and other lessons (in sheets).	Number of Volumes.		
																				\$	cts.
Total for 1855	2327	762	2327	762	4655	53	135	142	108	94	106	116	95	.....	41	467	48	.....	546	7690	.....
1856.....	4660	431	4660	431	9320	87	136	266	201	185	222	277	196	267	78	192	103	.....	1540	13300	.....
1857.....	9059	14	9059	14	18118	28	245	437	353	316	376	421	515	406	330	886	261	.....	2724	25831	2557
1858.....	5905	14	5905	14	11810	28	131	227	203	177	201	234	260	159	143	466	139	.....	2024	12350	8045
1859.....	5952	51	5952	51	11905	02	204	261	224	189	252	225	263	132	173	284	155	.....	1164	9418	12089
1860.....	8416	08	8416	08	16832	17	218	324	260	259	280	296	401	219	167	339	188	.....	1946	12746	20194
1861.....	8125	57	8125	57	16251	14	156	283	228	211	244	201	337	159	192	349	169	.....	1339	9268	26931
1862.....	8096	89	8096	89	16193	78	154	215	195	174	190	183	245	138	163	317	135	.....	200	8555	29760
1863.....	7945	03	7945	03	15890	06	109	172	124	117	140	177	128	109	133	206	108	36	166	4974	32890
1864.....	8630	14	8630	14	17260	28	157	224	187	181	193	233	183	134	239	366	103	46	323	10206	33381
1865.....	10111	40	10111	40	20222	80	108	164	140	131	149	152	145	107	163	271	65	43	179	9619	44601
Grand Total for eleven years	79230	101	79230	101	158460	21	1750	2715	2223	2037	2353	2316	2798	1829	1822	4143	1452	125	12151	123357	210448

I think it proper, at the same time, to repeat the following explanatory observations :

"The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The globes and maps manufactured (even in the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way few domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to schools and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families as well as to municipal and school authorities all over the country. It is also worthy of remark that this important branch of the Educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the municipalities and school sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expense."

XV. TABLE P.—THE SUPERANNATED OR WORN-OUT TEACHERS OF COMMON SCHOOLS.

This table shows the age and services of each pensioner, and the amount which he receives. It appears that 227 teachers have been admitted to receive aid; of whom 59 have died before or during the year 1865; 9 were not heard from; 5 resumed teaching or withdrew from the fund.

2. The system according to which aid is given to worn out common school teachers is as follows :—

The Legislature has appropriated \$4,000 per annum in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed \$6 for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay a subscription to the fund of \$4 for the current year and \$5 for each year since 1854, if he has not paid his \$4 in any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing from the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year, in order to be entitled to share in the fund when worn out.

3. The average age of each pensioner in 1865 was $74\frac{1}{2}$ years; the length of service in Upper Canada was $21\frac{1}{2}$ years. No time is allowed applicants except that which has been employed teaching a Common school in Upper Canada; though their having taught school many years in England, Ireland or Scotland, or other British Provinces, has induced the Council, in some instances, to admit applicants to the list of *worn-out* Common School teachers after teaching only a few years in this country—which would not have been done, had the candidate taught, altogether, only a few years of his life. The reports in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the County of each pensioner's residence. That part of the table has been omitted to save expense in printing, though the record is preserved in the Department.

XVI. TABLE Q.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT, AND OTHER MONEYS PROVIDED BY MUNICIPALITIES AND TRUSTEES.

This Table presents a complete view of all the moneys which have been received and expended (and from what sources derived) in connection with the Normal, Model, Grammar,

and Common Schools of Upper Canada. It may be seen at a glance from this Table that the public money has not been expended in any favoured localities, but has been expended in the counties, cities, towns and villages throughout the Province, according to population, and upon the principle of co-operation, in all cases. The people of Upper Canada provided and expended, in 1865, for Grammar and Common School purposes, \$1,667,842—increase on the receipts and expenditures of the preceding year, \$69,735. This is irrespective of colleges, academies and private schools. For details see the Table.

XVII. TABLE R.—EDUCATIONAL SUMMARY FOR 1865.

This Table exhibits in a single page the number of Educational Institutions of any kind (as far as I have been able to obtain returns), the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1865 was 4,686—increase, 91; the whole number of students and pupils attending them was 397,992—increase, 12,270; the total amount expended in their support was \$1,717,206—increase, \$80,226; the amount of balances unexpended at the end of the year was \$195,535—decrease, \$8,363. The total amount available for educational purposes in 1865 was \$1,912,741—increase on the year preceding, \$70,863.

XVIII. TABLE S.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1865, INCLUSIVE.

It is only by comparing the character and number of institutions of education at different periods, the number of pupils attending them, and the sums provided and expended for their support, that we can form a correct idea of the educational progress of the country. By reference to this brief but important Table, the reader can ascertain the progress of education in Upper Canada in any year or series of years since 1841, so far as I have been able to obtain returns. I will take a few items for the last ten years as an illustration. In 1855, the school population of Upper Canada between the ages of 5 and 16 years of age was 297,623; in 1865 it was 426,757—increase, 129,134. In 1855 the number of Grammar Schools and pupils were respectively 65 and 3,726; in 1865 the numbers were respectively 104 and 5,754—increase of schools 39, of pupils 2,028. The number of Common Schools in 1855 was 3,284; the number in 1865 was 4,151—increase 867. The number of Common School pupils in 1855 was 222,979; the number in 1865 was 365,552—increase, 142,573—an average increase of 14,257 pupils per year, while the average increase of school population was 12,913 per year. The number of free schools in 1855 was 1,211; the number in 1865 was 3,595—increase, 2,384, or an average increase of 238 free schools per annum. The amount provided and expended for *Common School* purposes alone, in 1855, was \$899,272; the amount provided and expended in 1865 was \$1,355,879—increase, \$456,607, or an average *annual* increase of \$45,660. I refer to the Table for numerous details.

XIX.—THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of 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 in Europe, including the 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 desired, 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 works of Raffæle 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 the school grants, for the purpose of improving school architecture and appliances, and to promote art, science and literature by means of models, objects and publications, collected in a museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting very salutary influence, while the school of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and, I believe, the influence of the museum quite corresponds with what is said of that of the Educational Museum of London.

XX.—REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

I need do little more than repeat the remarks I made under this head in my last report.

1. *Value of these Extracts.*—I refer to Appendix A for extracts from reports of Local Superintendents of townships, cities, towns and incorporated villages—a most important and essential part of my report—as containing a practical exposition of the actual working of the school system in nearly five hundred municipalities in Upper Canada. The Local Superintendents, in many townships, and in several villages, towns, cities, and even counties, have made no remarks in transmitting their statistical reports. It may, however, be fairly assumed that what is stated in the extracts given, is applicable to all the municipalities. The value attached to the Local Reports, in the oldest and most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from local reports.

2. *These extracts show the inner life and practical working of the School System.*—These extracts from local reports, which I have given impartially, as is clear from the diversity of sentiment, contain the language and sentiments of persons appointed and paid by the local elected and Municipal Corporations, and state, from personal observation and experience, the working of the school system, its obstacles and defects, and the views and feelings which more or less prevail among the people in the various sections of the Province. These extracts exhibit the inner and practical life of the people in several respects, especially in new settlements, as well as that of the school system; the various hindrances to its operations, from newness of settlements and poverty in some instances, from ignorance and indifference in others; the noble way in which people exert themselves, generally, to educate their children. The different working and results of the same system and of the same measure in the different townships, cities, towns and villages, show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence or circumstances of the people, and of their elected Trustees. These extracts also illustrate the local voluntary character of the school system, which, like the municipal system, is a power and agency given to the people to

manage their own affairs in their own way, doing or spending much or little for the education of their children, as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a social help to those who endeavor to help themselves in the great work which lies at the foundation of the country's freedom and progress.

3. In addition to the foregoing considerations, these extracts from local reports present several other important facts connected with the operation of the school system.

First.—Importance and Office of County Boards.—Progress.—Third Class Certificates should be limited and given only in extreme cases.—They exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the examination of teachers and give them certificates of qualifications. It is essential to the elevation of both the teachers and the schools that there should be the highest possible standard of the qualifications of teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their examination of teachers in the subjects of the official Programme, and give certificates of qualifications to teachers who pass any sort of examination, they send forth into their respective counties, with their endorsement, teachers unfit to take charge of their schools, unable to teach many of the more advanced pupils in the recognized subjects of a common school education; they thus wrong individuals who are taxed for the support of the schools, degrade the office of the teacher, and bring a really unqualified teacher into competition with one well qualified, to his injury and to the great injury of the schools themselves. If, on the contrary, County or Circuit Boards are thorough in their examinations, and will give a certificate of qualifications to no teacher who does not come up fully to the prescribed standard, and will not give a third-class certificate to any teacher, except from one Board meeting to another, and only for one school, and that only on the application of the Trustees of such section, satisfying the Board of their inability to employ a teacher of higher qualifications—if County and Circuit Boards will thus act intelligently and patriotically for their respective sections of country, the office of teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy members, and the efficiency of the schools will be proportionably promoted. No programme of examination, however high, can elevate the character and qualifications of teachers without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction. They are the practical guardians of the schools, so far as the character and qualifications of teachers are concerned. It is a maxim founded on experience that the teacher makes the school, and it is the County and Circuit Board that (legally) make the teacher. I earnestly hope the County Boards will advance in the noble cause which so many of them seem to have pursued during the last year, and the schools will soon be freed from the nuisance of an incompetent teacher, who often obtains a second or third class certificate through the laxity of some County or Circuit Board, and then sneaks from one school section to another endeavoring to supplant some really competent and efficient teacher, by offering to teach at a lower salary; and when such *supplanter* meets with Trustees as mean as himself, a really worthy teacher is removed to make way for an unworthy one, to the great wrong of the more advanced pupils and their parents, and to the great injury of the school. Such a teacher is unreasonably dear at the lowest price; and if any Corporation of Trustees can yet be found to sacrifice the interests of the children committed to their trusteeship by employing such a teacher, it is to be hoped that no County or Circuit Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a teacher.

Second.—Evils of Rate-Bills—It is not possible for any person to read these extracts from local reports without being impressed with the serious loss to the school, and many children of any section, by the continuance or re-establishment of a rate-bill. Whatever may be the reader's views on the abstract question of free and rate-bill schools, the perusal of these extracts from local reports must convince him that the free school has immensely the advantage of the rate bill school; that whatever other means may be employed to secure the education of all the youth of the land, the free school is one absolutely essential means to accomplish that all-important end.

Third.—Evils of employing cheap Teachers.—These extracts illustrate the evil of employing what are miscalled *cheap teachers*. It is well known that one horse at a cost of one hundred dollars is cheaper than one at fifty dollars; that one clerk at a salary of five hundred dollars is cheaper than one at two hundred and fifty dollars—that one coat at ten dollars is cheaper than another at five; so it is with teachers: one teacher at a salary of from five to

eight hundred dollars is often cheaper than another at half that salary, by teaching children *how* to learn as well as *what* to learn; by aiding them to form proper habits as well as to make rapid progress. Yet, many Trustees are so deluded by a narrow-minded selfishness, that they act differently in the employment of teachers from what they do in the employment of clerks, or even labourers, or in the purchase of common articles of use—they sell the priceless time and habits of children—not to say their principles and the social interest of their neighborhood, for the sake of a few dollars in the salary of the teacher. In an American School Report it is justly observed: "We have learned to distrust cheap things, as likely to prove most costly in the end. Contractors for cheap clothing have earned and received the just maledictions of the Government, while no man probably feels himself the richer for the service of this class of operators in the market. Cheap literature and cheap ornaments are enormously expensive at any price; but of all things, we believe cheap teachers—cheap as to their attainments and qualifications for the duties of the school-room—are the most expensive luxury with which parents ever indulged their children. We would not deny that the merits of a teacher are not to be measured by his salary. Moreover, we do not forget that the most accomplished and successful teacher was once a beginner, labouring as faithfully for the improvement of his pupils as he now does with five or ten times the amount of his former salary. But this is no reason why we should adopt a system that makes the small sum at which a teacher can be had his chief recommendation. This is trifling with a trust that is second to none in importance. If we are sick, let us invite the novice to experiment upon our case, at the cost of health and its blessings; if we have a fractured bone, let us commit it to the hands of one unskilled in surgery, at the expense of a life long deformity; but let us not commit the welfare of the rising generation to a mere adventurer in the art of teaching, even though he may be secured at moderate wages."

Fourth.—Evils of changing Teachers.—These extracts from local reports illustrate also the evils of frequently *changing teachers*. It is true an incompetent teacher or a teacher of bad manners or bad morals (if there be any such), should be changed as soon as possible, and as soon as possible removed from the ranks of teachers; but a faithful and efficient teacher should be retained as a rare and valuable treasure. No college or private school would be considered worthy of confidence that changed its instructors once or twice a year; nor can any Common School prosper or be efficient under such a system. In a Massachusetts local School Report, the committee, while urging the retaining of the same teachers for a number of terms, remarks: "The schools of other townships are reaping the benefit from this plan, and the course is an obvious one, for each teacher has a way of his own, and must spend about half a term tearing away the superstructure of his predecessor, and rearing another, which perhaps is not superior to the one superseded, and a great loss of time to the school, is the result."

Fifth.—Prizes to Pupils in the Schools.—I refer likewise to these extracts from local Superintendents' Reports, for illustrations of the system of *libraries* and *prizes*. In some instances but little benefit appears to be derived from the libraries, while in the great majority of cases the most salutary influence is exerted by them. In but one or two instances is objection expressed to the distribution of *prize books* as a reward of merit to pupils of the schools, and in but four instances is doubt expressed as to the beneficial influence of it. In these exceptional cases, the evil, if any, has doubtless arisen from an exceptional mode of distributing the prizes—being the act of the teacher, or of persons equally liable to the suspicion of partiality. But where the examinations for the *prizes for proficiency* are so conducted as to give no room for the suspicion of favouritism, and where the record is so kept, and so adjudged in regard to prizes for *punctuality* and *good conduct*, as to be equally above any reasonable suspicion of unfairness, the distribution of prizes as rewards to pupils for proficiency and good conduct must exert the most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the local reports, as it is the universal experience of the colleges and best schools in both Europe and America. It is the order of Providence, in every-day life, that while the slothful hand hath nothing, the diligent hand maketh rich; and *merit and attainments* are the professed grounds of all prizes and rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encouraging diligence and good conduct in schools, by the distribution of prizes (and these prizes consisting of good books, obtained at half price), as the rewards of successful diligence and good conduct, is to object to the principles of

Holy Scripture, and the rule of Providence, and the universal practice of civilized mankind in all other matters of common life. The distribution of *prize books* in the schools is the means of diffusing a great deal of useful and entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favor of diligence and good conduct among the pupils of the schools. In some schools this influence may be more limited than others; but it will always be more or less felt for good, where the system is properly administered. There are, indeed, many murmurers and envious persons against the wisdom and even equity of the distributions of Divine Providence; and it would be surprising, indeed, if there were not some who would be dissatisfied and envious at distribution of rewards and distinctions among the pupils of the schools; but this is no more an argument against the system of rewards and distinctions in the schools, than in the Divine and human government of mankind.

Sixth.—Religious Character of the School System.—Furthermore, two of these local reports may be referred to as illustrating the religious aspect of the Common School system. By the extracts generally, it will be seen that religious exercises obtain in a majority of the schools, and some religious instruction is given in many of them. In the City of Hamilton, the clergy of the different religious persuasions have, for several years, given religious instruction to the pupils of their respective congregations, every Friday afternoon, from three to four o'clock, and with the most beneficial results. Last year two of the clergy of the Church of England, in the City of Toronto, have pursued the same course in connection with two of the city schools. What is thus done by clergymen in the Cities of Toronto and of Hamilton, may be done by the clergy of all the cities, towns, villages, and I may add, townships, of Upper Canada, and in connection with all the schools—thus illustrating the harmony of the system with the religious denominations of the country, and the religious interests of the pupils of the schools, so far as their parents and pastors desire to promote those interests in connection with the schools.

XXI.—REPORT OF THE INSPECTOR OF GRAMMAR SCHOOLS.

In Appendix B will be found the report of the Rev. G. P. Young, A.M., the Inspector of Grammar Schools. Mr. Young's Report furnishes a practical illustration of the great benefit of his inspection of the Grammar Schools, and of the salutary change and improvement which the amended Act* in connection with such inspection is calculated to effect in the character and operations of the schools. It is to be hoped that this report will be carefully read by every Grammar and Common School Trustee and Teacher throughout Upper Canada. I think every one who reads it must be impressed with the following facts.

1. That the union of Common and Grammar Schools is, as a general rule, an evil to both. The provisions of the law permitting the union of Grammar schools, arose from the absence of any other means to provide for the support of Grammar Schools. That reason no longer exists, at least to the extent that it has done in past years, as the Grammar School Amendment Act requires that a sum equal, at least, to half the Grammar School apportionment shall be provided from local sources, (besides proper school-house accommodations), for the salaries of teachers. Sufficient time has not yet elapsed to develop the results of these provisions of the law. But it is easy to see from the Inspector's report, that the efficiency of both the Grammar and Common School is greatly impaired by the union of the two. I hope the facts and remarks of this document will impress local Boards of Trustees, and Municipal Councils with the great advantage of having the Grammar and Common Schools under different masterings and otherwise separate—whether under the management of the same Board or not—each exclusively pursuing its respective and appropriate work.

2. Another fact which the Inspector's Report brings to light, is the defective manner in which the elementary grammar of our own English language is taught in the Common Schools of even some of our cities and towns. I trust that the statements thus made will draw attention to this branch of Common School instruction throughout the Province.

3. The perusal of the Report must also impress Trustees and parents with the unadvisableness—to say the least—of having large boys and girls massed together in the same day school, a subject which merits the most serious consideration of the parents concerned.

The evil of pressing girls to learn a little Latin, in order to make up the average number of ten Latin pupils in the school, is a temporary evil, and will soon cure itself. But the

*See Appendix C.

circumstances connected with this fact, as here stated by Mr Young, show how largely the Grammar Schools have been perverted to Common School purposes, and what benefits will arise in the improved efficiency of both the Grammar and Common Schools from the entrance examination by the Inspector required for admission to the Grammar Schools, and the thorough manner in which this officer discharges the onerous duties imposed upon him.

XXII. MILITARY DRILL IN THE SCHOOLS.

What I said in my last Report on this subject may be repeated this year with renewed emphasis.

It is a well-known maxim, that "To be prepared for war is one of the most effectual means of preserving peace." The events of the last four years have drawn the attention of the Legislature and of the whole country to this important subject. Military exercises to some extent have formed a part of the Gymnastic instruction in the Normal and Model Schools; but during the last two years a Military Association has been formed among the teachers in training in the Normal School, and the Government has furnished them with the requisite arms on application, through Brigade Major Denison, who has visited, inspected, and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto (as may be seen by referring to the Report of their Local Superintendent) have, with praiseworthy intelligence and public spirit, introduced a regular system of military drill among the senior male pupils of their schools; The Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing military drill among the pupils of their Central School, and the great success of it. The system of military drill can be introduced into the schools of all the cities, towns and villages in Upper Canada, and perhaps in some of the larger rural schools; and the military training of teachers in the Normal School, together with the large number of persons who are being taught and certificated in the Government Military Schools, afford great facilities for making military drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighboring States this subject is engaging the anxious attention of the Government and Legislatures; and military drill is likely to become a part of the system of education in all the public schools of their cities and towns. The Legislature of Massachusetts, at its last session, passed a resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of scholars, about the age of twelve years, for the purpose of military drill and discipline." The Board appointed a Committee (of which the Governor of the State was Chairman) to investigate the subject, and to enquire into the result of an experiment which has been tried for two or three years in one of the towns of the State—the town of Brookline. The result of the enquiry is thus stated: "The boys in the older class can already be selected from their playmates *by the improvement of their forms*. Habits of prompt, instant and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a soldier can be taught to the boys during the time of their attendance at the schools, thus obviating the necessity of this acquisition after the time of the pupil has become more valuable. A proper system of military instruction in the schools of our commonwealth would furnish us with the most perfect militia in the world; and we have little doubt that the good sense of the people will soon arrange such a system in all the schools of the State."

The Committee adds the following remarks, which are as applicable to Upper Canada as they are to Massachusetts.

"The public schools are maintained at the public expense, in order to prepare youth for the duties of citizenship. One of these duties is to aid in the defence of the Government whenever and however assailed. Surely, then, there is no incongruity, no want of reason, in introducing into the schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties, which the citizen owes to the State.

"But can this be done without detriment to progress in other branches? Can it be done without loss of time? The committee is satisfied that it can, and that thereby a large amount of practical knowledge and discipline in military affairs may be attained; and at the same time a very great saving of time and labor be effected which, under a system of adult training, would be withdrawn from the productive industry of the country."

E. A. Meredith, Esq., LL.D., Assistant Secretary of the Province, read before the Literary and Historical Society of Quebec, in April, 1864, and has published in pamphlet form, an instructive and suggestive paper on "Short School Time, and Military or Naval Drill, in connection with an efficient Militia System." This paper embodies much curious and useful information, and many facts as to the success and effects of fewer school hours each day than those usually occupied in the schools.

XXIII.—CONCLUDING REMARKS.

I need not repeat the observations with which I concluded my last Report on School Discipline, Free Schools, and compulsory attendance of vagrant and neglected children at school, together with the legal provisions of some countries on the subject. I concluded my Report with observing—that "several provisions of the school law were preparatory to a more natural state of things. From the experience of the past, the advance of society and the improved municipal organization of the country, I think the school law may, in several respects, be simplified, and that the great principles of it, while inviolably maintained, may be more comprehensively and simply applied. But I purpose and hope to be able, in the course of a few months, to make an official tour of Upper Canada, and to confer at county meetings and otherwise with persons of all classes who have practical experience of the school system in each county, on the various questions relating to its working and possible improvement, when I shall be prepared to submit the results to the consideration of the Government and Legislature during its session for 1866."

During the months of January, February and March, I made my fourth official tour of Upper Canada, holding a public school convention in each county, and conferring on the various questions relating to the working and possible improvement of the school law as above indicated. It was exceedingly gratifying to witness the deep interest everywhere evinced for the advancement of universal education in the country, the strong attachment to the school system, and the jealousy with which any proposition to interfere with it in the slightest degree was viewed. A copy of the minutes of these conventions will be found in Appendix D. The result of these free and numerous consultations, I embodied in a short Draft of Bill, which I submitted for the consideration of Government with an explanatory memorandum. This Draft of Bill and memorandum will be found in Appendix E. In view of the near approach of the Confederation of the British North American Provinces, and transfer of all matters relating to education in Upper Canada to an Upper Canadian Legislature, it has been thought advisable to submit the further consideration of our school law to a purely Upper Canadian Legislature, especially as there is no pressing necessity for immediate legislation on the subject. In the meantime I hope to be able to make another and final examination of the school systems of other educating countries, in order to improve the efficiency of our own school system in every possible way.

I have the honor to be,

Your Excellency's
Most obedient humble servant.

E. RYERSON.

Department of Public Instruction for Upper Canada.
Toronto, July, 1866.

PART II.

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STATISTICAL REPORT.

1865.

TABLE A.—The Common

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES														
	For Teachers' Salaries (Legislative Grant)		For Maps, Apparatus, Prizes and Libraries (Legislative Grant)		Municipal School Assessment.		Trustees' School Assessment.		Trustees' Rate Bill for fees.		Clergy Reserve Fund and other sources.		Balances.		
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.			
Gleegarry	2,551	50	42	00	2,125	00	5,307	14	939	30	1,910	50	3,105	90	
Stormont	1,913	00	10	00	1,990	00	5,381	96	413	61	147	17	117	61	
Dundas	2,067	00	16	25	2,073	40	6,922	18	212	15	83	24	2,001	03	
Prescott	1,704	50	13	00	2,010	00	4,668	76	31	00	320	78	1,740	50	
Russell	810	00	20	00	833	00	2,418	68			91	89	2,514	32	
Carleton	3,549	54	142	30	3,454	00	12,901	97	564	32	298	26	2,434	02	
Graveline	2,346	62	33	94	2,283	00	5,866	09	476	91	2,177	90	3,525	85	
Leeds	3,413	43	73	70	3,591	00	10,765	86	1,470	93	1,960	86	2,783	40	
Lanark	3,285	50	82	19	3,296	64	12,204	45	890	04	1,666	23	6,687	98	
Renfrew	2,244	44	107	31	1,831	00	9,243	54	482	87	296	55	3,329	94	
Frontenac	3,117	44			3,478	00	11,303	79	1,152	08	460	99	2,141	65	
Addington	2,023	50	38	00	1,621	00	5,814	83	688	20	1,163	55	2,162	15	
Lennox	915	00	68	00	999	00	7,377	06	49	12	966	44	182	84	
Prince Edward	2,131	00	51	00	2,240	00	10,512	96	1,748	37	1,785	75	1,145	36	
Hastings	4,370	50	289	45	4,439	24	18,100	84	512	95	1,250	76	3,253	58	
Northumberland	4,029	00	166	31	3,844	00	18,979	11	733	75	2,060	14	2,381	19	
Durham	3,712	00	149	35	3,585	00	17,378	40	1,466	74	1,506	71	3,313	86	
Peterborough	2,461	22	328	14	2,644	72	11,733	06	744	53	569	67	747	63	
Victoria	2,668	00	226	73	2,850	00	12,411	00	150	46	854	43	3,759	22	
Ontario	4,442	00	486	82	4,422	00	26,770	99	1,122	16	2,600	68	6,260	97	
York	6,654	00	417	97	6,556	00	32,795	17	1,996	99	6,906	08	8,804	29	
Peel	2,981	00	174	03	2,982	00	16,231	05	1,798	40	2,435	31	856	70	
Simcoe	4,758	00	351	53	6,005	00	27,895	84	855	45	1,488	20	4,897	03	
Halton	2,452	00	273	00	2,452	00	9,806	85	2,624	76	2,922	51	1,275	00	
Wellington	3,469	02	163	48	3,411	00	15,007	89	3,021	12	3,041	40	6,126	93	
Braut	2,254	00	142	75	2,381	00	15,232	30	1,791	30	2,409	01	1,894	67	
Lincoln	2,101	00	67	00	2,450	00	10,368	36	1,859	21	1,927	99	1,634	76	
Welland	2,447	84	93	92	2,595	00	12,039	86	1,455	59	5,112	13	3,447	04	
Haldimand	2,457	00	157	20	3,066	00	10,918	85	760	19	2,448	17	639	58	
Norfolk	3,232	50	156	30	3,191	00	15,591	53	1,086	28	2,762	65	3,698	72	
Oxford	4,760	00	318	46	4,760	00	26,787	64	1,556	70	2,737	42	764	59	
Waterloo	3,429	25	261	74	3,598	00	26,285	82	882	19	2,145	65	3,792	50	
Wellington	4,462	78	471	12	5,998	00	31,755	03	695	71	1,201	11	7,759	78	
Grey	4,413	27	253	23	6,164	00	27,319	83	238	41	1,408	97	4,119	44	
Perth	3,777	00	352	02	3,708	00	24,814	82	217	63	1,952	36	1,869	80	
Huron	4,385	24	532	74	4,818	26	8,881	87	1,015	69	660	94	8045	69	
Bruce	3,147	00	388	70	3,043	00	19,419	81	237	02	326	60	4,880	70	
Middlesex	6,501	82	551	36	6,360	00	39,181	54	2,123	94	5,017	27	8,652	82	
Elgin	3,538	00	119	00	3,538	00	22,103	79	1,815	00	1,192	81	3,506	42	
Kent	3,208	61	182	55	3,103	00	19,502	41	307	25	1,216	65	3,138	93	
Lambton	2,586	75	214	88	5,297	52	20,081	42	290	55	595	52	6,185	16	
Essex	2,265	00	89	23	2,296	74	11,358	71	460	52	678	27	4,271	25	
District of Algoma	218	00											179	64	
Total.....	124,021	92	8,994	81	141,381	52	689,501	06	40,927	39	71,729	42	150,622	09	
CITIES.															
Toronto	5,333	50	179	41	23,000	00		1,929	09	376	75	737	81	6,734	85
Hamilton	2,367	50	125	00	9,274	53		712	05	5,330	42	1,349	76	5,001	40
Kingston	1,643	00	22	31	9,971	50		10,321	51	144	45	1,461	82	2,26	69
London	1,387	50	10	00	9,000	00		380	76			1,182	61	5,538	31
Ottawa	1,778	00	100	85	5,982	00		20,358	58			1,078	40	7,893	38
Total..	12,449	50	437	57	57,228	03		61,12	99	5,963	79	5,810	40	25,394	63

N.B.—Tables A, B, C and D, include Statistics of Roman

Schools of Upper Canada.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.															
Total Receipts for all Common School purposes during '85.		For Teachers' Salaries.		For Maps, Apparatus, Prizes and Libraries, including 100 per cent.		For Sites & Building School Houses.		For Rents and Repairs of School Houses.		For School Books, Stationery, Fuel, & other expenses.		Total Expenditure for all Common School purposes during 1885.		Balance.	
\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
15987	34	9758	15	97	09	1726	29	367	08	343	95	12492	56	3494	78
10003	35	7767	92	59	00	846	83	199	95	339	65	9174	35	829	00
13375	25	9261	21	32	55	1601	33	261	91	496	29	11655	31	1721	94
10386	54	7692	29	41	83	140	05	316	86	677	19	8871	22	1515	32
6687	89	5238	37	59	10	94	28	55	86	262	04	3709	65	978	24
23314	41	17697	69	284	60	1731	16	589	37	561	68	20887	59	2446	91
16710	31	11497	12	70	08	2256	37	315	18	665	27	14804	02	1906	29
24258	17	18137	64	145	40	1433	29	440	21	1759	45	21906	97	2351	20
28111	03	18277	42	386	36	2708	09	756	23	1274	17	23402	27	4708	78
17445	65	12662	46	214	62	1010	09	198	70	1016	85	15192	72	2442	93
21653	51	15272	03	68	23	2009	24	691	11	1250	78	19291	39	2362	12
13511	23	8951	66	76	00	1611	57	226	93	1317	43	12183	59	1327	64
10557	46	7042	87	156	00	422	13	1915	38	514	56	10030	92	326	54
19614	44	15326	40	109	12	1210	98	442	81	1178	97	18268	28	1346	16
82217	32	22905	91	573	90	3269	39	731	01	1670	55	29155	76	3061	58
32193	50	26424	85	332	62	1209	52	559	37	1728	45	30246	01	1947	49
31132	06	24025	94	298	70	552	63	504	71	1832	44	27234	42	3897	64
25959	97	15896	10	656	28	2459	60	298	09	1084	96	26950	03	5664	94
22919	84	16873	51	453	46	1132	33	664	73	1301	45	20425	50	2494	34
46105	62	32118	61	973	64	3746	06	1058	29	2998	88	36875	48	5230	14
64120	50	43163	35	861	56	5090	51	1298	48	5204	52	55618	42	8502	05
27458	49	21085	43	343	06	2356	13	656	24	2194	52	26620	88	838	11
46244	05	32843	03	759	84	2533	09	594	52	2616	39	39646	87	6597	18
21806	72	17344	60	546	00	808	95	434	37	1167	37	20291	49	1505	23
34240	84	22101	24	369	73	2621	65	625	67	2372	42	28090	71	6150	13
26103	03	16587	18	285	50	4188	66	1124	76	1936	70	24125	00	1980	03
20408	32	14970	32	172	84	1853	37	201	18	1373	31	18771	02	1637	30
27091	38	15671	10	187	84	5411	56	426	04	1581	23	23277	77	3813	61
20446	99	17283	19	384	43	491	89	354	10	1353	56	19867	17	379	82
29718	88	21024	50	387	66	1773	89	472	94	2965	34	25754	33	3961	55
41684	81	29502	45	673	26	3286	08	991	08	3519	29	37972	16	3712	69
40393	25	28153	16	598	46	4497	82	822	52	3075	90	37147	86	3245	39
52841	53	35299	17	979	78	6063	06	677	24	3338	41	46357	66	6183	87
43917	15	33731	13	506	46	1609	83	998	94	4073	86	49920	22	2996	96
36691	64	24955	90	704	06	4603	45	681	81	2828	18	33773	28	2918	26
58540	43	39083	34	1115	95	6187	51	1133	88	2848	98	50369	66	8170	77
31442	83	21617	12	777	40	2116	75	850	49	1530	13	26891	89	4350	94
68388	75	42688	19	1102	72	9829	74	1436	94	4838	05	59896	32	8492	23
35813	02	25051	97	381	67	2685	39	902	15	1986	72	31007	99	4805	12
80659	40	21906	67	409	21	1636	90	968	30	1907	25	26818	33	3841	07
35251	80	21239	85	429	76	2538	09	956	75	2045	06	26189	51	9062	29
21459	82	13839	28	178	66	545	41	615	54	1387	87	16566	76	4893	06
		397	64									397	64		
1236278	21	862367	96	17198	43	103913	23	28038	90	77965	13	1089483	65	146794	58
38291	41	20242	00	358	82	5647	70	1066	09	8976	80	36291	41	2000	00
24100	66	15702	60	250	00			1087	81	4649	39	21690	00	2410	66
14502	28	7930	27	244	72	2386	97	268	47	3661	95	14502	28		
17499	18	8712	57	35	56	1695	98	1128	38	803	27	12375	76	5123	42
19003	58	6242	91	324	52	360	66	1348	11	2518	26	10794	46	8208	92
118396	91	58630	35	1223	62	10091	31	4898	78	20669	87	95653	91	17743	00

Catholic Schools, but they are given separately in Table F.

TABLE A.—The Common

TOWNS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.							Balances.
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund and other sources.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	
Amherstburgh	279 00	25 00	1629 08	575 00	97 12	158 65	34 26	
Barrie.....	272 83	48 97	2386 04	153 31	.....	103 51	84 35
Belleville	758 50	34 32	4120 06	882 44	2 00	20 00	220 23	
Berlin.....	229 50	43 00	1912 00	.....	.....	346 15	11 96
Howmanville.....	326 00	48 85	1576 00	.....	330 83	1 65	279 30
Brantford.....	745 50	75 00	4350 00	440 88	922 38	560 00	157 23	
Brockville	493 50	40 00	2500 00	480 28	74 62	16 00	1516 13	
Chatham.....	535 50	.....	2500 00	275 25	37 75	360 72	2365 82
Clifton.....	156 00	.....	900 00	104 00	128 00	78 60	679 17
Cobourg.....	595 00	15 40	2740 00	123 98	716 87	36 16	1 01	
Collingwood.....	166 00	.....	766 00	.....	.....	.....	805 31
Cornwall.....	239 00	23 00	1150 00	.....	10 00	9 49	213 66
Dundas.....	347 00	13 20	827 78	128 85	656 12	372 30	6 42	
Galt.....	368 00	.....	3372 00	.....	25 00	.....	1446 29
Goderich.....	387 00	77 00	3400 00	.....	.....	.....	462 61
Guelpb.....	614 50	.....	3509 41	327 43	1042 12	66 00	8 03
Ingersoll.....	799 50	29 30	1070 00	274 30	473 00	412 30	998 43	
Lindsay.....	236 00	.....	2016 05	454 17	50 09	278 22	146 20
Milton.....	108 00	5 00	400 94	.....	58 50	176 82	99 59
Napanee.....	209 50	20 00	900 00	775 12	90 00	10 00	1568 79	
Niagara.....	243 00	.....	313 44	597 06	.....	580 62	.....
Oakville.....	174 50	69 46	868 17	72 57	51 97	179 37	.....
Owen Sound.....	265 00	.....	1675 00	.....	.....	.....	7 02
Paris.....	236 00	.....	1542 69	116 12	2 00	150 55	0 21
Perth.....	299 50	10 00	444 91	350 00	.....	1946 38	3 70
Peterborough.....	462 50	14 75	3405 00	528 65	1144 61	72 59	13 52	
Pictou.....	242 50	.....	900 00	163 15	260 00	169 00	99 23
Port Hope.....	499 00	.....	2029 43	.....	1354 84	.....	409 18
Prescott.....	304 00	.....	1186 49	380 75	446 92	277 61	95 72
Sandwich.....	118 00	10 75	118 00	660 71	.....	.....	106 40
Sarnia.....	250 00	39 02	1250 00	.....	484 12	5 00	48 57
St. Catharines.....	737 06	39 00	1100 00	2380 00	.....	469 86	210 50
St. Mary's.....	863 00	19 18	2400 00	.....	.....	7 83	1224 43
St. Thomas.....	195 00	.....	900 00	.....	513 38	.....	207 49
Simcoe.....	222 00	115 00	2493 16	.....	.....	50 00	.....
Stratford.....	352 10	28 64	1800 00	134 57	10 50	104 90	1044 51	
Whitby.....	321 50	104 08	2433 00	91 22	3 00	257 93	9 71	
Windsor.....	300 00	32 00	2960 00	.....	.....	8 50	492 81
Woodstock	400 00	20 47	1790 85	.....	962 19	27 50	.....
Total.....	13370 43	1000 39	71725 50	10469 99	9954 93	7314 21	15070 79	

Schools of Upper Canada—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITY.							
Total Receipts for all Common School purposes during '65.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites & Buildings School Houses.	For Rent and Repairs of School Houses.	For School Books, Stationery, Fuel, & other expenses.	Total Expenditure for all Common School purposes during 1865.	Balance.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2798 11	1865 00	55 75	170 19	254 77	403 43	2772 14	13 97
3049 01	1316 78	147 75	1291 04	86 23	74 89	2550 69	168 32
6037 55	4085 63	69 47	.....	195 24	389 27	5249 61	787 94
2545 61	2324 90	86 00	.....	116 77	.....	2527 67	17 94
2562 63	1453 00	101 85	.....	111 36	327 06	1993 27	569 36
7257 99	5320 32	150 00	.....	165 33	1564 51	7290 16	57 83
5120 53	2708 40	90 50	.....	101 01	529 09	3429 00	1691 53
6075 04	2702 53	51 76	.....	458 00	1031 94	4274 23	1500 81
2045 77	1055 00	.....	.....	16 13	167 30	1222 43	823 34
4228 42	3166 43	225 10	.....	286 00	549 98	4227 51	0 91
1737 31	1200 00	.....	.....	.....	332 24	1533 24	204 07
1645 15	1020 00	46 00	.....	26 70	219 88	1393 58	251 57
2351 65	1750 00	26 40	28 00	265 57	251 85	2951 65	.....
5211 29	3012 50	260 00	.....	21 30	393 69	3737 40	1532 89
4326 61	2845 62	154 00	.....	132 67	720 72	3868 41	457 28
5657 49	3392 62	6 20	1578 15	419 25	460 50	5656 75	80 74
3556 83	1465 00	91 51	203 25	78 78	395 78	2237 30	1319 53
3180 73	2203 62	5 46	.....	214 40	723 91	3147 33	32 40
848 85	562 50	10 00	.....	27 62	173 52	773 65	73 20
3563 41	858 00	40 00	2228 17	32 10	331 65	1560 92	2 49
1734 12	1629 10	.....	.....	.....	195 02	1734 12	.....
1416 04	1003 00	154 60	21 80	56 92	173 66	1499 78	6 26
1947 02	1628 86	.....	.....	50 00	159 62	1938 48	8 54
2097 57	1562 87	.....	.....	59 92	424 34	2047 13	50 44
3054 49	2663 49	60 00	.....	172 05	135 25	3050 79	3 70
5641 62	3519 39	49 75	.....	83 68	1322 06	5184 83	456 79
1833 88	1146 12	.....	.....	24 55	236 20	1436 90	376 98
4292 45	2396 34	.....	.....	205 84	498 74	4190 92	1191 53
2691 49	1199 00	.....	.....	219 30	711 47	2129 77	561 72
1013 86	779 44	21 50	.....	10 25	.....	811 19	202 67
2076 71	1361 00	78 04	.....	148 19	482 57	2049 80	26 91
4936 36	3860 00	84 00	.....	323 26	587 13	4854 39	51 97
3984 44	1400 00	84 18	1237 18	136 00	436 87	3494 23	490 21
1615 87	1286 37	.....	.....	163 47	297 01	1717 05	64 82
2880 16	2213 84	235 00	.....	.....	331 32	2880 16	.....
3475 22	2210 19	57 28	.....	197 25	97 89	2472 61	1002 61
3220 64	2510 83	208 16	48 00	121 93	271 90	3169 82	50 82
3793 31	2443 75	74 50	.....	356 67	349 45	3124 40	668 91
3201 01	2321 66	53 97	.....	75 14	350 24	3201 01	.....
128906 24	81762 30	2808 67	6570 59	5450 06	17055 70	113647 32	1525 92

TABLE A.—The Common

VILLAGES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.						
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, and other sources.	Balances.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Araprior.....	100 00	15 00	124 50	544 60	103 92	10 68	.....
Asburnham.....	119 00	20 00	319 00	10 00	153 06	22 36	21 03
Aurora.....	144 00	.....	237 00	.....	.....	1 09	87 91
Bath.....	90 00	.....	100 00	.....	125 00	.....	45 75
Bradford.....	115 00	10 00	1115 00	.....	155 35	.....	45 02
Brampton.....	195 00	.....	904 43	.....	.....	.....	385 26
Brighton.....	141 00	.....	141 00	700 00	.....	100 00	534 74
Caledonia.....	138 00	12 00	1370 00	.....	175 78	16 00	70 22
Cayuga.....	90 00	15 90	474 36	.....	.....	10 00	1 27
Chippewa.....	169 19	.....	1600 00	218 64	.....	213 88	370 22
Clinton.....	.....	.....	1150 00	.....	8 00	200 00	516 63
Colborne.....	96 00	9 55	435 50	.....	.....	106 93	54 94
Dunnville.....	152 00	10 00	152 00	925 00	.....	.....	731 83
Elora.....	125 00	15 00	1359 85	.....	5 00	.....	23 69
Embree.....	66 00	.....	480 35	.....	.....	10 78	12 49
Fergus.....	132 50	12 00	875 00	50 42	274 08	2 00	173 51
Fort Erie.....	80 50	8 00	800 00	63 70	.....	67 70	357 70
Gananoque.....	151 00	5 00	834 42	.....	.....	689 55	168 52
Georgetown.....	.....	.....	662 87	.....	269 92	216 83	.....
Hawkesbury.....	151 00	.....	200 00	457 00	200 95	.....	66 32
Heepster.....	71 00	10 00	1330 87	.....	.....	56 83	24 31
H. Land Landing.....	83 00	.....	600 00	.....	.....	0 38	14 53
Iroquois.....	74 00	.....	74 00	.....	187 44	99 96	64 13
Keenptville.....	125 00	.....	321 72	.....	117 75	.....	165 19
Kincairdine.....	117 00	.....	713 87	.....	.....	4 50	9 30
Lanark.....	72 00	.....	72 00	.....	67 28	10 00	.....
Merrickville.....	103 50	.....	961 00	.....	.....	85 03	35 80
Mitchell.....	145 00	15 00	1300 60	.....	.....	.....	152 59
Morrisburgh.....	102 00	.....	102 00	.....	.....	.....	211 16
Mount Forest.....	.....	16 00	151 66	396 87	.....	270 45	.....
Newburgh.....	140 00	.....	930 65	.....	.....	58 32	.....
Newcastle.....	123 00	3 34	123 00	215 50	238 50	.....	.....
New Hamburg.....	104 00	.....	1000 00	.....	.....	.....	657 14
Newmarket.....	165 50	.....	850 00	83 00	245 95	65 70	338 32
Oranburg.....	.....	10 00	1107 00	.....	.....	83 00	.....
Orangeville.....	96 00	.....	225 00	.....	.....	.....	46 41
Oshawa.....	237 00	17 93	2987 00	124 32	38 91	723 14	54 59
Pembroke.....	105 96	75 00	58 00	475 13	186 75	258 77	.....
Portsmouth.....	105 50	10 00	750 10	128 43	47 56	211 91	1 10
Port Dalhousie.....	159 00	.....	900 00	.....	155 00	.....	413 89
Preston.....	154 00	.....	1500 00	117 00	10 00	105 40	653 84
Renfrew.....	54 00	.....	84 00	16 00	116 50	.....	.....
Smith's Falls.....	136 00	.....	259 25	.....	160 15	.....	41 94
Southampton.....	73 00	21 50	879 27	.....	.....	3 00	.....
Stirling.....	90 00	9 25	350 00	.....	.....	59 39	.....
Strathroy.....	90 00	34 90	1300 00	.....	.....	300 00	167 42
Streetsville.....	58 00	.....	287 00	.....	.....	.....	1 29
Thorold.....	185 00	30 00	1000 00	104 96	389 75	.....	376 38
Trenton.....	161 00	52 50	1163 04	366 29	.....	.....	140 39
Vienna.....	108 00	10 00	715 91	.....	8 50	77 12	.....
Waterloo.....	152 00	42 40	525 94	.....	.....	899 58	.....
Wellington.....	82 00	.....	100 00	116 41	206 25	.....	538 52
Welland.....	87 00	.....	900 00	.....	.....	66 24	16 68
Yorkville.....	183 00	18 50	800 00	.....	84 08	167 50	.....
Total.....	2130 65	508 77	37757 56	5113 17	3850 43	5277 02	7781 97

Schools of Upper Canada.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1865.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites & Building School Houses.	For Heats and Repairs of School Houses.	For School Books, Stationery, Fuel & other expenses.	Total Expenditure for all Common School purposes during 1865.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
898 60	589 50	30 00		182 50	98 60	898 60	
664 45	580 00	40 00		6 15	21 03	647 18	17 27
470 00	142 50			16 15	178 27	334 92	135 08
360 75	315 00			1 98	42 06	359 64	1 11
1440 37	699 29	20 00	370 00	143 45	159 29	1392 03	48 34
1484 69	840 00	10 00		40 00	493 63	1383 63	101 06
1616 74	811 85			15 85	91 05	918 75	697 99
1780 00	625 45	24 00	960 00	28 30	141 36	1779 11	0 89
591 53	460 00	31 80	40 00		69 73	591 53	
2571 93	1010 00		1230 50	28 91	93 94	2363 35	208 58
1874 63	870 00		542 75	14 24	185 90	1612 99	261 74
702 92	548 46	35 94			118 62	702 92	
1970 83	984 00	30 28		25 45	106 58	1146 34	824 49
1528 54	851 66	80 00	40 00	13 55	182 00	1168 11	360 43
569 62	530 00			3 50	30 96	564 46	5 16
1519 51	852 00	42 00	221 50	58 05	113 11	1286 66	232 85
1377 60	550 35	16 00	74 93	18 55	87 49	747 32	630 28
1868 49	484 92	10 73	1007 25	165 93	112 68	1721 51	146 98
1149 62	701 04			333 77	47 34	1082 15	67 47
1075 27	872 00				97 71	969 71	105 56
1497 01	604 00	20 00	807 37	18 39	24 53	1474 29	22 72
702 91	615 00				73 09	688 09	14 82
499 53	375 50			36 63	45 06	458 09	41 44
732 66	480 00	5 00		35 72	72 22	593 04	139 62
844 67	555 00	16 00	20 00		192 87	783 37	61 30
221 28	160 00				31 00	191 00	30 28
1185 33	1053 43	10 45		14 45	107 00	1185 33	
1612 59	980 00	30 00		105 05	148 93	1263 98	348 61
415 16	150 00	5 00		220 16	49 00	415 16	
834 98	513 17	32 00		164 42	125 39	834 98	
1128 97	775 73			225 36	127 88	1128 97	
703 34	591 00	10 84		50 00	141 50	703 34	
1761 14	814 24	30 00		193 37	21 41	1059 02	702 12
1748 47	1090 20			80 02	135 05	1305 27	443 20
1200 00	702 50	22 50			475 00	1200 00	
367 41	270 00	4 25		1 00	49 60	324 85	42 56
4182 89	1678 33	110 53	900 00	245 92	1248 11	4182 89	
1159 61	545 30	150 00	337 30	100 00	27 01	1159 61	
1254 60	818 33	26 25	5 22	25 82	184 22	1059 84	194 76
1627 89	874 33			63 21	138 25	1075 82	552 07
2570 24	1483 30	23 00		74 22	136 48	1717 00	853 24
300 50	268 92				15 58	284 50	16 00
597 34	520 00			4 50	34 64	559 14	38 20
976 74	682 43	43 00	31 70		79 98	887 11	139 66
508 64	360 00	19 25		13 40	91 54	454 19	24 45
1892 32	1060 00	104 90	210 00	40 00		1444 00	447 42
506 29	436 75			42 17	24 43	503 35	2 94
2077 09	1214 53	60 00		130 55	130 55	1405 08	672 01
1883 22	1228 05	105 00		183 22	95 86	1612 13	271 09
919 53	705 00	20 00		17 40	177 13	919 53	
1619 92	1070 50	84 80	268 82	12 20	90 73	1527 05	92 87
504 66	455 00			30 66	19 00	504 66	
1591 76	800 08				453 51	1263 59	328 17
1274 76	933 21	37 00		113 30	161 25	1274 76	
66419 57	38091 85	1340 52	7097 34	3146 95	7418 08	57094 74	9324 83

TABLE A.—The Common

TOTALS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.						
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund and other sources.	Balances.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Total Counties.....	134021 92	8094 51	141381 52	689501 06	40927 39	71729 42	150622 09
" Cities.....	12449 50	437 57	57228 03	6112 99	5963 79	5810 40	25394 63
" Towns.....	4370 44	1000 39	71725 50	10469 99	9954 93	7314 21	15070 79
" Villages.....	6130 65	508 77	37757 56	5113 17	3850 43	5277 02	7781 97
Grand Total, 1865.....	165972 50	10041 54	308092 61	711197 21	50696 54	90131 05	198869 48
" 1864.....	168225 89	8827 06	304382 51	659380 83	59634 75	105296 10	178438 73
Increase.....		1214 48	3710 10	51816 38	1059 79		20430 75
Decrease.....	2253 39					15165 05	

N.B.—Tables A, B, C and D include Statistics of Roman

Schools of Upper Canada—Concluded.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during '66.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent. Grant.	For Sites & Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel, & other expenses.	Total Expenditure for all Common School purposes during 1866.	Balance.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1236278 21	862367 96	17198 43	103913 23	28038 90	77965 13	1089488 65	146794 56
113396 91	58830 35	1223 62	10091 31	4898 76	20609 87	95653 91	17743 00
128906 24	81762 30	2808 67	6370 59	5450 06	17055 70	113647 32	15258 92
66419 57	38991 85	1340 52	7097 34	3146 95	7118 08	57094 74	9321 83
1545000 93	1041052 46	22571 24	127672 47	41534 67	123018 78	1335879 62	189121 31
1484187 87	996956 66	23149 94	116056 50	37003 40	112151 89	1285318 39	198869 48
60813 06	44095 80	.....	11615 97	4531 27	10896 39	70561 23	.....
.....	.....	578 70	.....	.....	.....	.....	9748 17

Catholic Separate Schools, but they are given separately in Table F.

TABLE B.—The Common Schools of Upper Canada.

No.	COUNTIES.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	Number of Pupils attending School							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
1	Glengarry	5910	4641	284	4925	2653	2272	104	237	684	1113	1175	1017	578	141	781	2040
2	Stormont	5050	4335	315	4648	2432	2216	44	528	906	1119	980	690	425	.....	530	1620
3	Dundas	5528	4841	421	5262	2770	2492	104	509	767	1126	948	832	488	592	506	1983
4	Prescott	4130	3132	114	3246	1669	1577	12	371	657	800	644	438	336	.....	912	1499
5	Russell	1951	1431	60	1491	813	678	12	194	293	345	282	191	115	.....	650	597
6	Carleton	8483	7006	310	7316	3837	3479	105	821	1131	1690	1365	1076	632	301	1036	2513
7	Grenville	5722	4916	409	5325	2763	2562	35	587	1180	1341	1043	718	357	99	706	1921
8	Leeds	9118	7793	594	8387	4313	4074	108	1030	1766	2070	1780	1287	534	.....	799	3016
9	Lanark	8177	6921	487	7408	4017	3391	42	742	1546	1760	1411	1110	656	153	992	2869
10	Renfrew	6814	4587	212	4799	2421	2378	20	753	1243	1255	788	544	296	.....	1718	1533
11	Frontenac	7302	6092	275	6367	3307	3060	63	796	1378	1710	1183	767	313	220	1211	2271
12	Addington	4787	3854	287	4141	2287	1854	129	454	770	1076	939	575	265	62	790	1499
13	Lennox	2241	2004	255	2259	1144	1115	62	249	493	610	473	281	150	.....	173	882
14	Prince Edward	4957	4332	504	4836	2640	2196	112	439	938	1250	1097	711	340	31	291	2191
15	Hastings	10645	8708	730	9438	4883	4555	64	1170	2151	2521	1850	1292	425	20	1654	3415
16	Northumberland	10357	8736	632	9368	4898	4470	43	1147	2221	2601	1759	1175	465	.....	955	2256
17	Durham	9092	7566	653	8219	4427	3792	91	915	1663	2172	1669	1175	534	91	746	2109
18	Peterborough	6166	4849	287	5136	2733	2403	69	670	1021	1233	893	783	531	.....	472	1891
19	Victoria	7261	5813	342	6155	3273	2882	44	764	1269	1458	992	878	575	219	1361	2194
20	Ontario	11694	10330	989	11319	6134	5185	52	1249	2197	2387	2322	1660	973	31	804	4400
21	York	15432	13678	904	14582	7830	6752	129	1576	2865	3678	2832	2155	1202	274	1307	5381
22	Peel	7051	6387	519	6906	3806	3100	143	687	1484	1898	1391	944	492	10	650	2476
23	Simcoe	11193	11317	740	12057	6660	5397	63	1521	2717	3166	2285	1578	790	.....	1741	4196
24	Halton	5131	4377	442	4819	2541	2278	173	453	934	1273	1021	691	447	.....	420	1798
25	Wentworth	8240	6665	435	7100	3857	3243	232	656	1268	1738	1408	1083	672	275	1048	2852
26	Brant	5973	4897	435	5322	2745	2577	97	596	962	1254	1050	905	555	.....	552	2166
27	Lincoln	5529	4223	268	4491	2419	2072	89	475	999	1207	962	586	282	.....	794	1686
28	Welland	5357	4886	399	5285	2738	2547	128	768	1177	1530	931	585	230	64	428	1745
29	Haldimand	6313	5671	439	6110	3266	2844	43	594	1167	1480	1307	988	574	.....	557	2392
30	Norfolk	8353	7254	612	7866	4143	3723	110	954	1659	2092	1829	959	318	25	809	2713
31	Oxford	12126	10792	753	11545	6162	5383	92	1076	2119	2906	2308	1804	1118	214	960	4555
32	Waterloo	8992	8322	352	8674	4733	3391	59	766	1632	2204	1913	1354	795	10	513	3425

PUPILS ATTENDING THE COMMON SCHOOLS.

Number in the different branches of Instruction.

No.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Phil-osophy.	Vocal Music.	Linear Drawing	Number of girls learning needlework.	Other studies.
	1st class. lowest.	2d class.	3d class.	4th class.	5th class.															
1	904	841	777	983	1220	2616	1642	1197	367	653	2827	126	82	80	64	260	354	25	89	
2	918	788	734	884	1277	2328	934	768	262	601	2347	115	26	38	7	57	154	22	22	
3	853	991	1042	1065	1077	2957	957	951	451	344	2438	110	31	91	26	68	42	12	12	
4	848	521	580	566	630	1447	737	462	160	240	1603	22	16	16	3	48	15	12	12	
5	350	233	273	256	245	643	309	323	65	195	691	24	1	19	10	44	163	30	44	50
6	1263	1332	1549	1125	1319	3672	1636	1482	564	715	3674	132	49	81	55	128	41	1	23	39
7	952	828	1010	957	1328	2390	1007	871	220	558	3057	74	21	64	33	66	12	21	75	
8	1365	1408	1623	1724	1786	4406	1673	1687	532	987	4409	127	66	144	51	195	132	3	20	35
9	1241	1342	1312	1403	1330	4045	1750	1640	502	639	3711	86	18	59	123	75	105	8	158	
10	983	971	1046	937	787	2318	1172	1115	293	218	2589	47	13	27	9	85	29	5	39	
11	1165	1296	1260	1104	1164	3238	1216	1182	371	602	3215	90	30	41	20	117	161	9	122	155
12	691	683	778	711	924	1957	791	894	294	574	2072	142	37	87	35	54	165	6	22	35
13	394	376	431	376	632	1250	540	585	229	547	1233	125	33	35	17	77			51	51
14	588	805	950	992	1465	3285	1484	1912	718	1203	2872	189	94	97	40	125	71	23		51
15	1899	1963	2010	1637	1564	4940	1931	2873	1071	1186	4661	269	98	138	46	368	638	47	11	49
16	1847	2396	2252	1745	1138	3966	3500	4181	1340	859	5651	252	19	164	80	114	384	16	14	103
17	1460	1700	1844	1739	1392	5428	2359	3189	1637	1064	5146	127	36	193	82	145	593	49	20	50
18	912	979	1078	1084	900	3029	1278	1441	637	625	2923	63	31	42	17	54	812	40	48	101
19	1188	1293	1213	1124	939	3124	1270	1455	783	691	2765	36	13	72	59	81	595		32	129
20	2144	2179	2327	1928	2417	6880	3297	4059	2247	2115	6707	388	128	266	154	423	1776	45		507
21	2940	2999	2978	2561	2999	9168	4299	5885	3070	2438	8848	550	232	378	201	745	1590	327	163	208
22	1224	1355	1481	1239	1587	4279	2162	2761	962	1228	4253	214	102	199	104	269	758	115	9	8
23	2558	2400	2575	2088	2090	6323	2724	3390	2138	1588	6276	158	62	153	93	188	909	217	51	347
24	778	845	977	826	1152	3142	1597	1841	773	871	3002	134	104	205	143	370	564	34		63
25	1215	1320	1402	1276	1375	4081	1888	2192	1314	1003	4149	127	34	126	53	239	1120	57	27	69
26	851	1018	1042	984	1256	3561	1784	2155	925	967	3222	151	65	242	99	252	1497	71	24	242
27	803	842	844	867	955	2792	1100	1318	765	729	2782	112	25	88	40	117	310	32		66
28	944	962	971	967	1242	3239	1456	1765	714	795	3195	214	75	152	52	259	538	41	23	84
29	1142	1115	1227	1259	1155	3620	1483	2192	704	914	3573	167	39	106	71	249	317	8	36	59
30	1483	1457	1586	1484	1317	4334	1677	2069	862	915	4068	225	18	95	46	180	761	32	51	104
31	1916	2125	2178	2097	2625	7473	3566	4845	2723	1869	6858	396	109	311	139	431	1126	253	9	286
32	2077	1868	1672	1131	1405	5411	2221	2746	1218	1102	5328	104	61	153	113	234	1847	97		355

TABLE B.—The Common Schools of Upper Canada.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	COUNTIES—Con.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	No. of Pupils attending School.						No. of children not attending any school whatever.	Average attendance of pupils.	
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.			Whose days are not reported.
33	Wellington.....	13765	12294	873	13167	7235	5932	38	1478	2762	3333	2660	1827	950	157	1394	4587
34	Grey.....	13888	11272	551	11823	6334	5489	13	1756	2788	2989	2180	1341	624	145	1509	3561
35	Perth.....	10671	9723	451	10174	5353	4821	32	1147	2104	2619	2169	1447	556	132	1078	3528
36	Huron.....	16499	13217	759	13976	7523	6453	41	1655	2951	3341	2622	1917	991	469	1305	5147
37	Bruce.....	10437	8657	372	9029	4901	4128	.....	1241	1999	2324	1731	1071	488	165	1249	2846
38	Middlesex.....	18036	15754	1186	16940	9120	7820	97	1856	2297	4155	3411	2476	1234	517	1688	6053
39	Elgin.....	8678	7627	831	8458	4512	3946	110	906	1702	2072	1884	1212	692	.....	717	3133
40	Kent.....	8494	6735	508	7243	3753	3490	30	761	1291	1771	1461	1131	657	171	1338	2622
41	Lambton.....	7784	6733	394	7127	3674	3453	27	888	1410	1802	1491	966	447	114	880	2490
42	Essex.....	5834	4977	258	5235	2629	2606	56	639	1042	1339	969	629	198	418	664	1781
43	District of Algoma.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	352166	297335	20639	317974	169298	148376	3097	36074	64923	80353	63317	44906	23281	5120	38677	125887
CITIES.																	
44	Toronto.....	10555	8289	46	8335	4329	4006	.....	938	1316	1942	1488	1364	1287	.....	1650	3384
45	Hamilton.....	3000	4602	42	4644	2442	2202	156	272	687	1174	906	999	606	.....	.....	2531
46	Kingston.....	3500	3113	66	3179	1698	1481	.....	158	341	652	670	710	648	.....	108	1837
47	London.....	4200	3642	68	3710	2015	1695	.....	279	506	642	513	427	1343	.....	.....	1815
48	Ottawa.....	3700	3177	65	3242	1811	1431	.....	306	426	678	556	615	661	.....	.....	1466
	Total.....	26955	22823	287	23110	12295	10815	156	1953	3276	5088	4133	4115	4545	.....	1758	11033
TOWNS.																	
49	Amherstburgh.....	556	482	8	490	268	222	18	34	52	112	104	139	49	.....	73	226
50	Barrie.....	600	536	32	568	301	267	.....	59	85	157	137	96	34	.....	35	236
51	Belleville.....	1860	1778	3	1781	912	869	50	144	346	413	429	286	153	10	75	827

PUPILS ATTENDING THE COMMON SCHOOLS.

Number in the different branches of Instruction.

No.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing	Number of girls learning needlework.	Other studies.
	1st class. (lowest.)	2d class.	3d class.	4th class.	5th class.															
33	2466	2591	2856	2255	2310	7050	3449	4612	2518	1784	6818	173	122	182	94	435	1518	240	44	99
34	2520	2332	2527	1984	1664	6352	2703	3862	1396	905	5830	305	85	109	48	216	1607	184	143	190
45	2009	2043	2208	1630	1682	5252	2445	3372	1564	1144	5252	100	69	223	88	238	372	7	62	7
36	2679	2777	3067	2632	2379	7437	3220	5003	1910	1533	7280	174	103	187	141	365	1475	130	27	73
37	1984	1896	1823	1531	1207	4517	1892	2669	1483	861	4415	102	42	88	51	165	1031	35	14	15
38	2587	2891	2936	2832	4062	9646	4523	6464	2183	2685	8744	251	160	449	263	432	1273	1	76	455
39	1248	1264	1471	1103	2399	4983	2413	3108	1101	1761	4992	429	76	293	110	311	435	6	23	211
40	1477	1417	1270	1095	1285	3609	4656	2579	765	953	3754	167	48	136	68	175	276	67	19	114
41	1375	1444	1427	1202	1480	3262	1712	2113	1037	892	3635	102	23	73	22	117	168	1	49	49
42	1259	1024	940	801	617	2106	886	891	296	338	2202	31	9	27	4	2	55	18	35	35
43	58532	60850	63591	56522	62157	177754	80369	100103	43116	41861	173373	6930	2505	5748	2975	8554	25727	2239	1174	4947
44	2598	1970	1946	1474	596	6025	2320	6506	1956	2596	4707	110	186	249	239	200	2755	169	1843	172
45	1351	1685	839	585	177	4465	1297	2871	2461	876	4196	93	115	171	106	213	4823	1408	990	4623
46	724	781	582	559	430	2134	1354	1815	827	516	1981	170	135	148	85	164	458	233	777	7
47	867	858	987	566	492	2965	2029	2965	1591	963	3011	85	72	448	62	232	3368	448	515	232
48	764	750	875	571	398	2025	1333	1431	934	629	1870	128	102	123	74	142	1533	.....	267	267
	6104	6044	5229	3645	2690	17614	9353	15588	7769	5610	15765	596	610	1139	566	951	12937	2258	4125	5301
49	82	96	103	111	98	403	258	346	254	190	353	23	7	9	44	369	.....	65	.....	.....
50	190	112	88	103	75	458	242	242	102	110	414	.....	.....	20	20	4	250	.....	50	102
51	422	363	372	330	294	1427	754	938	468	337	1152	21	.....	14	2	177	1422	.....	20	.....

TABLE B.—The Common Schools of Upper Canada.—Continued.

No.	Township.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	Less than 20 days during the year.	No. of Pupils Attending School.					200 days to the whole year.	Whose days are not reported.	No. of children not attending any school whatever.	Average attendance of pupils.
										20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.					
52	Berlin	810	769	15	784	401	383	18	66	116	161	163	192	86		32	365	
53	Bowmanville	400	346	7	353	182	171	32	31	62	87	66	91	16			167	
54	Brantford	1900	1822	29	1851	943	908	61	160	281	367	399	428	186		70	1037	
55	Brockville	1100	983	36	1019	476	543	6	36	87	117	155	156	168	290		617	
56	Chatham	1000	976	51	1026	531	495	9	98	180	271	220	164	57	40		456	
57	Chatham	350	341	12	353	184	169	20	44	60	72	78	69	50		12	149	
58	Cobourg	1100	800	17	817	512	305	159	56	124	212	172	112	141			381	
59	Collingwood	400	388		388	211	177		61	78	91	80	41	37			136	
60	Corwall	464	387	12	399	256	143		42	68	130	97	45	17			152	
61	Dundas	900	653	1	654	363	271	102	33	121	178	148	126	28		60	290	
62	Galt	978	843		843	423	420		42	93	183	163	193	169			468	
63	Goderich	832	832		832	416	423		72	126	157	160	203	81			408	
64	Guelph	1220	1172	27	1199	607	593	57	75	231	306	306	163	28		178	481	
65	Ingersoll	850	534	18	552	244	308	41	58	137	149	92	92	24			231	
66	Lindsay	610	518	10	528	283	245		37	77	128	163	111	11		89	246	
67	Milton	260	248	12	260	140	120	35	32	48	59	75	26	20			106	
68	Napanee	550	502	57	559	285	274	5	37	127	200	100	42	3		20	244	
69	Niagara	564	335	3	338	179	159		10	37	66	59	62	11			136	
70	Oakville	460	400	29	429	228	201	19	31	84	114	79	72	47			207	
71	Owen Sound	575	375	14	389	323	266		52	90	123	168	149	7			289	
72	Paris	642	612	10	622	323	299	20	44	80	168	154	143	33			309	
73	Porth	750	617	17	634	333	301		33	90	141	138	183	49			340	
74	Peterborough	1000	908	46	954	506	448	68	57	116	298	233	197	53		70	332	
75	Pictou	440	372	14	386	218	168	11	2	5	23	38	14	5	299	9	186	
76	Port Hope	1000	813	40	853	322	331	62	150	139	153	167	155	109		100	358	
77	Prescott	400	360	17	377	263	114	12	20	91	141	91	29	5			195	
78	Sandwich	430	315	6	321	169	152		28	58	66	78	86	5		70	139	
79	Sarnia	500	441	13	454	244	210	51	54	88	128	95	80	9		60	186	
80	St. Catharines	2078	1751	24	1775	991	784		112	252	312	349	476	274			756	
81	St. Mary's	811	659	5	664	327	337		90	135	162	161	97	19		60	269	
82	St. Thomas	460	452	61	513	265	248		57	29	96	156	85	51			233	
83	Simcoe	414	404	36	440	240	200		33	51	98	110	132	16			235	

PUPILS ATTENDING THE COMMON SCHOOLS.

Number in the different branches of instruction.

No.	Reading.					Arithmeti- c.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Phil- osophy.	Vocal Music.	Linear Drawing	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2d class.	3d class.	4th class.	5th class.															
52	213	245	147	97	82	563	449	784		227	563	6	4	27	14	79	240	2	93	
53	40	75	78	101	59	342	279	353	81	70	122			6	6	63	15			
54	504	536	405	139	187	1669	788	1669	259	562	1669	92	92	199	187	1561		56	413	
55	178	223	143	227	123	685	235	621	586	262	676		198	114	21	168			108	
56	270	293	224	172	173	691	478	523	218	185	687	33	27	47	24			313	32	
57	94	84	87	57	68	188	142	168	30	20	199	11		4	3				43	
58	135	183	199	143	135	586	341	518	198	192	460	48		11	9	71			30	
59	103	132	62	51	50	259	108	156	85	45	285	1		4	3	23	18			
60	39	124	99	87	59	398	280	279	182	141	285	19		56	8	12	233	59	10	
61	172	128	133	81	169	443	154	508	296	170	567	30	25	25	9	28	185	149	10	
62	140	224	178	208	79	610	363	465	156	156	660	34		23	11	40	45			
63	323	238	99	98	81	829	208	416	208	81	416	10	4	40	30	10	839	81		
64	250	262	255	316	118	829	610	627	113	216	849	19	9	5	1	84	40	145	178	
65	86	107	100	93	98	465	155	259	34	184	423	15	6	26	16	17	130	81		
66	133	118	103	70	43	365	166	182	75	81	391			12	11	40		100	95	
67	50	43	74	49	44	196	139	93	93	93	176	20		12		126			130	
68	84	120	164	75	100	463	173	336	140	94	281					10				
69	68	90	67	58	50	249	156	47	41	73	179	5		6	6			116		
70	154	18	132	77		295	114	122	134	18	263	10				40	189	35	189	
71	146	185	167	95		238	238	295	95		288									
72	229	151	165	90	47	391	371	371	40	142	580	85		7		75	40	30	65	
73	138	223	118	107	46	528	206	504	139	69	272	3	7	16	14	16	22		107	
74	179	239	204	194	180	731	646	676	268	420	829	29	2	39	29	98	132	25	7	
75	45	96	104	98	67	272	198	190	179	130	258	7	3							
76	113	221	199	132	102	354	248	177	177	248	354	20		71	15	93	20	43		
77	140	117	57	46	82	249	144	164	143	37	249	17	2	5	2		100	43	8	
78	52	95	94	47	33	215	116	89		20	202			2	6	6	10	30		
79	91	95	118	147		322	164	292	292	56	360	8				250	10			
80	527	420	374	209	254	1067	694	538	155	187	1098	37	2	24	21	35	229	95		
81	141	209	208	101		518	372	518	245	165	245			101		119	52	132		
82	68	97	119	19	211	499	287	349	82	177	445	17	12	48	35	20			18	
83	42	82	91	78	147	449	310	368	78	326	310	32	4	92	30	141	29			

TABLE B.—The Common Schools of Upper Canada.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	TOWNS—Con.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending School.	Boys.	Girls.	Indigent pupils.	No. of Pupils attending School.						No. of children not attending any school whatever.	Average attendance of pupils.	
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.			Whose days are not reported.
84	Stratford	934	867	4	811	443	368	.....	16	117	161	195	237	82	.....	140	429
85	Whitby	735	733	46	779	347	432	.....	41	89	169	169	209	102	.....	20	382
86	Windsor	926	765	23	788	398	390	.....	132	132	132	157	170	65	.....	.....	346
87	Woodstock	1000	865	42	907	499	408	15	71	140	220	184	156	136	.....	50	436
	Total	30730	27074	807	27881	14846	13035	969	2232	4389	6582	6008	5510	2416	744	1223	12980
VILLAGES.																	
88	Arnprior	375	257	6	263	150	113	.....	32	55	60	43	20	38	.....	112	126
89	Ashburnham	149	149	.....	149	81	68	.....	9	16	42	33	6	48	.....	.....	72
90	Aurora	320	317	6	323	174	149	.....	38	65	66	51	53	50	.....	25	127
91	Bath	140	96	1	97	47	50	3	2	18	21	25	24	7	.....	19	52
92	Bradford	280	146	.....	146	72	74	16	6	22	20	68	30	.....	.....	.....	80
93	Brampton	443	443	.....	443	212	231	.....	18	46	90	141	145	.....	.....	.....	214
94	Brighton	325	305	10	315	157	158	.....	36	52	70	51	66	40	.....	20	137
95	Caledonia	267	256	.....	256	138	118	20	47	73	67	40	22	7	.....	11	77
96	Cayuga	194	194	.....	194	105	89	.....	25	25	50	47	32	6	.....	.....	77
97	Chippewa	410	379	7	386	202	184	.....	34	56	74	81	66	75	.....	25	186
98	Clinton	376	376	25	401	202	199	.....	51	90	100	80	60	20	.....	.....	118
99	Colborne	240	170	6	176	102	74	.....	24	32	54	44	19	3	.....	.....	75
100	Dunnville	400	345	.....	345	160	185	.....	40	35	30	80	40	50	.....	.....	164
101	Elora	501	501	12	513	234	279	.....	60	111	150	106	56	30	.....	.....	159
102	Embros	200	187	18	205	104	101	.....	12	44	47	37	55	10	.....	.....	96
103	Fergus	356	325	7	332	197	135	5	33	49	113	67	42	28	.....	.....	145
104	Fort Erie	275	275	4	279	165	114	.....	38	60	67	64	36	17	.....	.....	109
105	Gananoque	317	290	.....	290	135	155	.....	20	46	68	88	68	.....	.....	.....	186
106	Georgetown	400	248	4	252	129	123	10	24	52	54	55	48	18	.....	94	93
107	Hawkesbury	326	217	.....	217	123	94	.....	25	41	45	47	44	15	.....	.....	102
108	Hespeler	264	264	10	274	147	127	.....	26	38	62	43	49	56	.....	.....	133
109	Holland Landing...	190	193	18	201	114	87	.....	28	33	45	51	42	2	.....	.....	77

PUPILS ATTENDING THE COMMON SCHOOLS.

Number in the different Branches of Instruction.

No.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Phil-osophy.	Vocal Music.	Linear Drawing	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
84	215	180	182	123	111	507	420	420	113	56	457	12	20	24	6	40	412		400	
85	207	193	127	84	120	583	268	204	203	123	540	23	22	25	55	12	515	158	109	
86	236	247	106	120	79	445	250	318	189	129	399	12	10	9	9		363	133	122	
87	154	268	181	135	187	756	484	708	181	206	760	23	10	62	11		565	107	24	
	6417	6872	5952	4559	3852	20496	12086	15673	6333	5978	18674	780	378	1223	398	1645	8768	1109	2170	2184
88	18	24	30	26	25	40	23	24			50	4								
89	25	29	26	22	15	46	40	149	29		124	5		3					11	13
90	53	70	90	66	44	240	73	129	56	44	210	35	8	17	3	37	323			
91	8	12	21	18	14	37	11	9	10	15	43									
92	27	35	44	28	24	93	65	80	45	71	96	8		2	2	10				
93	60	82	50	151	100	281	131	241		17	281									
94	82	67	50	78	58	233	208	214		49	233	12	4	22	8	38				
95	49	72	70	54	11	207	75	165	165		207						162			
96	58	76	21	16	20	124	21	158	20		180						76			50
97	68	81	73	78	86	314	186	176	146	150	317	26	8	21	3	44	40			
98	100	156	52	43	50	300	200	200	100	50	300	20	20	10	7	50	50	50		
99	70	40	36	30		60	30	66			66									
100	43	52	100	88	62	250	216	251	104	100	250	16	10	6		62				
101	89	107	148	30	34	224	217	237	18	44	246	5		3				131		
102	46	23	27	109		157	97	97	97	50	157	15		13	7	12				12
103	43	39	71	56	56	216	33	229	191	56	219	27	11	23	5			8		31
104	64	54	43	60	91	180	80	102	20	37	203	8			9		100			30
105	49	39	70	93	39	290	200	162	102	78	250	2	2				50			
106	64	50	53	61	24	196	66	104		66	115			8	9		90		90	45
107	48	53	42	38	36	151	74	80	17	18	15									
108	68	68	66	22	50	197	39	202	185	50	202	5	7	3	1	36				
109	38	30	56	30	36	117	60	45	21	32	150	2								

TABLE B.—The Common Schools of Upper Canada.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	VILLAGES—Con.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending School.	Boys.	Girls.	Indigent Pupils.	Number of Pupils attending School.					Whose days are not reported.	No. of children not attending any school whatever.	Average attendance of pupils.	
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.				200 days to the whole year.
110	Iroquois	171	163	.....	163	85	78	.....	18	31	47	22	36	9	.....	66
111	Kemptville	300	187	1	188	116	72	12	5	23	37	40	65	3	.....	63
112	Kincardine	356	356	2	358	199	159	.....	34	78	115	74	54	3	.....	112
113	Lanark	150	95	.....	95	48	47	10	2	18	25	26	15	9	.....	48
114	Merrickville	260	209	1	210	115	95	14	10	35	63	45	30	3	9	116
115	Mitchell	519	440	6	446	231	215	.....	26	43	69	124	121	12	.....	188
116	Morrisburgh	306	216	30	246	116	130	10	12	47	93	47	27	20	.....	113
117	Mount Forest	250	250	.....	250	130	120	.....	20	32	51	25	30	92	.....	175
118	Newburgh	260	234	.....	234	120	114	.....	8	22	54	50	75	25	.....	129
119	Newcastle	210	151	.....	151	97	54	9	10	19	19	25	61	7	.....	86
120	New Hamburg	302	302	6	308	169	139	.....	27	37	56	51	71	66	.....	166
121	Newmarket	400	379	6	385	223	162	.....	41	71	83	81	72	87	.....	176
122	Oilsprings	300	261	4	265	111	154	.....	56	29	30	76	47	18	.....	118
123	Orangeville	222	170	.....	170	94	76	.....	15	35	43	47	20	10	.....	88
124	Oshawa	640	606	7	613	307	306	.....	66	106	95	82	141	123	.....	342
125	Pembroke	220	203	10	213	104	109	30	23	38	51	47	38	16	.....	64
126	Portsmouth	352	271	.....	271	156	121	3	5	17	59	50	77	63	57	176
127	Port Dalhousie	400	365	31	396	205	133	.....	35	51	74	43	98	35	.....	128
128	Preston	400	392	4	396	202	194	.....	18	65	70	59	100	84	.....	229
129	Renfrew	160	98	4	102	75	27	.....	.....	2	9	32	44	15	.....	40
130	Smith's Falls	299	123	.....	123	65	58	12	4	17	27	18	24	33	.....	70
131	Southampton	240	226	7	233	112	121	.....	29	44	68	40	52	.....	.....	86
132	Stirling	200	177	5	182	109	73	.....	45	31	47	25	32	.....	.....	72
133	Strathroy	400	230	10	240	134	106	.....	10	35	26	17	15	137	.....	129
134	Streetsville	200	136	6	142	82	60	13	22	28	37	23	21	11	.....	60
135	Thorold	600	431	9	440	226	214	9	34	64	75	59	53	3	152	22	201
136	Trenton	500	486	5	491	282	209	.....	35	50	139	128	103	56	.....	228
137	Vienna	250	212	5	217	114	103	.....	19	23	61	64	32	18	.....	124
138	Waterloo	361	361	.....	361	192	169	.....	20	54	69	83	109	25	.....	177
139	Wellington	161	141	.....	141	82	59	25	1	5	7	11	18	99	.....	121

PUPILS ATTENDING THE COMMON SCHOOLS.

Number in the different branches of Instruction.

No.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Phil-osophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest.)	2nd class.	3rd class.	4th class.	5th class.															
110	30	37	54	21	21	125	71	28		21	50	2	7							
111	11	31	36	61	49	51	55	24	32	22	91	4	8				13	11		
112	98	118	42	80	20	223	88	78	20	20	163	1				358		20		
113	15	27	25	24		30		12			34									
114	28	37	46	23	57	113	58	78	23	38	117		1					20		
115	72	113	94	85	67	316	140	316	17	17	212	13	11	16	15	34	52		41	
116	50	45	40	63	48	111	98	125		25	95	6		4						
117	27	60	48	35	89	165	50	60		75	200	12	3	6	7		250			
118	25	62	75	72		199	48	52	25	41	148								11	
119	20	41	16	39	35	90	35	74		39	100					35				
120	69	82	55	36	66	223	71	143	56	42	213	24		12	5				148	
121	54	46	42	48	58	150	87	97	101	88	145	13	1	23	4	21		15	16	
122	12	53	104	41	26	109	109	95	46	38	113	16	9	13	9	7				
123	9	28	27	24		51	22	22	22		51									
124	208	177	105	113	10	585	216	215	309	199	471					539	182	20	195	
125	43	53	45	40	32	137	115	105	5	32	145					21		50		
126	63	54	62	66	51	183	116	96	50	76	136	12	3	15	4	32		40	5	
127	20	112	47	56	59	190	93	92		47	190	15		15	10		110			
128	121	43	127	63	28	269	212	227	187	48	374		19	15	10	11	352	37	207	
129	8	6	19	10	59	88	73	92	92		90									
130	22	18	17	32	34	66	59	57	11		101									
131	60	35	52	41	45	173	95	148	148	86	150	15	20	10	3	45			86	
132	56	47	38	23	18	79	31				70									
133	75	36	18	50	37	114	42	176	19		64									
134	29	22	34	31	26	192	76	84		15	111	16		13	1					
135	40	82	91	61	71	250	81	106		3	249	3	3			21	25	45		
136	113	108	107	93	79	285	149	150	95	69	296	17	11	16	10	14	190	190	45	
137	27	69	40	33	48	184	154	154			174					136				
138	96	1	12	80	83	256	136	141	141	39	256			6	4		80			
139	18	36	25	24	38	34	32	40	45	17	60	5		10	6	18			20	

TABLE B.—The Common Schools of Upper Canada.—*Concluded.*

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	VILLAGES— <i>Con.</i>	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	No. of Pupils attending School.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
140	Welland.....	310	298	9	307	157	150	.....	37	50	53	40	46	76	.....	.....	119
141	Yorkville.....	469	353	.....	353	175	178	.....	41	66	92	62	55	37	.....	.....	147
	Total.....	16906	14385	302	14687	7781	6906	187	1360	2300	3285	2994	2827	1756	165	483	6857
142	Total Counties.....	352166	297335	20639	317974	169398	148576	3097	36074	64923	80353	63317	44906	22281	5120	38677	125887
143	" Cities.....	26955	22823	287	23110	12295	10815	156	1953	3276	5088	4133	4115	4545	.....	1758	11033
144	" Towns.....	30730	27074	807	27881	14846	13035	969	2232	4389	6582	6008	5510	2416	744	1223	12989
145	" Villages.....	16906	14385	302	14687	7781	6906	187	1360	2300	3285	2994	2827	1756	165	483	6857
146	Grand Total 1865...	426757	361617	22035	383652	204320	179332	4409	41619	74888	95308	76452	57358	31928	6029	42141	156768
147	" 1864...	424565	350925	20770	371695	198024	173671	4765	40942	72272	92554	73244	55469	31168	6046	40483	149569
148	Increase.....	2192	10692	1265	11957	6296	5661	.....	677	2616	2754	3208	1889	830	.....	1658	7197
149	Decrease.....	.....	.....	.....	.....	.....	.....	356	.....	.....	.....	.....	.....	17	.....	.....	.....

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	Number in the different branches of Instruction.																			
	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class. (lowest.)	2nd class.	3rd class.	4th class.	5th class.															
140	53	67	69	45	24	204	56	58	58	12	187	5	.....	6	2	24	92	24	.....	50
141	89	87	74	66	37	269	141	224	103	91	197	.....	.....	2	2	101	102	.....	.....	.....
	2861	3116	2998	2800	2155	9397	4990	6539	2908	2112	9037	399	150	214	139	679	3231	549	391	1031
142	58332	60850	63391	56522	62157	177754	80369	100103	43116	11861	173373	6930	2505	5748	2975	8554	25727	2239	1174	4947
143	6104	6014	5229	3615	2090	17614	9552	15588	7769	5610	15765	596	70	1139	566	951	12937	2258	4125	5301
144	6147	6872	5952	4559	3852	20496	12086	15672	6333	5978	18674	789	378	1223	398	1615	8763	1109	2170	2184
145	2861	3116	2998	2800	2155	9397	4990	6539	2908	2112	9037	399	150	314	139	679	3231	549	391	1031
146	73914	76912	77770	67526	70254	225261	106798	137903	60126	55561	217219	8714	3643	8121	4078	11829	50663	6155	7890	13463
147	75557	76238	75154	61514	66354	218188	100948	134141	57045	51329	204274	8406	3954	8334	3932	12474	48585	6515	7437	12581
148	.....	674	2616	3012	3990	12073	5850	3762	3081	4232	12975	308	.....	90	146	.....	2078	.....	403	882
149	1613	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE C.—The Common Schools

	Total.		Religious denominations.													
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other Persnations.	Not reported.
Total Counties.....	4119	2686	1433	703	411	1265	1181	253	64	16	24	40	75	4	36	47
“ Cities.....	200	57	143	15	58	47	37	5	.....	.....	.....	.....	.....	.....	.....	.....
“ Towns.....	268	114	154	47	53	70	61	9	3	.....	1	23	3	.....	4	15
“ Villages.....	134	73	61	35	12	34	29	4	2	3	.....	12	12	.....	.....	3
Grand Total, 1865.....	4721	2930	1791	828	534	1416	1308	271	77	19	25	44	90	4	40	65
“ 1864.....	4625	3011	1614	854	511	1397	1286	227	80	17	16	32	78	2	17	77
Increase.....	96	.....	177	.....	.....	19	22	44	.....	2	9	12	11	2	23	.....
Decrease.....	.....	81	.....	26	10	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	12

TABLE D.—The Common Schools

	SCHOOLS.					SCHOOL HOUSES.															
	Number of School Sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of free Schools.	No. of Schools partly free—at 25 cents per month and under.	Total No. of Sch'l Houses.	KIND.				TITLE.			BUILT DURING THE YEAR.			Total				
							Brick.	Stone.	Frame.	Log.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.		Frame.	Log.	Not reported.	
Total Counties.....	4129	1047	.....	823	411	676	1081	486	309	1621	1642	23	3502	398	105	76	37	853	19	.....	117
“ Cities.....	59	59	.....	47	12	12	59	24	14	21	.....	.....	40	8	11	.....	1	1	.....	.....	2
“ Towns.....	106	106	.....	72	34	108	49	19	38	1	1	81	2	21	4	3	1	1	.....	.....	5
“ Villages.....	91	91	.....	65	26	91	35	15	39	2	.....	77	4	6	4	2	.....	1	.....	.....	3
Grand Total, 1865.....	4385	4303	.....	823	3595	708	4335	594	357	1719	1645	24	3700	412	143	84	43	1055	19	.....	127
“ 1864.....	4307	4225	.....	823	3459	756	4246	529	366	1654	1671	26	3677	386	131	52	47	1355	11	.....	126
Increase.....	78	78	.....	136	.....	.....	93	65	.....	65	.....	.....	23	26	12	32	.....	.....	8	.....	1
Decrease.....	.....	.....	.....	.....	48	.....	.....	.....	9	.....	26	2	.....	.....	.....	.....	4	3	.....	.....	.....

of Upper Canada.—Continued.

TEACHERS.

Total holding Certificates.	Certificates.								No. of Scholars who attended Normal School without obtaining Certificate.	No. of Schools in which Teacher was changed during the year.	No. of Schools having more than one Teacher.	Annual Salaries.					
	Normal School.		County Board.			Unclassified.	Unqualified.	Certificates annulled.				Highest Salary paid.	Lowest Salary paid Male Teacher.	Average.			
	1st Class.	2nd Class.	1st Class.	2nd Class.	3rd Class.									Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.
4081	133	277	1251	1949	471	38	...	13	733	50	630	\$	150	260	91	150	
143	26	40	72	3	2	57	...	...	7	59	1350	200	522	...	...	241	
229	40	23	104	52	10	38	1	1	26	78	1000	140	447	...	...	265	
122	14	11	56	36	5	12	...	...	20	31	600	270	357	175	192	...	
4575	213	351	1483	2040	488	145	1	11	88	786	248	1350	84	160	437	134	223
4499	216	358	1396	2054	475	124	2	15	64	659	187	1200	84	162	436	120	224
76	3	7	87	14	13	21	1	1	24	97	61	501	...	...	14	2	

of Upper Canada.—Continued.

Total.	SCHOOL VISITS.										LECTURES.		TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Number of Examinations.	No. of Schools distributing prizes.	No. of Schools holding Recitations.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. months and days open, including holidays and vacations.	Avg No. months and days open, including holidays and vacations.	
																	Total.	Avg No. months and days open, including holidays and vacations.
59523	7980	4505	1421	2474	371	16420	26552	7282	1185	1748	3086	2754	352	3882	45180	10	11 06
4474	1023	1319	50	18	3	943	1118	47	36	35	13	13	...	59	708	00	12 00
6244	917	1290	119	157	15	1231	2515	178	59	55	111	81	30	105	1265	29	12 00
3843	450	516	146	117	19	810	1780	202	41	43	65	39	26	91	1067	02	11 22
74684	10370	7630	1736	2566	408	19404	31970	7709	1321	1681	3275	2887	388	4137	46521	11	11 07
68183	9992	7077	1840	2327	1011	19546	26390	7617	1260	1801	3252	2926	326	4102	45522	00	11 03
5901	378	553	104	239	603	142	5580	92	61	77	23	39	62	35	1009	11	00 04

TABLE E.—The Common Schools

	NUMBER OF SCHOOLS USING																			
	No. of schools reported.		No. of schools opened and closed with prayer.		Schools using the Bible and Testament.		Readers	Spelling Books.	Arithmetics.	Grammars.	Geographies.									
					Irish National.	Various.	Mavor.	Canada.	Sullivan and National.	Various.	Irish National.	Sangster's National.	Various.	Sullivan and National.	Lennie.	Kirkham.	Various.	Sullivan and National.	Lovell or Hodgins.	Morse or Various.	England.
Total Counties...	4047	2666	2827	3995	125	5	357	2908	336	789	3198	41	510	2478	350	664	628	2655	485	1434
“ Cities.....	59	54	54	46	13			42	17		53	6		25		34	10	49	9	14
“ Towns.....	106	97	83	93	14			81	21	7	100	2	5	64	7	36	31	81	19	66
“ Villages ...	91	72	72	89	2			65	18	10	86		4	72	3	17	17	76	4	43
Grand Total, 1865	4303	2889	3036	4223	54	58	367	3099	392	806	3437	49	519	2639	360	751	686	2863	517	1557
Do 1864	4225	2706	2952	4102	57	51	184	2984	604	1178	3009	44	654	2497	503	410	915	2189	931	1433
Increase.....	78	183	84	121		7	183	115		428	5		142		341		674		124	
Decrease.....					3				212	372			135		143		229		417	

of Upper Canada.—Concluded.

BOOKS, MAPS AND APPARATUS.

Histories.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Other Books.	Apparatus.																		
Greece and Rome.	Canada.	National Readers.	Various.	Irish National.	Various.	Irish National.	Various.	Colenso.	Sangster.	Various.	Irish National.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Total number of maps.	Number of schools using maps.	Using Globes.	Using Black-boards.	Using Sets of apparatus.	Using Tablet Lessons.	Using Magic Lanterns.	School-room of each school.
25	749	608	69	910	568	701	79	737	184	393	214	961	44	29	1	52	21757	3013	967	3712	192	882	45	20
...	21	17	17	42	16	47	11	42	...	26	16	50	12	10	...	8	647	59	45	59	31	43	2	1
1	40	27	14	47	21	50	2	55	16	9	13	59	2	...	4	24	1380	110	75	105	34	67	14	9
...	22	27	1	29	24	24	1	39	16	3	6	31	1	1	...	10	633	83	49	87	27	46	3	...
26	832	679	101	1028	629	822	93	873	216	431	249	1104	59	40	5	94	24417	3265	1136	3964	284	1039	64	30
33	638	750	50	1079	513	824	62	850	...	547	243	935	77	28	3	134	23959	3187	1084	3706	287	1110	54	43
...	194	...	51	...	116	...	31	23	216	...	6	169	...	12	2	...	458	78	52	238	...	...	10	...
7	...	71	...	51	...	...	2	...	...	116	...	...	18	...	40	...	...	...	...	...	3	71	...	13

TABLE F.—The Roman Catholic

SECTIONS.	No. of Separate Schools.	RECEIPTS.					EXPENDITURE.			PUPILS AND TIME.									
		Amt. of the Legislative Grant paid in 1865.†		Legislative apportionment for maps, apparatus, prizes and libraries.	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, apparatus, prizes, and libraries.	Amount paid for other purposes.	No. of pupils.	No. of months open.	Average Attendance.						
		%	cts.											\$	cts.	%	cts.	\$	cts.
Alice	2	1	10	00	18	95	13	95	42	90	40	00	2	90	11	7	6		
Anderdon, 3 and *‡	1	1	4	00				4	00	4	00						20		
Arthur	1	1	23	32	198	35	8	81	230	68	230	00	0	68	112	12	44		
do	2	1	23	00				23	00	23	00								
do	3	1	49	00	215	04	23	00	287	04	263	29	23	75	146	12	59		
do	5	1	8	80	8	00	66	14	11	11	94	05	70	00	18	50	53	11	24
do	6	1	25	50	228	00			253	50	227	00	26	50	116	12	56		
do	11	1	10	50	7	00		7	50	25	06	10	56	14	50		62	11	25
Asphodel	4	1	16	72	181	65	44	87	243	24	104	00	139	24	81	11	34		
Bedford	2	1	37	50	21	00	15	00	73	50	36	00	37	50	57	11	19		
Biddulph	6	1	52	50	50	00	43	12	145	62	130	12	15	50	108	12	40		
do	9	1	46	32				46	32	46	32						38		
Brighton	15	1			90	00	43	35	133	35	36	00	97	35	45	6			
Brudenell	1	1			45	96	13	00	58	96	45	96	13	00	29	10	17		
Camdon East	1	1	33	00	51	76			87	76	65	76	22	00	44	12	21		
Charlottenburgh	15	1	26	40	12	00	18	00	56	40	20	00	36	40	38	11	22		
do	16	1	53	00	23	00	20	00	96	00	43	00	53	00	48	10	40		
do	17	1	35	16	35	15	27	70	98	01	62	85	36	16	58	11	24		
Culross	1	1	22	00	89	00			111	00	93	00	18	00	40	11	15		
Dalbousie	7	1	11	50	12	00	9	75	36	25	24	75	11	50	25	10	14		
Downie	9	1	22	00	238	52	243	69	504	21	220	50	283	71	134	11	51		
Edwardburgh	2	1	44	00	130	95	96	33	271	28	255	40	15	88	78	11	31		
do	11	1	8	62				8	62	8	62						2		
Ellice	7	1	39	00	175	06	26	15	238	21	193	06	45	15	77	12	27		
Etohuoke	6	1	13	50	70	00	19	25	102	75	96	00	6	75	26	6	5		
Flanders East	6	1	36	50	121	79	33	67	191	96	137	65	64	31	46		21		
do West	2	1	21	52	86	00	167	83	275	35	114	83	160	52	63	10	22		
Glenelg	5	1	30	60	173	30	11	67	215	57	182	50	33	07	75	12	26		
do	7	1	32	88	159	00			171	88	116	55	55	33	54	12	6		
Gleeston & Osedale	1	1	21	68	162	47	17	00	201	15	175	00	26	15	70	12	25		
Grantham	7	1	45	00	110	00	60	60	215	00	192	00	23	00	71	12	34		
Grattan	9	1	29	94				29	94	29	94						25		
do	1	1	16	50				16	50	16	50								
Greenock	1	1	32	00	85	00	46	00	163	00	45	00	118	00	59	9	23		
Hawkesbury East	2	1	86	50	55	00			141	50	65	60	75	90	69	9	44		
do	1	1	14	50	104	00	4	00	122	50	101	00	21	50	48	12	11		
do	7	1	36	50	34	99	61	40	140	89	73	50	16	00	51	39	79	12	24
Holland	1	1	25	00	147	00	6	50	187	50	156	90	18	00	12	60	70	10	40
Howard	2	1	5	5	82	54	1	50	89	89	82	54	7	35	41	6	13		
Hullitt	2	1	31	50	117	00			148	50	140	00	8	56	61	9	28		
Humberstone	8	1	71	34	162	51	41	00	274	85	212	00	62	85	131	10	50		
Hungerford	14	1	10	50				10	50	10	50						7		
Kingston	8	1	33	00	46	00	75	00	154	00	99	00	55	00	59	11	18		
Lancaster	7	1	9	00	42	16			51	16	49	16	2	00	27	6	7		
do	13	1	23	00				23	00	23	00				37	10	26		
do	14	1	30	20	21	23	26	66	78	09	75	89	2	20	54	11	22		
Lochiel	10	1	78	50	87	48	816	73	952	71	713	83	13	06	255	82	140	12	65
do	12	1	32	24	20	37	52	61	33	29			19	32	55	12	24		
Maidstone	5	1	7	00	57	40	27	50	121	90	58	00	63	90	56	9	14		
Marlborough	5	1	17	50	6	00			23	50	6	00	17	50	42	12	14		
McKillop	*1	1	16	92				16	92	16	92								
Melancthon	7	1	22	25			189	83	212	08	105	69							
Minto	4	1	34	27	152	86			187	13	155	00	105	89	37	12	13		
Moore	3, 4, 5	1	18	15	111	80			129	95	83	20	32	13	57	9	27		
													46	75	71	9	23		

* No Report.

† Part of the Apportionment for 1865 is paid in 1866, and will appear in the Report for that year.

TABLE F.—The Roman Catholic

SECTIONS.	No. of Separate Schools.	RECEIPTS.				EXPENDITURE.				PUPILS AND TIME.		
		Amount of Legislative Grant paid in 1865.	Legislative appropriation for maps, apparatus, prizes and libraries.	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, apparatus, prizes and libraries.	Amount paid for other purposes.	No. of pupils.	No. of months open.	Average attendance.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	*		
Mornington	1	8 00				8 00	8 00					12
Nepean	13	12 50		25 00	14 00	51 50	48 00	3 50	13 00	6	5	
Nichol	1	28 00		246 00	15 83	289 83	250 50	39 33	50 12	31		
Normanby	2	43 00		140 00		183 00	150 00	33 00	68 9	28		
do	10	13 00		209 85	5 11	227 96	180 27	47 69	47 10	20		
Oneida	6	29 00		169 92	114 00	312 92	228 06	84 86	64 12	18		
Orillia	1	19 00		21 00	71 02	112 02	111 02	1 00	68 12	21		
Osgoode	15	13 86		170 00	11 00	194 86	144 00	50 86	56 11	7		
Otonabee	10	32 50		130 00		162 50	140 00	22 50	41 12	17		
Oxford	6	11 00		25 50	2 00	38 50	30 50	8 00	23 12	11		
Peel	8	43 10		175 74	28 00	246 84	213 80	33 04	113 12	35		
do	9	41 37		147 81	7 82	200 00	200 00		90 12	35		
do	12	13 86		134 40	47 50	195 76	99 66	96 10	99 11	30		
Percy	5	18 00		125 00	1 00	144 00	132 00	12 00	65 11	19		
Pikington	6	10 00		184 00		224 00	64 50	159 50	107 12	39		
Plantagenet N. 9.	1	41 00		55 00	10 00	106 00	88 00	18 00	48 12	14		
Proton	6	33 45	8 00	122 72	22 19	186 36	123 98	16 00	46 38	76 9	24	
Raleigh	1	11 76		130 94	7 94	150 64	150 25	0 39	59 11	13		
do	5	27 00		95 53		132 53	72 00	60 53	51 6			
do	6	31 00	6 00	150 00	13 09	220 69	147 00	13 50	60 19	71 12	37	
Shedfield	5	38 50		44 00	8 60	91 10	64 00	27 10	76 11	37		
Sombra	5	35 60		119 60	33 95	189 15	139 01	50 14	71 9	25		
Stamford	1				210 75	210 75	210 75		36 2			
do	7	42 50	7 19	40 00	55 25	144 94	117 75	14 38	12 81	92 11	39	
Stephen	5	20 00	5 35	176 00		201 35	177 00	10 70	13 65	77 12	33	
Sullivan	3	12 25				12 25	12 25			5		
Sydenham	7	24 00		209 00		233 00	188 00	45 00	63 12	25		
Toronto Gore	6	23 00		230 86	79 71	333 57	300 70	32 87	56 12	16		
Vespra	7	13 00	6 82	41 05	14 76	78 63	58 02	13 64	6 97	38 12	12	
Wawanosh	1	8 51	5 00	195 00		208 51	195 00	11 00	2 51	53 11	20	
Wellesley 9 & 10	1	34 00		180 28	34 42	249 20	184 00	65 20	90 8	30		
do	11	51 00		1119 22	6 06	1176 28	330 00	8 00	838 28	118 12	78	
Westminster	13	8 00		45 00	17 00	70 00	70 00		39 7	13		
Williams West	11	26 00		60 00	35 00	131 00	23 00	118 00	78 11	31		
Windham	8	25 50		100 00	17 00	142 50	140 87	1 63	88 8	24		
Wilnot	15	48 50		202 04	145 78	396 32	300 00	2 50	93 82	138 12	34	
do	18	13 00				13 00	13 00			6		
Wolfe Island	1	39 00		210 29	7 21	256 50	254 00	2 50	115 11	39		
do	4	34 00		286 00		320 00	261 00	59 00	68 12	34		
do	6	12 50		76 70		89 20	75 90	13 30	39 12	15		
Yonge & E. R.	4	21 42		15 00	18 07	54 49	54 49		34 9	22		
York	1	32 50			111 50	144 00	123 50	20 50	56 12	25		
do	6	54 00	5 00	90 00	59 50	208 50	160 00	10 00	38 50	101 11	52	
do	21	37 00		37 00	127 77	201 77	160 00	7 14	34 63	64 12	40	
do	22	49 00	5 06		121 00	175 06	160 00	10 06	123 12	39		
Total	97	2744 92	80 42	10032 71	3772 17	16630 22	11973 90	199 98	4456 34	5901 10	2396	
CITIES.												
Toronto	11	1880 50	139 45	1929 09	1012 78	4961 82	3663 00	278 90	1019 92	2600 12	1298	
Hamilton	1	399 50		712 05	651 79	1763 34	1508 76		254 58	1009 12	441	
Kingston	2	463 00		1032 51	1185 59	2681 10	1650 00	40 00	991 10	772 12	462	
London	1	170 50		380 76	882 60	1433 86	981 73	25 56	426 57	492 12	237	
Ottawa	5	940 00		2058 58	337 64	3336 22	1742 91	10 60	1583 31	1814 12	843	
Total	20	3853 50	139 45	6112 99	4070 40	14176 34	9546 40	354 46	4275 48	6696 12	3301	

* No Report.

Separate Schools of Upper Canada.—Continued.

TEACHERS.				RELIGIOUS EXERCISES		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF EDUCATION.											MAPS, APPARATUS, &c.					
No. of Teachers.	Religious Orders.			No. of schools opened & closed with prayer.	No. of schools using the Bible.	No. of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	No. of maps.	No. of schools using maps.	Apparatus.	Blackboards.	When first established.	
	Male.	Female.	Male.																			Female.
1	1			1	1																	1865
1	1			1	1	50	42	42	37	37	26	8	1	1	26		6	1				1856
1	1			1		68	36	26	4	10												1843
1	1			1			20	28	5	47												1860
1	1			1			45	45	35	45	3	10	1	2	2		5	1				1854
1	1			1		68	44	50	24	68	20						4	1				1856
1	1			1		56	44	24	13	13							1	1				1851
1	1			1		41	30	20	5	20	15	4										1860
1	1			1		23	14	11	2	5												1863
1	1			1		113	89	50	27	30	6						4	1				1864
1	1			1	1	90	60	40	12	12												1864
1	1			1	1	99	43	10	29	14												1865
1	1			1	1	65	43	42	20	30							2	1				1857
1	1			1		107			14	3							4	1				1857
1	1			1		48	14	10	7	1												1861
1	1			1		76	20	22	2	19	2						1	1				1861
1	1			1		59	18	12	6	3												1852
1	1			1		42	20	24	4	8	1											1862
1	1			1		71	25	22	8	9							4	1				1856
1	1			1		76	39	30	1	3	3	1										1859
1	1			1		35	31	5	9		1											1864
1	1			1		36	26	24	8	15	10	1					4	1				1865
1	1			1		69	40	34	34		10					92						1862
1	1			1		51	42	42	16	20	1						5	1				1859
1	1			1																		1862
1	1			1		61	16	30	12	16	16	1		1	6	6	1	1				1856
1	1			1	1	50		39	30	39	39						8	1				1861
1	1			1		38	18	18	7	4	5						7	1				1845
1	1			1		64	12	20	2	8	2						3	1				1865
1	1			1		60	65	50	20	20	20	20					5	1				1854
1	1			1		135	100	70	30	18	12		2		12	50	9	1				1840
1	1			1		39	17	17	11	6							1	1				1846
1	1			1	1	74	45	45	5	1	6		1	1								1856
1	1			1		67	47	30	17	16	5	17					1	1				1856
1	1			1	1	138	130	138	100	20	24					90	8	1				1845
1	1			1		115	59	60	20	19						3						1853
1	1			1		68	53	40	21	16	8						8	1				1863
1	1			1		39	27	35	4	7												1863
1	1			1		34	11	7	2	2	1											1863
1	1			1		54	44	40		40		8					3	1				1856
1	1			1	1	57	16	60	20	29		8					3	1				1863
1	1			1		64	32	23	16	16	16						7	1				1855
1	1			1		123	35	15	40	40	12	10	2	1	1	3	5	1				1859
86	34	52			60	19	5466	1909	1769	1222	1452	542	129	20	13	128	384	197	43	66		
26	11	15	13	13	11	11	2609	1505	1178	941	1276	356	68	79	60	128	966	67	11	4	11	1841
7	2	5			1	1	962	571	840	435	947	256	14	51	26	78	598	20	1	1	1	1854
7	2	5	2	5	2	1	669	377	421	252	252	201	65	40	25	25	150	25	2	2	2	1846
5	2	3			1	1	492	492	416	259	446	78	13		8		150	12	2	2	2	1857
12	7	5	6	4			1930	958	1049	690	496	266	100	87	51		846	15	5	5	5	1855
57	24	33	21	23	15	14	6662	3903	4234	2577	3417	1157	260	257	170	231	3010	139	21	12	21	

TABLE F.—The Roman Catholic

TOWNS.	No. of Separate Schools.	RECEIPTS.					EXPENDITURE.			PUPILS AND TIME.		
		Am't of the Legislative Grant paid in 1865.	Legislative appropriation for maps, apparatus, prizes, and libraries.	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, apparatus, prizes and libraries.	Amount paid for other purposes.	No. of pupils.	No. of months open.	Average Attendance.
Amherstburgh	1	104 00	10 00	575 00	183 06	872 06	690 00	25 00	157 06	212	11	95
Barrie and Innisfil	1	97 83	19 77	153 31	105 13	375 09	325 16	42 45	8 38	182	12	72
Belleville	1	183 50	6 82	883 44	38 45	1111 21	945 63	21 97	143 61	454	12	211
Berlin	1	26 50		152 74	115 62	294 86	283 36		11 50	128	12	41
Brantford	1	96 50		440 88	132 28	669 66	532 01		137 65	317	12	175
Brookville	1	130 50		480 25	6 75	611 53	544 00		67 53	200	12	196
Chatham	1	62 50		275 25	77 75	415 50	402 50		13 00	113	12	44
Clifton	1	60 00		104 00	191 00	355 00	355 00			140	12	58
Colourg	1	125 00		123 98	133 91	382 89	382 28	7 20	13 41	163	12	79
Dundas	1	123 00		128 83	407 37	659 20	659 20			217	12	97
Geolph	1	168 50		327 48	133 65	629 58	622 62	6 20	0 76	314	12	131
Ingersoll	1	74 50		274 30	74 63	423 43	420 00		3 43	152	12	65
Lindsay	1	98 00		454 17	341 07	893 24	800 00	5 40	87 84	241	11	105
Napanee	1	31 50		69 00	90 00	190 50	168 00		22 50	43	12	37
Niagara	1	63 00		116 80	5 00	189 80	189 80			93	12	33
Oakville	1	47 50		72 57	112 95	233 02	180 00	6 00	47 02	117	12	76
Paris	1	53 00		116 12	2 00	171 12	142 88		28 24	102	12	67
Perth	1	64 50				64 50	64 50					88
Peterborough	1	126 50		528 65	349 09	1004 24	707 06	20 00	277 18	265	12	128
Pictou	1	72 50		163 15	192 00	427 65	303 55		124 10	87	12	55
Preseott	1	119 00		380 75	468 61	998 36	489 00		509 36	118	11	91
St. Catharines	1	267 00	7 00	180 00	548 39	1002 39	760 00	22 00	220 39	598	12	269
Stratford	1	89 10		131 57	101 00	315 67	274 02		41 65	127	12	60
Whitby	1	34 50		91 42	275 08	401 00	296 50		104 50	133	12	59
Total.....	21	2344 43	43 54	6225 64	4078 79	12692 40	10517 07	156 22	2019 11	4606	12	2342
VILLAGES.												
Chippewa	1	38 19		218 64	126 47	383 30	240 00		143 30	95	12	40
Fergus	1	19 50		50 42	22 08	92 00	92 00			41	12	16
Fort Erie	1	17 50		63 70	71 20	152 40	78 00		74 40	66	12	26
Merriekville	1	29 50		100 00		129 50	86 45		43 05	67	11	40
Newmarket	1	41 50				41 50	41 50			111	12	55
Oshawa	1	54 00		124 32	43 93	222 25	117 11	5 00	100 14	104	12	58
Pembroke and No. 1.	1	47 96		305 13	334 52	687 61	317 30		370 31	89	11	19
Portsmouth	1	32 50		128 43	200 16	361 09	308 34	6 25	46 50	93	11	54
Preston	1	26 00		117 00	83 00	226 00	225 00		1 00	84	12	39
Thorold*	1	65 00				65 00	65 00					53
Trenton	1	51 00		309 29		360 29	345 00		15 29	148	11	79
Total.....	11	422 65		1416 93	881 36	2720 94	1915 70	11 25	793 99	898	12	479
Total Sect'ns	37	2744 92	80 42	10032 71	3772 17	16630 22	11973 90	199 98	4456 34	5901	10	2396
" Cities	20	3853 59	139 45	6112 99	4070 40	14176 34	9546 40	354 46	4275 48	6696	12	3301
" Towns	24	2344 43	43 54	6225 64	4078 79	12692 40	10517 07	156 22	2019 11	4606	12	2342
" Villages	11	422 65		1416 93	881 36	2720 94	1915 70	11 25	793 99	898	12	479
Grand Total, 1865	152	9365 50	263 41	23788 27	12802 72	46219 90	33953 07	721 91	11544 92	18101	11	8518
Grand Total, 1861	147	8794 52	188 07	20501 09	12666 51	42150 19	30979 89	673 59	10496 71	17365	11	8226
Increase	5	570 98	75 34	3287 18	136 21	4069 71	2973 18	48 32	1048 21	736		292
Decrease												

* No Report.

Separate Schools of Upper Canada.—*Concluded.*

TEACHERS.				RELIGIOUS EXERCISES		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF EDUCATION.										MAPS, APPARATUS, &C.			When first established.		
No. of Teachers.	Religious Orders.		No. of schools opened & closed with prayer.	No. of schools using the bible.	No. of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	No. of maps.	No. schools using maps.	Apparatus.		Blackboard.	
	Male.	Female.																	Male.		Female.
3	3		3	1	212	175	175	86	131	80	12				91	12	1		1853		
3	3		3	1	182	76	102	45	45	16					30	15			1855		
3	1	2	2	1	454	209	454	209	209	45	4	4		12	95	10			1857		
1	1		1	1	128	128	128	58	123	58									1853		
3	1	2	2	1	307	136	135	89	135	29									1853		
3	1	2	2	1	165	90	100	30	45	47									1854		
2	1	1	1	1	125	46	63	25	13	11									1851		
1	1		1	1	140	70	60	24	50	20									1856		
2	1	1	1	1	163	100	133	70	100	57	7								1858		
2	1	1	1	1	217	150	137	87	91	61	13								1858		
3	1	2	2	1	314	201	174	109	117	63	10								1854		
2	1	1	1	1	152	127	123	30	30	20	4								1858		
2	1	1	1	1	241	170	189	100	69	15									1855		
1	1		1	1	43	7	25	5	4										1857		
1	1		1	1		46	53	33	26										1860		
1	1		1	1	99	79	106	26	46	18	10								1856		
3	3		3	1	102	60	80	60	60	30	4								1854		
2	1	1	1	1	265	195	180	145	175	55	10								1851		
1	1		1	1	87	48	62	9	28	10									1838		
1	1		1	1	118	8	59	59	59	8	7								1852		
4	1	3	3	1	598	495	489	136	123	40	16								1857		
1	1		1	1	127	107	107	20	20	16									1864		
1	1		1	1	133	71	92	71	92	23	18								1864		
46	18	28	1	19	23	131	4372	2794	3229	1520	1850	733	127	56	67	128	636	160	21	31	20
1	1		1	1	95	70	67	40	30	4	4									1864	
1	1		1	1	41	20	17	3	30	1										1860	
1	1		1	1	66	20	27	13	18	12	5									1859	
1	1		1	1	58	43	39	6	2	9										1855	
1	1		1	1	72	20	19	10	14	9										1850	
2	2		2	1	104	17	78	45	42	17										1858	
1	1		1	1	89	45	25	14	4	15										1864	
1	1		1	1	93	25	40	30	10	6										1852	
1	1		1	1	80	73	50	25	40	20										1848	
1	1		1	1																1853	
1	1		1	1	148	60	60	40	30	20	4									1856	
11	5	6	2	9	2	846	393	420	226	220	113	13	1	4	11	70	62	9	1	10	
86	34	52		69	19	5466	1959	1769	1222	1452	542	129	20	13	128	388	197	43		66	
57	24	33	21	23	15	6662	3903	4234	2577	3417	1157	260	257	170	231	3010	139	21	12	21	
46	18	28	1	19	23	4372	2794	3229	1520	1850	733	127	86	67	128	636	160	21	31	20	
11	5	6		2	9	2	846	393	420	226	220	113	13	1	4	11	70	62	9	1	10
200	81	119	22	44	116	48	17346	9049	9652	5545	6939	2545	529	364	254	498	4104	568	94	16	117
190	83	107	22	42	107	44	16246	8986	9136	4700	5777	2528	384	321	228	519	4019	496	83	8	93
19		12		2	9	4	1100	63	516	846	1162	17	145	43	26		85	62	11	8	24

TABLE G.—The Grammar

COUNTIES.	No.	GRAMMAR SCHOOLS.	MONEYS.																	
			RECEIPTS.							EXPENDI										
			Legislat'c Grant			Local Sources.				Total Receipts for Grammar School purposes, for 1865.	For Masters' Salaries.	For Building, Rent, and Repairs.	For Maps, Apparatus, Prizes, and Libraries.							
			For Masters' Salaries, received from 1st Jan'y. to 31st December.	For Maps, Apparatus, Prizes and Li-braries.	From Municipal Grants.	From Fees.	From Balances and other sources.													
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.				
Stormont, Dundas and Glengarry...	1	Cornwall.....	1110	00	20	00	493	70	20	04	1643	74	1417	00	24	90	40	00		
	2	Williamstown.....	510	00			150	00	40	00	700	00	660	00						
	3	Iroquois.....	443	00			620	00			1063	00	1043	00						
Prescott and Russell.....	4	Alexandria.....	50	00		180	00	87	50	108	00	425	50	260	00					
	5	Morrisburgh.....	100	00	130	00	738	95	53	00	19	05	1041	00	700	00	41	00		
	6	L'Orignal.....	675	00			113	00			788	00	775	00			3	00		
	7	Vankleekhill.....	338	00		100	00	62	00		500	00	500	00						
	8	Osborne.....	83	00	38	00	340	00			461	00	350	00				75	00	
Carleton.....	9	Ottawa.....	1225	00	32	00			846	47	76	15	2179	62	1526	40	210	00		
	10	Richmond.....						28	00			28	00					64	00	
	11	Metcalf.....	325	00				8	00	67	00	400	00	400	00					
Leeds and Grenville.....	12	Brookville.....	950	00			310	00			1260	00	1260	00						
	13	Prescott.....	425	00		13	51	68	84		507	35	437	50	46	25				
	14	Kemptville.....	150	00		263	28	36	00		389	28	353	28						
Lanark and Renfrew.....	15	Gananoque.....	250	00		338	23			588	23	550	00							
	16	Farmersville.....	250	00		63	00	30	00	15	10	358	10	300	00					
	17	Merrickville.....	210	00							210	00	210	00						
	18	Perth.....	656	00	40	00	536	00	38	00	10	00	1200	00				80	00	
	19	Smith's Falls.....	254	00		320	75	89	75		664	50	646	00						
Lanark and Renfrew.....	20	Lanark.....	205	00	5	00	240	00	97	75		547	75	450	00	22	00	10	00	
	21	Renfrow.....	235	00		120	50		58	00	23	50	437	00	388	25				
	22	Carleton Place.....	290	00	5	00			31	21	436	63	765	87	500	00	118	12	10	00
Frontenac.....	23	Pembroke.....	200	00				156	75	99	00	455	75	450	00					
	24	Pakenham.....	123	00				87	66	378	45	569	11	337	00	140	00			
	25	Arnprior.....	100	00				119	00	90	00	309	00	289	00					
Lennox and Addington.....	26	Kingston.....	1330	00			1669	68	130	00	3129	68	2891	90	79	72				
	27	Napanee.....	425	00	5	00	510	56	40	28	1045	00	2025	84	705	00	1100	00	10	00
	28	Newburgh.....	655	00		200	00	79	33		934	33	820	29	38	69				
Prince Edw'd.....	29	Bath.....	230	00				50	00	396	00	676	00	660	00					
	30	Pictou.....	600	00		110	00	70	00			780	00	700	00					
	31	Consecon.....	250	00							250	00	250	00						
Hastings.....	32	Belleville.....	1200	00		349	67	34	50			1784	17	1500	00	118	92			
	33	Stirling.....	360	00	10	75	150	00	66	68	51	60	639	03	500	00	40	00	21	50
Northumber- land and Durham.....	34	Cobourg.....	830	00	30	60		796	15	28	50	1685	25	1462	28			61	20	
	35	Port Hope.....	715	00	5	00	370	57	581	00		1671	57	1369	60	102	60	10	00	
	36	Bowmanville.....	455	00		324	00	241	00			1020	00	1020	00					
	37	Brighton.....	284	00							2	44	286	44	284	00				
Peterborough.....	38	Colborne.....	446	00		197	27	140	50			783	77	700	00	83	77			
	39	Newcastle.....	260	00	35	50	334	31	296	87	110	63	1037	31	600	00	9	63	71	00
	40	Peterborough.....	825	00	9	00		185	45			1019	45	860	00			30	00	
Victoria.....	41	Norwood.....	325	00	23	55			571	29	919	84	724	93	47	92	47	10		
	42	Lindsay.....	500	00				37	80	583	82	1121	62	1000	00					
		43	Oakwood.....	260	00	5	00		12	00	207	33	484	33	474	33			10	00

* Report incomplete.

Schools of Upper Canada.

TOWN.			PUPILS AND TERMS OF ADMISSION.									
For Fuel, Books, Con- tingencies, &c.	Total Expenditure for Grammar School pur- poses, for 1865.	Balance over.	Number of Pupils attending during 1865.	Number of Pupils whose parents reside in the town where the Grammar School is situated.	Number of Pupils whose parents reside out of the town, but within the county.	Number of Pupils whose parents reside in other counties.	Number of Pupils reported as in prescribed G. S. subjects.	Number of new Pupils admitted during 1865.	Number of these new Pupils who had passed the entrance ex- amination.	How many formerly Common School boys, admitted free by Scholarship.	At whose Expense the scholarships are maintained.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.										
35 75	1517 65	126 09	53	23	13	17	53	16	16			\$6, \$4, \$3.
32 00	700 00		30	20	10		30	6	6	1 Teacher		\$2.50.
20 00	1063 00		75	36	28	11	75	40	40			\$4, \$3, \$2.
20 98	363 89	61 61	17	14	2	1	17	17	17			\$2.50.
40 00	1041 00		18	17	1		18	6	4			
10 00	788 00		37	28	8	1	37	18	18			\$3, \$1.25, \$1.50.
	500 00		80	46	18	16	80	46	46			
4 25	430 25	30 75	21	18	3		21	21	21			Free.
104 43	1934 83	244 79	69	61	7	1	66	19	19	3 School		\$7, \$5.
	28 00		18	16	2		18	5	5			\$3, \$2, \$1.50.
	400 00		29	21	6	2	29	6	6			Free.
	1260 00		39	32	7		39	24	24			\$5, \$3, \$2.
23 60	807 35		47	47			47					\$3.
36 00	389 28		59	42	14	3	59	50	47			\$3, \$2, 75c.
38 23	588 23		65	52	13		65	20	20			Residents, free; non-res., 27c.
	43 00	343 00	15 10	28	28	10	34	8	8			\$4, \$3.
	210 00											
	1260 00		85	74	11		80	20	20			\$4.
18 50	664 50		61	56	5		40	12	12	10		Residents, 75c.; non-res., \$3.75.
	65 75	547 75		94	86	8	18			2 Section		\$1.50, 75c.
23 75	411 97	25 03	35	28	7		18	14	14			75c.
60 29	688 41	77 46	85	67	16	2	32	21	3			Res., free; non- res., \$2.40, \$1.80.
	450 00	5 75	43	29	11	3	20	17	8			\$3, \$1.50.
72 05	569 05	0 00	31	27	2	2	24					\$1.50, \$1.
40 00	309 00		41	37	3		17	41	41			\$1.
135 37	3106 99	22 69	99	87	10	2	99	28	28			\$8, \$6, \$4.
210 84	2025 84		73	54	20	1	75	30	30			Free.
75 35	934 33		105	54	43	8	105	63	60			\$4 to \$2.
16 00	676 00		23	16	3	4	17	7	4	1		75c.
80 00	780 00		39	36	3		39	24	24			
	250 00											
165 25	1784 17		174	163	9	2	174	67	67	48 Trustees		Out of County, \$4. in County, \$3.
41 00	602 50	36 63	25	19	6		25	22	16			Out of sec. \$2, in sec. \$1, Classics free, \$6.25.
161 77	1685 25		50	42	3	5	50	21	21			\$6 to \$2.
189 37	1671 57		122	102	13	7	122	41	41			\$1.65 \$1.05.
	1020 00		74	71	3		74					\$3.
	284 00	2 11	30	28	1		30					Residents, free; non-res., \$3.
	783 77		51	47	23	1	46	20				\$3, \$2, \$1.50, 75c.
163 97	844 60	192 71	67	55	27	5	36	26	26			\$3.
129 45	1019 45		50	32	13	5	50	15	15			Free.
99 89	919 84		51	43	8		45	11	5			\$2.
21 62	1121 62		54	46	4	1	54					\$3.
	484 33		44	33	10	1	11	19	4			

TABLE G.—The Grammar Schools

		MONEYS.																		
		RECEIPTS.						EXPENDI-												
COUNTIES.	GRAMMAR SCHOOLS.	Legislative Grant.		Local Sources.			Total Receipts for Grammar School Purposes for 1865.	For Masters' Salaries.	For Building, Rent, and Repairs.	For Maps, Apparatus, Prizes, and Libraries.										
		For Masters' Salaries, received from 1st. Jan'y to 31st. December.	For Maps, Apparatus, Prizes, and Libraries.	From Municipal Grants.	From Fees.	From Balances and other sources.														
	No.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.									
Victoria	44	Onomee.....	354	00	26	00	75	00	39	00	466	42	960	00	97	00	52	00		
	45	Whitby.....	910	00			600	00	341	00	43	55	1294	55				25	00	
	46	Uxbridge.....	415	00			251	00	15	00	102	28	783	28	620	00				
Ontario	47	Oshawa.....	500	00	50	00	425	00	104	00	172	00	1251	00	800	00	129	00	100	00
	48	Manilla.....	303	00	27	96	183	75	183	75	566	24	1082	95	872	02	155	00	55	92
	49	Toronto.....	1800	00			600	00	1380	49	382	92	4163	41	3127	50				
	50	Newmarket.....	530	00			200	00	287	00	33	25	1050	25	817	00	137	84	32	00
	51	Streetsville.....	285	00			200	00	50	00			535	00	350	00	18	57		
York & Peel.	52	Richmond Hill.....	330	00	22	45	200	00	126	75	46	29	725	49	528	56	20	65	44	90
	53	Brampton.....	567	00			250	00	289	00			953	00	800	00	30	00	60	00
	54	Weston.....	545	00			200	00	110	00			855	00	655	00	200	00		
	55	Markham.....	572	00	16	00	200	00	233	86	0	90	1022	76	727	90	223	65	32	00
	56	Barrie.....	888	00					277	00			1165	00	1100	00				
Simcoe	57	Bradford.....	575	00					262	79	132	76	970	55	736	08	2	75		
	58	Collingwood.....	297	00					221	00	20	00	538	00	440	00	40	00	15	00
	59	Milton.....	605	00					186	00			792	00	792	00				
Halton	60	Oakville.....	549	00	32	19	131	83	160	25	13	52	876	79	666	06	25	21	104	38
	61	Hamilton.....	992	00									992	00	992	00				
	62	Ancaster.....	335	00							377	28	712	28	390	00	136	89		
Wentworth	63	Dundas.....	420	00	14	31	340	22	56	25	6	42	827	20	659	33	28	50	28	62
	64	Waterdown.....	300	00					104	07	341	41	745	48	600	00	52	57		
	65	Brantford*.....	560	00									560	00	560	00				
	66	Paris.....	320	00			597	21	126	00			1043	31	960	00	14	95		
Brant	67	Scotland.....	227	00	19	15			56	50	595	13	897	78	801	54	3	47	38	30
	68	Mr. Pleasant.....	242	00					147	00	243	75	632	75	632	75				
	69	Niagara.....	450	00			200	00	376	00	5	00	1031	00	1026	00				
	70	St. Catharines.....	292	00	20	00	300	00	564	50	39	79	1216	29	964	50				40
Lincoln	71	Grimsby.....	237	00	8	00	200	00	331	66			779	66	735	83				16
	72	Beamsville.....	203	00			200	00	140	00	78	36	621	36	605	00				
	73	Smithville.....	100	00	40	00	200	00	150	00	6	00	496	00	400	00				80
	74	Welland.....	521	00					300	00	10	00	821	00	801	00	20	00		
	75	Drummondve.....	251	00					371	83	25	71	648	54	601	00	25	71		
Welland	76	Fonthill.....	200	00	10	00			413	00			653	00	603	00	30	00	20	00
	77	Thorold*.....	240	00									240	00	240	00				
	78	Cayuga.....	550	00			225	74	19	50	1	27	826	61	600	00	95	76		
Haldimand	79	Caledonia.....	520	00	5	00	70	00	79	89	6	61	681	53	600	00	3	77	10	00
	80	Simcoe.....	745	00	10	00	176	50	86	00	2	50	1020	00	1000	00				20
Norfolk	31	Port Dover.....	289	00					10	50	256	50	556	00	550	00				
	32	Port Rowan.....	265	00	8	00	132	89			532	95	988	84	809	21				16
	33	Woodstock.....	1129	00	13	03			67	50			1200	53	1150	50				26
Oxford	34	Ingersoll.....	758	00	10	00	30	00	95	00			893	00	700	00				20
	35	Berlin.....	579	00	18	10	200	00	229	00	22	57	1046	67	894	00				32
Waterloo	36	Galt.....	1075	00	55	00	400	00	1373	10	1344	44	4417	54	2598	34	12	16	126	57
Wellington	37	Guelph.....	1020	00			441	11	105	75			1566	86	1320	00	191	45		

* Report incomplete.

of Upper Canada.—Continued.

TURE.			PUPILS AND TERMS OF ADMISSION.									
For Fuel, Books, Con- tingents, &c.	Total Expenditure for Grammar School pur- poses, for 1865.	Balance over.	Number of Pupils attending during 1865.	Number of Pupils whose parents reside in the town where the Grammar School is situated.	Number of Pupils whose parents reside out of the town, but within the county.	Number of Pupils whose parents reside in other counties.	Number of Pupils reported as in prescribed G. S. subjects.	Number of new Pupils admitted during 1865.	Number of these new Pupils who had passed the entrance ex- amination.	How many, formerly Common School boys, admitted free by Scholarship.	At whose Expense the scholarships are maintained.	Fees per term of three months per Pupil.
\$ cts.	\$ cts.	\$ cts.										
152 44	901 44	58 98	51	32	11	7	51	9	21	3 Trustees	Free.	
164 55	1294 55		97	46	16	5	67	21	15	12 Section	\$1 to non-residents	
112 00	732 00	51 25	62	36	5	1	43	18	45		\$1 to non-residents	
80 60	1109 00	112 00	57	47	43	7	97	15			\$1 to non-residents	
	1082 95		60	25	30	5	60	16	16		\$1.	
54 27	3181 77	981 60	173	146	27		169	76	73	7 City Council	\$6, \$4, \$1.	
29 78	1016 62	33 6	44	34	9	1	44	15	15		\$1.25, \$2.25.	
113 35	481 92	53 08	50	29	20	1	50	20	30		\$1.50, 75c.	
54 10	648 21	77 28	43	28	12	3	43	15	15		\$1.50.	
63 00	953 00		37	35	17	2	57	15	15		Residents, free.	
	855 00		38	30	5	3	30	10	10	2 Head Master	non-res. \$3.	
28 60	1012 15	10 61	55	45	11	1	57	20	17		\$4, \$2.50, \$2.50.	
62 20	1162 20	2 80	29	14	7	8	27	10	11		\$2.50, \$1.50.	
86 58	825 41	145 11	29	13	13	3	28	28	28	1 Trustees	5 boys, 83 girls.	
43 00	538 00		21	18	3		21	8	8	3 Master	\$4, \$3.	
	792 00		41	28	11	2	41	27	27		\$2.	
80 54	876 79		45	30	8	1	43	16	16		Free since Oct.	
	992 00		103	97	4	2	103	48	45		\$3.	
99 85	626 71	85 54	44	39	5		44	18	18			
120 75	837 20		43	44	2		43	16	10		75c.	
	652 57	92 91	80	74	1		80	20	20		\$1.25.	
	560 00		97	81	12	1	97	57	37		\$1.00.	
68 36	1043 31		45	34	10	1	45	12	12		Non-residents, \$3.	
37 63	880 96	16 82	40	40	20	10	40	12	12		Free.	
	632 75		58	41	6	1	44	3	3		\$1.50.	
	1026 00	5 00	22	20	2		22	7	7		\$6.	
175 51	1180 01	36 28	54	48	6		54	34	24	3 Town	\$6, \$1.	
26 34	778 20	1 46	47	42	1	4	47	14	14		\$4, \$3.	
16 36	621 36		30	16	14		30	13	8	8 Section	\$3, \$2, \$1.	
16 00	496 00		17	31	16		47	47			\$3, \$2.	
10 00	831 00		43	18	23	2	28	18	18		\$3, \$3.	
21 83	648 54		47	22	21	4	47	1	15		\$3, \$3, \$4.	
	653 00		71	22	44	5	56	36	27		\$1.50, \$3.50.	
	240 00											
130 75	826 51		6	50	12	1	63	1	12		Non-residents, \$4.50.	
											Residents, free.	
51 81	665 88	15 95	65	33	11	1	56	21	21		Res. 75c.; non-residents, \$1.00.	
	1020 00		45	35	10		45	16	16		Non-residents, \$4.	
	550 00	6 00	42	44	3	2	49	16	16		Non-residents, \$4; residents, free.	
40 21	865 41	123 45	66	65		1	66	18	18			
23 97	1200 35		45	25	19	1	45	24	21	2 Master	\$1.	
	720 00	173 00	88	73	15		88	20	20		75c.	
10 00	945 20	101 38	35	21	12	2	35	17	16		\$4, \$3.	
163 59	2900 66	1316 88	114	26	21	67	114	45	45	3 Trustees	\$4.	
55 41	1566 86		64	35	9		53	19	19	1 Town	75c.	

TABLE G.—The Grammar Schools

COUNTIES.	No.	GRAMMAR SCHOOLS.	MONEYS.																		
			RECEIPTS.						EXPENDITURE.												
			Legislat'e Grant		Local Sources.			Total Receipts for Grammar School purposes for 1863.	For Masters' Salaries.	For Building, Rent, and Repairs.	For Maps, Apparatus, Prizes and Libraries.										
			For Masters' Salaries, received from 1st Jany. to 31st December.	For Maps, Apparatus, Prizes and Libraries.	From Municipal Grants.	From Fees.	From Balance and other sources.														
\$	cts.	%	cts.	%	cts.	%	cts.	%	cts.	%	cts.	%	cts.	%	cts.	%					
Wellington	}	88 Elora.....	704	00		100	00	163	50	161	35	1128	85	758	25	279	10				
		89 Orangeville.....	100	00	15	00	445	09				560	09	400	00	75	17		33	00	
Grey	}	90 Ferris.....	50	00	33	00	200	00	87	75	100	00	470	75	287	75	77	65		66	00
		91 Owen Sound.....	1000	00								1000	00	1000	00						
Perth	}	92 Stratford.....	950	00	16	00	150	00	155	00		1271	00	1066	00	5	30		32	00	
		93 St. Mary's.....	650	00	87	50	250	50	2	00	50	00	1040	00	842	50	2	30		175	00
Huron and Bruce	}	94 Goderich.....	1150	00	36	00	400	00	106	88	899	74	2592	62	1200	00	101	54		72	00
		95 Kincardine.....	550	00	20	00	175	68	18	00	10	34	774	02	600	00	4	70		40	00
Middlesex	}	96 London.....	1250	00			324	99	496	93	215	58	2267	50	2255	00					
		97 Strathroy.....	400	00								400	00	400	00						
Elgin	}	98 Wardsville.....	575	00				63	00			638	00	600	00						
		99 St. Thomas.....	680	00			150	00	30	00	151	98	1011	98	700	00	251	06			
Kent	}	100 Vienna.....	500	00			272	50	2	00	200	00	974	50	512	50	380	00			
		101 Chatham.....	1000	00				195	00	321	54	1516	54	800	00	32	10				
Lambton		102 Sarnia.....	900	00				68	00	169	65	1137	65	1075	00						
Essex	}	103 Sandwich.....	300	00																	
		104 Windsor.....	520	00	8	00	68	00				596	00	580	00				10	00	
101 Grd Total.....			53205	00	1058	09	14962	96	18542	96	12885	56	100654	51	81562	15	5251	45	2229	76	
95 ".....			6144945	00	659	00	15913	19	19353	09	9974	85	90845	11	73258	89	6139	56	1599	65	
9 Increase.....			8260	00	399	09					2910	71	9809	40	8303	26			630	11	
Decrease.....							950	23	810	19							888	11			

* Report incomplete.

† The decrease would not appear, but for the neglect of some important Boards of Trustees in sending larger than indicated by the table.

of Upper Canada.—Continued.

PUPILS AND TERMS OF ADMISSION.												
TOWN.												
For Fuel, Books, Contingencies, &c.	Total Expenditure for Grammar School purposes for 1865.	Balance over.	Number of Pupils attending during 1865.	Number of Pupils whose parents reside in the town where the Grammar School is situated.	Number of Pupils whose parents reside out of the town, but within the county.	Number of Pupils whose parents reside in other counties.	Number of Pupils reported as in prescribed G. S. subjects.	Number of new Pupils admitted during 1865.	Number of these new Pupils who had passed the entrance examination.	How many, formerly Common School boys, admitted free by Scholarship.	At whose expense the scholarships are maintained.	Fees per term of three months per Pupil.
\$ cts.	\$ cts.	\$ cts.										
91 50	1128 85		54	24	26	2	31	27	24			\$2, \$2, \$1.00.
17 37	515 54	24 55	58				55	58	58			Free.
20 18	451 52	19 17	20	15			18	20	20			\$2, \$2, \$1.50.
	1000 00		82	78			82	82	28			Free.
113 90	1217 80	53 14	64	59	18	7	64	24	25			\$2, \$1.
20 00	1040 00		50	37	13		42	50	30			Free.
162 13	1495 67	1096 95	55	41	12		53	21	21			\$2
74 04	718 74	55 28	52	45	10		52	20	20			Res. free others \$2
12 50	2267 50		85	64	16		83	60	60			\$1.50.
	400 00		61	48	11		64	24	20			Free.
38 00	658 00		45	30	10		43					\$1.
60 92	1011 98		76	35	37	4	76	40	76	7	County Council.	50 cts.
82 00	974 50		72	62	7	3	72	25	24			Free to county; others \$2.
104 48	936 58	579 96	60	36	25	5	66	43	43	2	C. S. Trustees.	\$2 to town; \$1 to county.
60 00	1135 00	2 65	43	28	14	1	43	26	26			50 cts.
			43	41	2		35	11	9			Free.
	596 00		61	50	11		40	17	17			Free.
5197 36	94240 71	6415 80	3754	4228	1229		297 515	2260	2111	124		
4817 92	85816 02	5029 09	3589	4190	1083		316 305	2484	2163			
379 44	8424 69	1384 71	165	38	146		105					
							19	224	54			

their financial statements, and for the same reason the increase over 1864, in some items, was actually

TABLE H.—The Grammar Schools

NUMBER OF PUPILS IN THE VARI

No.	THE GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.								
		Total in English.	In English Grammar.	In Spelling & Dictation.	In Reading.	In Composition.	Total in Latin.	In Arnold's 1st Book.	In Arnold's 2nd Book.	In Latin Grammar.	In Latin Exercise and Prose Composition.	In Prose.	Reading Caesar.	Reading Livy.	Reading Virgil.
1	Cornwall.....	53	53	53	53	16	43	20	6	32	11	5	3	2	6
2	Williamstown.....	36	30	30	30	30	30	24	5	24	25	1	5	5	5
3	Iroquois.....	65	68	65	68	68	47	37		10	6	3	1		
4	Alexandria.....	17	16	17	17	17	15	14	6	15		6		5	
5	Morrisburgh.....	18	18	18	18	18	18	18							
6	L'Orignal.....	35	35	35	35	26	16	3		16	1	3			
7	Woodstock Hill.....	80	80	80	80	41	25	10	10	15	10		8		
8	Osborne.....	21	21	21	21	17	7	7		7					
9	Ottawa.....	69	69	69	69	69	66		12	66	12	12	6	6	
10	Richmond.....	18	11	11	10	8	5	3		5	3				
11	Metcalfe.....	20	16	12	14	16	17	6	9	15	10	1	2	1	
12	Brookville.....	36	35	29	23		10	11	2	19	15	11	5	9	
13	Prescott.....	47	47	47	47	47	19	10		19	3				
14	Kemptville.....	58	58	58	58	43	7	6		6		2		1	
15	Gananoque.....	65	65	32	32	65	22	21	1	21					
16	Farmersville.....	35	35	25		35	18	14	3		6				
17	Nerrickville [†]						5								
18	Perth.....	85	84	84	85	26	89	35	13	23		6	18	2	
19	Smith's Falls.....	61	61	61	60		25	19	6	28	25	2	4	2	
20	Lanark.....	94	70	94	91	53	16	10		10	9		3	2	
21	Refrere.....	26	26	26	26	10	15	15	7	15	15		5		
22	Carleton Place.....	85	85	85	85		32	6	6	32	12		8		
23	Pembroke.....	43	35	35	43	32	18	2		13	2			3	
24	Pakenham.....	31	31	31	31	19	27	9	9	27	9				
25	Arnprior.....	49	39	39	40		17	11		17	11	2		2	
26	Kippsville.....	99	88	68	73	56	90	24	15	90	18	17	25	17	
27	Napanee.....	75	75	70	70	75	63	58		63	5	1	5	1	
28	Newburgh.....	105	105	105	105	105	60	30	16	60	14	2	1	2	
29	Bath.....	21	21		20	15	18	10		18	8		8	2	
30	Pictou.....	39	39	39	39	28	39	26	3	36	3	2	2	4	
31	Consecon [*]						20								
32	Belleville.....	174	174	174	174	75	62	16	15	46	20	6	7		
33	Stirling.....	25	25	25	25	13	13	6		13	6	1	3	2	
34	Cobourg.....	50	59	50	50	50	50	44	6	50	50	8	7	8	
35	Port Hope.....	122	122	122	110	110	36	15	6	21	36	9	7	6	
36	Bowmanville.....	73	73	58	66	34	64	43	9	64	9	8	10	5	
37	Brighton.....	30	30		30		17	17			17				
38	Colborne.....	51	51	51	51		46	26	10	6	36	6		4	
39	Newcastle.....	66	66	66	66	66	36	29	5	36	36	1	5		
40	Peterborough.....	50	50	50	50	50	50	20	10	20	20	10	2	10	
41	Norwood.....	43	43	32	25	19	25	15	9	15	3	3	4	3	
42	Lindsay.....	54	54	54	54	9	29	6	1	7	9		1	2	
43	Oakwood.....	44	43	44	39	7	10	8		8		2	2	2	
44	Omenee.....	51	51	20	20	18	30	22	8	22	8		9	2	
45	Whitby.....	67	67	11	67	67	58	50	15	10	10	10	12	6	
46	Uxbridge.....	62	62	40	62	69	32	20	7	32	32	1	3	1	
47	Osawa.....	97	97	97	86	97	71	64		71	71	7		3	
48	Manilla.....	60	60	20	60	60	50	38		12	50		19	2	
49	Toronto.....	173	173	150	150	173	169	58	50	169	120	122	6	16	
50	Newmarket.....	44	44	32	34	28	24	18	18	24	24	4	7	3	
51	Stratford.....	30	53	50	50		21	9	2	8	7	4	3	3	
52	Richmond Hill.....	42	43	43	43	43	31	25		31		6	2	1	
53	Brampton.....	57	57	47	2	18	39	20	5	39	39	13	9	13	
54	Weston.....	38	38	38	38	38	23	23	10	23	10			6	
55	Markham.....	51	54	6	55	47	24	4	11	10	7	4		7	

^{*} Report defective.[†] Seven pupils in German.

of Upper Canada.—Continued.

OTHER BRANCHES OF INSTRUCTION

				IN GREEK.								IN FRENCH.						
Reading Ovid.	Reading Cicero.	Reading Horace.	In Verse Composition.	Average attendance in Latin for whole year.	Total in Greek.	In Arnold's 1st Book.	In Greek Grammar.	In Written Exercises.	Reading Lerna.	Reading the Analysis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercise and Composition.	In French Dictation and Conversation.	Reading Corneille's Horace.	Reading Voltaire's Charles XII.
7	7	2	5	26	11	6	9	11	2	7	2	2						
1	5	1		16	6	6	4	12	4	3	2	2	5	5	4			
				26	8	4	6	5	1	5	2	1	10	9	7			3
				8	4	4	4	4	1	1	1	1	8	8	7			
				5	1		1						21	21	12			1
2	1	2		10									13	12	18			
				6	6								10	10	10			
				32	10		10	10	2	5	2	2	32	32	32			6
				7	9	3	2	1	1	1	1		17	17	6			
				9	8	6	6	3	3	3	3		16	16	6			14
				8	3	1							17	17	12			3
				4	1		1			1			18	18	6			10
				14									18	18	18			
				2									2	2	2			
				53	11	5	11	5	5	5	1	1	45	45	19			4
				14	6	5	6	6		2	1		19	19	19			4
				5	4	4	4	1		1			15	15	15			
				9									10	10	10			
				14	4		4						20	20	20			10
				11	5		3			3			17	14	17			
				11	2		2						25	25	25			11
				13	1	1	1	1					21	18	21			
				56	23	11	23	23		11	11		25	24	23			13
				27	2	2	2	2					18	8	10			8
				34	2	2	2	7	2	6	2	2	36	36	36			3
1	1	2	1	10	2	2	2	2	1	1	1							
				17	9	8	9			1	1							
				12														
				37	3		3			3			19	14	5			5
				7									12	12	12			2
				33	4		4		1	3	3	1	5	5	5			5
				23	19	9	19	10	4	6	3	2	13	19	9			2
3	6	5		40	10	9	10	1	1	1	1		40	40	6			12
				6	3	3	3	3					4	4	4			
				25	16	7	7	6	2	4	3		17	10				7
				23	6	4	6	6		2			13	18	18			
				26	25	25	25	25	15	15			29	20	20			11
				16	6	3	3	3	2	1			21	18	18			6
				11	2		2	2					9	4	4			1
				10	2	2							3	3				
				19	5	3	5			2			22	12	10			6
				28	12	10	5	5	4	4	3		32	6	6			4
				18	5	1	5	5	1				9	9	9			4
				34	8	1	8	8		6	2		18	18	18			5
				31	5	3	5	5					50	12	12			12
				83	66	20	66	46	16	20	16	6	25	25	25			12
6	8	2	6	10	11	7	11	11	1	2	3	1	27	9	97			4
				11	2	1	1	1	2	2			2	2				8
				16	4	4	4	4	1		3		8	8	8			17
				21	17	9	17	17	9	9	6	6	29	29	29			
				14	15	15	15	15					6	6				
				26	19	8	11		4	7	1	1	26	26	26			2

TABLE H.—The Grammar Schools

NUMBER OF PUPILS IN THE VARI

No.	THE GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY.				Total in History.		
		Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In First Four Rules of Arithmetic, Reduction and Fractions.	In the higher Rules of Arithmetic.	In the 1st Four Rules of Algebra.	In the higher rules of Algebra.	In Euclid, Bb. I & II.	In Euclid, B. III & IV.	Total in Geography.	In Ancient Geography.		In Modern Geography.	In Canadian Geography.
1	Cornwall	53	15	20	18	35	15	5	15	53	10	53	18	63	
2	Williamstown	30	30	25	15	15	17	13	15	10	30	7	30	30	15
3	Iroquois	70	31	12	50	20	17	4	6	6	66	6	60	60	20
4	Alexandria	17	11	9	17	17	11	11	9	9	17	17	17	17	17
5	Morrisburgh	18	8	3	7	11	8	8	3	3	17	17	17	17	10
6	L'Orignal	25	13	9	10	25	6	7	2	2	36	3	35	35	25
7	Vankleekhull	20	20	12	12	65	11	6	20	5	75	5	75	25	75
8	Orbelle	21	9	7	4	17	5	4	3	4	21	17	21	15	15
9	Ottawa	67	31	31	38	29	19	12	19	12	60	9	69	37	69
10	Richmond	12	2	2	11	11	1	1	2	2	14	14	14	14	8
11	Metcabe	24	7	6	2	22	3	4	4	2	13	13	7	17	17
12	Brookville	26	18	26	11	25	5	13	12	11	31	9	29	17	31
13	Prescott	17	16	13	11	47	16	9	1	47	47	47	47	47	47
14	Kemptville	51	13	5	11	43	4	9	2	3	52	52	52	7	7
15	Gananoque	65	11	2	32	33	11	7	2	65	65	65	65	65	65
16	Farmeraville	27	11	2	27	27	5	6	2	18	6	18	10	16	16
17	Merrickville	78	30	31	42	36	42	11	11	20	76	9	76	44	69
18	Perth	61	28	23	12	49	13	15	17	6	61	6	61	61	43
19	Smith's Falls	94	5	4	34	60	3	3	3	1	60	60	60	16	16
20	Lanark	35	9	9	35	35	7	2	8	1	35	35	35	35	11
21	Renfrew	85	27	20	26	59	6	21	12	8	85	22	85	85	85
22	Carleton Place	40	19	10	20	20	12	7	5	5	40	5	40	40	25
23	Pembroke	31	12	8	31	31	12	8	1	31	31	31	31	13	13
24	Pakerham	40	7	5	10	30	3	4	4	1	40	40	40	16	38
25	Arnprior	99	57	42	27	72	17	40	25	17	87	31	70	63	54
26	Kingston	75	30	16	15	75	30	10	6	75	75	75	75	70	70
27	Napanee	105	39	20	15	90	8	31	7	13	105	14	105	105	45
28	Newburgh	22	17	3	22	22	4	13	2	1	14	14	14	14	13
29	Bath	39	18	13	39	39	13	5	9	4	39	7	39	39	39
30	Pictou	174	29	19	79	95	29	15	4	174	30	174	174	186	186
31	Consecon*	23	9	5	15	10	5	4	2	3	25	25	25	25	25
32	Bellefleur	39	28	36	3	42	13	15	27	9	50	50	50	50	50
33	Stirling	122	58	16	122	122	30	28	9	7	110	40	72	35	122
34	Cobourg	73	33	14	6	67	20	13	11	3	72	15	72	40	73
35	Port Hope	29	12	8	14	15	8	4	8	25	25	25	25	16	16
36	Bowmanville	47	39	16	5	42	19	11	1	15	50	50	50	51	51
37	Brighton	64	27	22	64	64	7	20	15	7	66	12	54	54	48
38	Colborne	50	20	21	20	30	12	8	13	8	50	20	50	50	19
39	Newcastle	51	12	3	20	31	7	5	3	3	51	25	51	51	50
40	Peterborough	54	7	7	20	34	2	2	3	4	54	2	54	54	35
41	Norwood	16	4	2	12	4	2	2	2	2	15	15	15	15	10
42	Lindsay	61	13	16	5	56	7	6	11	5	37	11	26	26	34
43	Oakwood	67	26	26	67	67	18	8	14	12	67	10	67	67	67
44	Omemee	62	25	20	20	42	18	7	14	6	61	20	60	60	48
45	Whitby	61	39	57	32	29	25	14	53	4	71	10	61	61	62
46	Uxbridge	60	40	50	15	45	28	12	46	4	60	60	60	60	60
47	Osawa	173	125	125	48	125	89	36	89	36	173	36	173	137	173
48	Manilla	44	29	25	19	25	12	17	14	11	44	4	44	44	41
49	Toronto	50	7	5	16	34	7	3	2	50	50	50	50	26	26
50	Newmarket†	43	27	10	23	20	21	3	3	7	43	21	43	43	43
51	Streetsville	32	32	21	32	32	32	7	7	14	57	13	57	57	57
52	Richmond Hill	38	8	8	8	30	4	4	1	7	30	6	30	30	30
53	Brampton	24	30	22	8	28	19	11	15	8	37	7	34	18	42

* Report defective.

† Seven pupils in German.

of Upper Canada. — Continued.

OUS BRANCHES OF EDUCATION.

	IN HISTORY.				IN PHYSICAL SCIENCE.				IN OTHER STUDIES.						
	In Greek and Roman History and Antiquities.	In other Ancient History.	In English History.	In Canadian History.	Total in Physical Science.	In Elements of Natural History.	In Elements of Natural Philosophy, and Geology.	In Elements of Physiology and Chemistry.	Total in Writing.	Who Write Well.	Who Write Indifferently.	In Book-keeping.	In Drawing.	In Vocal Music.	In Elements of Civil Government.
7		18	11		23	30	23		53	40	13				
3		13	20		23				25	20	5			25	
		10	12		10		10		60	40	20				
		17			8	6	7		16	12	4		11		
25		6							13	10	3				
		50	23		15	15	20		36	30	6		3		
		17			17		17		21	17	4				
9	32	32	37		32		32		64	20	44		8		
		8	8		8	8	8		18	5	13				
		7	10		13	7	7	7	15	6	9		4		
9		29			3	3	3		28	16	12		14		
19	47	47	47		47		47	47	47	20	27		7		
		7			6		6		56	25	31		7		
17	17	65	20		3				65	23	42				
	4	4	10			1		2	12	8	4		15		
11		40	29						73	20	53				
6	37	13							61	29	41				
		16			60		60		94	35	59		17		94
		11			35	35	35	35	35	12	23		6		
	35	23	85		85		85		80	75	5		1		
		23	15		19		19		40	12	28		12		43
			6		16	16	16	16	31	6	25		2		
			29		40				39	23	16		4		
18	13	21	27		64	54	40	20	99	44	55		30		
70		70	40		70	70	70	70	75	65	20		70		
14	35	22	18		25		25	25	105	30	75		20		46
1		15			8		8		22	20	2				
8		30			39	39	39	6	39	20	19		20		
32		100			174		174	31	174	56	118		31		
10		19	19						25	10	15		8		
50	50	50							50	19	31		23		
66		110	35		66		66	32	115	58	57		29		
15		72	20		36				71	10	61		15		26
		16													
8	43	12	20		6		6		10	6	4				
12	12	36			66	66	66	11	66	13	53		13		
20		50			21	15		5	50	29	21		15		18
3		16			11		11		45	25	20				
2		35	35		35	35	35		54	8	46				
10									20	10	10				44
2	2	32			20		16		37	34	3		7		
67		67	67		60		60	10	53	42	11		39		28
6	5	24	22		69		60		62	50	12		10		62
10	10	52	52		35			35	61	57	4		32		61
20		60			20		20		25	25	25		3		71
36		153	137		103	103			120	80	40		50		60
18		41	12		23	6	23	1	25	10	15		3		
		26							50	45	5		13		
10		43	10		2			2	43	14	29		4		
13		57	35		33	33	33		44	32	12		14		
	15	15						25	38	20	18		5		9
14		28	25		4		4		50	24	8		8		

TABLE H.—The Grammar Schools

THE GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.								
	Total in English.	In English Grammar.	In Spelling & Dictation.	In Reading.	In Composition.	Total in Latin.	In Arnold's 1st Book.	In Arnold's 2nd Book.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Cæsar.	Reading Livy.	Reading Virgil.
	56 Barrie	29	29	29	12	10	19	6	16	8	8	2	4	4
57 Bradford.....	29	29	29	29	29	26	14	.....	26	8	9	6	1	9
58 Collingwood.....	21	21	21	21	21	21	19	.....	21	21	.....	2	.....	.....
59 Milton.....	41	37	29	41	28	36	23	23	5	23	2	4	.....	.....
60 Oakville.....	45	45	45	45	45	16	.....	.....	16	12	2	.....	.....	1
61 Hamilton.....	103	193	84	93	15	102	84	7	102	73	9	8	1	11
62 Ancaster.....	44	44	44	44	.....	25	20	.....	25	25	2	6	.....	1
63 Dundas.....	43	43	43	43	10	43	28	.....	23	28	5	8	.....	5
64 Waterdown.....	80	80	80	80	70	19	3	2	9	10	4	.....	3	4
65 Brantford.....	97	97	97	97	97	97	35	11	8	8	.....	.....	2	8
66 Paris.....	35	29	29	29	29	35	31	.....	25	35	4	8	4	4
67 Scotland.....	40	28	40	26	40	37	.....	.....	37	12	5	6	.....	5
68 Mount Pleasant.....	58	58	21	58	.....	14	6	.....	14	8	4	.....	.....	4
69 Niagara.....	22	22	22	22	22	20	12	8	12	20	12	12	.....	4
70 St. Catharines.....	54	54	54	6	48	44	8	24	36	44	13	15	.....	13
71 Grimsby.....	47	47	41	41	41	39	27	.....	39	39	6	1	.....	8
72 Beamsville.....	30	30	30	30	30	30	24	.....	24	2	1	.....	1	1
73 Smithville.....	47	47	49	47	49	16	12	.....	4	4	.....	.....	.....	4
74 Welland.....	43	43	43	43	43	20	14	14	20	20	6	9	.....	6
75 Drummondville.....	47	47	47	47	39	20	13	5	20	8	5	1	5	.....
76 Fonthill.....	71	65	32	33	58	40	32	7	1	8	1	5	1	1
77 Thorold.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78 Cayuga.....	63	56	40	50	63	34	30	15	34	15	.....	3	.....	1
79 Caledonia.....	56	56	46	56	15	29	4	.....	25	.....	8	.....	.....	4
80 Simcoe.....	40	40	40	40	40	45	11	11	45	23	23	4	.....	25
81 Port Dover.....	49	49	44	44	49	34	23	6	34	34	5	6	.....	5
82 Port Rowan.....	66	12	50	30	26	15	12	6	9	11	17	3	.....	2
83 Woodstock.....	25	27	27	.....	35	43	10	10	14	25	14	4	.....	11
84 Ingersoll.....	88	86	50	86	54	45	30	6	45	45	4	.....	.....	.....
85 Berlin.....	35	35	10	35	35	35	30	.....	30	5	4	5	.....	5
86 Galt.....	114	114	114	114	60	114	31	18	114	56	18	12	4	18
87 Guelph.....	64	64	43	40	64	53	49	.....	53	53	13	8	.....	18
88 Elora.....	54	54	54	54	22	23	.....	.....	8	11	2	8	2	1
89 Orangeville.....	58	29	43	58	12	19	19	.....	19	3	.....	5	.....	.....
90 Fergus.....	20	20	20	20	20	18	18	1	18	18	18	.....	.....	.....
91 Owen Sound.....	52	52	75	79	79	24	10	7	24	7	4	7	.....	4
92 Stratford.....	62	62	62	62	62	40	.....	.....	28	13	15	8	8	13
93 St. Mary's.....	50	50	50	50	50	42	12	.....	11	42	8	.....	2	5
94 Goderich.....	46	46	39	46	46	37	20	4	37	15	13	2	.....	2
95 Kincardine.....	52	52	52	52	52	18	9	9	18	18	.....	8	.....	.....
96 London.....	83	83	73	83	75	75	35	13	75	66	9	19	.....	8
97 Strathroy.....	64	64	64	64	9	50	44	6	50	50	.....	6	.....	.....
98 Wardeville.....	42	25	25	42	16	23	14	.....	20	3	3	8	.....	4
99 St. Thomas.....	76	76	76	76	.....	45	12	5	5	.....	.....	8	.....	5
100 Vienna.....	77	70	70	71	20	47	43	.....	15	43	.....	2	.....	.....
101 Chatham.....	64	64	64	64	64	22	16	6	22	22	6	9	.....	6
102 Sarnia.....	43	43	36	43	43	28	1	.....	22	5	3	.....	1	3
103 Sandwich.....	43	43	.....	43	.....	35	9	3	3	3	3	3	.....	3
104 Windsor.....	61	61	61	61	61	40	29	5	40	40	5	5	2	3
Grand Total. 1865.....	5666	5451	4896	4934	3794	3669	2022	554	2758	1863	624	476	66	418
" 1864.....	5425	5236	4718	4867	3816	2825	1500	497	2102	1339	323	497	.....	.....
Increase.....	241	215	172	67	.....	844	522	57	656	524	301	.....	66	.....
Decrease.....	.....	.....	.....	.....	22	.....	.....	.....	.....	.....	21	.....	.....	.....

of Upper Canada.—Continued.

OUS BRANCHES OF INSTRUCTION.

		IN GREEK.							IN FRENCH.									
Reading Ovid.	Reading Cicero.	Reading Horace.	In Verso Composition.	Average attendance in Latin for whole year.	Total in Greek.	In Arnold's 1st Book.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Cornelle's H. rare, &c.	Reading Voltaire's Charles XII.
4	4	4	4	8	15	9	4	9	4	4	4	4	10	10	4	10		4
	4	4	4		15	6	4	6	1	4	4	2	5	5	5			3
		2			11	5		5		3	3	1	7	7	7			3
	12				20	6		6		6	6	1	7	12	12			13
4	5	1	1		8	5		5		5	5		12	12	12			13
		1			50	19	9	19	9	1	1	1	26	26	26		1	7
					14	1		1		1	1		10	10	10			7
					20								13	13	13			
		1			11	9	9	9	9				12	12	12	8		6
1	5	4	4		32	20	20	5	20	3	4	2	97	15	2		1	12
4	4	4	4		22	6	6	6	4	4	4	4	12	12	12			1
		1			20	4	1	4	1	2	2	1	37	37	15	20		4
		8	4		10	2		2		2	2		14	14	14			4
6			4		13	8		8	7	4			30	30	30	16		16
		2	13		27	19	3	16	19	2	2		12	12	12			2
		3			18	8	4	8	8	4	4		9	9	9			4
2	1	1	2		19	2	2	2	1	1	1		9	9	9			
	1				10	4	4	4	4	3	3		6	6	6	6		
					13	8	8	8	8	1	1		11	11	11			11
	1	1			10	2	2	2	2		1		9	9	9			6
1	1	1	1		23	7	5	1	7	1	1		9	9	9			
					19	2	2	2					7	7	7			2
	4	3			16	4	3	4		1	1		7	7	7			9
	19	6			33	9	9	9	3	3	2		28	28	19	9	9	
		5			16	4		4	4	2	2		13	13	13			
					8	13	13	6	8	4	3		9	5	3			1
	4	10			21	11	6	6	8	4	3		6	6	6			
					25	4	4	4		4	3		34	34	27	18		8
		5			15	3	3	3					12	12	12			
12	4	7	13		64	44	3	44	10	16	16	4	71	71	41	6		18
	4	4	3		25	20	20	20	20	1	5	1	20	20	20	12		5
			1		11	2	2	2	1	1	1		15	11	4			4
	1				19	2	2	2	2	2			13	13	13	13		1
					14	3	3						39	39	31			12
	3	2	10	10	23	8		8	3	3	2	3	10	10	10			4
	3	8	2	8	24	8	3	8	3	2	6	1	31	31	31	4		4
	9	9	9	4	22	8	8	8	8	7	7	1	16	16	4			4
					9	4	4	4	4	2	2		5	8	5			3
	2	1			21	20	15	20	20	5	5		27	19	19			9
					15	20	20	20	20	5	5		15	11	13	5		5
					10	5	7	5		5			8	8				
		1	1		22	11	6	11		3			20	20	20			3
					21								8	3				
					13								37	37	37	37		12
	1	4			11	4	4	4	3	1			17	17	8			4
			3		5	2	2	2					16					
					24	4	4	4	4				27	27	27	12		6
80	224	213	119	18	735	380	624	444	109	259	142	44	1733	1458	1291	373	46	415
497	82				726	362	624	425		350	124	48	1729	1693	1186	569		370
	143				9	18		19	109		18	4	4	105		46		46
									91			4	286		194			

TABLE H.—The Grammar Schools

THE GRAMMAR SCHOOLS.		IN MATHEMATICS.										IN GEOGRAPHY.			
		Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In First Four Rules of Arithmetic, Reduction and Fractions.	In the higher Rules of Arithmetic.	In the last Four Rules of Algebra.	In the higher rules of Algebra.	In Euclid, Ph. I & II.	In Euclid, B. III & IV.	Total in Geography.	In Ancient Geography.	In Modern Geography.	In Canadian Geography.	Total in History.
56	Barrie	20	11	11		20	3	8	3	8	20	8	20		20
57	Bradford	29	26	24		29	9	17	12	12	29		29	29	29
58	Collingwood	21	6		4	17	1	5			21		21	21	21
59	Milton	38	23	17		38		23	4	13	37	3	37		41
60	Oakville	36	19	11	18	18	4	15	7	4	With History.				33
61	Hamilton	103	27	27	14	89	8	19	19	8	103	27	84	84	27
62	Ancaster	44	10	14	27	17		2	13	1	44	25	44	44	44
63	London	43	43	43		30	43	43			43		43	43	43
64	Waterdown	80	11	7	50	60	3	80	8	7	80		80	20	70
65	Grandford	97	97	97		89	8	89	8	13	84	97	19	79	97
66	Paris	35	12	8		35	5	7	5	3	35	16	35	35	35
67	Scotland	29	12	10	10	19		8	4	7	3	25		20	20
68	Mount Pleasant	58	32	8	21	37		32	8		58	14	58	58	58
69	Niagara	22	10	12	8	11	6	9	3	3	22	8	22		22
70	St. Catharines	54	29	29	13	41	6	23	22	7	54	46	54	54	54
71	Grimsby	43	30	16	8	35	14	16	10	6	43	9	43	40	32
72	Beamsville	30	13	14	7	23	4	9	3	11	30	4	26		36
73	Smithville	30	20	14	4	26	10	10	7	7	47	12	47	47	30
74	Welland	39	16	10	10	29	4	12	6	4	43	20	43	40	43
75	Drummondville	47	22	11	8	39		22	6	5	47		47		47
76	Fonthill	68	21	17	29	39	12	9	15	2	41	1	40		38
77	Thorold														
78	Layton	63	26	11	34	29	16	10	6	5	63	23	48	63	63
79	Galesburg	36	12	6		36	8	4	3	3	56		56	56	56
80	Simcoe	40	30	33	15	25	12	18	23	10	45	14	45	14	40
81	Port Dover	49	29	25	20	29	19	10	14	11	49	8	41	41	49
82	Port Rowan	50	15	9	29	21	1	14	8	1	60		35		22
83	Woodstock	33	15	14	10	23	11	4	14		23	11	12	12	35
84	Egersoll	86	22	12		86	16	6	8	4	70		70	70	88
85	Berlin	35	20	20	5	30	4	16	8	12	24	10	24	13	20
86	Galt	114	78	46	36	78	38	40	17	29	114	16	114	36	114
87	Guelph	64	57	46	30	34	43	14	41	5	64	53	64	64	64
88	Etara	54	13	10	10	44	7	6	0	4	54	12	54		54
89	Orangeville	58	9	7	46	12	8	1	6	1	58	3	58		58
90	Fergus	20	8	2	5	15		8	2		20		20	20	12
91	Owen Sound	82	27	32		82	4	23	24	8	82	30	82	82	61
92	Stratford	62	44	21	22	40	24	20	5	16	62	11	62	23	31
93	St. Mary's	50	50	28		50	20	30	22	6	50	50	50	50	50
94	Goderich	45	14	21	7	38	6	8	12	9	39	9	30	30	34
95	Wincardine	52	19	9		52	6	13	8	1	52	7	50	50	52
96	London	83	62	36	22	61	24	38	18	18	83	28	72	72	83
97	Strathroy	64	20	14	24	40	1	19	8	6	64		64		50
98	Woodsville	42	30	20	3	39	11	19	11	9	56	9	27	15	29
99	St. Thomas	76	32	28	2	74		32	18	10	76		76	28	30
100	Vienna	70	12	14	1	69	2	10	12	2	70		70	20	71
101	Chatham	64	51	12		64	4	47	6	6	64	64	64	64	64
102	Sarnia	43	20	9	6	37	15	5	5	4	36		36	36	24
103	Sandwich	43	8	4		39	5	3	1	3	43	43	43		18
104	Windsor	61	15	7	17	44	13	2	4	3	61		61	61	61
	Grand Total, 1865.	5491	2468	1857	1461	4030	1165	1303	1149	708	5281	12	4996	3562	4552
	1864.	5387	2503	1765	1513	3874	867	1637	1013	747	4963	1346	4740	2966	4049
	Increase.....	104		92		156	298		131		318		256	596	
	Decrease.....		35		52			334		39		125			117

N.B.—During the year 1865, the new Programme was being gradually introduced in many of the schools, and an effect of these circumstances, the young boys now taking Latin, and deferring some other sub until the Reports for 1866 have been received, 1865 being a time of transition, and some of the schools not having

of Upper Canada.—Continued.

US BRANCHES OF INSTRUCTION.

IN HISTORY.			IN PHYSICAL SCIENCE.				IN OTHER STUDIES.							
In Greek and Roman History and Antiquities.	In other Ancient History.	In English History.	In Canadian History.	Total in Physical Science.	In Elements of Natural History.	In Elements of Natural Philosophy, and Geology.	In Elements of Physiology and Chemistry.	Total in Writing.	Who Write Well.	Who Write Indifferently.	In Book-keeping.	In Drawing.	In Vocal Music.	In Elements of Civil Government.
8	6	20	7	8	8	5	10	6	4	3				
5	20	29	7	8	8	6	20	12	17	10				
21	21	21	7	21	21	21	21	8	13	5			21	
3	41	24	38	2	2	2	2	20	53	6				
23	20	20	20	4	6	4	17	12	5	8			20	
27	20	20	10	10	10	7	93	43	20	12			54	
1	44	44					44	22	22	1				
	43	43	45	43	43		43	10	15				27	
	70	20	50	50	50		50	50	50	20				
18	97	97	9	9	9		97	80	17	50			97	
15	15	35	35	35	35	20	25	9	25	24				
		11	15	15	15	10	30	20	10	3				40
8	58	23					58	35	23	5				
	22		22				22	7	15					
46	46	46	46	34	34	34	34	54	40	8			15	
9	50	50	8	8	8		50	30	13	12				
2	2	30	30	18	18	10	8	14	10	4			12	9
6	6	25	10	15	15		47	20	27					
20	40	40	28	26	26		40	35	5	43			7	
9	38	44	44	14	14	36	15	2	13	30				
1	28	3	1	1	1	1	30	19	11	17				
63	60	66	63	63	63	2	63	45	18	40				
	56	56	20	20	20	2	56	40	16	20				
9	26	40	40	15	15	2	40	20	19	12				
8	41	15	15	15	15		40	18	22	18				
13	11	4					49	33	16	11			21	
11	9	24	19	19	19		10	3	7	3				
12	76						86	34	52	27				
6	15	20	20	6	6	20				15				
6	6	114	21	1	21	21	104	35	69	3			10	
37	37	64	4	27	27	13	64	50	11	12			20	
	20	20	54	54	54		54	34	20	8				
	68	12	12	12	12	12	58	12	46	3				
	4	12	20	20			20	16	4	3				
80	57						80	20	60	27				
13	32	32				72	62	41	21	7				
12	50						50	6	44					
26	34	34	46	46	46		32	32		11				
8	30	30	36	36	36		52	36	16	9			52	
28	54	54	72	32	40	2	83	59	24	36			58	
	50	4					64	20	41	20				
3	16	19	12	12	12		30	11	19	10				
	30	25	17	17	17		76	30	46	24				
43	70						72	30	42	12				
64	64	12	17	17	17	27	64	30	34	14				
8	12	15	43	43	43	4	38	12	26	12			25	
	18						43	12	31	5				
	61	61					61	13	43	8				47
1260	856	2029	1696	242	94	185	493	4002	2563	2390	1265	550	71	.....
1411	875	2823	1188	291	602	218	1053	4786	2794	1992	1218	670	202	.....
		208		322				1761		407	17			.....
202	19	194		482	334			231		190		184		.....

although it did not come to general operation till 1840, the large increase in Latin and Greek since the year 1840 is a more advanced part of the course. The effect of the change will not, however, be fairly seen until the year 1850.

TABLE I.—The Grammar Schools

No.	THE GRAMMAR SCHOOLS.	When established.	MASTERS.						School Houses.				
			HEAD MASTERS AND THEIR QUALIFICATIONS.		Number of Masters engaged. Date of appointment of Head or Classical Master.	Annual Salaries.		Estimated value of School-house and site.	Brick.	Stone.	Frame.		
						Head Master, average.	Assist. Master, average.						
1	Cornwall.....	1806	Rev. H. W. Davies, <i>B.D.</i> , <i>Trinity Coll., Toronto</i>	1	1858	1400	\$	\$	1800	1	...	...	...
2	Williamstown.....	1828	Wm. McLennan, <i>A.B.</i> , <i>Queen's Coll., Kingston..</i>	1	1864	600	...	...	3000	1	...	...	...
3	Iroquois.....	1845	Wm. A. Whitney, <i>M.A.</i> , <i>Victoria Coll., Cobourg.</i>	2	1860	700	300	...	2500	...	1	...	...
4	Alexandria.....	1865	David Lennox, <i>LL.B.</i> , <i>University of Toronto.....</i>	1	1865	700	...	...	...	...	1	...	...
5	Morrisburg.....	1865	J. R. Youmans, <i>B.A.</i> , <i>Victoria Coll., Cobourg..</i>	1	1865	700	...	...	...	1	...	...	...
6	L'Orignal.....	1822	Alexander McNaughton.....	1	1853	800	...	...	800	1	...	...	...
7	Vankleekhill.....	.....	Rev. H. L. Slack, <i>B.A.</i> , <i>Lennoxville College.....</i>	1	1865	500	...	...	800	1	...	...	...
8	Osborne.....	1865	James Lumsden, <i>Esq.</i> , <i>M.A.</i> , <i>Aberdeen.....</i>	1	1865	450	...	...	...	...	1	...	...
9	Ottawa.....	.....	J. Thorburn, <i>Esq.</i> , <i>M.A.</i> , <i>McGill Coll., Montreal..</i>	4	1882	1000	600	...	...	...	1	...	...
10	Richmond.....	.....	Alexander McBain, <i>M.A.</i> , <i>Queen's Coll., Kingston</i>	1	1865	500	...	...	...	...	1	...	...
11	Metcalfe.....	1863	Henry Barry Houghton, <i>B.A.</i> , <i>Dublin.....</i>	1	1865	400	...	...	500	...	1	...	...
12	Brockville.....	.....	J. J. Dunlop, <i>M.A.</i> , <i>Dublin.....</i>	2	1862	800	320	...	...	...	1	...	...
13	Prescott.....	1848	Rev. W. J. Sargent, <i>B.A.</i> , <i>Dublin, and M.R.I.A.</i>	1	1865	700	...	...	600	...	1	...	...
14	Kemptville.....	.....	Paraclete Sheldon, <i>M.A.</i> , <i>Univ. Vermont.....</i>	1	1864	400	...	...	300	...	1	...	...
15	Gananoque.....	.....	J. Lawton Bradbury, <i>M.A.</i> , <i>Trinity Coll., Toronto</i>	1	1864	550	...	...	6400	...	1	...	...
16	Farmersville.....	1860	H. S. Tarbell, <i>A.B.</i> , <i>Queen's Coll., Kingston.....</i>	1	1862	600	...	...	5500	1	...	...	...
17	Merrickville.....	1863	Edgar Frisby, <i>M.A.</i> , <i>Univ. of Toronto.....</i>	1	1865	no rep.	...	...	...	...	1	...	...
18	Perth.....	.....	Thomas Hart, <i>A.B.</i> , <i>Queen's Coll., Kingston.....</i>	2	1865	700	500	...	5000	...	1	...	...
19	Smith's Falls.....	.....	William Tytler, <i>B.A.</i> , <i>University of Toronto.....</i>	1	1865	600	...	...	...	...	1	...	...
20	Lanark.....	.....	J. J. Bell, <i>B.A.</i> , <i>Queen's Coll., Kingston.....</i>	1	1865	500	...	...	600	...	1	...	...
21	Renfrew.....	.....	Benjamin J. M. Fraser, <i>Certificate.....</i>	1	1860	500	...	...	1000	...	1	...	...
22	Carleton Place.....	.....	Henry C. Mewburn, <i>Certificate.....</i>	1	1865	500	...	...	800	...	1	...	...
23	Pembroke.....	1863	Alfred McClachie, <i>B.A.</i> , <i>Victoria Coll., Cobourg.</i>	1	1864	500	...	...	800	...	1	...	...
24	Pakenham.....	1864	James Smith, <i>A.M.</i> , <i>Aberdeen.....</i>	1	1864	480	...	...	500	...	1	...	...
25	Arnprior.....	1865	James Muir, <i>B.A.</i> , <i>Queen's Coll., Kingston.....</i>	1	1865	520	...	...	2500	...	1	...	...
26	Kingston.....	.....	Samuel Woods, <i>M.A.</i> , <i>University of Toronto.....</i>	3	1862	...	...	...	5000	...	1	...	...
27	Napanee.....	1846	Robert Phillips, <i>Certificate.....</i>	2	1855	700	400	...	10000	1	...	...	...
28	Newburgh.....	1844	John Campbell, <i>M.A.</i> , <i>Victoria Coll., Cobourg..</i>	2	1864	750	400	...	4000	...	1	...	...
29	Bath.....	1812	George Milligan, <i>B.A.</i> , <i>Queen's Coll., Kingston..</i>	1	1864	600	...	...	1500	...	1	...	...
30	Pictou.....	.....	Finlay F. McNab, <i>B.A.</i> , <i>Queen's Coll., Kingston..</i>	1	1861	700	...	...	1000	...	1	...	...
31	Consecon.....	.....	W. E. Scott, <i>B.A.</i> , <i>Victoria Coll., Cobourg.....</i>	1	1861	no rep.	...	...	1000	...	1	...	...
32	Belleville.....	1840	Alexander Burdon.....	2	1840	1000	500	...	8400	...	1	...	...
33	Stirling.....	.....	Spencer A. Jones, <i>Certificate.....</i>	1	1865	500	...	...	400	1	...	...	...
34	Cobourg.....	.....	F. W. Barron, <i>M.A.</i> , <i>University of Toronto.....</i>	2	1859	1200	100	...	2400	1	...	...	...
35	Port Hope.....	.....	Adam Parslow, <i>Certificate.....</i>	2	1866	800	500	...	4000	1	...	...	...
36	Bowmanville.....	.....	Edward P. Crowle, <i>Ph.D.</i> , <i>Glasgow.....</i>	2	1865	720	300	...	12000	1	...	...	...
37	Brighton.....	.....	George Young, <i>B.A.</i> , <i>Victoria Coll., Cobourg..</i>	1	1865	600	...	...	1000	1	...	...	...
38	Colborne.....	1853	James B. Dixon, <i>M.A.</i> , <i>Wesleyan University.....</i>	1	1856	700	...	...	5000	1	...	...	...
39	Newcastle.....	1859	William Lumsden, <i>M.A.</i> , <i>Victoria Coll., Cobourg.</i>	1	1864	600	...	...	...	1	...	...	...
40	Peterborough.....	1830	Rev. John King, <i>A.M.</i> , <i>Dublin.....</i>	1	1864	800	...	...	24000	1	...	...	...
41	Norwood.....	1854	Peter Wright, <i>Certificate.....</i>	1	1865	500	...	...	2000	1	...	...	...
42	Lindsay.....	1857	Robert Hudspeth, <i>Certificate.....</i>	2	1861	500	600	...	4000	1	...	...	...
43	Oakwood.....	1855	George Young, <i>B.A.</i> , <i>Victoria Coll.....</i>	1	1863	475	...	...	2000	...	1	...	...
44	Omamee.....	1860	John Shaw, <i>Certificate.....</i>	1	1863	600	...	...	1200	...	1	...	...
45	Whitby.....	1851	Thomas Kirkland, <i>Certificate.....</i>	2	1863	800	300	...	2000	1	...	...	...
46	Lxbridge.....	1852	John Thomson, <i>A.B.</i> , <i>Queen's Coll., Kingston</i>	1	1864	520	...	...	500	...	1	...	...
47	Oshawa.....	1854	William McCabe, <i>LL.B.</i> , <i>University of Toronto..</i>	3	1864	800	100	...	6000	1	...	...	...
48	Manilla.....	1864	Henry Reazin, <i>Certificate.....</i>	1	1864	650	...	...	1200	...	1	...	...
49	Toronto.....	1808	Rev. A. Wickson, <i>LL.D.</i> , <i>Univ. of Toronto.....</i>	4	1864	1200	475	...	1400	...	1	...	...
50	Newmarket.....	1849	W. H. Vandersmissen, <i>B.A.</i> , <i>Univ. of Toronto.....</i>	2	1865	607	200	...	2000	1	...	...	...
51	Streetsville.....	.....	A. T. Holmes, <i>A.M.</i> , <i>Glasgow.....</i>	1	1865	450	...	...	1200	1	...	...	...
52	Richmond Hill.....	1851	W. Bond, <i>B.A.</i> , <i>Trinity Coll., Toronto.....</i>	1	1865	600	...	...	1200	...	1	...	...
53	Brampton.....	1854	John Seath, <i>B.A.</i> , <i>Queen's Coll., Ireland.....</i>	2	1862	700	100	...	3000	1	...	...	...
54	Weston.....	1857	Rev. J. B. Logan, <i>M.A.</i> , <i>Victoria Coll., Cobourg.</i>	1	1857	600	...	...	6000	1	...	...	...
55	Markham.....	1858	Henry H. Hutton, <i>M.A.</i> , <i>Victoria Coll., Cobourg.</i>	1	1864	780	...	...	800	...	1	...	...
56	Barrie.....	.....	Rev. W. F. Checkley, <i>B.A.</i> , <i>Dublin.....</i>	1	1864	1000	...	...	2600	...	1	...	...

of Upper Canada.—Continued.

MISCELLANEOUS INFORMATION.

Freehold.	Leased or rented.	Schools in which the Bible is used.	Schools in which there are daily prayers.	Number of months open in 1865, including prescribed vacations.	Schools united with Com. Schools.	Number of Maps in each School.	Number of Globes in each School.	Schools using Black Boards.	Schools having complete sets of Apparatus.	Estimated value of all Library Books, Apparatus, & Furniture.	Schools in which Gymnastics and Military Drill are practised.	Number of Pupils who received Prizes at Examinations.	Number of Pupils who were matriculated at any University, 1865.	Number of Pupils who obtained Honors or Scholarships at matriculation, 1865.	When built.	Names of Universities at which Pupils were matriculated, 1865.	Number of Pupils who passed the Law Society Examination, 1865.	Number of Pupils who passed the Examination as Subjects in Surveying, 1865.
1				12	15	2	1			\$ 360					1856			
1				12	13		1					15	1		1860	McGill		
1	1	1	1	12	16	2	1	Part.				1	4			Tor., Col'g., McGill		
1				9	1		1				1							
1				1	(?)		15	1	Part.			12						
1				12	8	2	1	Part.		150								
1				1	6	3	1			60		18						1
1	1	1	1	12	10	1	1			600	1	24	2			McGill		1
1	1	1	1	12	26	3	1			1								
1	1	1	1	12	8		1											
1	1	1	1	12	10	1	1			30								
1	1	1	1	12	14	1	1						2			Toronto		1
1	1	1	1	12	12	1	1			100						Toronto		
1	1	1	1	12	27	2	1						1					
1	1	1	1	12	5	1	1			300								
1	1	1	1	12	10		1			200								
1	1	1	1	6	11	1	1									Queen's		
1	1	1	1	12	1		1					34	1					
1	1	1	1	12	31		1	Part.		9	1							
1	1	1	1	12	18		1			1		16						
1	1	1	1	12	11	1	1	Part.		125								
1	1	1	1	12	12	2	1	Part.		250		13						1859
1	1	1	1	12	12		1			50	1							
1	1	1	1	12	1		1	Part.				18	1			Queen's		
1	1	1	1	12	10		1					28				Queen's		
1	1	1	1	12	22	1	1			350			6	4		Queen's		
1	1	1	1	12	11	2	1	Part.		600		23				Queen's		
1	1	1	1	12	12		1			150			2	2		Toronto, Queen's		1
1	1	1	1	12	13	1	1			132			1			Queen's		1
1	1	1	1	12			1	Part.								Queen's		
1	1	1	1	12	12		1											
1	1	1	1	12	11	1	1			160			1			Queen's		2
1	1	1	1	12	4		1					19						
1	1	1	1	12	20		1					22						
1	1	1	1	12	130		1			1	600		3	2		2 Toronto, 1 Trinity		1
1	1	1	1	12	132		1					42						
1	1	1	1	12	18	2	1	Part.		1								
1	1	1	1	12	12	2	1			1								
1	1	1	1	12	5	1	1			200			21					
1	1	1	1	12	130	2	1						30	1		Toronto		
1	1	1	1	12	14	3	1	Part.					15					
1	1	1	1	12	10	3	1	Part.					1			Victoria		
1	1	1	1	12	7	1	1			200			25					
1	1	1	1	12	11		1	Part.		80			37					
1	1	1	1	12	7		1			250			22	4	3			
1	1	1	1	12	20	1	1						27					
1	1	1	1	12	9	2	1			1400	1							
1	1	1	1	12	7	1	1			50			16					
1	1	1	1	12	13		1			40	1	21	1	1		1863 Toronto		1
1	1	1	1	12	42	4	1			1		2	3	1		1849 Toronto		
1	1	1	1	12	9	1	1											
1	1	1	1	12	15	1	1	Part.		350								
1	1	1	1	12	117	2	1	Part.		200			18	3	2	1853 Toronto		
1	1	1	1	12	10		1						1			1858 Victoria		
1	1	1	1	12	18	2	1	Part.		250			34					
1	1	1	1	12	12	2	1	Part.					1	1		1850 Queen's		

TABLE I.—The Grammar Schools

No.	THE GRAMMAR SCHOOLS	When established.	MASTERS.				Annual Salaries.			School Houses.		
			HEAD MASTERS AND THEIR QUALIFICATIONS*		Number of Masters engaged.	Date of appointment of Head of Classical Master.	Head Master.	Assist. Master, average.	Estimated value of School-house and Site.	Brick.	Stone.	Frame.
57	Bradford	1860	Robert Dobson, <i>Certificate</i>		1	1864	600		1000			1
58	Collingwood	1859	Rev. Robert Rogers, <i>Certificate</i>		1	1864	400					
59	Milton	1856	R. Matheson, <i>B.A., University of Toronto</i>		1	1862	792					1
60	Oakville	1854	W. B. Fleming, <i>M.A., University of Toronto</i>		1	1864	800		2600	1		
61	Hamilton		J. M. Buchan, <i>M.A., University of Toronto</i>		5	1863	800					1
62	Ancaster		James Shier, <i>B.A., Queen's College, Kingston</i>		1	1864	600		4000	1		
63	Dundas	1855	J. H. Hunter, <i>M.A., University of Toronto</i>		1	1865	700		12000	1		
64	Waterdown	1857	Arnoldus Miller, <i>Certificate</i>		1	1844	600		3000		1	
65	Brantford	1857	W. Richardson, <i>B.A., Trinity Coll., Toronto</i>		1	1864	600		4000	1		
66	Paris		J. W. Acres, <i>B.A., Trinity Coll., Toronto</i>		2	1867	500		8000			
67	Scotland	1857	F. S. Hought, <i>Williams Coll., Massachusetts</i>		1	1862	600		500			1
68	Mt. Pleasant	1860	W. Taylor Briggs, <i>B.A., Trinity Coll., Tor.</i>		1	1863	550		3000		C	
69	Niagara		Rev. H. N. Philipps*		2	1863	800	400	700			1
70	St. Catharines	1828	Charles Camidge, <i>Certificate</i>		1	1864	800		4000	1		
71	Grimsby	1857	Daniel Campbell, <i>Certificate</i>		1	1857	725		700			1
72	Beausville	1859	J. D. Starb, <i>B.A., Victoria Coll., Cobourg</i>		1	1865	650		2600	1		
73	Smithville	1865	William C. Uicksbank, <i>B.A., Aberdeen</i>		1	1865	500					1
74	Welland	1857	James Hodgson, <i>Certificate</i>		1	1860	800		300			1
75	Drummondville	1857	Jas. S. Cameron, <i>M.A., Schoectady, N. Y.</i>		1	1865	600		4000			1
76	Fonthill	1864	Henry De la Motter, <i>Certificate</i>		1	1864	600		800			1
77	Thorold	1859	J. H. Baul, <i>M.A., Trinity Coll., Toronto</i>		1	1865	no rep.					
78	Cayuga	1862	Wm. Sinclair, <i>B.A., University of Toronto</i>		1	1862	600		1000	1		
79	Calverton	1853	James Turbull, <i>B.A., University of Toronto</i>		1	1862	600		3000	1		
80	Simcoe		Rev. John G. Mulholland, <i>M.A., Dublin</i>		1	1857	1000		6000	1		
81	Port Dover	1851	Jos. Green, <i>M.A., McGill Coll., Montreal</i>		1	1865	550		6000	1		
82	Port Rowan	1862	T. A. Hall, <i>M.A., Acadia Coll., N. Scotia</i>		2	1862	400	200	400			1
83	Woodstock	1843	George Strauchon, <i>Certificate</i>		1	1846	1120		3200	1		
84	Ingersoll		Rev. G. Magill, <i>B.A., Bishop's Coll., Lennoxville</i>		1	1865	800		9000	1		
85	Berlin	1835	David Ormiston, <i>B.A., University of Toronto</i>		2	1863	800	80		1		
86	Galt	1852	Wm. Tassie, <i>M.A., University of Toronto</i>		7	1863	1200	600	3000			1
87	Guelph	1840	James M. Dunn, <i>Certificate</i>		2	1865	900	540	2000			1
88	Elora		Rev. John G. Macgregor, <i>Certificate</i>		2	1853	760	160	1250			1
89	Orangeville	1865	Chas. R. Dickinson, <i>B.A., Dublin</i>		1	1865	500		100			1
90	Fergus	1865	Silas Miner, <i>M.A., Queen's Coll., Kingston</i>		1	1865	500					1
91	Owensound	1857	J. Preston, <i>Certificate</i>		2	1862	700	300	5000			1
92	Stratford	1853	C. J. Macgregor, <i>M.A., University of Toronto</i>		2	1855	800	400	4000	1		
93	St. Mary's	1861	Joseph Leggett, <i>Certificate</i>		2	1864	800	60	9000			1
94	Goderich	1840	John Haldan, jr. *		1	1844	1200		600	1		
95	Kincardine	1860	Albert Andrews, <i>Certificate</i>		1	1860	660		1000			
96	London	1834	Benjamin Bayly, <i>B.A., Dublin</i>		2	1841	1000	500	16880	1		
97	Strathroy	1860	Richard W. Young, <i>Certificate</i>		1	1864	500		1500			1
98	Wardsville	1865	R. S. O'Loughlin, <i>B.A., Queen's Coll. King</i>		1	1865	600		4000	1		
99	St. Thomas	1850	W. N. Keefer, <i>B.A., University of Toronto</i>		3	1865	700	400	300			1
100	Vienna	1850	J. W. Connor, <i>B.A., University of Toronto</i>		1	1865	600		3000	1		
101	Chatham		S. A. Marling, <i>M.A., University of Toronto</i>		1	1865	800		7600	1		
102	Sarnia	1844	A. Campbell, <i>B.A., Queen's Coll. Kingston</i>		1	1863	700		8000	1		
103	Sandwich	1863	E. Frisby, <i>M.A., University of Toronto</i>		1	1865	600				T. H.	
104	Windsor	1854	A. McSweeney, <i>A.M., Adrian University, U.S.</i>		1	1864	600				1	
Grand Total, 1865					149	26 in 65	685	345		43	18	32
" 1864					129	32 in 64	691	362				
Increase					10	4						
Decrease							6	17				

* Qualified under a former Statute. † Many of the amounts in this column cover the building occupied

of Upper Canada.—Continued.

MISCELLANEOUS INFORMATION.

Freehold.	Leased or Rented.	Schools in which the Bible is used.	Schools in which there are daily prayers.	Number of months open in 1865, including prescribed vacations.	Schools united with Com. Schools.	Number of Maps in each School.	Number of Globes in each School.	Schools using Black Boards.	Schools having complete sets of Apparatus.	Estimated value of all Library Books, Apparatus, & Furniture.	Schools in which Gymnastics and Military Drill are practiced.	Number of Pupils who received Prizes at Examinations.	Number of Pupils who were matriculated at any University in 1865.	Number of Pupils who obtained Honors or Scholarships at matriculation, 1865.	When built.	Names of Universities at which Pupils were matriculated, 1865.	Number of Pupils who passed the Law Society's Examination, 1865.	Number of Pupils who passed the Examination in Surveying '65.
1	1	1	1	12	4	2	1	100	16	2	1860	Victoria						
1	1	1	1	12	1	1	1	part	1000	17	1	1	1852	Toronto				
1	1	1	1	12	1	2	1	1	150	20	1	1	1856	Toronto, Metall.	1			
1	1	1	1	12	1	23	1	1	200	1	10	3	2	1854	Trinity	1		
1	1	1	1	12	1	30	2	1	1	1	12	1	1	1854	McGill			
1	1	1	1	12	1	8	1	1	350	12	1	1	1	1860	McGill			
1	1	1	1	12	1	37	1	1	150	1	3			1854				
1	1	1	1	12	1	10	1	1	1	1	3			1854				
1	1	1	1	12	1	20	1	1	150	1	35			1858				
1	1	1	1	12	1	13	2	1	part	160	21	1		1859	In U. States			
1	1	1	1	12	1	7	1	1	1	1	9	1		1857	Victoria			
1	1	1	1	12	1	1	3	1	80	1				1855				
1	1	1	1	12	1	5	1	1	1	1	16			1857				
1	1	1	1	12	1	2	1	1	1	1	12							
1	1	1	1	12	1	15	2	1	part	17				1865				
1	1	1	1	12	1	11	2	1	part	1	20			1855		5		
1	1	1	1	12	1	18	3	1	1	1	1			1857	Toronto			
1	1	1	1	11	1	24	1	1	240	1	2			1860				
1	1	1	1	10	1	11	1	1	100	1	11	1		1849	Glasgow			
1	1	1	1	12	1	13	1	1	175	5				1857		2		
1	1	1	1	12	1	37	3	1	part	400	6							
1	1	1	1	12	1	14	1	1	1	1	35	5	3	1852	3 Tor. 2 McGill.	2		
1	1	1	1	12	1	28	5	1	1	1	1			1847	Victoria			
1	1	1	1	12	1	20	1	1	220	1				1864	Toronto			
1	1	1	1	12	1	49	3	1	part	200	1			1855				
1	1	1	1	12	1	13	1	1	1	1	8	1			Toronto			
1	1	1	1	12	1	9	1	1	1	1	2	1	1		Toronto			
1	1	1	1	12	1	15	1	1	1	1	25			1856				
1	1	1	1	12	1	15	1	1	1	1	21			1857				
1	1	1	1	12	1	14	2	1	1000	15	1			1850	Victoria			
1	1	1	1	12	1	22	2	1	part	1								
1	1	1	1	12	1	17	1	1	1	1757	1	8		1849				
1	1	1	1	12	1	30	4	1	1	150	64							
1	1	1	1	12	1	28	2	1	1	150	1			1858				
1	1	1	1	12	1	12	2	1	part	200	1			1840		1		
1	1	1	1	11	1	7	1	1	part	200	20			1862				
1	1	1	1	12	1	16	2	1	part	800	1			1854	Toronto	1		
1	1	1	1	12	1	4	2	1	700	16				1855				
1	1	1	1	6	1	1	1	1	1	1	19	1		1858	McGill			
1	1	1	1	10	1	14	1	1	1	1	1							
65	16	61	90	11m.15d.	57	142	129	103	14 ste	18	109	64	27		Tor. 31, Q'ns 12,	23		
									28 pt						McGill 9, Vic. 8,			
									15 ste	21	850	67	27		Trin 2, Glas. 1,	12		
									24 pt					U. States 1				
									4 pt		239						11	
									1 set	3		3						

by the Common and Grammar Schools, jointly.

† Bookkeeping.

TABLE K.—The Meteorological Stations at the Upper Canada Grammar Schools.

Stratford Station, County of Perth.—North Latitude, 43°25′; West Longitude, 80°58′; Height above the sea, 1182 feet.†*
Annual Summary of Meteorological Observations, for the year 1865.

OBSERVER—CHARLES J. MACGREGOR, Esq., M.A.

1865. — MONTHS.	BAROMETER CORRECTED TO 32° FAHRENHEIT.								GASEOUS PRESSURE.†			
	MONTHLY MEANS.				Highest Barometer.	Lowest Barometer.	Monthly Range.	Greatest Daily Range.	MONTHLY MEANS.			
	7 A.M.	1 P.M.	9 P.M.	Mean.					7 A.M.	1 P.M.	9 P.M.	Mean.
January	28.6487	28.6387	28.6703	28.6526	29.205	28.219	0.987	0.423	28.5712	28.5522	28.5866	28.5700
February .....	.7763	.7608	.7383	.7584	29.210	28.271	0.939	0.650	.6829	.6502	.6360	.6564
March .....	.6177	.6002	.6017	.6065	29.088	27.856	1.232	0.524	.4735	.4270	.4357	.4454
April .....	.6955	.6973	.7173	.7034	29.118	28.088	1.030	0.761	.4841	.4556	.4926	.4774
May .....	.7078	.6866	.7033	.6992	29.070	28.397	0.673	0.293	.4181	.3463	.3935	.3860
June .....	.7648	.7539	.7405	.7531	28.946	28.395	0.551	0.299	.2433	.1909	.2258	.2200
July .....	.7487	.7219	.7061	.7256	29.059	28.402	0.657	0.383	.2694	.1950	.2092	.2215
August .....	.8236	.8007	.7973	.8072	29.035	28.477	0.558	0.383	.3332	.2308	.2548	.2730
September .....	.8593	.8382	.8311	.8428	29.084	28.518	0.466	0.239	.4024	.3556	.3554	.3711
October .....	.7319	.7027	.7136	.7161	29.067	28.008	1.059	0.431	.5106	.4419	.4698	.4741
November .....	.7475	.7231	.7111	.7272	29.352	28.033	1.314	0.774	.5716	.5313	.5327	.5462
December .....	.7121	.7214	.7403	.7246	29.183	28.128	1.055	0.676	.5856	.5342	.6248	.6015
Sums	344.8339	344.6455	344.6709	344.7167	.....	.....	.....	.....	341.5459	310.9740	311.2160	311.2456
Means	28.7362	28.7204	28.7225	28.7264	.....	.....	.....	.....	28.4622	28.4145	28.4347	28.4371

TEMPERATURE OF AIR.

1865. MONTHS.	MONTHLY MEANS.				Mean Maximum.	Mean Minimum.	Mean Range.	Greatest Daily Range.	Least Daily Range.	HIGHEST TEMPERATURE.		LOWEST TEMPERATURE.		Monthly Range.	WARMEST DAY.		COLDEST DAY.	
	7 A.M.	1 P.M.	9 P.M.	Mean.						Reading.	Date.	Reading.	Date.		Date.	Mean Temp.	Date.	Mean Temp.
January	13-06	18-20	15-75	15-07	22-34	6-44	16-10	26-2	6-1	33-1	23	-6-0	8	39-1	5	28-60	27	0-97
February	17-00	24-23	21-17	21-04	28-38	12-66	15-72	39-5	3-3	41-1	22	-19-4	13	60-5	22	37-33	13	0-27
March	29-23	37-28	33-68	33-40	41-60	23-15	18-45	40-3	4-3	56-6	20	5-2	6	61-8	21	50-83	10	11-43
April	40-55	48-70	43-89	44-37	54-10	34-30	19-89	33-4	7-4	67-5	21	21-6	10	45-9	21	57-60	8	28-87
May	48-78	59-50	54-21	53-16	63-25	44-07	22-48	30-4	12-4	81-2	17	26-8	12	54-4	16	70-13	11	38-67
June	62-75	72-93	64-09	66-59	77-28	55-20	22-08	31-4	11-4	87-2	18	39-9	11 & 25	47-3	17	76-37	27	53-73
July	61-13	70-21	62-82	64-72	73-77	53-70	20-07	26-9	9-9	86-6	6	38-9	14	47-7	6	74-60	13	53-47
August	59-54	71-28	62-76	64-53	75-23	52-67	22-56	31-2	9-7	88-2	31	33-9	24	54-3	31	77-53	24	52-47
September	58-22	69-72	61-89	63-31	74-78	53-06	21-72	36-5	8-7	85-2	13	33-6	19	51-6	14	75-53	18	47-90
October	39-48	47-41	42-60	42-97	50-43	34-68	15-73	26-2	4-2	69-1	9	22-6	29	46-5	10	60-47	24	31-77
November	34-61	39-83	36-05	36-85	42-22	31-20	11-02	19-4	4-3	60-3	16	18-4	11	41-9	16	53-40	11	26-07
December	24-20	27-68	25-51	25-13	30-20	17-59	12-61	27-9	4-9	54-1	4	0-0	16	54-1	4	42-90	15	8-10
Sums	488-55	557-92	518-73	531-74	633-78	415-72	218-06											
Means	40-71	48-99	43-23	44-31	52-81	34-94	18-17											

* By the operation of the amended Grammar School law, the Department will be in a position to publish returns from a number of stations in future Reports.
 † Approximations.

TABLE K.—The Meteorological Stations at the Upper Canada Grammar Schools—*Stratford Station.*—*Continued.*

1865. — MONTHS.	TENSION OF VAPOR.				HUMIDITY.				VELOCITY OF WIND.			AMOUNT OF CLOUDINESS.				RAIN.		
	MONTHLY MEANS.				MONTHLY MEANS.				MONTHLY MEANS.			MONTHLY MEANS.				No. of Rainy Days.	Duration in Hours.	Depth in Inches.
	7 A.M.	1 P.M.	9 P.M.	Mean.	7 A.M.	1 P.M.	9 P.M.	Mean.	7 A.M.	1 P.M.	9 P.M.	7 A.M.	1 P.M.	9 P.M.	Mean.			
January .....	.078	.086	.084	.083	90	83	87	87	2.4	2.7	1.9	7.6	8.2	7.8	7.9	1	hrs. m. 10-30	.2164
February .....	.093	.111	.102	.102	89	79	86	85	1.9	2.6	2.1	7.9	7.7	6.7	7.1	5	45-15	1.1458
March .....	.144	.174	.166	.161	85	73	81	80	2.8	2.9	2.2	7.2	6.4	7.4	7.0	10	65-00	1.9669
April.....	.211	.242	.225	.226	82	67	75	75	2.9	3.6	2.2	6.3	7.4	5.2	6.3	11	85-30	3.0184
May.....	.289	.340	.310	.313	79	64	77	73	2.2	2.7	1.1	4.0	5.3	2.8	4.1	9	47-30	1.7760
June .....	.521	.563	.515	.533	89	68	84	80	2.2	3.2	1.1	6.4	5.3	4.1	5.3	12	39-20	2.8159
July.....	.479	.527	.497	.501	86	71	86	81	1.7	2.7	1.2	5.8	5.2	5.2	5.4	8	38-50	1.4070
August.....	.490	.570	.543	.534	93	73	92	86	1.5	2.2	1.0	4.5	4.8	2.5	3.9	8	27-30	2.0815
September .....	.457	.483	.476	.472	90	64	83	79	1.0	2.1	0.7	5.1	3.7	3.5	4.1	11	55-15	3.1084
October .....	.221	.261	.244	.242	87	74	86	82	1.6	2.1	1.3	5.0	6.5	6.3	6.0	8	80-15	3.6102
November .....	.176	.189	.178	.181	85	74	82	80	1.8	2.2	2.0	7.2	7.9	6.9	7.3	4	33-45	1.1458
December .....	.126	.127	.115	.123	86	77	86	83	2.3	2.3	2.0	8.5	8.5	5.6	7.5	6	37-50	1.2857
Sums	3.285	3.673	3.455	3.471	1041	867	1005	971	24.3	31.3	18.8	75.5	76.9	64.0	72.2	93	575-00	23.5760
Means .....	.274	.306	.288	.289	87	72	84	81	2.0	2.6	1.6	6.3	6.4	5.3	6.0			

1866. MONTHS	SNOW.			Total Depth of Rain and melted Snow.	No. of Days on which Fogs occurred.	NUMBER OF DAYS ON WHICH THUNDER, LIGHTNING AND HAIL OCCURRED, SEPARATELY OR TOGETHER.								AURORAS.				
	No. of Snowy Days.	Duration in Hours.	Depth in Inches.			Thunder alone.	Lightning alone.	Hail alone.	Lightning with Thunder.	Lightning with Hail or Rain.	Thunder with Hail or Rain.	Lightning with Thunder and Hail or Rain.	Class I.	Class II.	Class III.	Class IV.	Sky unfavorable, observation doubtful.	Sky unfavorable, observation impossible.	Sky favorable, none seen.
January	9	hr. m. 92-00	170	13161	1												23	8
February	11	119 00	150	26438	4												18	6
March	8	74 00	155	35169	4												23	7
April	4	24 30	20	33184													15	13
May	1	4 30	10	18760	3												7	23
June				28139	8		2		1	2							7	22
July				14670													15	16
August				20875	4		1										5	26
September				31561	12	1											6	21
October	3	17 00	42	46302	2			1									16	15
November	5	27 30	22	13658	2												16	13
December	10	101 15	110	23887	2												10	12
Years	51	456 15	689	204100	27	1	3		2	2	3	8	1				170	181
Months																		

TABLE L.—THE NORMAL SCHOOL FOR UPPER CANADA, 1865.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, WEEKLY AID GRANTED, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Applicants for Admission.			Rejected.			Admitted.			Admitted by Fees.			Who had been Teachers before.			Who attended formerly.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
	From the 1st to the 32nd Session, inclusive.....	4825	2681	2164	528	280	248	1297	2581	1916	49	36	13	2231	1590	641	1253	622	721
Thirty-third Session, 1865.....	149	73	76	7	5	2	142	68	74	.....	.....	.....	63	50	18	53	13	40
Thirty-fourth Session, 1865.....	171	75	96	16	7	9	155	68	87	.....	.....	.....	69	46	14	65	23	42
Grand Total.....	5145	2809	2336	551	292	259	1594	2517	2077	49	36	13	2359	1686	673	1471	668	803

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, WEEKLY AID GRANTED, CERTIFICATES, &c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Who received Weekly aid.			Amount of Aid Granted.	WHO LEFT.						Received Certificates of standing in Class from the Masters.			Received Provincial Certificates.		
	Total.	Male.	Female.		Regularly.			Irregularly.			Total.	Male.	Female.	Total.	Male.	Female.
					Total.	Male.	Female.	Total.	Male.	Female.						
From the 1st to the 32nd Session, inclusive.....	2194	1332	862	\$44369 50	795	497	298	264	201	63	420	313	107	2019	1080	939
Thirty-third Session, 1865.....	.....	.....	.....	.....	27	12	15	6	4	2	.....	.....	.....	91	47	44
Thirty-fourth Session, 1865.....	.....	.....	.....	.....	18	11	7	4	4	.....	.....	.....	.....	84	42	42
Grand Total.....	2194	1332	862	\$44369 50	840	520	320	274	209	65	420	313	107	2194	1169	1025

* A very large proportion of these students have attended two or three Sessions, so that this number greatly exceeds that of the *different individuals* who have entered the institution as students, and the same remark applies to the number of certificates granted, as reported in the last triple column of the above table. The number of certificates actually valid on 31st December, 1865, was 1417.

TABLE L.—THE NORMAL SCHOOL FOR UPPER CANADA, 1865.—Continued.

ABSTRACT No. 2.—COUNTIES FROM WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Claremont		Dundas		Prescott		Russell		Carleton		Greenville		Leeds		Lanark		Renfrew		Frontenac		Addington		Lennox		Prince Edward							
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female						
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total						
From the 1st to the 32nd Session, inclusive	16	15	26	11	18	16	2	20	12	8	14	8	34	5	29	22	78	16	13	11	2	11	64	29	5	24	16	8	108	90	16	
Thirty-third Session, 1863	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Thirty-fourth Session, 1865	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grand Total	19	17	33	12	21	18	3	21	13	9	13	9	36	7	30	23	79	17	14	12	2	11	64	29	5	24	16	8	108	92	16	

ABSTRACT No. 2.—COUNTIES FROM WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Hamilton		Northum		Northum		Perth		Victoria		Ontario		York		Peel		Simcoe		Halton		Wentworth		Front		Lincoln											
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female										
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total										
From the 1st to the 32nd Session, inclusive	62	55	7	57	15	12	1	2	110	42	36	25	5	22	28	4	208	131	71	137	512	815	112	884	62	62	120	66	241	62	142	115	55	60	108	54
Thirty-third Session, 1863	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Thirty-fourth Session, 1865	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grand Total	66	57	10	59	17	14	2	3	112	45	37	6	23	29	4	212	131	73	139	524	827	113	895	63	63	121	67	242	63	143	116	56	61	108	54	

TABLE L.—THE NORMAL SCHOOL FOR UPPER CANADA.—Continued.
 ABSTRACT No. 2.—COUNTIES FROM WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Welland.		Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Croy.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.	
	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
From the 1st to the 32nd Session, inclusive.....	125	66	59	66	41	25	75	49	26	128	75	53	37	29	8	92	55	37	24	9	11	55	39	16	49	40	9	27	21	6	197	108
Thirty-third Session, 1865.....	3	1	1	1	1	1	1	1	1	5	5	4	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Thirty-fourth Session, 1865.....	2	1	1	2	1	1	1	1	1	6	4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grand Total	130	68	62	69	42	27	76	49	27	143	81	59	38	29	9	96	57	37	27	12	15	61	47	17	58	48	10	28	22	6	222	122

* See note to Abstract No. 1, page 82.

ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Total number of Students admitted.		Church of England.		Roman Catholics.		Presbyterians.		Methodists.		Baptists.		Congregationalists.		Lutherans.		Quakers.		Universalists.		Unitarians.		Disciples.		Other Persuasions.											
	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
From the 1st to the 32nd Session, inclusive	1297	2380	1917	724	368	356	182	96	86	1182	656	526	1499	848	651	349	206	143	183	72	111	2	2	38	30	8	4	4	7	4	3	24	11	13	103	83
Thirty-third Session, 1865.....	142	68	74	21	5	16	8	1	8	37	26	11	56	27	29	9	6	3	9	2	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Thirty-fourth Session, 1865.....	10	68	87	31	13	18	9	9	9	40	21	19	57	23	34	19	7	3	4	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Grand Total.....	4594	2516	2078	776	386	390	199	96	103	1250	703	556	1612	898	714	368	219	140	196	74	122	2	2	39	31	8	4	4	7	4	3	25	12	13	107	87

TABLE N.—STATEMENT No. 1.—The Free Public Libraries of Upper Canada.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.						
COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			Total number of Volumes supplied in 1865.	No. of Volumes taken out during the year.	No. of separate applications for books during the year.
	Amount of Local Appropriation for 1865.	Amount of Legislative Appropriation for 1865.	Value of Books sent in 1865.			
	\$ cts.	\$ cts.	\$ cts.			
<i>Leeds :</i> Leeds and Lansdowne Front, No. 11.....	7 00	7 00	14 00	41	...	...
<i>Renfrew :</i> Bugot, No. 6.....	20 00	20 00	40 00	70	500	62
<i>Hastings :</i> Hungerford, No. 11.....	12 00	12 00	24 00	48	...	30
<i>Ontario :</i> Therab. Township.....	20 00	20 00	40 00	64	...	...
<i>York :</i> Markham, No. 1.....	10 22½	10 22½	20 45	30	...	...
<i>Peel :</i> Caledon, No. 5.....	5 00	5 00	10 00	16	99	24
Do No. 9.....	12 00	12 00	24 00	21	131	50
<i>Simcoe :</i> Nottawasaga, U. S. S., No. 1.....	15 00	15 00	30 00	55	...	...
Reformatory Prison, Penetanguishene.....	36 35	36 35	72 70	163	...	...
<i>Halton :</i> Esquesing, No. 12.....	25 00	25 00	50 00	73	1024	125
Trafalgar, No. 15.....	20 00	20 00	40 00	82	...	...
<i>Brent :</i> Dumfries South, No. 6.....	22 40	22 40	44 80	112	...	...
Scotland Grammar School.....	20 00	20 00	40 00	57	...	...
<i>Wentworth :</i> Barton, No. 5.....	15 00	15 00	30 00	74	50	50
<i>Welland :</i> Bertie, No. 8.....	7 00	7 00	14 00	56	...	...
<i>Norfolk :</i> Woodhouse, No. 3.....	19 50	19 50	39 00	108	504	84
<i>Oxford :</i> Nissouri East, No. 5.....	10 00	10 00	20 00	37	573	50
Zorra East, No. 11.....	20 00	20 00	40 00	73	653	51
<i>Waterloo :</i> Dumfries North, No. 25.....	5 00	5 00	10 00	17	500	...

Wellington :							
Erie,	No. 12.....	36 00	36 00	72 00	121	452	36
Guelph,	No. 5.....	5 00	5 00	10 00	19	502	23
Nichol,	No. 2.....	37 00	37 00	74 00	124	230	92
Pikington,	No. 4.....	47 31	47 31	94 62	144	154	45
Do	No. 5.....	24 28	24 28	48 56	54	441	112
King :							
Holland and Sydenham, U. No. 11.....		25 00	25 00	50 00	124	120	82
Egremont,	No. 10.....	7 00	7 00	14 00	23	...	...
Perth :							
Elma,	No. 7.....	8 00	8 00	16 00	29	...	25
Fulkerton,	No. 1.....	8 00	8 00	16 00	28	...	...
Hibbert and Logan, U. No. 1.....		16 00	16 00	32 00	60	...	...
Mornington,	No. 6.....	11 00	11 00	22 00	25	32	25
Huron :							
Ashfield,	No. 8.....	21 00	21 00	42 00	90	96	40
Howick,	No. 16.....	17 00	17 00	34 00	81	170	20
Stanley,	No. 4.....	20 00	20 00	40 00	100	201	37
Usborne, Township.....		50 00	50 00	100 00	122	...	2026
Bruce :							
Arran,	No. 5.....	22 61	22 61	45 22	69	...	...
Do	No. 7.....	10 00	10 00	20 00	28	...	...
Huron,	No. 1.....	7 00	7 00	14 00	24	...	...
Do	No. 7.....	10 00	10 00	20 00	29	150	...
Do	No. 9.....	10 00	10 00	20 00	50	50	22
Midland :							
Ekfrid, Township.....		40 00	40 00	80 00	127	156	96
McGillivray,	No. 5.....	6 00	6 00	12 00	37	...	...
Metcalf,	No. 5.....	20 00	20 00	40 00	85	85	78
Westminster,	No. 7.....	12 00	12 00	24 00	48	545	545
Elgin :							
Yarmouth,	No. 7.....	21 00	21 00	42 00	95	56	37
Lambton :							
County of Lambton Teachers' Association.....		25 00	25 00	50 00	48	...	...
Sarnia,	No. 7.....	32 00	32 00	64 00	97	105	14
Sombra,	No. 11.....	5 00	5 00	10 00	23	50	18
Town :							
Berlin,	B. G. S. T.....	5 374	5 374	10 75	3	560	...
do	do.....	18 00	18 00	36 00	31	275	275
Cornwall,	B. S. T.....	68 00	68 00	136 00	161	432	432
Goderich,	B. G. S. T.....	80 25	80 25	160 50	204	...	...
Oakville,	B. S. T.....	46 18	46 18	92 36	52	...	...
S. Mary's,	B. S. T.....	35 00	35 00	70 00	68	1050	350
Simses,	U. B. S. T.....						
Villages :							
Kincardine,	B. S. T.....	20 00	20 00	40 00	72	200	1155
Orhawa,	do.....	30 30	30 30	60 60	13	6400	127
Waterloo,	do.....	42 40	42 40	84 80	14	334	334
		1200 18	1200 18	2400 36	3882	.....	.....

TABLE N.—STATEMENT No. 2.—The Free Public Libraries of Upper Canada.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT.					OTHER PUBLIC LIBRARIES.		TOTAL.							
	MONEYS.					No. of libraries, exclusive of sub-divisions.	Total number of volumes in libraries.	Sunday School Libraries.		Other Public Libraries.		Total School and Public Libraries in Upper Canada.			
	Amount of local appropriation for 1865.	Amount of legislative apportionment for 1865.	Value of books sent in 1865.	Value of books sent in former years.	Total value of books sent.			Miscellaneous.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	No. of volumes taken out during the year.	No. of separate applications for books during the year.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.		
Wengary				200 00	200 00	1	451	700	40	9	1030			10	1514
Stormont				560 00	560 00	3	1141			15	1430	2	310	20	2934
Dundas				800 00	800 00	4	1401			25	2333	1	82	39	3616
Prescott				931 56	931 56	4	1819	21	21	28	3676	3	1650	33	7145
Russell				652 37	652 37	4	1270	450	29	10	900	1	800	15	2970
Carleton				1923 02	1923 02	14	3901	426	130	27	3478	2	180	43	7559
Grenville				876 00	876 00	5	1802	142	50	22	3924	1	579	29	6312
Leeds	7 00	7 00	14 00	985 10	999 10	18	2064	1799	456	69	6567	3	350	99	8981
Lanark				4337 89	4357 80	38	8819	4661	1183	50	7600	30	5500	124	21319
Renfrew	20 00	20 00	40 00	1475 72	1515 72	17	2872	1197	277	18	1610	3	850	35	5332
Frontenac				574 77	574 77	6	1188	218		30	3682	3	950	39	5821
Adlington				400 00	400 00	1	630			25	4153	2	630	28	5413
Lennox				720 00	720 00	2	1556			14	1282	4	350	20	3188
Prince Edward				1227 60	1227 60	10	2264	234		38	4361	2	900	50	7525
Hastings	12 00	12 00	24 00	2751 84	2775 84	20	5280	74	53	37	4462	3	957	60	10699
Northumberland				4280 00	4280 00	31	8572	900	598	78	9471	6	2580	115	26623
Durham				1140 57	1140 57	17	2747	293	180	57	7393	3	450	77	10590
Peterboro'				3275 56	3275 56	21	6804	26	12	29	3150	6	1319	56	11273
Victoria				570 24	570 24	45	3429	3299	744	26	2276	3	360	74	6959
Ontario	20 00	20 00	40 00	4531 12	4571 12	25	7874	3619	695	46	8286	6	2900	77	19660
York	10 22½	10 22½	20 45	8230 09	8250 54	69	14662	8031	2183	95	12513	23	5645	187	32820
Peel	17 00	17 00	34 00	4563 66	4597 66	52	8095	3651	2040	39	6385	3	680	94	15160
Simcoe	51 35	51 35	102 70	3504 20	3606 90	35	6589	1734	743	37	5911	7	2156	79	14655
Halton	45 00	45 00	90 00	908 34	998 34	13	1614	2707	366	33	7630	57	3126	57	12370
Wentworth	15 00	15 00	30 00	1700 00	1730 00	13	3493	1667	568	53	8172	9	2366	75	14031
Brant	42 40	42 40	84 80	762 44	847 24	12	2060	2207	325	47	6794	3	2276	62	11130
Lincoln				2474 50	2474 50	21	4289	1009	205	41	5427	3	2016	65	11732
Kelland	7 00	7 00	14 00	920 00	934 06	11	1870	320	62	50	6995	3	1516	64	10381

Malden				3167 10	3167 10	32	5523	770	389	48	4908	3	2370	81	12801
Norfolk	19 50	19 50	39 00	851 36	890 36	11	1655	769	119	66	6831	5	1200	82	10686
Orford	30 00	30 00	60 00	5382 72	5142 72	46	9874	6141	1405	88	10904	5	990	139	21768
Waterbury	5 00	5 00	10 00	1910 87	1920 87	13	3528	1484	362	21	2319	12	1680	46	8107
Wellington	149 59	149 59	299 18	3596 41	3895 59	41	6746	5359	1186	53	6825	10	2607	101	16178
Grey	32 00	32 00	64 00	2766 40	2830 40	23	5404	719	313	32	2304	16	1963	71	9671
Perth	43 00	43 00	86 00	2745 62	2831 62	29	5293	821	810	34	4111	15	1788	78	11222
Huron	108 00	108 00	216 00	5129 10	5345 10	48	8094	2119	671	36	4289	15	2059	99	14952
Bruce	59 61	59 61	119 22	874 60	993 82	15	1724	1137	155	30	2780	2	325	47	4829
Middlesex	78 00	78 00	156 00	3934 46	4110 46	50	7051	2836	1596	66	8583	12	4692	123	20326
Elgin	21 00	21 00	42 00	1633 28	1675 28	12	3160	277	340	57	5503	8	1205	77	9868
Kent				3590 00	3590 00	29	6953	2015	422	54	4748	6	1450	59	13121
Lambton	62 00	62 00	124 00	3009 41	3133 41	19	4297	946	246	37	3030	8	1390	64	8717
Essex				1301 00	1301 00	5	2420			11	3350	10	1040	23	6819
Total	814 07 1/2	854 07 1/2	1709 35	94911 83	96621 18	885	180809			1684	211281	273	66217	2812	458307
Counties	854 07 1/2	854 07 1/2	1709 35	94911 83	96621 18	885	180809			1684	211281	273	66217	2812	458307
Cities				8837 87	8837 87	9	13600			75	26310	18	5450	102	94360
Towns	282 80 1/2	282 80 1/2	565 61	6420 22	6923 83	34	9170			201	51298	50	34681	285	97119
Villages	92 79	92 79	185 40	2703 65	2889 05	20	5170			144	29963	39	17317	203	52466
Total for 1865	1200 18	1200 18	2400 36	112873 57	115273 93	948	208759			2104	320852	380	172665	3432	702272
Total for 1864	965 47	965 47	1930 94	110942 63	112873 57	897	208483			2068	317417	370	172665	3344	698505
Increase	234 71	234 71	469 42	1930 94	2400 36	51	272			36	2435	1	60	88	3767
Decrease															

TABLE N.—STATEMENT No. 3.—The Free Public Libraries of Upper Canada.—Continued.

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 1863 to 1865, inclusive.

Number of volumes sent out during the years	Total volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agriculture. Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales and Sketches—Practical Life.	Teacher's Library.	Prize Books.	Grand Total Library and Prize Books.
1853.....	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2917	5178	208	.....	21922
1854.....	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	578	.....	66711
1855.....	28659	5475	2053	318	558	663	200	1808	207	76	1452	3361	2926	3081	6049	432	.....	28659
1856.....	13669	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	258	.....	13669
1857.....	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	244	.....	29833
1858.....	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	84	.....	7587
1859.....	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	172	.....	9308
1860.....	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	142	.....	9072
1861.....	6468	1273	302	59	101	72	64	223	36	2	172	601	797	880	1826	117	.....	6468
1862.....	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	112	.....	5599
1863.....	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	112	.....	6274
1864.....	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1193	57	.....	3361
1865.....	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	58	.....	3882
Totals...	212365	36927	14289*	2617	5655	4420	1893	12132	1449	756	8730	20676	16040	24315	58992	2574	210448	422813
Deduct volumes returned for exchange, &c.....																		616
Volumes sent to Mechanics' Institutes, &c., not included in the above.....																		422197 8293
Grand Total, Library Books, &c., despatched up to 31st December, 1865.....																		430490

TABLE O.—Maps, Apparatus and Prize Books supplied by the Department to Grammar and Common Schools, during 1865.

This table is not printed by order of the Joint Committee on Printing. A summary of the information it contains will be found, however, in the Chief Superintendent's Report, on page 19.

TABLE P.—The Superannuated or Worn-out Common School Teachers.

No.	NAME.	Age in 1865.	Years of Teaching in Upper Canada.	Amount of Pension for 1865.	Amount of cash paid Pensioners from 1st Jan'y. to 31st Dec.	Period for which the payments were made.
				\$. cts.	\$. cts.	
1	John McAuley.....	83	23	27 50	11 75	Last half year 1864.
4	Magnus Swanson.....	82	18	22 50	18 50	do do and first half 1865.
6	Donald Currie.....	81	18	22 50	18 50	do do do
11	Thomas J. Grafe.....	80	18	22 50	18 50	do do do
13	James Benton.....	69	25	31 26	27 26	do do do
15	James Breakenridge.....	61	32	40 00	35 60	Last half 1863, year 1864, and first half 1865.
17	Robert C. Mills.....	79	23	28 74	24 74	Last half 1864 and first half 1865.
19	Peter Stewart.....	62	22	27 50	23 50	do do do
20	David Thompson.....	75	28	47 50	43 50	do do do
21	John Price.....	73	24	30 00	26 00	do do do
22	William Gordon.....	78	30	37 50	33 50	do do do
23	Crawford Rainey.....	54	17	21 24	17 24	do do do
24	Benjamin Warren.....	84	27	33 76	29 76	do do do
25	Thomas McMath.....	69	20	25 00	21 00	do do do
27	William McEdward.....	75	26	34 50	30 50	do do do
28	George Fieldhouse.....	79	30	36 50	30 50	do do do
31	John McKenzie.....	73	17	21 88	17 88	do do do
36	Donald McDougall.....	79	13	16 24	12 24	do do do
38	James Brennan.....	81	35	43 76	39 76	do do do
40	William M. Hynes.....	71	34	42 50	38 50	do do do
42	W. R. Thornhill.....	67	22	27 50	23 50	do do do
43	William Irvine.....	83	17	21 88	17 88	do do do
45	John Fletcher.....	56	18	22 50	18 50	do do do
46	John E. Emme.....	69	27	33 74	29 74	do do do
47	John Nowlan.....	74	24	30 00	26 00	do do do
49	George Reynolds.....	70	28	35 62	31 62	do do do
51	William Martin.....	74	14	17 50	13 50	do do do
53	Michael Koen.....	74	25	31 88	27 88	do do do
54	Alexander Miller.....	79	28	35 62	31 62	do do do
55	John Donald.....	66	20	25 62	21 62	do do do
56	Angus McDonald.....	70	33	41 88	37 88	do do do
59	Gilbert McAulay.....	85	18	22 50	18 50	do do do
60	Gideon Gibson.....	80	19	23 74	19 74	do do do
63	Donald McDougall.....	65	14	17 50	13 50	do do do
74	Thomas White.....	75	23	29 68	25 68	do do do
75	Rev. Joshua Webster.....	71	22	27 50	23 50	do do do
78	Norman McLeod.....	73	16	20 00	16 00	do do do
74	Sam. P. Stiles.....	81	40	50 00	46 00	do do do
75	M. Kitchinghugh.....	85	31	38 76	34 76	First half 1865.
78	William Foster.....	65	22	27 50	23 50	Last half 1864 and first half 1865.
79	William Glazford.....	55	28	33 12	29 12	do do do
81	William Powers.....	66	30	37 50	33 50	do do do
82	John Vert.....	66	21	26 88	22 88	do do do
83	William Benson.....	68	23	28 74	24 74	do do do
84	Wm. Kearns.....	73	25	31 26	27 26	do do do
86	James Lay.....	73	17	21 26	17 26	do do do
87	John Healy.....	76	26	32 50	28 50	do do do
87	John Healy.....	76	26	32 50	28 50	do do do
88	Hector McRae.....	69	20	25 00	21 00	do do do
88	Hector McRae.....	69	20	25 00	21 00	do do do
90	J. Carruthers.....	80	24	30 00	26 00	do do do
92	Emily Cozens.....	60	27	33 76	29 76	do do do
93	William Dermott.....	67	13	16 26	12 26	do do do
95	Hugh Hagan.....	47	18	23 12	19 12	do do do
96	Walter Hick.....	77	25	31 26	27 26	do do do
97	John Higginbotham.....	74	22	27 50	23 50	do do do
101	Wm. Leonard.....	80	13	16 26	12 26	do do do
102	Roderick McLeod.....	65	17	21 26	17 26	do do do
107	Daniel Wing.....	62	26	36 25	32 25	do do do
107	Daniel Wing.....	62	26	36 25	32 25	do do do
109	William Kano.....	83	36	45 00	41 00	do do do

*The pensions are subject to a deduction before payment of \$4 for annual subscription required by law.
 †Half of this pensioner's allowance was attached by the County Judge.

TABLE P.—The Superannuated or Worn-out Common School Teachers.—*Con.*

No.	NAME.	Age in 1865.	Years of Teaching in Upper Canada.	Amount of Pension	Amount of cash paid	Period for which the payments were made.
				for 1865.	from 1st Jan. to 20th Dec.	
				\$ ets.	\$ ets.	
110	Martin Devereux.....	68	23	28 76	24 76	Last half 1864 and first half 1865.
111	Michael O'Kane.....	73	20½	25 62	21 62	do do
114	Alex. Jenkins.....	71	18	22 50	18 50	do do
115	Isabella Kennedy.....	63	22	27 50	23 50	do do
117	William Miller.....	80	17	12 50	8 50	do do
118	Robert Beattie.....	70	20½	25 62	21 62	do do
119	John L. Biggar.....	73	23	31 26	27 26	do do
120	William Corry.....	75	17	21 24	17 24	do do
121	Marianne Edrington.....	54	20	25 00	21 00	do do
122	Peter Fitzpatrick.....	73	23	28 76	24 76	do do
123	James Guthrie.....	74	14	17 50	13 50	do do
125	Woodus Johnson.....	72	19	23 76	19 76	do do
126	James Keboe.....	63	19	23 74	9 87	Last half 1864
127	William Leahy.....	76	12	15 00	11 00	and first half 1865.
128	James McQueen.....	58	22½	28 12	24 12	do do
129	John Miskelly.....	67	12½	15 62	11 62	do do
132	Nicholas Fagan.....	71	16	16 24	12 24	do do
135	Andrew Power.....	47	13	21 26	17 26	do do
136	James Ramsay.....	60	17	21 24	17 24	do do
137	Catherine Snyder.....	56	18	22 50	18 50	do do
139	John Tucker.....	72	21	26 24	22 24	do do
140	John Brown.....	67	26	32 50	28 50	do do
141	John Monaghan.....	61	15	18 76	14 76	do do
142	Richard Youmans.....	61	20	25 00	21 00	do do
144	William Ferguson.....	65	24	15 00	26 00	do do
145	Thomas Flanagan.....	68	20	12 50	21 00	do do
146	Patrick Jones.....	76	36	45 00	41 00	do do
147	Jessie Loomis.....	74	19	23 74	19 74	do do
148	Edward Ryan.....	74	25	31 26	27 26	do do
149	Daniel Sheehan.....	81	20	25 00	21 00	do do
150	Clement L. Clarke.....	68	19½	24 38	20 38	do do
154	Robert Lucas.....	73	13	16 24	12 24	do do
155	Alexander Middleton.....	66	20	25 00	21 00	do do
156	George Miller.....	82	12	15 00	11 00	do do
157	Jeremiah O'Leary.....	65	22	26 24	22 24	do do
159	Archibald McCormick.....	68	16	20 00	16 00	do do
160	John Dewar.....	84	16	20 00	16 00	do do
161	Thomas Baldwin.....	67	13	16 26	12 26	do do
162	James Bodfish.....	62	20	25 00	21 00	do do
163	Anne Jackson.....	74	21	26 26	22 26	do do
164	William Mitchell.....	70	26	32 50	28 50	do do
166	William Hildyard.....	69	19	23 74	19 74	do do
167	Michael Murphy.....	77	7	8 74	4 74	do do
168	John McKenna.....	56	14	23 12	19 12	do do
169	Mary Richards.....	70	33	41 24	37 24	do do
170	W. B. P. Williams.....	61	9	11 24	7 24	do do
171	Julius Ansley.....	61	18	22 50	18 50	do do
172	Thomas Baker.....	70	19	23 74	19 74	do do
173	Thomas Buchanan.....	60	20	25 00	21 00	do do
174	Matthew M. Hutchins.....	58	22	27 50	23 50	do do
175	John Muir.....	62	21	27 20	23 20	do do
178	Helen McLaren.....	54	21	26 26	22 26	do do
179	Ralph McCallum.....	56	23	28 76	24 76	do do
180	Edward Potts.....	70	23	28 76	24 76	do do
182	Daniel D. Barrett.....	61	19	23 74	19 74	do do
183	William Clarke.....	69	12	15 00	11 00	do do
184	John Dods.....	60	21	13 12	22 24	do do
185	John Gilson.....	82	34	42 50	38 50	do do
186	P. G. Mulhern.....	65	29	36 24	32 24	do do
188	Thomas Sanders.....	73	30	37 50	33 50	do do

TABLE P.—The Superannuated or Worn-out Common School Teachers.—*Con.*

No.	N A M E .	Age in 1865.	Years of Teaching in Upper Canada		Amount of Pension for 1865.	Amount of cash paid Pensioners from 1st Jan'y. to 31st Dec.	Period for which the payments were made.
			%	cts.			
189	George Townley.....	78	19	23	74	19 74	Last half 1864 and first half 1865.
190	George Weston.....	67	22½	28	12	24 12	do do
191	John Williams.....	80	30	37	50	33 50	do do
192	Edmund Bradburne.....	57	25	31	26	27 26	do do
193	Robert Hamilton.....	72	15	18	76	14 76	do do
194	John McDonnell.....	65	14	17	50	13 50	do do
195	John McGarvey.....	76	20	25	00	21 00	do do
196	Joseph D. Thomson.....	58	14	17	50	13 50	do do
198	Henry Bartley.....	58	22	28	76	24 76	do do
199	John Cameron.....	61	15	18	76	14 76	do do
200	Melinda Clarke.....	55	13½	19	38	15 38	do do
201	James Brown.....	60	24	34	36	30 36	do do
202	Daniel Callaghan.....	68	30	37	50	33 50	do do
203	William Hull.....	60	28½	35	62	31 62	do do
204	John McNamara.....	76	13	16	26	12 26	do do
205	Daniel O'Connor.....	78	17	21	24	8 62	First half 1865.
206	James Robinson.....	50	18	22	50	18 50	Last half 1864 and first half 1865.
207	Jane Tyndall.....	61	21	26	24	22 24	do do
208	William Bell.....	64	11	13	74	9 74	do do
209	William Brown.....	47	13	16	26	12 26	do do
210	James Armstrong.....	52	25	31	26	27 26	do do
211	Caroline F. Mozier.....	56	27	33	76	29 76	do do
212	Eliza Barber.....	47	18½	23	12	19 12	do do
213	Donald Livingstone.....	70	9	11	26	7 26	do do
214	James MacFarlane.....	59	27	33	76	29 76	do do
216	J. C. Van Every.....	62	20	26	00	21 00	do do
217	Benjamin Woods.....	65	29	36	22	32 22	do do
218	John Youngusband.....	70	33½	41	88	121 94	\$163 for 1864 and \$18.94 for half 1865.
219	Wm. Irvine.....	66	32	Result		104 00	For 1864.
220	Angus McGillis.....	53	23	28	74	105 74	\$81 for 1863-64 and \$24.74 for 1864-65.
221	Richard Campbell.....	65	31	38	76	115 38	\$98 for 1864 and \$17.38 for half 1865.
222	James Mahon.....	55	20	25	00	86 50	\$76 for 1864 and \$10.50 for half 1865.
224	Duncan Calder.....	67	25				Paid in 1866.
225	James Shanly.....	66	29			110 11	\$94 for 1864 and \$16.11 for half 1865.
226	John McCarthy.....	48	19	23	74	9 87	For half 1865.
227	Thomas Morrison.....	61	28	35	00	107 50	\$92 for 1864 and \$15.50 for half 1865.
Net amount of Pensions paid in 1865.....					3997	38	

*For the first year in which a pensioner is admitted to the fund he receives a pension at the rate of \$6 per year of service as a teacher, but from the amount of his pension all arrears of subscription due by him are deducted. After the first year, the pensioner receives a pension at the same rate per year of service as the others. The rate in 1865 was \$1.25.

In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

TABLE P.—GENERAL ABSTRACT

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPEARED.		RELIGIOUS DENOMINATIONS.	NATIVES OF
Glengarry.....	15 Peel.....	7 Church of England and Episcopalian...	77 Ireland.....
Stormont.....	9 Simcoe.....	10 Church of Scotland and Presbyterian...	60 Scotland.....
Dundas.....	7 Halton.....	2 Church of Rome.....	36 England.....
Prescott.....	5 Wentworth.....	5 Methodist.....	27 Upper Canada.....
Carleton.....	12 Erand.....	3 Baptist.....	7 United States.....
Grenville.....	11 Lincoln.....	6 Congregationalist.....	3 Lower Canada.....
Leeds.....	12 Welland.....	1 "Protestant".....	2 Wales.....
Lanark.....	18 Haldimand.....	3 Universalist.....	2 Nova Scotia.....
Renfrew.....	2 Norfolk.....	2 Society of Friends.....	1 New Brunswick.....
Frontenac.....	7 Oxford.....	1 Christian Disciple.....	
Addington.....	4 Wellington.....	2 Second Advent.....	
Prince Edward.....	6 Grey.....	1 Not given.....	
Hastings.....	7 Perth.....	10 Total.....	227
Northumberland.....	7 Huron.....		
Durham.....	2 Middlesex.....		
Peterborough.....	9 Elgin.....		
Victoria.....	5 Kent.....		
Ontario.....	5 Essex.....		
York.....	10 Lambton.....		
Total.....			

Of the 227 teachers admitted to the Fund, 73 either died during or before 1865, were not heard from, resumed teaching, or withdrew from the Fund. Of the remaining 154, the average length of service as Common School Teachers in Upper Canada was 21½ years. The average age of each pensioner in 1865 was 74½ years. Of the 227 teachers admitted to the Fund, there have been 216 males and 11 females.

TABLE Q.—The Normal, Model, Grammar and Common Schools of Upper Canada.

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES.

COUNTY	AMOUNT OF LEGISLATIVE AID.					Total Legislative Aid, 1865.	AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.					Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1865.	Grand Total—Legislative Aid and local sources, 1865.
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	For Normal and Model Schools, & Superintendant Teachers.			For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to Superintendant Teacher's Fund.	Total from local sources as an equivalent.				
Gloucester	\$ 2551 50	cts. 560 00	\$ 38 00	cts. 338 08	\$ 3197 58	\$ 2125 00	cts. 15 00	\$ 2173 00	\$ 2173 00	cts. 11750 34	\$ 13953 34	cts. 17450 92		
Stormont	1943 00	16 00	175 19	2122 19	2150 41	1900 00	10 00	2000 00	66 00	35	8050 35	10178 54		
Dundas	2067 00	16 25	76 19	2159 44	2073 19	16 25	2089 65	9202 15	11292 10	13451 54				
Prescott	1704 50	1013 00	13 00	93 84	2821 34	2010 00	13 00	4 00	2027 00	6021 94	8948 04	11772 38		
Russell	810 00	83 00	58 00	951 00	833 00	58 00	891 00	4966 89	5857 89	6808 89				
Carleton	3519 54	325 00	142 30	3991 76	4318 60	2154 00	142 30	3596 30	16159 27	19755 57	24074 17			
Greenville	2346 62	353 94	125 42	2825 98	2283 00	33 94	8 00	2324 94	12012 81	14337 75	16843 73			
Leeds	5613 42	250 00	72 70	5936 12	4075 29	3591 60	72 70	4 00	3667 30	17016 45	20384 15	24759 44		
Lambton	3284 50	413 00	87 19	3784 69	4647 68	3296 64	87 19	12 00	3395 83	22278 19	26674 32	28722 00		
Richmond	2244 44	107 31	57 87	2409 62	1841 00	167 31	69 40	2007 71	13155 59	15163 30	17572 92			
Frontenac	3117 00	158 16	155 13	3275 16	3178 00	3178 00	159 90	3337 90	13958 51	18336 51	21811 67			
Adirongton	2623 50	38 00	155 13	2816 63	1621 00	38 00	1659 00	9790 73	11449 73	13665 56				
Lennox	915 00	68 00	36 19	1019 19	909 00	68 00	1067 00	8507 46	9574 46	10393 65				
Prince Edward	2194 00	51 00	125 76	2370 76	2240 00	51 00	2291 00	15441 44	17432 11	19738 20				
Hastings	4370 50	250 00	239 45	4860 95	5053 85	1439 21	289 15	1728 69	22828 68	27557 57	32611 22			
Northumberland	4029 00	166 31	79 90	4275 21	3814 00	166 31	1010 31	23987 88	27998 19	32273 19				
Durham	3742 00	149 35	43 60	3934 95	3585 00	149 35	25 00	3759 35	23566 36	27265 71	31200 66			
Peterborough	2461 22	325 00	351 69	3137 91	3256 98	351 69	2936 11	21515 24	21515 24	24651 65	27798 63			
Victoria	2668 00	611 00	257 73	3536 73	3613 51	257 73	4 00	3111 73	16917 38	20029 11	23642 62			
Ontario	1442 00	720 00	514 78	2676 78	4422 00	514 78	8 00	4944 78	36668 20	41553 08	47268 05			
York	6554 00	1117 00	456 42	8127 42	8633 01	6556 00	456 42	1 00	7016 42	32093 00	59109 42	67442 13		
Peel	2981 00	171 03	101 13	3253 16	2982 00	171 03	4 00	3160 03	21147 43	24563 62				
Simcoe	4758 00	364 53	279 57	5402 10	6005 00	364 53	9 00	6378 53	34751 99	41130 52	46532 62			
Huron	2142 00	273 00	14 30	2429 30	2452 00	273 00	2725 00	16556 72	19081 72	21821 92				
Wellington	3460 02	635 00	163 48	4258 50	3411 00	163 48	39 00	3643 48	27856 62	31470 19	35793 77			
Brant	2254 00	469 00	161 99	2884 99	2381 00	161 99	2475 00	22297 76	24750 66	27292 80				
Lincoln	2401 00	540 00	115 00	2861 00	2450 00	115 00	2565 00	16984 34	19549 34	22411 00				
Wellington	2447 84	44 00	104 32	2696 16	2262 00	104 32	2698 92	22791 24	25490 16	28147 32				
Haldimand	2457 00	137 20	53 72	2647 92	3066 00	137 20	3223 20	14669 59	17892 79	20505 71				

TABLE Q.—The Normal, Model, Grammar and Common Schools of Upper Canada.—Continued.

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES.

COUNTIES—Continued.	AMOUNT OF LEGISLATIVE AID.					AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.					Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1865.	TOTAL. Grand Total—Legislative Aid and local sources, 1865.
	For Common School purposes.	For Grammar School purposes.	For Public Schools, Libraries, Maps, Apparatus and Prizes.	To Normal and Model Schools and Superannuated Teachers.	Total Legislative Aid, 1865.	For Common School purposes.	For Public Schools, Libraries, Maps, Apparatus and Prizes.	Subscriptions to Superannuated Teachers' Fund.	Total from local sources as an equivalent.				
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Norfolk.....	3232 50	554 00	164 30	60 17	4010 97	3191 00	164 30	.....	3355 30	23957 62	27312 92	31323 89
Oxford.....	4760 00	.....	318 46	51 01	5129 47	4760 00	318 46	.....	5078 46	31527 89	36606 35	41735 82
Waterloo.....	3429 35	.....	261 74	.....	3691 09	3596 00	261 74	4 00	3861 74	32978 20	36839 94	40531 03
Wellington.....	4962 78	.....	471 12	53 18	5487 08	5978 00	471 12	46 68	6515 80	39620 33	46136 13	51623 21
Grey.....	4413 27	.....	253 23	61 75	4728 25	6164 00	253 23	4 00	6421 23	32833 42	39254 65	45982 90
Perth.....	3777 00	.....	352 03	29 81	4158 84	3708 00	352 03	.....	4060 03	28502 58	32562 61	36721 45
Huron.....	4585 24	.....	532 74	59 76	5177 74	4818 26	532 74	63 00	5414 00	48071 45	53485 45	58663 19
Bruce.....	3147 00	.....	388 70	.....	3535 70	3043 00	388 70	4 00	3435 70	24475 43	27911 13	31446 83
Middlesex.....	6501 82	575 00	551 36	65 20	7693 38	6360 00	551 36	.....	6911 36	54487 21	61398 57	69091 95
Elgin.....	3533 00	.....	119 00	55 80	3712 80	3533 00	119 00	.....	3657 00	28499 02	32156 02	35868 82
Kent.....	3208 61	.....	152 55	11 24	3402 40	3103 00	162 55	.....	3285 55	23982 69	27268 24	30670 64
Lambton.....	2586 75	.....	214 88	18 17	2819 50	5297 52	214 88	.....	5512 40	26937 77	32450 17	35269 97
Essex.....	2305 00	.....	89 33	26 72	2421 05	2296 74	89 33	.....	2386 07	16679 42	19065 49	21466 54
District of Algoma.....	218 00	.....	.....	.....	218 00	.....	.....	.....	.....	179 64	179 64	397 64
Total.....	134021 92	£224 00	\$343 92	4078 78	155668 62	141381 52	\$343 92	312 08	150037 52	951967 02	1105004 54	1260673 16	
CITIES.													
Toronto.....	5333 50	1800 00	179 41	.....	7312 91	23000 00	179 41	.....	23179 41	11962 50	35141 91	42454 82
Hamilton.....	2307 50	992 00	125 00	.....	3424 50	9274 53	125 00	.....	9399 53	12268 63	21668 16	25092 66
Kingston.....	1643 00	1330 00	22 31	.....	2995 31	9971 50	22 31	.....	9993 81	4642 81	14636 65	17631 96
London.....	1387 50	1230 00	10 00	.....	2627 50	9000 00	10 00	.....	9010 00	8139 18	17149 18	19776 68
Ottawa.....	1778 00	1225 00	132 85	.....	3135 85	5982 00	132 85	.....	6114 85	11932 30	18047 15	21183 00
Total.....	12449 50	6577 00	469 57	.....	19496 07	57228 03	469 57	.....	57697 60	48945 45	106643 05	126139 12

TOWNS

Amherstburgh.....	279 00		25 00		304 00	1629 08	25 00		1654 08	840 03	2494 11	2798 11
Barrle.....	272 83	888 00	48 97		1209 80	2386 04	48 97		2435 01	569 20	3004 21	4214 01
Belleville.....	758 50	1200 00	34 32		1992 82	4120 06	54 32		4154 38	1674 52	5828 90	7821 72
Berlin.....	229 50	579 00	59 10		867 60	1912 60	59 10		1871 10	781 58	2721 68	3592 28
Bowmanville.....	326 00	455 00	48 85		829 85	1576 00	48 85		1624 85	1127 03	2782 78	3582 63
Brautford.....	745 50	560 00	75 00		1380 50	4350 00	75 00		4425 00	2012 49	6437 49	7817 99
Brockville.....	493 50	930 00	40 00		1483 50	2500 00	40 00		2540 00	2337 03	4897 03	6380 33
Chatham.....	535 50	1000 00			1535 50	2500 00			2500 00	3356 08	6046 08	7391 58
Clifton.....	156 00				156 00	900 00			900 00	989 77	1889 77	2045 77
Cobourg.....	595 00	850 00	46 00		1471 00	2740 00	46 00		2786 00	1656 67	4442 67	5943 67
Collingwood.....	166 00	297 00			463 00	766 00			766 00	805 31	1571 31	2634 31
Corowall.....	239 00	1110 00	14 00		1392 00	1150 00	43 00		1193 00	703 89	1896 89	3388 89
Orondas.....	347 00	420 00	27 51		794 51	827 78	27 51		858 29	1539 05	2391 34	3188 89
Dundas.....	368 00	1075 00	55 00		1498 00	3372 00	55 00		3427 00	4705 83	8132 83	9630 83
Galt.....	387 00	1150 00	113 00		1650 00	3400 00	113 00		3513 00	1736 23	5209 23	6949 23
Georgieth.....	614 50	1020 00			1634 50	2599 11			3599 41	1920 44	5589 85	7224 55
Georgieth.....	299 50	758 00	39 30		1096 80	1070 00	39 30		1109 30	2243 73	3353 03	4449 83
Georgieth.....	236 10	500 00			736 00	2016 05			2016 05	1550 30	3566 35	4292 35
Georgieth.....	108 00	606 00	3 00		719 00	400 91	5 00		405 94	515 91	921 85	1640 85
Georgieth.....	269 53	425 00	26 60		659 50	900 00	25 00		925 09	4904 75	4929 75	5889 25
Georgieth.....	213 00	450 00			663 00	313 44			313 44	1758 68	2072 12	2765 12
Georgieth.....	174 50	519 00	121 05		815 15	868 17	121 65		989 82	487 86	1477 68	2292 83
Georgieth.....	265 00	1000 00			1265 00	1675 00			1675 00	7 02	1682 02	2947 02
Georgieth.....	236 60	320 60			696 60	1342 69			1342 69	992 19	2344 88	3140 88
Georgieth.....	299 50	656 60	50 00		1005 50	144 94	50 00		474 94	2834 68	3328 69	4344 69
Georgieth.....	462 56	825 00	23 75		1311 25	3405 00	23 75		3428 75	1931 07	5359 82	6664 07
Georgieth.....	242 50	600 00			842 50	900 00			900 00	871 38	1771 38	2643 88
Georgieth.....	159 60	715 00	5 00		1219 60	2029 43	5 00		2034 43	2740 59	4745 02	5934 02
Georgieth.....	304 00	425 00			729 00	1186 49			1186 49	1283 35	2469 84	3198 84
Georgieth.....	118 60	200 00	10 75		428 75	118 00	10 75		128 75	756 76	885 44	1313 86
Georgieth.....	250 00	900 00	39 02		1189 02	1250 00	39 02		1289 02	736 52	2025 54	3244 36
Georgieth.....	737 00	292 00	59 00		1088 00	1100 00	59 00		1159 00	3205 65	5064 65	6122 65
Georgieth.....	333 00	650 00	106 68		1089 68	2400 00	106 68		2506 68	1127 58	3634 26	5025 94
Georgieth.....	195 00	680 00			875 00	900 00			900 00	1032 85	1932 85	2827 85
Georgieth.....	222 00	745 00	125 00		1092 00	2493 16	125 00		2618 16	190 00	2808 16	3000 16
Georgieth.....	352 10	350 00	44 64		1346 74	1800 00	44 64		1844 64	1551 84	3399 48	4746 22
Georgieth.....	324 50	910 00	101 08		1335 58	2433 00	101 08		2537 08	612 53	3179 61	4515 19
Georgieth.....	300 00	529 00	40 00		869 00	2960 00	40 00		3000 00	529 31	3529 31	4389 31
Georgieth.....	400 00	1120 00	33 50		1533 50	1499 89	33 50		1524 35	1623 69	2848 04	4491 54
Total.....	13370 43	26400 00	1448 42		42148 55	71725 50	1448 42		73173 62	60038 09	132211 74	164450 26

TABLE Q.—The Normal, Model, Grammar and Common Schools of Upper Canada.—Continued.

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES.

VILLAGES.	AMOUNT OF LEGISLATIVE AID.					AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.					Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1865.	TOTAL. Grand Total—Legislative Aid and local sources, 1865.
	For Common School purposes.	For Grammar School purposes.	For Public Schools, Libraries, Maps, Apparatus and Prizes.	To Normal and Model Schools & Superannuated Teachers.	Total Legislative Aid, 1865.	For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to Superannuated Teachers' Fund.	Total from local sources as an equivalent.	Total from local sources, 1865.			
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	
Arnprior.....	100 00	100 00	15 00	.....	215 00	124 50	15 00	.....	139 50	644 10	783 60	998 60
Ashburham.....	119 00	.....	20 00	.....	139 00	319 00	20 00	.....	339 00	186 45	525 45	664 45
Aurora.....	144 00	.....	.....	.....	144 00	237 00	.....	.....	237 00	89 00	326 00	470 00
Bath.....	90 00	230 00	.....	.....	320 00	100 00	.....	.....	100 00	616 75	716 75	1036 75
Bradford.....	115 00	575 00	10 00	.....	700 00	1115 00	10 00	.....	1125 00	585 92	1710 92	2410 92
Brampton.....	195 00	567 00	25 00	.....	787 00	904 43	25 00	.....	929 43	721 26	1650 69	2437 69
Brighton.....	141 00	284 00	.....	.....	425 00	141 00	.....	.....	141 00	1337 18	1478 18	1903 18
Caledonia.....	138 00	520 00	17 00	.....	675 00	1370 00	17 00	.....	1387 00	399 53	1786 53	2461 53
Cayuga.....	90 00	580 00	15 90	.....	685 90	474 36	15 90	.....	490 26	241 88	732 14	1413 04
Chippawa.....	169 19	.....	.....	.....	169 19	1600 00	.....	.....	1600 00	802 74	2402 74	2571 93
Clinton.....	.....	.....	.....	.....	.....	1150 00	.....	.....	1150 00	1516 63	2666 63	2666 63
Colborne.....	96 00	446 00	9 55	.....	551 55	435 50	9 55	.....	445 05	400 09	845 14	1386 69
Dunville.....	152 00	.....	10 00	.....	162 00	152 00	10 00	.....	162 00	1798 83	1960 83	2122 83
Elora.....	125 00	704 00	15 00	.....	844 00	1359 85	15 00	.....	1374 85	438 54	1813 39	2657 39
Embro.....	66 00	.....	.....	.....	66 00	480 35	.....	.....	480 35	23 27	503 62	569 62
Fergus.....	132 50	50 00	45 00	.....	227 50	875 00	45 00	.....	920 00	942 76	1762 76	1990 26
Fort Erie.....	80 50	.....	8 00	.....	88 50	800 00	8 00	.....	808 00	481 10	1289 10	1377 60
Gananoque.....	181 00	250 00	5 00	.....	436 00	834 42	5 00	.....	839 42	1181 30	2020 72	2456 72
Georgetown.....	.....	.....	.....	.....	.....	662 87	.....	.....	662 87	486 75	1149 62	1149 62
Hawkesbury.....	151 00	.....	.....	.....	151 00	200 00	.....	.....	200 00	724 27	924 27	1075 27
Hepler.....	72 00	.....	10 00	.....	82 00	1330 87	10 00	.....	1340 87	65 14	1406 01	1488 01
Holland Landing.....	88 00	.....	.....	.....	88 00	600 00	.....	.....	600 00	14 91	614 91	702 91
Iroquois.....	74 00	443 00	.....	.....	517 00	74 00	.....	.....	74 00	971 53	1045 53	1562 53
Kemptville.....	128 00	150 00	.....	.....	278 00	321 72	.....	.....	321 72	522 22	843 94	1121 94
Kincardine.....	117 00	550 00	20 00	.....	697 00	713 87	20 00	.....	733 87	197 82	931 69	1618 69

La Mark	72 00	295 00	5 00	282 00	72 00	5 00	77 00	410 03	487 03	769 03	
Merrickville	103 50	210 00		313 50	961 00		961 00	120 83	1081 83	1395 33	
Mitchell	145 00		15 00	160 00	1300 00	15 00	1315 00	137 59	1452 59	1612 59	
Morrisburg	102 00	190 00	130 00	232 00	102 00	130 00	232 00	892 16	1124 16	1456 16	
Mount Forest			16 00	16 00	151 66	16 00	167 66	651 32	818 98	834 98	
Newburgh	140 00	655 00		795 00	920 65		920 65	337 65	1268 50	2063 30	
Newcastle	123 00	260 00	38 84	421 84	123 00	38 84	161 84	1156 97	1318 81	1710 65	
New Hamburg	104 00			104 00	1000 00		1000 00	657 14	1657 14	1761 14	
Newmarket	165 50	520 00		695 50	850 00		850 00	1253 22	2193 22	2798 72	
Outsprings			10 00	10 00	1167 00	10 00	1117 00	73 00	1190 00	1260 00	
Orangeville	96 00	100 00	15 00	211 00	225 00	15 00	210 00	476 50	716 50	927 50	
Oshtawa	237 00	500 00	67 93	84 93	2987 00	67 93	3054 93	1571 03	4628 96	5433 89	
Pensbrake	105 96	200 00	75 00	380 96	58 00	75 00	133 00	1101 40	1231 40	1615 36	
Portsmouth	105 50		10 00	115 50	750 10	10 00	760 10	379 00	1139 10	1251 60	
Port Baltimore	139 00			139 00	900 00		900 00	568 89	1468 89	1627 89	
Preston	181 00			181 00	1500 00		1500 00	886 24	2386 24	2570 24	
Rendow	84 00	225 00		319 00	81 00		81 00	331 50	418 50	737 50	
Smith's Palms	126 00	251 00		390 00	259 25		259 25	539 84	799 09	1184 99	
Southampton	73 00		21 50	94 50	879 27	21 50	900 77	3 00	903 77	998 27	
Sturton	90 00	160 00	20 00	470 00	350 00	20 00	270 00	297 67	677 67	1147 67	
Stratford	90 00	400 00	31 90	521 90	1300 00		1331 90	432 52	1767 42	2292 82	
Stratfordville	88 00	285 00		373 00	287 00		20 60	307 00	581 29	1061 29	
Thorold	185 00	240 00	30 60	455 00	1000 00	30 60	1020 00	832 09	1862 09	2417 09	
Trotter	161 00		52 50	213 50	116 04	52 50	1215 14	454 18	1669 72	1883 22	
Victoria	108 00	500 00	19 00	618 00	715 90	10 00	725 90	550 12	1276 02	1491 03	
Walden	152 00		42 40	194 40	525 94	42 40	568 34	867 18	1425 52	1649 02	
Walsby	82 00	521 00		603 00	100 00		100 00	914 76	1014 76	1617 76	
Wilmington	57 00			57 00	900 00		900 00	322 66	1222 66	1309 66	
Yorkton	188 00		18 50	206 50	800 00	18 50	818 50	249 76	1168 26	1374 76	
Total	6130 65	11014 00	838 02	17972 67	37757 56	838 02	20 00	38615 58	32235 51	70851 09	88823 76
			122 60			122 60					
			Normal and Model Schools			Normal and Model Schools					

TABLE R.—Educational Summary.

MUNICIPALITIES or UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.				
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1865. \$ cts.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1865. \$ cts.	Number of other Educational Institutions.	Amount received by other Educational Institutions during 1865. \$ cts.	Amount expended for Normal Schools, Normal Schools, Normal Schools, Normal Schools. \$ cts.	Total Number of Educational Institutions.	Total number of pupils attending them.	Total amount expended for Educational purposes during 1865. \$ cts.	Balance Unexpended. \$ cts.	Total amount available for Educational purposes during 1865. \$ cts.
Glengary	52	924	12,192 56	1	27	1,062 89			23 08	113	1,872	18,811 32	3,326 19	17,485 13
Stormont	74	2,017	10,177 93	1	53	1,317 69	3	108	173 19	75	6,208	13,580 74	1,296 66	14,877 40
Dundas	51	2,751	12,326 56	1	39	2,101 60	5	122	76 19	18	3,886	16,368 75	1,763 28	18,132 03
Prescott	89	1,643	48,46 93	2	11	1,288 60			97 84	70	3,890	11,226 77	1,620 28	12,847 05
Russell	126	1,191	37,69 63	1	21	439 25				22	1,312	6,159 90	1,068 39	7,118 29
Carleton	111	1,316	28,867 50	2	47	428 00			331 76	113	7,363	21,627 26	2,146 01	21,071 17
Greenville	88	6,100	18,712 16	3	111	11,068 63	5	89	133 42	96	6,296	20,132 21	2,607 63	23,039 84
Leslie	125	9,686	27,637 48	3	132	2,131 23	1	11	13 17	179	9,849	29,931 85	1,901 81	33,736 69
Lanark	121	2,600	27,203 20	5	325	3,749 71			275 99	126	8,785	31,228 90	4,858 46	31,087 46
Renfrew	99	2,577	17,115 43	3	119	1,170 97			137 27	106	5,536	18,813 67	2,839 71	21,293 38
Frontenac	119	6,628	20,341 23						70 00	120	6,632	20,189 59	2,556 84	22,016 27
Aldington	73	4,172	13,672 29	2	128	1,610 35	1	11	80 00	138	10,022	31,817 63	1,928 73	33,746 41
Leeds	14	2,813	15,301 84	1	75	2,927 84	1	20	50 00	76	4,930	13,187 68	1,298 73	16,106 40
Prince Edward	11	2,663	20,229 41	2	59	1,629 00	8	40	284 00	47	2,935	13,937 57	429 63	16,106 40
H. C. Edwards	110	11,892	36,501 69	2	139	1,629 00	8	89	266 60	116	12,530	49,982 26	1,181 97	51,164 23
Northumberland	122	1,667	20,095 19	3	131	2,753 92	4	159	1,292 00	116	12,530	49,982 26	1,181 97	51,164 23
Durham	190	9,576	33,031 95	3	263	3,236 17	13	329	1,102 00	138	11,136	50,982 26	4,181 97	55,164 23
Peterborough	79	6,276	29,227 06	2	101	1,629 29	20	130	400 00	113	11,136	50,982 26	4,181 97	55,164 23
Victoria	88	6,682	23,572 83	3	119	2,367 59	3	40	500 00	113	11,136	50,982 26	4,181 97	55,164 23
Ontario	111	12,711	48,228 12	4	256	4,315 10	3	85	506 63	113	11,136	50,982 26	4,181 97	55,164 23
Quebec	114	16,031	59,221 46	4	256	4,315 10	3	85	506 63	113	11,136	50,982 26	4,181 97	55,164 23
Peel	118	7,491	28,567 36	2	88	1,133 98	10	286	2167 00	113	11,136	50,982 26	4,181 97	55,164 23
Simcoe	125	13,150	45,162 41	3	79	2,367 59	3	13	82 00	113	11,136	50,982 26	4,181 97	55,164 23
Hastings	60	5,766	23,987 31	3	79	2,367 59	7	91	577 00	113	11,136	50,982 26	4,181 97	55,164 23
Wellington	60	7,754	30,113 13	3	167	2,316 11	5	80	1,629 00	113	11,136	50,982 26	4,181 97	55,164 23
Brampton	52	7,796	33,370 29	4	240	3,317 92	10	211	2,911 00	113	11,136	50,982 26	4,181 97	55,164 23

TABLE R.—Educational Summary.—Continued.

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for Supernatural Teachers, Normal School, Normal School Students.	GRAND TOTAL.			Balances Unexpended.	Total amount available for Educational purposes during 1865.
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1865.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1865.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1865.		Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1865.		
			\$ cts.			\$ cts.			\$ cts.				\$ cts.		
Lincoln.....	78	6940	25359 53	5	200	4101 57	10	284	752 00	105 66	93	7424	30318 76	1763 01	32081 77
Welland.....	89	7050	30295 54	4	172	2372 54	8	164	810 00	64 40	101	7386	33542 48	6459 99	40002 47
Haldimand.....	81	6905	23384 15	2	128	1492 09	1	23	100 00	58 72	84	7056	25034 96	1421 15	26456 11
Norfolk.....	108	3306	28634 49	3	160	2435 41	8	96	996 00	60 17	119	8562	32126 07	4093 98	36220 05
Oxford.....	116	13209	43974 93	2	133	1920 53	15	927	14513 00	51 01	133	14269	60459 47	5210 34	65669 81
Waterloo.....	96	11640	49110 29	2	149	3845 95	6	58	620 00	4 00	104	11847	53580 24	8106 43	61686 07
Wellington.....	149	15211	54469 16	4	196	3672 83	15	194	2934 00	99 86	168	15601	61175 85	7132 63	68308 48
Grey.....	166	12662	43693 68	1	83	1000 00	2	40	100 00	65 75	169	12784	44859 43	3005 17	47864 60
Perth.....	99	12095	39650 22	2	114	2257 86	9	131	1660 00	29 81	110	12340	43597 89	4554 22	48152 11
Huron.....	148	15216	55840 96	1	53	1495 67	9	219	883 00	122 76	158	15478	58342 39	9997 66	63340 05
Bruce.....	115	9620	28512 37	1	52	718 74	1	20	195 00	4 00	117	9692	29430 11	4807 18	34237 29
Middlesex.....	184	17180	65018 12	2	107	1038 00	13	102	705 00	65 20	199	17389	66826 32	8930 65	75765 97
Elgin.....	102	9188	33674 48	2	143	1986 48	2	37	124 00	55 80	106	9368	35940 76	4873 94	40814 70
Kent.....	100	8253	31092 56	1	66	936 58				11 24	101	8319	32040 38	6221 84	38262 22
Lambton.....	99	7846	29439 31	1	43	1135 00	2	30	50 00	18 17	102	7919	30642 48	9091 85	39734 33
Essex.....	78	6834	23281 49	2	104	896 00	7	129	6970 00	26 72	87	7067	31174 21	5783 61	36957 82
District of Algoma.....			397 64										397 64		397 64
CITIES.															
Toronto.....	20	6335	36291 41	1	173	3181 77	20	1234	88820 00		41	9742	128293 18	2981 64	131274 82
Hamilton.....	8	4644	21690 00	1	103	992 00	10	326	15635 00		19	5073	38317 00	2410 66	40727 66
Kingston.....	11	3179	14502 28	1	99	3106 99	18	766	37975 00		30	4044	55584 27	22 69	55606 96
London.....	8	3710	12375 76	1	83	2267 50	1	130	14435 00		10	3923	29078 26	5123 42	34201 68
Ottawa.....	12	3242	10794 46	1	69	1934 83	6	344	15635 00		19	3655	28364 29	8453 71	36818 00

Gramar School Inspe for 1864 Examination Total 1865 Total 1864 Increase Decrease	4003 83632	155870 62 104	3734	96967 37	2716 66	Normal and Model Schools	279	8586	211899 00	19170 06	1686	397302	1717206 05	196363 11	1912751 16
	4225 971636	185318 39 95	3089	89117 02	8438	212771 00	475	8438	212771 00	19172 91	4995	484722	1626679 32	202898 57	1816577 89
	78 11927	70561 23 9	165	7840 35	1	149	1	149	2125 00	392 53	91	12270	89226 73	8363 16	71863 27
						Normal and Model Schools	3	800		14757 90	3	\$00		17775 86	17775 86
						Normal and Model Schools				Salaries and contin- uances of Nor- mal and Model Schools					
						Normal and Model Schools				Library, Acq- uisitive Grant for maps, etc.					
						Normal and Model Schools				Printing, Acq- uisitive Grant for maps, etc.					
						Normal and Model Schools				Printing, Acq- uisitive Grant for maps, etc.					

Towns and Villages are included in their respective Counties.

TABLE S.—A General Statistical Abstract, exhibiting the comparative State and Progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1865, inclusive, compiled from Returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.
		No Reports for this year were received in consequence of a change in the School Law.								
1	Population of Upper Canada.....	486055			622370			725879		803493
2	Population between the ages of five and sixteen years.....	141143		183539	262913	264380	230975	211102	233364	259253
3	Colleges in operation.....	5		5	5	5	6	6	7	7
4	County Grammar Schools.....	25		31	32	32	32	33	39	57
5	Academies and Private Schools reported.....	41		60	65	80	96	117	157	224
6	Normal and Model Schools for Upper Canada.....						2	2	2	2
7	Total Common Schools in operation as reported.....	1721		2610	2756	2580	2727	2809	2871	3059
8	Total Roman Catholic Separate Schools.....	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	252
9	Free Schools reported in operation (included in No. 7, above).....	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	252
10	Grand Total Educational establishments in operation in Upper Canada.....	1795		2700	2837	2706	2863	2958	3076	3349
11	Total Students attending Colleges and Universities.....	No Reports		No Reports	No Reports	No Reports	7091	710	773	684
12	Total Pupils attending County Grammar Schools.....	"		"	"	"	1606	1115	1120	2070
13	Total Pupils attending Academies and Private Schools.....	"		"	"	"	1831	2345	3618	4663
14	Total Students and Pupils attending Normal and Model Schools for Upper Canada.....	"		"	"	"		256	406	370
15	Total Pupils attending the Common Schools of Upper Canada.....	65978		96756	110002	101912	124829	130739	128165	151891
16	Total Pupils attending the Roman Catholic Separate Schools.....	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
17	Grand Total Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model & Common Schools.....	65978		96756	110002	101912	128360	125195	144106	159678
18	Total Amount paid for the Salaries of Common and Separate School Teachers in Upper Canada.....	\$166000		\$206856	\$286056	\$271624	\$310336	\$344276	\$352912	\$353716
19	Total Amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.....	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	\$56756
20	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus.....	"		"	"	"	"	"	"	\$410472
21	Total Amount paid for Grammar School Masters' Salaries.....	"		"	"	"	"	"	"	No Reports
22	Total Amount paid for the erection or repairs of Grammar School Houses.....	"		"	"	"	"	"	"	"
23	Amount received by other Educational Institutions, &c.....	"		"	"	"	"	"	"	"
24	Grand Total paid for Educational purposes in Upper Canada.....	"		"	"	"	"	"	"	"
25	Total Common School Teachers in Upper Canada.....				2860	2925	3028	3177	3209	3476
26	Total Male do do.....						2365	2507	2505	2697
27	Total Female do do.....						663	670	704	779
28	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays.....			72	8	84	84	9	9 ¹ / ₂	9 ¹ / ₇

TABLE S.—Continued.

	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.
1.	9501	953239									1396091				
2.	2586	262755	264957	277912	297623	311316	324888	300578	362085	373589	384980	403302	412367	424365	426757
3.		8	8	9	10	12	12	12	13	13	13	15	16	16	16
4.	54	60	61	64	65	61	72	75	81	88	86	91	95	95	104
5.	175	181	189	206	307	267	273	301	321	305	337	312	310	257	260
6.	2	3	3	3	5	3	3	4	4	4	4	4	3	3	3
7.	2985	2392	3093	3200	3281	3391	3631	3772	3848	3854	3910	3995	4013	4077	4151
8.	10	18	32	41	41	81	100	94	105	113	109	109	120	147	152
9.	555	901	1052	1117	1211	1263	1707	1936	2315	2692	2903	3111	3228	3459	3595
10.	3239	3262	3283	3326	3710	3815	3934	4258	4372	4379	4459	4554	4587	4595	4686
11.	632	751	750	806	1100	1335	1335	1335	1373	1373	1373	1373	1820	1820	1686
12.	2191	2643	3221	287	3726	3386	3973	4459	4381	4516	4765	4982	5352	5589	5754
13.	3557	3684	4149	3173	7384	6220	6523	6372	6182	6408	7361	6784	6653	5718	5965
14.	356	615	735	622	643	772	716	777	718	700	700	700	700	700	800
15.	168159	179587	184736	21168	222979	242935	262673	283692	288598	301104	316287	329023	344949	354330	365552
16.				485	485	7210	9961	9991	12991	14708	13631	14700	15859	17365	18101
17.	17889	189310	200588	213236	240917	262858	283314	306626	314245	328839	344117	357572	373333	385722	397992
18.	\$391330	\$428948	\$469764	\$528865	\$680108	\$779880	\$869232	\$775616	\$859323	\$895291	\$918113	\$959776	\$987533	\$996956	\$1041052
19.	\$77336	\$100366	\$128972	\$173472	\$219161	\$298428	\$351926	\$265519	\$250721	\$261183	\$273293	\$272217	\$266892	\$288362	\$314827
20.	\$46844	\$29214	\$917336	\$734340	\$69272	\$1078108	\$1212158	\$1013135	\$1110016	\$1159774	\$1191118	\$1231993	\$1254417	\$1283318	\$1335879
21.	Included	in other	Insts.	at other	Insts.	\$46255	\$47339	\$7352	\$32940	\$61564	\$64093	\$71031	\$73211	\$76121	\$75854
22.						\$5711	\$5211	\$10708	\$2868	\$7930	\$6037	\$4234	\$7502	\$3476	\$3251
23.	\$11335	\$147956	\$160161	\$174016	\$204754	\$192014	\$211810	\$219979	\$210042	\$218632	\$209421	\$222331	\$227768	\$269668	\$274514
24.	\$392930	\$677270	\$767919	\$925355	\$1155902	\$1326092	\$1492607	\$1713322	\$189582	\$1418118	\$1476107	\$1635210	\$1621866	\$1636679	\$1717206
25.	3277	3388	3339	3339	3593	3639	4683	4292	4235	4281	4336	4106	4501	4625	4721
26.	2351	2341	2601	2508	2622	2787	2985	3115	3106	3051	3115	3091	3011	2930	
27.	726	817	938	1031	997	1667	1236	1237	1120	1181	1305	1291	1410	1614	1791
28.	94	94	93	93	93	10	10	103	103	103	103	103	103	103	103

Balance due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 23 represent actual payments only. If we add to the Grand Total (24) the unexpended balances, we should have an available sum of \$1,912,744 for Educational purposes during 1865; and for 1864, \$1,540,878—the increase in 1865 being \$71,866.

Note.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the University, but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate, and Superior.

TABLE T.—The Grants to Common and Separate Schools in Upper Canada.

LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.					
MUNICIPALITIES.	Amount Paid.*	Amount Unpaid.	Amount of Apportionment for 1865.		
			To Common Schools.	To Separate Schools.	Total.
			\$ cts.	\$ cts.	\$ cts.
<i>Counties.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2382 00	8 00	2272 00	268 00	2540 00
Stormont	1943 00	.....	1943 00	.....	1943 00
Dundas	2067 00	7 00	2074 00	.....	2074 00
Prescott	1706 00	.....	1526 00	180 00	1706 00
Russell	810 00	7 00	817 00	.....	817 00
Carleton	3547 10	8 00	3454 00	101 10	3555 10
Grenville	2345 00	7 00	2283 00	66 00	2349 00
Leeds	3617 07	13 00	3592 00	38 07	3630 07
Lennox	3283 00	.....	3269 00	14 00	3283 00
Renfrew	2160 00	19 00	2102 00	77 00	2179 00
Frontenac	3001 00	4 00	2843 00	162 00	3005 00
Addington	2004 00	.....	1942 00	61 00	2004 00
Lennox	915 00	.....	915 00	.....	915 00
Prince Edward	2131 00	25 00	2156 00	.....	2156 00
Hastings	4308 00	4 00	4305 00	7 00	4312 00
Northumberland	4037 37	.....	4011 00	26 37	4037 37
Durham	3713 00	.....	3742 00	.....	3742 00
Peterborough	2369 35	.....	2312 00	57 35	2369 35
Victoria	2527 00	.....	2527 00	.....	2527 00
Ontario	4422 90	.....	4422 00	.....	4422 00
York	6556 00	.....	6268 00	188 00	6556 00
Peel	2982 00	.....	2958 00	24 00	2982 00
Simcoe	4729 00	68 00	4759 00	38 00	4797 00
Halton	2452 00	.....	2452 00	.....	2452 00
Wentworth	2473 00	.....	3411 00	62 00	873 00
Brant	2254 00	216 00	2470 00	.....	2470 00
Lincoln	2130 00	10 00	2096 00	44 00	2140 00
Welland	2358 40	.....	2234 00	124 40	2358 40
Haldimand	2452 00	.....	2428 00	24 00	2452 00
Norfolk	3266 00	.....	3172 00	34 00	3206 00
Oxford	4760 00	.....	4760 00	.....	4760 00
Waterloo	3523 00	7 00	3567 00	163 00	3530 00
Wellington	4996 94	13 00	4619 00	390 94	5009 94
Grey	4240 96	28 00	4051 00	217 96	4268 96
Perth	3816 72	.....	3708 00	108 72	3816 72
Huron	4580 33	279 00	4751 00	108 33	4859 33
Bruce	3103 00	.....	3053 00	50 00	3103 00
Middlesex	6488 00	.....	6359 00	120 00	6488 00
Elgin	3538 00	.....	3538 00	.....	3538 00
Kent	3219 89	4 00	3103 00	120 89	3223 89
Lambton	2579 00	.....	2533 00	46 00	2579 00
Essex	2315 00	.....	2294 00	21 00	2315 00
District of Algoma	196 00	22 00	218 00	.....	218 00
Total	138416 13	746 00	131209 00	2953 13	154162 13
<i>Cities.</i>					
Toronto	5377 00	.....	3453 00	1924 00	5377 00
Hamilton	2291 00	.....	1908 00	383 00	2291 00
Kingston	1649 00	.....	1180 00	469 00	1649 00
London	1385 00	.....	1217 00	168 00	1385 00
Ottawa	1763 00	.....	838 00	922 00	1760 00
Total	12462 00	.....	8596 00	3866 00	12462 00

*Paid up to August, 1866.

TABLE T.—Grants to Common and Separate Schools in Upper Canada.—*Contd.*

LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1863.		
			To Common Schools.	To Separate Schools.	Total.
			\$	\$	\$
<i>Towns.</i>	<i>cts.</i>	<i>cts.</i>	<i>cts.</i>	<i>cts.</i>	<i>cts.</i>
Amherstburgh.....	176 00	.....	175 00	191 00	176 00
Barrie.....	225 00	.....	175 00	80 00	255 00
Belleville.....	750 00	.....	575 00	178 00	753 00
Berlin.....	234 00	.....	203 00	31 00	234 00
Bowmanville.....	326 00	.....	326 00	.....	326 00
Brantford.....	748 00	.....	649 00	99 00	748 00
Brockville.....	493 00	.....	263 00	130 00	493 00
Chatham.....	534 00	.....	473 00	61 00	534 00
Clifton.....	135 00	.....	96 00	59 00	135 00
Colourg.....	597 00	.....	470 00	127 00	597 00
Collingwood.....	166 00	.....	166 00	.....	166 00
Cornwall.....	239 00	.....	239 00	.....	239 00
Dundas.....	342 00	.....	324 00	118 00	342 00
Galt.....	468 00	.....	368 00	.....	568 00
Goderich.....	387 00	.....	387 00	.....	387 00
Geolph.....	709 00	.....	446 00	163 00	609 00
Ingersoll.....	304 00	.....	235 00	79 00	304 00
Lindsay.....	228 00	.....	138 00	90 00	228 00
Milton.....	108 00	.....	108 00	.....	108 00
Napanee.....	212 00	.....	178 00	34 00	212 00
Niagara.....	248 00	.....	175 00	73 00	248 00
Oakville.....	171 00	.....	127 00	47 00	171 00
Owen Sound.....	265 00	.....	265 00	.....	265 00
Paris.....	284 00	.....	233 00	51 00	284 00
Perth.....	295 00	.....	235 00	60 00	295 00
Peterborough.....	477 00	.....	336 00	141 00	477 00
Pictou.....	248 00	.....	170 00	78 00	248 00
Port Hope.....	499 00	.....	499 00	.....	499 00
Prescott.....	300 00	.....	155 00	145 00	300 00
Sandwich.....	118 00	.....	118 00	.....	118 00
Sarnia.....	230 00	.....	230 00	.....	230 00
St. Catharines.....	754 00	.....	470 00	284 00	754 00
St. Mary's.....	333 00	.....	333 00	.....	333 00
St. Thomas.....	195 00	.....	195 00	.....	195 00
Simcoe.....	222 00	.....	222 00	.....	222 00
Stratford.....	272 00	.....	272 00	.....	272 00
Whitby.....	323 00	.....	287 00	36 00	323 00
Windsor.....	300 00	.....	500 00	.....	300 00
Woodstock.....	400 00	.....	400 00	.....	400 00
Total.....	13291 00	.....	11026 00	2265 00	13291 00
<i>Incorporated Villages.</i>					
Arnprior.....	100 00	.....	100 00	.....	100 00
Ashburnham.....	119 00	.....	119 00	.....	119 00
Aurora.....	144 00	.....	144 00	.....	144 00
Bath.....	90 00	.....	90 00	.....	90 00
Bradford.....	115 00	.....	115 00	.....	115 00
Brampton.....	195 00	.....	195 00	.....	195 00
Brighton.....	141 00	.....	141 00	.....	141 00
Caledonia.....	138 00	.....	138 00	.....	138 00
Caledonia.....	90 00	.....	90 00	.....	90 00
Cayuga.....	131 00	.....	130 00	.....	131 00
Chippewa.....	.....	120 00	120 00	.....	120 00
Clinton.....	96 00	.....	96 00	.....	96 00
Colborne.....	.....	.....	152 00	.....	152 00
Dunnville.....	152 00	.....	152 00	.....	152 00

TABLE T.—Grants to Common and Separate Schools in Upper Canada.—*Con.*

LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.					
MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1865.		
			To Common Schools.	To Separate Schools.	Total.
			\$ cts.	\$ cts.	\$ cts.
<i>Villages.—Continued.</i>					
Elora.....	125 00		125 00		125 00
Embro.....	66 00		66 00		66 00
Fergus.....	131 00		113 00	21 00	134 00
Fort Erie.....	81 00		63 00	21 00	84 00
Gananoquo.....	181 00		181 00		181 00
Hawkesbury.....	151 00		151 00		151 00
Hesperia.....	72 00		72 00		72 00
Holland Landing.....	88 00		88 00		88 00
Iroquois.....	74 00		74 00		74 00
Kemptville.....	128 00		128 00		128 00
Kincardine.....	117 00		117 00		117 00
Lanark.....	72 00		72 00		72 00
Merrickville.....	108 00		74 00	34 00	108 00
Mitchell.....	145 00		145 00		145 00
Mont-burgh.....	102 00		102 00		102 00
Newburgh.....	140 00		140 00		140 00
Newcastle.....	123 00		122 00		123 00
New Hamburg.....	104 00		104 00		104 00
Newmarket.....	168 00		124 00	44 00	168 00
Orangeville.....	96 00		96 00		96 00
Oshawa.....	241 00		183 00	58 00	241 00
Pembroke.....	76 00		58 00	18 00	76 00
Portsmouth.....	107 00		73 00	34 00	107 00
Port Dalhousie.....	159 00		159 00		159 00
Preston.....	184 00		158 00	26 00	184 00
Renfrew.....	84 00		84 00		84 00
Richmond.....		61 00	61 00		61 00
Smith's Falls.....	136 00		136 00		136 00
Southampton.....	73 00		73 00		73 00
Stirling.....	90 00		90 00		90 00
Strathroy.....	90 00		90 00		90 00
Streetsville.....	88 00		88 00		88 00
Thorold.....	193 00		120 00	73 00	193 00
Trenton.....	167 00		110 00	57 00	167 00
Vienna.....	108 00		108 00		108 00
Waterloo.....	152 00		152 00		152 00
Wellington.....	97 00		82 00	15 00	97 00
Welland.....	87 00		87 00		87 00
Yorkville.....	188 00		188 00		188 00
Total.....	6108 00	181 00	5889 00	401 00	6290 00
RECAPITULATION.					
Counties and Districts.....	133416 13	716 00	131209 00	2953 13	134162 13
Cities.....	12462 00		8596 00	3866 00	12462 00
Towns.....	13291 00		11026 00	2265 00	13291 00
Villages.....	9109 00	181 00	5889 00	401 00	6290 00
Grand Total.....	163278 13	927 00	156720 00	9485 13	166208 00

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT FOR 1865.

STATEMENT No. 1.—The Legislative Grant to Common Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 106.)

EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$	cts.		\$	cts.
By sundry payments from 1st Jan. to 31st December, 1865:			TOWNS—Continued.		
COUNTIES.			Goderich	387	00
Stormont, Dundas and Glengarry	6274	00	Guelph	446	00
Prescott and Russell	2336	00	Ingersoll	225	00
Carleton	3154	00	Lindsay	138	00
Leeds and Grenville	5875	00	Milton	108	00
Lanark and Renfrew	5371	00	Napanee	175	00
Frontenac	2843	00	Niagara	175	00
Lennox and Addington	2857	00	Oakville	127	00
Prince Edward	2131	00	Owen Sound	265	00
Hastings	4305	00	Perth	233	00
Northumberland and Durham	7753	00	Peterborough	336	00
Peterborough	2312	00	Pictou	170	00
Victoria	2638	00	Port Hope	459	00
Ontario	4422	00	Prescott	155	00
York and Peel	9326	00	Sandwich	118	00
Simcoe	4691	00	Sarnia	250	00
Halton	2452	00	St. Catharines	470	00
Wentworth	3411	00	St. Marys	333	00
Brant	2254	00	St. Thomas	195	00
Lincoln	2086	00	Simcoe	222	00
Welland	2234	00	Stratford	272	00
Haldimand	2438	00	Whitby	287	00
Norfolk	3172	00	Windsor	300	00
Oxford	4760	00	Woodstock	400	00
Waterloo	3367	00	INCORPORATED VILLAGES:		
Wellington	4619	00	Arnprior	100	00
Grey	4023	00	Ashburham	119	00
Perth	3798	00	Aurora	144	00
Huron and Bruce	7561	00	Bath	90	00
Midsex	6359	00	Bradford	115	00
Elgin	3538	00	Brampton	195	00
Kent	3103	00	Brighton	141	00
London	2333	00	Caltonia	138	00
Essex	2294	00	Cayuga	90	00
District of Algoma for 1864	218	00	Chippewa	131	00
		130703	Clinton	96	00
CITIES.			Colborne	152	00
Toronto	3453	00	Dunnville	125	00
Hamilton	1905	00	Etara	66	00
Kingston	1180	00	Eubro	113	00
London	1217	00	Fergus	65	00
Ottawa	838	00	Fort Erie	181	00
		8596	Gananoque	151	00
TOWNS.			Hawkesbury	72	00
Amherstburgh	175	00	Hespeler	88	00
Barrie	175	00	Holland Landing	74	00
Belleville	375	00	Iroquois	128	00
Berlin	203	00	Kemptville	117	00
Bownbytown	323	00	Lanark	72	00
Brautford	619	00	Merrickville	74	00
Brackville	363	00	Mitchell	145	00
Chatham	473	00	Montebourg	102	00
Clinton	96	00	Newburg	140	00
Cobourg	470	00	Newcastle	123	00
Collingwood	166	00	New Hamburg	104	00
Corwall	239	00	Newmarket	124	00
Dundas	224	00	Orangeville	96	00
Gait	368	00	Oshawa	153	00

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*STATEMENT No. 1.—*Continued.*

EXPENDITURE.		AMOUNT.		EXPENDITURE.		AMOUNT.	
VILLAGES— <i>Continued.</i>		\$	cts.	VILLAGES— <i>Continued.</i>		\$	cts.
Pembroke	58 00			Wellington	82 00		
Portsmouth	73 00			Welland	87 00		
Port Dalhousie	159 00			Yorkville	188 00		
Preston	158 00						5708 00
Renfrew	81 00						156038 00
Richmond .....	.....					
Smith's Falls	186 00			By amount of cash receipts deposited to the credit of the Hon. Receiver General			111 00
Southampton	73 00						156149 00
Stirling	90 00						
Strathroy	90 00			By Balance, 31st December, 1865			914 00
Streetsville	88 00						157063 00
Thorold	120 00						
Trenton	110 00						
Vienna	108 00						
Waterloo	152 00						
RECEIPTS.				AMOUNT.			
				\$	cts.	\$	cts.
To Balance unexpended, 1st January, 1865, per account of 1864							124 87
To proportion of Letters of Credit for this service				156827	13		
To amount refunded by County of Victoria				111	00		
						156938	13
							157063 00

STATEMENT No. 2.—The Roman Catholic Separate School Apportionment.

U. C. Consolidated Statutes, 22 Victoria, Chapter 65, Sections 33 and 34.

RECEIPTS.		AMOUNT.		EXPENDITURE.		AMOUNT.	
		\$	cts.			\$	cts.
To proportion of Letters of Credit for this service			9704 00	By Balance, 1st January, 1865, as per account of 1864			230 06
				By sundry payments from 1st Jan. to 31st Dec., 1865, on account of 1864 and 1865, as detailed in Table F.—			
				Cities		3853	50
				Towns		2344	43
				Villages		422	65
				School Sections		2744	92
							9365 50
				By amount of balance on hand, 30th June, 1865, deposited to the credit of the Hon. Receiver General			105 51
							9701 07
				By Balance, 31st December, 1865			2 93
							9704 00
			9704 00				9704 00

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—Continued.
STATEMENT No. 3.—The Poor School Fund.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.

RECEIPTS.		AMOUNT.	
		\$ cts.	\$ cts.
To Balance unexpended, 1st Jan., 1865, per account of 1864.....		756 95	
" Proportion of Letter of Credit for this service.....		560 00	
" Balance, 31st December, 1865.....			1238 93
			9 00
			1245 93

EXPENDITURE.	AMOUNT.	EXPENDITURE.	AMOUNT.
	\$ cts. \$ cts.		\$ cts. \$ cts.
By payments to various Counties in aid of the following Schools, from 1st Jan. to 31st Dec., 1865:		<i>Victoria:</i>	
		No. 4 Pexidy and Laxton.....	20 00 30 00
<i>Lanark and Bonfroy:</i>		<i>Ontario:</i>	
No. 1 Alice \$8, No. 2 Alice \$12.....	20 00	No. 15 Brock.....	20 00
No. 3 Alice \$12, No. 4 Alice \$12.....	24 00	Nos. 1, 2, 4 and 6 Carden, each \$20.....	80 00
No. 1 Petewawa.....	12 00		100 00
No. 2 Sherbrooke \$15, No. 5 Sherbrooke \$15.....	30 00	<i>Simcoe:</i>	
	86 00	No. 7 Oro \$10, No. 13 Oro \$25.....	35 00 35 00
<i>Hastings:</i>		<i>North:</i>	
Tp. Bangor \$30, No. 4 Hungerford \$25.....	55 00	No. 3 Charlotteville.....	35 00 35 00
	55 00	<i>Grey:</i>	
<i>Frontenac:</i>		No. 6 Artemesia.....	40 00 40 00
No. 1 Barrie and Anglesey.....	12 00	<i>U. C. Huron and Bruce:</i>	
No. 3 Barrie and Anglesey.....	12 00	No. 2 Amabel.....	20 00
No. 4 Barrie.....	12 00	No. 1 Albemarle.....	20 00 40 00
No. 4 Olden \$20, No. 2 Oro \$25.....	45 00		
No. 3 Oro \$25 and \$12.....	37 00	By amount of balance on hand, 30th June, deposited to the credit of the Hon. Receiver General.....	649 00 596 93
	118 00		1245 93
<i>Lanark and Addington:</i>			
No. 2 Kaladar.....	10 00 10 00		
<i>Peterborough:</i>			
Tp. Minden.....	100 00 100 00		

STATEMENT No. 4.—The Normal and Model Schools.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Sections 119 and 120.

RECEIPTS.	AMOUNT.	EXPENDITURE.	AMOUNT.
	\$ cts. \$ cts.		\$ cts. \$ cts.
To Balance unexpended 1st Jan., 1865, as per account of 1864.....	1717 51	By Salaries and Wages.....	10124 48
To proportion of Letter of Credit for this service.....	2000 00	" Books, Apparatus and School requisites.....	394 68
Do do.....	4000 00	" Printing.....	287 15
Do do.....	3000 00	" Light, Water and Fuel.....	1188 25
Do do.....	634 67	" Premiums on Insurance.....	561 25
Do do.....	1000 00	" Furniture, repairs to roof, furnaces, &c., and contingencies.....	1091 46
Do do.....	2000 00		14147 47
	12634 67	" Expenses of ground and Gardener's Wages.....	610 43
To Model School Fees.....	3670 50		14757 90
	18022 68	" Amount of cash receipts deposited to the credit of the Hon. Receiver General.....	3670 50
To Balance, 31st Dec., 1865.....	405 72		18428 40
	18428 40		

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—Continued.
STATEMENT No. 5.—Public School Libraries, Maps, Apparatus and Prize Books.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 20.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To proportion of Letters of Credit for this service.....		23668 36	By Balance, 1st January, 1865, as per account of 1864.....		4210 59
“ Net amount received from Municipalities, School Sections, &c., for Libraries, as per Table N.....\$1200 18			“ Books and Prints purchased in London, Edinburgh, New York and Boston, including exchange and duty.....	9522 76	
Less entered in 1866..... 10 00	1190 18		“ Books purchased in Montreal.....	891 25	
“ Net amount received from Municipalities, School Sections, &c., for Maps, Apparatus and Prizes, as per Table O.....	10111 40		“ Books, Maps, Globes, School Apparatus, Map and Globe Mounting and Coloring, in Toronto.....	7132 42	
“ Sales in Depository of Books for Sunday Schools and Mechanics' Institutes, and of Text-books and articles at Catalogue Prices, for School purposes, during the year.....	3863 13			17548 46	
		15164 71	“ Paid for Freight, Cartage, Printing, Boxes, Wrapping Paper, Fittings, Fuel, Insurance, Packing, Salaries and miscellaneous expenses, including publishers' packing charges.....	4446 23	
		38833 07	“ Cash returned to Tp. of Percy.....	2 00	21994 66
To Balance, 31st December, 1865.....		2536 89	“ amount of cash receipts deposited to the credit of the Hon. Receiver General.....		15164 71
		41369 96			41369 96

STATEMENT No. 6.—The Superannuated Teachers.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance unexpended, 1st Jan., 1865, as per account of 1864.....		484 23	By Payments from 1st January to 31st December, 1865, on account of 1864 and 1865, as per Table P.....	3997 33	
“ proportion of Letters of Credit for this service.....	5400 00		“ Subscriptions returned to Teachers on withdrawing.....	81 40	4078 78
“ Subscriptions from Teachers during the year.....	332 08	5732 08	“ Amount of Balance on hand, 30th June, deposited to the Credit of the Hon. Receiver General.....	1733 68	
			“ Amount of Cash Receipts similarly deposited.....	332 08	2065 76
			“ Balance, 31st December, 1865.....		6144 64
		6216 31			71 77
					6216 31

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued.*

STATEMENT No. 7.—The Educational Museum, Library and Practical Science Fund.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance unexpended, 1st Jan. 1865, as per account of 1864.....		1543 00	By Books, Periodicals, Documents, Works of Art and Binding, during the year.....	1472 36	
“ Proportion of Letter of Credit for this service.....	500 00		“ paid for a Glass Case.....	14 60	
“ Cash received for a bust broken.....	5 00		“ Insurance.....	161 25	
		505 00	“ 23 Cords Wood.....	98 10	
			“ Scrubbing Rooms.....	50 00	
			“ Printing.....	22 10	1828 41
			“ Amount of Balance on hand, 30th June, deposited to the Credit of the Hon. Receiver General.....	194 28	
			“ Amount of Cash Receipts similarly deposited.....	5 00	199 28
					2027 69
			“ Balance, 31st December, 1865.....		20 87
		2048 00			2048 00

STATEMENT No. 8.—The Journal of Education for Upper Canada.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance unexpended, 1st Jan. 1865, as per account of 1864.....		1290 00	By Printing and Mailing the “Journal of Education” for 1865, and for all expenses of the publication.....	1684 65	
“ Proportion of Letter of Credit for this service.....	1000 00		“ Balance on hand, 30th June, deposited to the Credit of the Hon. Receiver General.....	495 31	
“ Sales, Subscriptions and Advertisements during the year.....	27 77		“ Amount of Cash Receipts similarly deposited.....	37 77	2217 76
		1037 77			110 01
			“ Balance unexpended, 31st December.....		2327 77
		2327 77			

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT.—*Continued*
 STATEMENT No. 9.—The Inspection of Grammar Schools and Examination for
 Certificates.

U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance unexpended, 1st Jan., 1865, as per account of 1864.....	935	00	By Dr. Connon, Examiner, 1864....	50	00
“ Proportion of Letter of Credit for this service.....	2000	00	“ Rev. G. P. Young, M.A., Inspector, 1864.....	1000	00
		2935 00	“ Rev. G. P. Young, M.A., Inspector, 10 months, 1865.....	1666	66
“ Balance, 31st December, 1865..		166 66	“ Balance on hand, 30th June, deposited to the Credit of the Hon. Receiver General.....		385 00
		3101 66			3101 66

STATEMENT No. 10.—The Grammar School Fund.

U. C. Consolidated Statutes, 22 Victoria, Chapter 63, Sections 8 and 9.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance unexpended, 1st Jan., 1865, as per account of 1864.....		2396 00	By Sundry Payments on account of the Apportionments for 1864 and 1865, as per Table G.....	53205	00
“ Proportion of Letter of Credit for this service.....		55527 00	“ Balance on hand, 30th June, deposited to the credit of the Hon. Receiver General.....	2005	00
		57923 00	“ Balance, 31st December, 1865..		55210 00
					2713 00
					57923 00

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, FOR 1865.—Continued.

STATEMENT No. 11.—Balance Sheet, Department of Public Instruction for Upper Canada, for the year ending 31st Dec., 1865.

RECEIPTS.					SERVICE.	PAYMENTS.				
Balance unexpended 1st Jan. 1865.	Cash Receipts for the year 1865.	Letters of Credit from Finance Department	Over-expended 31st Dec. 1865.	Total.		Over-expended 1st Jan. 1865.	Cheques issued, 1865.	Deposited to credit of the Hon. Receiver General.	Balance unexpended 31st Dec. 1865.	Total.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
124 87	111 00	156827 13		157063 00	Common Schools.....		156038 00	111 00	914 00	157063 00
		9704 00		9704 00	Separate Schools.....	270 06	9365 50	105 51	2 32	9704 00
736 94		500 00	0 00	1245 93	Poor Schools		649 00	596 03		1245 93
1717 31	3670 50	12034 67	405 72	18428 40	Normal and Model Schools		14767 90	3670 50		18428 40
	15104 71	23868 36	2536 89	41369 96	Libraries, Maps and Apparatus.....	4210 59	21994 66	15164 71		41369 96
484 27	332 08	1400 00		6216 31	Superannuated Teachers.....		4078 78	2065 76	71 77	6216 31
1543 06	5 00	500 00		2048 06	Library and Museum.....		1828 41	199 28	20 37	2048 06
1296 00	37 77	1000 00		2327 77	Journal of Education.....		1684 68	533 08	110 01	2327 77
935 06		2000 00	166 66	3101 66	Grammar School Inspection.....		2716 66	585 00		3101 66
2398 00		55327 00		57023 00	Grammar Schools.....		53205 00	2005 00	2713 00	57023 00
9227 66	19521 06	267761 16	3118 27	299428 09		4440 65	266318 59	24836 77	3832 08	299428 09

PART III.



APPENDICES.

1865.

APPENDICES TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1865.

APPENDIX A.

EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1865.

I. COUNTY OF GLENGARRY.

1. *The Reverend Duncan Cameron, Lochiel.*—The twenty schools of this township were all in operation during the year, except No. 10, in the village of Alexandria, in which school house the Grammar School is carried on in the meantime. All the Common Schools in the township are free except four. It will be seen from the report that the majority of teachers are females; this I believe to be very much owing to their willingness to teach for less remuneration than males. Of the fourteen hundred and eighty-eight between the ages of five and sixteen years in the township, ten hundred and twenty-three attended school during the year, leaving the large number of four hundred and sixty-five attending no school, according to report. This is really sad, when so many children, able to go to school, and scarcely able to do anything else, should be allowed to run wild and at large in the township, to grow up in ignorance, and in many instances in vice, with very little prospect of being either useful to themselves or to society, and certainly not so useful as they would be with good sound moral education. Parents are not aware of the positive injury they inflict upon their children by not sending them to school, and often the great drawback and burden they entail upon society by pursuing such a course. Children themselves are not aware of the loss they sustain by want of education; and their parents do not inform them of it. Such a course hinders the development of the youthful mind, and the progress and well being of the community. If all parents were to act in the same way, what would become of the country? We should have to do in this matter as in many other things, we should have to import men who would manage the affairs of the country. A good, sound, liberal education, founded upon the word of God, is the impregnable bulwark of our country, the main spring of our social, moral and commercial prosperity, the very bone and sinew of our courts of law and equity, as well as of our numerous benevolent and charitable institutions, and the very life and stamina of our Legislative Assembly. If we believe that children not sent to school are greatly wronged, and

deprived of one of the greatest blessings which a country can bestow upon her young and rising offspring, and that the prosperity and well-being of society are hindered by such neglect, the rulers of the country should have no hesitation in judiciously and prudently interfering in the matter, by a legislative enactment, especially when schools are so numerous, and generally so convenient that the school-house cannot be much more than one mile and a half from any child. The suggestion in your printed circular is a good one, "that each Municipal Council should be vested with power to bring to account, and punish by fine or working on the roads, such parents as do not send their children between the ages of seven and fifteen years, to some school for at least four months in each year." Provided always, that the children of such parents as are not able to pay will have their tuition free. Education is steadily advancing among us, both in the Common and Separate Schools.

2. *Angus McDonnell, Esquire, Kenyon.*—I have great pleasure in seeing, that excepting thirty children, all the children in this township, from the age of five to sixteen years, numbering 1,115 pupils, received education during the past year, and it is equally pleasing to me to see at every visit, that the pupils show a great gain from time to time in the branches of education in which they have been engaged. Prizes have been distributed in school section No. 10, during the past year, which produced satisfactory results. The Trustees of the section promise to continue the system. I impress on Trustees of other school sections, the importance of their giving prizes to the pupils of their schools once or twice in the year, telling them at the same time that the system proved to be effectual in moving the minds of pupils to a greater energy and emulation wherever it was tried. The questions which are used by this County Board in the examination of Common School teachers are always changed, and new ones are selected for every sitting thereof. I reported to the Educational Department on a former occasion, that we have in this township good looking school houses from without, but from within, I regret to say, they show to be deficient, as will appear from my annual report. The reason I assign for this is the failure of wheat, in this part of the country, for a number of years back.

II. COUNTY OF STORMONT,

3. *The Reverend George Case, Osnabrock.*—Some of the school houses of Osnabrock are excellent structures. At Lunenburg, Aultsville and Farran's Point, brick buildings have been erected that reflect great credit on the Trustees and Taxpayers of those localities. In some other sections frame houses have been built, which are very commodious and substantial in character. In places where the case is different, the old log houses will soon give place to buildings of a better description. Many of the teachers of this township are laboring with most commendable zeal in the work of instructing the pupils committed to their care. I am sorry to have to add, however, that much of their zeal is neutralized by the indifference of Trustees, and others, on the subject of providing appliances for the proper management of the schools. In visiting the schools I have noticed an almost total absence of maps, globes, geometrical forms, school apparatus and library books. In such a state of things, the pupil has but little to incite him to study, and the teacher has but little encouragement in his work. Prizes are almost never distributed to scholars except when teachers give them at their own expense. On some of these points I hope to be able to effect an improvement. I venture to express the humble opinion that, in several particulars, our common school law might be amended with very great advantage. Among other things we want a simplification of our Trustee system, some more thorough course of examination for teachers; the total abolition of third class certificates; a uniform plan of free schools; and compulsory education. I am convinced that the introduction of such changes as these would, in a short time, work marvels of improvement in our school system. On some of these points I have thought long and earnestly; and I am glad to know that they are now engaging the serious and practical attention of the most able educationists of our country.

III. COUNTY OF DUNDAS.

4. *John McLaughlin, Esquire, Williamsburgh.*—All the schools under my superintendence are doing such work as might have been anticipated by the Trustees and the people when the different grades of teachers were employed. It does not require the spirit of prophecy to predict what progress a school will make, or what sort of work will be done in any

section during any teacher's term of employment. Trustees and people know well, that on the grade and competency of the teacher, depends the intellectual progress of any school. It is, however, cheering to observe that Trustees, generally, are becoming aware of the necessity of hiring the best teachers they can procure, although at high salaries; they are becoming more impressed with the responsibility of their office, hence the discharge of their duties is more voluntary, more cordial, more patriotic and more liberal. We have a few excellent teachers in this township, whose names should be mentioned in my report were it customary to do so. I think it might be attended with good results if it became the custom, for Superintendents to make honorable mention, in their reports, of such teachers as distinguish themselves in their profession, and if a list of such names would be published in the *Journal of Education* annually. There cannot be too much encouragement given to such men, they are the most valuable members of society and men occupying higher places should remember this, and add double dignity to their position by paying *marked distinction* to the profession which qualified them to be what they are. The general attendance of the children at the different schools, is more regular; and there is a growing desire, on the part of the people, not only to send the children more regularly to school, but also to employ the best teachers they are able to pay. I have still to express my regret that nothing has been done, in this township, towards the purchasing of a library; but on the whole I must say that our excellent school system is doing its work admirably in all its departments. The people are becoming well acquainted with the working of the entire machinery. There are no misunderstandings between Trustees and Teachers; and arbitrations are unheard of. Our County Board for the examination of teachers, is composed of local Superintendents only, Trustees of Grammar schools, although members by law, have more good sense and patriotism, than to accumulate expense by their attendance where their assistance is not required. The *Journal of Education* is, I believe, received regularly, and is a welcome guest wherever it goes.

IV. COUNTY OF RUSSELL.

5. *James McCaul, Esquire, Clarence.*—The schools in this township, during the past year, have made very favorable progress; the attendance in some of the schools has been more regular, the people seem to take a more lively interest in the Schools. The good effects of the School Law are yearly more visible. I am happy to be able to report that there are now comfortable and commodious school-houses in all the School Sections. The Trustees and people are deserving of credit for the exertions they have made in providing and furnishing the school-houses. Several of the sections are in much need of maps. I shall endeavor to induce the Trustees to supply their sections with them. The Libraries have a good effect; the books are, in general, well taken care of. The general regulations with regard to religious instruction are in most instances followed with good results. Prizes were distributed only in three schools during the past year, and the distribution had a very animating and stimulating effect on the pupils. If the Trustees would yearly allow a small sum for prizes, it would soon show a good result in increased and more regular attendance, and even parents would take an additional interest in the schools. The revised programme of County Board Examinations is observed, and the examination questions are printed. I think it would be desirable to have one Board of Trustees for each township, but I am afraid, in this township, owing to the mixed population, it would not work so well as the present system. I am of opinion that the Township Council should not be the Board of School Trustees, but that it should be elected separately by the people, and be composed of, at least, seven members. Compulsory attendance at school in a thinly settled township, with bad roads, would be attended with much difficulty. Parents living within a convenient distance of the school-house should certainly be taxed extra if they neglect sending their children to school during, at least, four months in each year.

6. *The Reverend James C. Smith, Cumberland.*—Having been but recently appointed Local Superintendent for this township, I have had but a short time to acquaint myself with the actual state of our schools. During the year nine schools have been in operation—one of these only for a period of nine months. The qualifications of the teachers, generally, are not of the highest order, owing to the mistaken policy of the Trustees in engaging instructors at the cheapest rate. In my intercourse with the local authorities I have combatted the practice,

as most injurious and unjust to the rising generation. At the same time, it is but fair to state, that a few sections have been fortunate enough to secure the services of teachers whose attainments and natural aptitude make them a decided blessing. The system of Free Schools is universally adopted in this Municipality, and is rapidly working itself into general favor. A disposition to regard the profession of teaching as an honorable one begins to manifest itself, and in proportion to the worth and respectability of those who follow it this must be so. No misunderstandings between Trustees and Teachers have come under my observation during the past year. As to the kind of teaching imparted, I may be permitted to state, without overstepping my province, that of all the branches taught arithmetic and geography seem, generally, to be in the most deficient state. Cramming the memory rather than enlightening the understanding, appear to explain the failure. In my lectures which I am about to deliver I propose adverting to this fact, and suggesting some remedy, for which eight years of practical teaching renders me, I trust, in some measure competent. The daily business of each school and the text books used are in accordance with the instructions issued by the Department. The County Board of Public Instruction holds its sittings in this township, and is visibly exerting a beneficial influence—stimulating the people and elevating the status of the teachers throughout the county. At its last meeting the Board unanimously decided on the abolition of third-class certificates—it is creditable to the intelligence of the township, that the books of the Library are sought after with an increasing eagerness. The books are all labelled, covered and numbered, and are generally in good condition. The recent establishment here of a County Grammar School must also operate favorably in the diffusion of useful knowledge. While I am delighted to witness ardent pursuit after secular knowledge, I should like to see a more lively interest taken in religious knowledge—a feature which is well-nigh ignored in our schools. The number of children attending no school is, I am happy to say, becoming smaller and smaller every year in this township. May the time soon come, when every child of school-age throughout this land shall enjoy the inestimable advantages of our national system of education.

V. COUNTY OF CARLETON.

7. *The Reverend James Whyte, Osprey.*—I have much pleasure in testifying to the continued prosperity of the various schools under my charge. Outward indications of this prosperity are given in the length of time they have been kept open—the average being about eleven months and three days, and also in the increased number of pupils attending school. I might also refer to the number of pupils going from the Common Schools to the Grammar School, an item not in the annual report. In several of the schools no progress is made. The buildings are miserable, and unfurnished, and the teachers are hired more, apparently, on account of the low salary they ask, than the high qualification they have. Two new school houses were built during the past year—both log. Two other school houses in wealthy sections are in such a condition that they are injurious to the health of the children. Only one of our teachers possesses a third class certificate; four were trained at the Normal School; two had first class certificates from the County Board; ten had second class certificates. The salaries of some of our teachers are altogether inadequate. When we hear of *men* employed to teach the youth of a section at \$180, \$172, \$154, and even \$144, without board, we need not be surprised to find education in these sections in the lowest state conceivable. We have again had a public competitive examination of the schools of the Township, in no way behind the similar examinations of previous years, but exhibiting in several respects a decided improvement. Mr. Bell, the member for Russell, several members of the County Council, and other gentlemen, showed their unabated interest in the education of the youth, by being present, addressing the pupils, and giving special prizes to deserving competitors. Two of the city teachers—one of them second master of the Grammar School—gave good help in conducting the examination. I have nothing further of interest to remark, only I am sorry not to be able to speak of the universal improvement of education in the Township. I trust that the improvements proposed by the Chief, may be productive of much good throughout the country, and that we also may share in the benefit.

8. *The Reverend C. F. Emery, Fitzroy.*—The progress of education in Fitzroy during the past year has been most satisfactory, some schools, as usual, showing greater signs of improvement than others. The numbers on the roll and in actual attendance were good. I am sorry to say that as a rule, the people do not show so much active interest in the education of

their children as they should; but this is an evil generally complained of. On every occasion of my visiting for inspection, I have given a lecture with the special view of stirring up the young people and children to realize the ineffable value of education. Prizes were awarded in two schools with good results. It affords me much pleasure to record that school sections Nos. 1 and 6, have determined to build new and befitting school rooms; I hope to see others following their example, for the present buildings are not at all commensurate with the wealth and intelligence of the people. There has been a steady improvement both as regards the advance made by the scholars in learning, and the mode of imparting instruction by the several teachers. It has afforded me much pleasure to observe more care than heretofore, bestowed on reading, writing, and arithmetic. I never visit the schools without pointing out the various deficiencies of individual scholars, and of the school generally; ending with a brief lecture on some important matter. I have found this plan most successful in suggesting both to teachers and pupils; and I have almost invariably found on my next return-visit, that several improvements have been adopted. The average attendance has been better last year than heretofore. Still I have to make constant complaints of the practice of many parents keeping their children from school. The spirit of shame on account of the wretched school buildings, seems to have arisen within the minds of some three sections at least, and I understand that suitable buildings are about being erected. I have to deplore an almost constant changing of teachers, the evil result of which may be easily seen. I have much pleasure in seeing that this, among other bad influences on the education of youth, is under the consideration of the Chief Superintendent for reformation.

9. *The Reverend D. P. Merrill, North Gower.*—The Township of North Gower being under my charge for the last half of 1865 only, I can speak but in a general way of the state of education in the Township. There were but three of the nine schools, which seemed to present at all the appearance of progress. Most of the scholars were not even supplied with text-books, and many of the old books still remain in use. By far the majority of the inhabitants are utterly careless whether their children are educated or not, consequently the children are often detained at home on the most unreasonable excuses, or even allowed, of their own free will, to remain at home. Such being the state of things, the proposed new law, the tendency of which is to compel parents to give their children the benefit of schooling, must be hailed by all lovers of education. The libraries are very few, but as I notice the love for reading increasing in the sections where libraries exist, and the people of these sections of intelligence superior to others, where such a benefit is not at hand—the influence exerted by the free circulation of *proper* books is clearly manifested for good. Regarding the effect of distributing prizes among the children here, I can say little. In some sections it has caused ill feeling. People who keep their children at home half the year are offended if they do not receive a prize at the examination; they object therefore to pay towards the prize fund. It is my endeavour, however, to encourage the distribution of prizes, hoping thereby to stimulate the scholars and induce them to more regular attendance at school. I am sorry to say that due attention has not been paid to the revised programme, and that many utterly unworthy of their position as teachers, have been sent out by the Board. The next examination in June will be, I hope, of a much severer kind than heretofore. I am more and more convinced, by daily experience, that our teachers must be better qualified. By insisting on a high standard of marks at the County Board examination, we shall get rid of our useless material in the shape of teachers, and consequently thoroughly qualified teachers can demand higher salaries, and there will also be inducements for a better class of candidates to compete for certificates as teachers of common schools.

10. *The Reverend William Lockwood, Gloucester.*—Nothing has occurred during the past year worthy of special remark. In Marlborough the schools have all been in operation, and averaging eleven months and eight days. In Gloucester, they have all been in operation during the whole year. The schools in the Township of Gloucester are generally in a very prosperous state. The Township Council have most cheerfully furnished the means of purchasing prize-books. These have been competed for annually, during the three past years, by the best scholars of all the schools in the township. These competitive examinations extended to all the branches taught in our Common Schools—reading, spelling, writing, English grammar, arithmetic and geography, and last year Canadian History was added. Five prizes were awarded to the five best scholars in each of these branches; and it was resolved

at our last examination held in December, that in 1866 English History should be added to the list. Believing it to be impossible to do justice to a competitive examination of so many scholars in so many branches, in a single day, I had resolved to divide the branches into two sets, of four each, and to appoint one day in June, and another in December, for examining the children; in this way the attention of teachers and scholars would be directed more especially to one set of four branches during the first six months of the year, and to the other four branches during the second six months. This plan was formed, and announced to some of the teachers, but the County Council have seen fit to appoint another to the office of Local Superintendent of Schools for the Township, during the year 1866. It remains to be seen whether he will carry out this plan or adopt some other, which to him may seem better calculated to excite emulation, and to promote more efficiently the interests of education in the Township. I wish him all success in performing the duties of the new and untried office of Local Superintendent of Schools. You may be pleased to notice, that during the fifteen years I have acted as Local Superintendent of Schools in the Township of Gloucester, I reported four visits to each of the schools during the first six or eight years, and three visits to each, during the last six or eight years. The number of visits reported for 1865 being 53, or three visits to each of fifteen schools, and two to each of the remaining four schools.

VI. COUNTY OF GRENVILLE.

11. *Herman McCrea, Esquire, Wolford*.—It is now nearly two years since I entered upon the duties of Local Superintendent for this Municipality; and in taking a retrospect of that time I find that, as a general result, there is a marked improvement as regards the efficiency of the schools, although, in some few instances, I regret very much not being able to make so satisfactory a report. This I attribute, to a great extent, to a desire on the part of the Trustees to procure cheap teachers, which is invariably attended with bad consequences; for a continuance of that system will accomplish no good result whatever, but, on the contrary, will be attended with a loss of money, and what is far worse, loss of time. I find—and indeed it is very lamentable—that, notwithstanding the great necessity and value of education, there is a great deal of carelessness and indifference manifested by those who ought to be more interested; this is particularly observable by the non-attendance at the public examinations of the schools. In my official visits to the various schools within my jurisdiction, I have endeavored to urge the necessity of holding these examinations, and that in order to make them successful they should be well attended by the parents and guardians of the pupils; but all my efforts in that direction are not of much avail. However, as I have remarked heretofore, in reviewing the past two years, the improvement in the schools, as a whole, in this township, is quite decided, which is a gratifying result.

12. *Robert E. Brown, Esquire, Augusta*.—I have observed, that where the Trustees secure the services of a competent and industrious teacher, there is seldom any complaining or fault-finding among the people; and, with very few exceptions, the teachers in this township have given general satisfaction during the past year. Many of them are making a laudable effort to establish for themselves a reputation as first-class teachers. By mutual visits and consultations as to the best modes of governing and instructing, they will not only benefit themselves, but the respective schools under their charge. There have been a few instances where the Trustees injudiciously employed a second-class teacher where they ought to have employed a first-class teacher, and a second-class instead of a third-class. By thus exercising the powers which are vested in them, I am inclined to believe they are, according to the spirit of the School Act, liable to merited reproof, if nothing more. I have endeavored to get from them a correct statement of their finances, and from their ready and willing explanations I am under the impression that they are desirous to manage fairly and honestly all the dealings in school matters which the duties of their office require of them; but, judging from the manner in which they keep their accounts, I am disposed to think that some of them depend rather upon their memory than their ledger. Perhaps the alteration contemplated in the School Law, by electing five suitable persons as Trustees, whose supervision shall comprise all the schools in the township may obviate these as well as other grievances. But, so far as I can learn by eliciting the opinions of individuals, there appears at present a decided opposition on the part of some.

VII. COUNTY OF LEEDS.

The Reverend L. A. Betts, Crosby South.—To report the course of education for South Crosby, as follows, in as few words as possible, I report eleven whole Sections and five half Sections. I shall confine my remarks to the whole sections first, all of which, with one exception, are conducted on the Free System. The cause of non-attendance is due partly to the negligence of parents; but Sections Nos. 4, 7, and 15 have been closed during the winter season, in consequence of the extent of boundary, the state of the roads, and thin population. There is no Library in the township, and I am grieved to say that I never met a community, taking them as a whole, less inclined to read. It is a great pity that Trustees do not take more interest and make provision for encouraging the introduction of Libraries in each School Section. Again: Some schools distributed prizes with good results, and the books, generally, were covered and labelled. In one School Section, in paying our official visits, we found that it was opened and closed with prayer and reading the word of God. This is the sum total of religious matter brought to bear on the children attending our Common Schools in this township. I do wish the provisions made were better acted up to, but I feel that this cannot be consummated until we obtain a class of men better fitted in every way for the profession. In conclusion, will you allow me the expression of my opinion with regard to the office of Township Local Superintendent. If a change could be effected in these United Counties, it would be beneficial to the Common School interests, that is, the creation of County Superintendents instead of Township Superintendents, providing the authorities appoint a first class scholar to the situation of County Superintendent. This, I think, would tend to make the office honorable, and not dependent upon the results of the Municipal electors, but would insure a fit and proper person to fill so important a situation. I do contend, that the educational condition of our county demands extraordinary and remedial measures to prevent the seeds of ill-health, vagrancy and crime springing up in our land.

14. *The Reverend Christopher T. Dunroba, Leeds and Lonsdale Rur.*—It is impossible that the regulations with regard to religious instructions could be followed under our Common School system, except in a very general way. Where they can be and are followed the result is beneficial. In one section, which by chance happens to be almost unanimous in their church and doctrinal principles, the Trustees, on one day in each week, make their school hours four instead of six, and the two remaining hours are given to the Clergyman to train the children in religious instruction. This arrangement is made use of as regularly as possible by the Clergyman, and when he is absent, the teacher, under his directions, assumes the superintendence of such classes. The result is very good; and it would be well if Trustees, under similar circumstances, would avail themselves of their privilege to lessen the number of teaching hours once a week, and endeavor to have the remainder devoted to religious instruction. The revised programme is observed at County Board Examinations, and the questions are printed.

VIII. COUNTY OF LANARK.

15. *John A. Murdoch, Esquire, Bathurst, Burgess North, Dalhousie, Darling, Drummond, Lanark, Lavant, and Sherbrooke North.*—Excepting one school in the Township of Darling, all the schools have been kept open during the entire year. You will observe that the free schools are gaining ground fast in every township. Out of ten schools reported in Drummond, seven are free; in Bathurst, eleven out of fourteen; in Lanark, eight out of ten; in Dalhousie, eight out of ten; in North Sherbrooke, Lavant, and Darling, they are all free. Parties interested have found out that a Free School is the best and cheapest, and gives the least trouble to the Trustees in settling up with their teacher. Although there are a few bad school-houses in certain localities, yet the school houses which have been built since the school Act came in force, are generally roomy and comfortable. Four very respectable buildings have been erected during the past year, and are now occupied. Any change in the School Act, as far as regards Trustees of townships, I do not think at all advisable: such a step would, I fear, produce great discontent and dissatisfaction.

16. *The Reverend John McMorine, D.D., Ramsay.* All the schools under my superintendency, have been in operation during the past year. The majority of the teachers have been acceptable, and their schools have been well attended. One or two, for some cause, lost the confidence of the parents, and their schools were almost empty. There is a strong dis-

position with Trustees and rate-payers, of some sections, to look to cheapness rather than to ability and efficiency in teachers. New and better school-houses are gradually taking the place of the very small and uncomfortable ones, universally seen a few years ago. What we have chiefly to complain of is irregularity of attendance, which seems rather on the increase. Next to that, we lament the want of ambition on the part of most parents, to give their children a thorough Common School education. Some parents even forbid teachers to make English Grammar and Geography any part of their children's education. Still a great deal of good is doing. Almost every child of school age in the Township will be able to read, write, and know the most useful rules of arithmetic. The books in the library are read, and some are set on the road to more liberal attainments, advancing even to the learned professions. The price of labour, and the requirements of the farm first introduce the habit of taking away the older pupils, especially the boys, during the busy season, and then when the habit is begun, and every body follows it, it comes at last to be considered nothing to take away a pupil for a most trifling reason. It is sad to see the injury that is thus done to the rising generation. The regulations as regards religious instruction cannot be rightly observed in country places, and never are; but most of the schools are opened with prayer, and the Bible or New Testament is daily read; and some teachers put questions on the portions read. The Revised Programme and printed questions only are used at the examinations about the beginning of the year. At midsummer, when they are not used, the Board grants certificates for half a year only. The books in the libraries are in general covered, labelled and numbered, but the covers are off some of them. The rules seem to be well observed. The influence of the libraries is more a matter of hope than of distinct observation. Prizes, when distributed, are always enlivening and stimulating, and do not seem to produce any bad feeling.

17. *The Reverend James Preston, M.A., Beckwith.*—As I have been but a month appointed to the office of Local Superintendent of schools for the Township of Beckwith, consequent upon the death of the late Superintendent, I can say but little in this my first report, except to—as far as I am aware of the facts, the remarks of the late Mr. McKinnon. I have not yet visited all the schools, but am doing so as fast as possible, in order to get some insight into their working. The general instructions as to the religious instruction appear not to be followed at all except in so far as reading the Bible or Testament, and opening and closing the schools with prayer, may form part of these regulations. I am happy to say that with two exceptions, the schools were opened and closed with prayer, and in one of these cases the teacher has promised for the future to conform to the instructions. In one school the Holy Scriptures are not used, although in that school prayers are read. The Revised Programme for examination of teachers, is used at the County Board, which holds its meetings at Carleton Place. The summer examination is *viva voce*, the winter one on paper, the answers being given to printed questions. I purpose to move that both these examinations be on paper, as I feel convinced that this is a more correct and searching test of the capacities of the persons examined. A relative value is also attached to each question, and a maximum and minimum of marks attached to each class. The names of the successful persons are also published in the local press in order of merit, so that Trustees and others may form a just opinion of the qualifications of teachers seeking employment. Libraries are scarce in the sections, and even where they exist, the books do not appear to be much read. In no case are they covered, in one only are they labelled and numbered, although three (out of the five possessed by the township) have the books numbered. As to the influence possessed by these libraries, I am not, of course, now able to speak, but judging from the want of appreciation manifested by the people in not borrowing the books, I should be inclined to believe it is not great. One new Union School section was created this winter, with the school house in the township of Marlborough, in the County of Carleton.

18. *The Reverend Solomon Mylne, Montague.*—I am happy to be able to report that the cause of education is making progress among us. The people in this part of the country have suffered from deficient crops for the last two years, consequently the Trustees of the small school sections felt compelled to employ teachers at a low salary. This has been a drawback to the good cause, but I trust that this is only for a time. The more intimately I become acquainted with the teachers, I am the more inclined to think that in general they try to do the best they can to improve themselves, and be efficient instructors of youth. In the largest of the sections especially is this the case, each striving who will have the largest attendance and the best scholars. The attendance of pupils is improving, and in visiting the

schools I speak to the children about the necessity of being punctual in this respect. As the teachers become better qualified we may expect that the attendance of pupils will improve.

19. *The Reverend Alexander Mann, Pakenham.*—During the past year educational affairs in the Township were conducted in a satisfactory manner. All the teachers possessed respectable acquirements; and the progress made generally by their pupils evinced that their duties had been conscientiously discharged. It may be added that in almost every instance their services were duly appreciated by the parties chiefly interested. In section No. 5, a new school-house has been erected; it is a neat and commodious edifice, and does credit to the taste and liberality of the inhabitants of that locality. As you will observe from my report, two teachers were employed in that section in the course of the year. The latter incumbent had been a student at the Normal School in Toronto. I refer to this because I was particularly pleased with the way in which he conducted the business of his classrooms. His predecessor was far from being an inferior teacher, but the superiority of his improved system was abundantly manifested, even in the short time that he held office. I regret that I am still unable to write favorably relative to school libraries. I trust, however, that there will soon be an amendment in this respect. I am aware that there are persons of influence desirous of rendering these libraries subservient to the intended purposes. As regards the attendance of children of legal age, the circumstances of families and the distance from their respective school houses, have doubtless a great influence. It may be that there are parents in this township so totally devoid of right principles, and so regardless of the mental and moral improvement of their offspring, as to keep their children at home when they could, with little inconvenience, pursue a different course, but I believe that cases of this nature are rare. The Revised Programme for the examination of teachers is strictly observed, but the questions have not hitherto been printed. It is stated in several reports that the regulations respecting religious instruction are followed; I think, however, that in no instance is this more than partially done. Where prizes were distributed the influence produced was favorable.

20. *The Reverend James B. Duncan, Emsby North.*—Having been in office only one year, I cannot, of course, speak of the state of the schools in the Township this year, as compared with any previous year. I am happy, however, to be able to state, that generally speaking, they are in a state of considerable efficiency. The Township Council very wisely, I think, voted a sum of money for the purpose of procuring a number of prizes, to be given to the best pupils from the different schools, at a public competitive examination. Such examination took place, and I think the effect was most beneficial.

IX. COUNTY OF RENFREW.

21. *John Lane, Esquire, Rolph, Buchanan and Wylie.*—The inhabitants of this locality are alive to the cause of education, but they are so lately settled, and generally in such poor circumstances, that they cannot support schools and avail themselves of the privilege that the law provides respecting the common Schools. Out of three schools in operation in 1864 there was but one in 1865, owing to the inability of the people to support, there being so many sections, and in some but five or six families! Section No. 3 have managed with much difficulty to keep their school in operation, and I am happy to be able to say that the attendance has been quite up to the mark. On account of their school-house having been burned down this fall they had some interruption, but are now in operation. Of course the attendance during the winter months has not been as full.

22. *The Reverend S. C. Fraser, A. M., McNabb, Bagot and Blithfield.*—It is but justice to state, that some of the Trustees have paid particular attention to order in the management of their financial affairs. Bagot is a poor township, and requires fostering. I have endeavored to make the Report as complete as possible; and I recommend that indulgence may be shown to any short-comings on the part of the Trustees. The schools in McNabb are, upon the whole, in a prosperous condition. The Free School System is nearly universal in both townships, and I believe that the people are prepared to adopt the principle as a legislative enactment.

23. *The Reverend John McEwen, Alice and Petawawa.*—The Townships of Alice and Petawawa have made as much progress in the cause of education as could, under the circumstances, have been expected. In Alice one new school has been opened, and preparations are

being made for the opening of another next summer. The harvest has been plentiful and will be felt in the advancement of the schools. The cause of much of the non-attendance at school has been owing to the want of clothing and necessitous circumstances. There is a desire on the part of the Trustees to introduce Libraries and Prizes; but heretofore they have not been able to do so. From this desire we hope to have an improvement in the year on which we have entered. The Board of Public Instruction follows the revised programme of instructions, and during the past year has adopted printed questions. The teachers aim at obtaining high certificates.

24. *The Reverend Michael Byrne, Algoma, Bromley, Brudenell and Grattan.*—I consider the attendance of children at school pretty good, taking into consideration the distance that many live from the school-house, the poverty of many parents, who are unable to procure clothing sufficiently comfortable to protect their children from the winter's cold, and the situation of so many of our farming population, who are so straightened in means to meet their many wants, that when their children attain the age of twelve years they are obliged to put them to work: The Trustees, in their annual Reports, generally attribute so small an attendance at some of the schools to indifference or negligence of parents; but, for my part, although I am pretty intimately acquainted with most of the inhabitants of the townships, and have frequently heard them express their sentiments regarding the education of their children very freely, I never could find out that they were either indifferent or negligent upon that point; on the contrary, I invariably saw them very anxious to send their children to school, if the reasons I have already named did not throw an insuperable obstacle in their way. There may be exceptions, but they are exceedingly few. As to one of the subjects lately under consideration before the County Conventions, viz: the utility of making a provision in the School Law to compel, by fine, parents to send their children, within the ages of seven and fourteen, years to school during, at least, four months in each year—I cannot withhold my firm conviction that such an enactment is open to so many objections, that it would be a moral impossibility to reduce it to practice. The first objection is, that it aims at taking away the liberty of the parent by endeavoring to compel him to do that which very frequently he could not conscientiously do; for, how many parents are there who have conscientious objections to have their children educated by the teacher who may just now happen to be employed in their neighborhood. In such a case, would it be right to impose a fine upon them on that account? Again; it would often happen that the children of seven or eight years old could not possibly attend the school on account of the distance, and that those of thirteen or fourteen could not be spared from their work; and these would be commonly the children of the poor who already feel very keenly the burthen of the school tax. Would it not be unmerciful to tax them still further for an omission which it is impossible to fulfil? As the School Law now stands, the poor struggling rate-payer is obliged to contribute his part to the building and keeping of the school of his section, as well as the payment of a teacher, whose services the children of his well-to-do neighbor enjoy, while his own, under the circumstances, are often morally and sometimes physically excluded from any benefit whatever by it. If such parents were still further oppressed by fining them, would it not be intolerable? And would not such oppression be the means of raising a cry throughout the length and breadth of the land for the abolition of the School Law altogether?

25. *George Brown, Esquire, Admaston.*—In respect to the state of the schools in this township, I beg to remark, that the principal cause of the non-attendance of children of school age is, in the great majority of cases, the want of proper clothing for the children, a great many of the parents being in very poor circumstances. You will observe from my Report, that the general regulations in regard to religious exercises are attended to in all the schools but one, and in that case I think it was a mistake in making out the Report, as the teacher of that school, I am assured from personal knowledge of her character, is duly impressed with the importance of communicating religious knowledge to the children under her charge. The result of these religious instructions so communicated in our schools has had the most pleasing effect on the children, as is evinced in the orderly and respectful way in which the children attending our schools conduct themselves. The revised programme of the County Board Examinations is observed, but the examination questions are not printed. The books of our School Libraries are generally covered and labelled, and the regulations observed. The influence which these libraries exert must be, and is, of a most beneficial kind, extending the information and intelligence of the general population, harmonising

them, and thus rendering them more fit for the discharge of the duties that devolve upon them as parents and citizens. Prizes have only been distributed in one of our schools, and with the most happy effect. I have endeavored to impress the Trustees of the other school sections with the importance of this as a means of exciting the children to diligence and exertion, and thus strengthening the hands of the teacher and benefitting the pupils; and pointed out to them that the prizes won in this honorable struggle will be carefully kept, and when they arrive at manhood, will be referred to with honest pride in the presence of their children, and used as a powerful argument to excite them to diligence in acquiring a like honorable distinction. To sum up the whole matter, I am happy to report that the interests of education have not retrograded in this township during the past year. The excellent system of education with which we are blessed in Upper Canada has produced an abundant crop; and I hope you will bear with me if I take the liberty of congratulating you as the originator and director of that excellent system. Well may the philanthropist be unblamably proud when he beholds his exertions for the benefit of his fellowmen crowned with such abundant success. The only fear I have is, that some of the proposed amendments to the School Law may not be found an improvement. In this Township I am afraid the new Trustee Board would not work well; it would, I believe, be an improvement in cities, towns, and incorporated villages, but not in such a township as this. If the compulsory law as to attendance be enacted, I think there should be a clause giving the Magistrate trying the cause unlimited powers to discharge the offender, as there are many persons in this township who, from my own personal knowledge, are anxious that their children should be educated, but, in consequence of their poverty, are not able to provide them with such clothing as they could appear with at school.

26. *The Reverend H. Cameron, Ross and Westmeath.*—All the schools in both townships have been in operation during the past year. The attendance, I regret to say, has not been so regular as I could have wished. This did not in any section arise from the indifference of parents, but from a variety of other causes. A failure in the crops of the previous year, and a consequent difficulty in procuring necessary clothing, together with the prevalence of measles and whooping-cough, in almost every section, occasioned not a little irregularity. The uncomfortable state of our school-houses is another great barrier to regular attendance. Instead of being constructed with a view to comfort and convenience, one would imagine that a contrary effect had been intended in not a few sections. They are either too small, crowding all the pupils together, and thus interfering sadly with the progress, discipline, and comfort of the school, or, if sufficiently large, furnished with such small windows as to give the school-room a dingy, prison-like appearance. Even where sufficient light and room have been secured, the furniture is inconvenient, uncomfortable, and badly arranged. The result of all this, naturally enough, is, that children, finding the school-room and its surroundings so uncongenial to their tastes, acquire an aversion to school, and readily embrace any excuse, even the most trivial, to absent themselves. No doubt good, earnest-minded teachers will do much to overcome these difficulties, and by their own enthusiasm inspire their pupils with the love of learning; but so long as these barriers exist, let not all the blame rest on the teachers. I have suggested alterations to the Trustees of nearly every section, some of whom, I am happy to say, have made improvements; but the general fear of rendering themselves unpopular by the levying of a little additional taxation on the section, has deterred them from making any radical changes. Believing the discomfort of schools to be a great obstacle to the educational interests of this section of country, permit me to suggest how it can most readily and effectually be removed. In my opinion, a plan of the outward structure and internal arrangement of schools, prepared under the direction of the Council of Public Instruction, and furnished to School Trustees on application, would remove the evil deplored. It seems to be as much within the province of the Council to require that every section entitled to receive Government aid be provided with a school-house of suitable accommodation, as to prescribe the studies to be pursued, or authorize the books to be used. It matters comparatively little what books are authorized and what studies are prescribed, if children and teacher are crammed together in a vitiated atmosphere. Nor is this altogether the fault of the Trustees. In this, as in many less important matters, they need to be instructed. It is too much to expect that men who have to be furnished with the form of an order, &c., should be acquainted with the best models of public buildings. The above suggestion would greatly

assist Trustees anxious to provide suitable accommodation, and prevent those differences of opinion which unhappily arise in sections about the erection and alteration of school-houses. I believe it would have been almost impossible to have obtained uniformity in our school books, unless the use of the authorized books had been made a condition of Government aid; and in like manner it will be impossible to secure suitable accommodation unless a similar condition be made. There might be several classes of school-houses, varying in dimension according to the accommodation required. Class No. 1, capable of seating, say, one hundred pupils, to be of certain specific dimensions. Class No. 2 to be seated for seventy pupils; and Class No. 3 to accommodate not more than forty pupils—all to be of proportionate dimensions. This would not involve any additional expenditure, but in many cases would be a great saving, obviating in our best schools the necessity of a plan from an architect, and in our humbler country schools preventing charges being made for extra work; and in all cases securing buildings every way suitable for the purpose for which they are intended, at nearly the same cost as the buildings usually erected. The order and classification of studies prescribed for Common Schools have been observed by our best teachers, with such modifications as the peculiar circumstances of any section might require. The revised programme for the examination and classification of teachers has been strictly adhered to by the Board, and at its last meeting the questions were printed. There is a general desire felt by the Board to raise the standard of education and stimulate the teachers to eminence in their profession. The School Library in Westmeath consists of 550 volumes, most of which are in good condition, and some of them covered and labelled. They are read by some in every section, but their influence is not very apparent. The different Sabbath School Libraries are well read, and exert an influence for good. Prizes have in a few instances been distributed, but not with satisfactory results.

27. *James Johnston, Esquire, Horton.* I have nothing of any consequence to Report, in connection with the Common Schools in the Township of Horton. I would remark that the Free School System is working well, and I hope that in a little more time we shall have no schools but free schools.

X. COUNTY OF FRONTENAC.

28. *The Reverend William Bell, M.A., Pittsburgh.*—The office of Local Superintendent of Common Schools for this Township, for the year 1866, has been allotted to me. I place a high value upon the opportunity thus afforded me of doing something in a sphere in which I delight to occupy myself. In the course of many voluntary visits paid to the common Schools in rural regions during the last two years, several abuses and defects have come under my notice. Some of these, I am desirous that my term of office should see abated if not entirely removed. For this purpose I desire to know the full extent of my authority, and to become better acquainted with the details of the Common School Law. During a stay of four years in Britain and on the Continent of Europe, I had an opportunity of seeing much of the educational systems of those countries, and was, during most of that time, engaged in both private and public tuition. My ideal of a Common School is pretty high; but I am persuaded that your system, which has received a very high encomium from those best qualified to form an opinion of it, must reach a still higher standard. I am thoroughly convinced that it is capable of being worked up towards perfection much more efficiently than has been its lot in this Township.

29. *The Reverend Thomas S. Chambers, Storrington.*—I am not able to write in such laudatory terms as I did last year in reference to the practical working-out of the Common School system in this Township. The schools have been pursuing the even tenor of their way without presenting any marked evidence of progress. Perhaps this is in one sense a healthy sign; for we cannot expect young people to make rapid strides up the hill of knowledge. There is one evil which I have observed, which militates against success, and that is a failure on the part of teachers in general, to explain fully the reasons of things. I find that in examining scholars, most of them are completely at sea in regard to the "whys" and "wherefores" of their operations. I have been directing special attention to this existing deficiency, and hope that good results will be forthcoming. The causes of non-attendance are various; the principal of which is no doubt carelessness arising from a lack of due appreciation of the benefits to be derived. The provision made in the school law for the re-

ligious instruction of the young on Friday afternoons is not taken advantage of. All that can be done in this respect is overtaken in other ways. The examinations of the County Board are conducted according to law, and are of the most sifting kind. At our last meeting in January, some applicants for a first class certificate obtained only a third class certificate, and some none at all. A number of the candidates exhibited anything but a becoming temper because they had not better success. They blamed the Board for their failure, whereas the fault lay at their own door. They were unable to come up to the mark, and had to abide by the consequences. Members of the Board had reason to believe that some parties who never intended to teach were making use of the examination as a means for obtaining a certificate of honor; they dishonorably used it for the purpose of graduating. I think that the number of such will be small for the future. The only libraries in this township are for Sabbath School purposes. I am not aware that prizes were employed in a single instance. I am sorry for this, as I believe that a judicious distribution of them would be attended with most beneficial results. I think that if Trustees and parents had a real view of the advantages accruing from such a course, they would not hesitate a moment to make, at their annual meetings, liberal grants for this object. In neglecting to do so they are standing in their own light, and preventing the school system from bearing its legitimate fruit. Circumstances hindered me from carrying out my purpose last year, in regard to lectures. I am now making arrangements to address the people in every school section under my supervision before I vacate my office. I pray and hope that our educational institutions will be greatly blessed, and prove eminently serviceable for the promotion of the best interests of the rising generation.

30. *John K. Smith, Esquire, M. D., Portland.*—The attendance, I am happy to say, has considerably increased, owing, I fancy, to the selection of first and second class teachers, the disposition of the Board of Public Instruction being to employ none but efficient and well qualified teachers. I am of opinion that if some kind of system were adopted in the appointing of Trustees, different to the present system, a great improvement might be effected, were it nothing more than having no Trustee appointed to such office, unless he be a man of education. I have much difficulty in settling disputes, &c., in two or three sections, arising generally from some supposed jealousy or paltry spite, exhibiting a bad example to the parents and children of such sections.

31. *David Osborne, Esquire, Kenneboc.*—It is with pleasure that I am able to report progress in the interest taken in education. We have four schools in operation. Steps are being taken by the Trustees of section No. 2, to erect a frame school house in the village of Arden, 24 by 30 feet, and 10 feet between joists. This section has been enlarged and when the house is completed we expect to have a good school. In some of the sections the people are very poor, and are unable to pay qualified teachers.

32. *John Canning, Esquire, Olden.*—Our schools are in good working order, and a visible improvement is being made. There are some sections where all the children do not attend, my own opinion is that the carelessness of the parents is the reason. In my lectures in each section my principal object is chiefly to urge the parents to send the children to school, and I believe I am gaining ground. I am also getting the teachers to improve. We have now three with County Board certificates.

33. *George Malone, Esquire, Wolf's Island.*—Another of the shanties in which school was kept in this township, has given way to a suitable, substantial frame building. The ceiling of the old one was so low, that on entering I had to stoop, and so walk unseated. There are four or five others of the same old-fashioned style yet standing, to the disgrace, I should say, of the surrounding inhabitants. These too, ere long, I hope to see removed, for, I think, the people are beginning to see how utterly impossible it is to have a school conducted either with system or order, let alone with healthfulness to teacher or children, in such places. Wherever and whenever the free school is carried on, the difference in the increased attendance is soon perceptible; and again where a sordid Trustee, having perhaps no children of his own to send, rules a section, and changes the free to a ratebill, the difference is apparent in the falling off of the children. Surely such men do not consider how the value of their land is increased by an educated and enlightened neighbourhood; and then, the cruelty of putting any stumbling block in the way of educating the poor man's child. I could wish from my heart, that the law which gives discretionary

power were changed, and that the education of the masses were made as free as the air we breathe. All the schools in the township, with one exception, were kept open the year round; and I think I can safely report a steady general progress. The Council were very liberal this year, as you may see by the amount of Municipal Assessments, which exceeds the Government grant by \$93. We labor under a great disadvantage in this part of the country, for want of a proper "Training School" for our teachers, for, although they possess knowledge enough to pass a creditable examination, yet there is a deplorable deficiency in uniformity, afterwards manifested in the organization of the different schools; each teacher bringing a certain bias from the school in which he himself was educated. I hope that at the approaching convention, some step may be taken to secure the desideratum referred to, as well as the other very important changes to be submitted.

XI. COUNTY OF ADDINGTON.

34. *George Bretherton, Esquire, Kaladar and Anglesey.*—The schools under my supervision are not, I regret to say, in such a flourishing state as I should like to see them. I can show no improvement upon the report of last year in this respect. The general depression through the bad harvest of last year, and the poverty of the soil, seems to depress the public spirit of the people. I am sorry to say that the only merit Trustees see in a teacher, they are about to engage, is cheapness. This evil is somewhat counterbalanced by the conscientious and enlightened way in which the members of our County Board discharge their duty in granting certificates to teachers. I have, also, done my best to stem the current of this evil. The low salaries offered will, I fear, cause more of our schools to be closed during the coming year. The hope expressed in last year's report, that two new schools were about being organized, is not yet realized. Our population, though poor and illiterate, have a just appreciation of the value of education, and circumstances permitting, they would not be behind other localities in procuring facilities for securing this great object, for the benefit of their children. We have many French Canadians among us, and I am pleased to see that the parents avail themselves of the advantages offered by our excellent school system, for the education of their children, and the keen interest they take in school matters. This is very promising and seems to promise an amalgamation of the races. Whilst the parents can scarcely speak our language, their children (some of them), are taking the foremost position in our schools. You require an answer here, to several printed questions in the form, for the Annual Financial and Statistical Report. I shall answer them as correctly as I can. Although most of the Trustees' reports account for the non attendance by stating that "indifference of parents" is the cause; yet I take a more charitable view of the case, and am able to say, that, in addition to this, the sections are so large, and the roads so bad, that it is nearly impossible for children them to attend. This is proved by the fact that all the children who live within a reasonable distance attend the schools. I regret to say that the general regulations, with regard to religious instruction, are not followed so strictly as I should wish; only one teacher has attended to this, and she is the only one who has opened the school, and closed it, with prayer. I have enjoined upon others the necessity of complying with this part of the regulations, but without success. The revised programme for County Board Examinations is strictly observed, and the examination questions are printed. Prizes, to a very small extent, have been distributed in two schools, yet, small as it was, the effect is perceptible. It has produced a most healthy spirit of emulation among the children. We are too poor and the salaries of the teachers too small to do much in this respect, otherwise I am sure the effect would be good, and lastingly beneficial.

XII. COUNTY OF HASTINGS.

35. *T. S. Agar, Esquire, North Riding.*—It affords me much pleasure to state that the schools in the North Riding have, during the year 1865, maintained the increased average mentioned in my report of last year; and that in most of the schools, the teachers are adopting a more thorough mode of teaching than has heretofore been practiced. In your circular convening the County School Convention, you stated your intention of "considering any suggestions that might be made for the amendment of the school law, &c.,"

and as I found it impossible, from want of time, and other causes, to bring under the notice of the convention at Belleville, on 16th February last, some suggestions which I thought might be beneficial to the Common Schools, I now beg to submit them for your consideration. 1st. The legal Summer vacation for two weeks, begins on the first Monday in August. In this county it is customary to withdraw the children from school for at least two weeks, viz., from the 15th July to 1st August, for the purpose of gathering berries. In North Hastings this custom is general, and the schools during this period are almost deserted, the legal vacation beginning immediately after the berry season, it may be called a vacation here from the 15th July to the middle of August. A great deduction in the average attendance for the half year ending in December is the result. Cannot a discretionary power be given to the Local Superintendent to permit the Summer vacation to be taken at such time as he may consider most conducive to the interests of the schools under his charge? 2nd. The present system of settling disputes between teachers and Trustees, by arbitration, appears to me open to the following objections:—1st. It is very difficult to find arbitrators selected by teachers or Trustees, who do not act as advocates for those who appoint them, and whose award would not be in accordance with the interests of their clients. 2nd. It is expensive—mileage and allowance for attendance for three arbitrators, is rarely less than seven or eight dollars per day. 3rd. The opinion of the Local Superintendent (one of the arbitrators), is either directly or indirectly obtained before the arbitration is demanded, and the result therefore calculated upon. I cannot but think that disputes between teachers and Trustees, might be settled more cheaply, justly and satisfactorily, by a hearing before the nearest Justice of the Peace, or the County Court Judge. 3rd. Your proposed change in the mode of examining teachers, meets with general concurrence. There is no doubt that the result will be a higher and more uniform standard of attainment, on the part of the teachers than can be attained by the present system of County Boards; but there is still wanting one very important provision, in the proposed plan, viz., that of securing trained teachers, and I would suggest in order to secure this great object, that there should be established in each or in one or more electoral divisions (united for that purpose), a Model School, and that after teachers have obtained certificates from the County Boards, they should be required to obtain from the master of these Electoral Model Schools, a certificate of their skill in teaching. I think such a system could be carried into effect without any great additional expense. The attainments of teachers, in the several branches taught in our Common Schools, would thus be ascertained by the County Board, and their skill in teaching in the Model Schools. 4th. I would suggest that some work on agriculture be sanctioned by the Council of Public Instruction for the use of Common Schools. I am aware that the Educational Department does all in its power to promote the circulation of books relating to agriculture and kindred subjects, but that does not meet the requirement. We want some duly sanctioned standard work on agriculture, for use in the Common Schools, of such a nature as combined with other studies, will fit the agriculturists of this county to enter upon their business with the same advantage that professionals do. There is too great a tendency, among the young men of the country, to abandon farming for other pursuits. It is our duty to elevate the business, in their estimation, to its real standard, and I know of no more effectual means of so doing, than the introduction into the Common Schools, of works on the subject. It is these considerations which led me to introduce it in this letter to your special notice. I had the pleasure of forwarding to you in October last, a report of the Township Examinations in this Riding, and the distribution of prizes from donations by the Honorable B. Flint and the Township Councils. These examinations afforded the parents of the pupils an opportunity of contrasting the attainments of the several school sections, in their township—they stimulated teachers to continuous exertion, and pupils to preparatory study, and at the same time by the distribution of the prizes (between four and five hundred volumes), I have been enabled to deposit in a great many houses in this county, excellent books which are sure to be read and which will spread a great amount of useful knowledge. I am desirous to extend these benefits by adopting the following plan for the present year:—The donation of the Honorable B. Flint, of \$10 and a like sum from each Township Council, will give \$20, to this sum I am desirous that the sections, by voluntary contribution, should give \$10 more. These sums will obtain, from the Educational Department, \$60 worth of prize books for each township. These books, with the exception of twelve volumes (to be competed for at the Township

examinations), I propose appropriating to each section according to its daily average attendance; they are to be awarded at public school section examinations, to be held one week prior to the township examination, and certificates thereof to be given to the successful competitors, to whom the prizes thus obtained will be given at the public township examinations. At the township examinations I propose examining classes, each, in the senior and junior divisions, prior to the general distribution of the prizes. My reasons for adopting this plan are, that I found by experience that the pupils in the rear sections of the township had not the same advantages as the more wealthy and older settled sections, and that by dividing the books upon the plan above proposed, it will put all sections upon a more equitable footing. If I ascertain that I can depend upon getting \$60 worth of prize-books for each township, annually, I would in future have records kept in each school, so that not only intellectual attainments should receive rewards, but that the diligent, the obedient and the moral pupils of each township should have rewards also.

XIII. COUNTY OF NORTHUMBERLAND.

36. *E. Scarlett, Esquire, County Superintendent.*—In presenting my report of the schools of Northumberland, it affords me pleasure to state that much progress has been made since the "Order and Classification of studies prescribed for the Common Schools in Upper Canada," have been practically applied by our best teachers. We have had no little trouble in convincing some of our men that the elements of arithmetic, grammar, geography, &c., can be more efficiently taught to young children orally, than by using text-books. Plenty of blackboard room, a few object lessons, energy and tact, are all that are necessary on the part of teachers to thoroughly ground young children in the elementary branches of an education. In a few of our schools, there are pupils in the third book of lessons, that can parse, and give the meaning of a sentence, as well as most teachers could twenty years ago; and I think I am safe in saying, that but few teachers of that day knew as much of geography and history as the pupils now attending our schools. I observe (other things being equal) that conscientious, earnest, energetic, devoted teachers should only occupy our school rooms as instructors. Quarterly examinations are a very good means for promoting education, when the pupils are faithfully examined on subjects previously studied for a quarter; but when there is special "grinding" for a few weeks before the examinations, and the pupils are taught to act merely the part of puppets, such examinations are a great evil. Free Schools are the only ones that prosper, when Trustees offer a sufficient salary to induce men of talent to engage in the profession of teaching. But no school system can reach the wants of our youth, when men are specially elected to the trusteeship for the purpose of keeping down taxation, without regard to the benefits of education on the community. I rejoice to say, however, that this evil is being fast remedied. The nasal twang of the stump orator piping against taxation, is no longer considered in most of our sections the great panacea for all the evils of civilized life. Inexperienced teachers frequently occupy the schools that should be in possession of men of experience. In licensing teachers, I think greater stress should be laid on a man's "being apt to teach," than on great scholastic attainments, however extensive. Our Boards of Public Instruction at present do not give a candidate a first-class certificate of qualification, unless he has first-class testimonials that he is a workman in the fullest sense. The general answer given for non-attendance at school, is negligence of parents. But I am persuaded that a more appropriate phrase would be an inaptitude on the part of teachers to discharge their school-room duties; for where the workman is, there is very little complaint of empty school-rooms. As truly as bodies gravitate to their centres of attraction, so truly will children gather around the genuine teacher. I find that when teachers ardently desire to be useful, they accomplish a vast amount of good by short visits to the houses of the ratepayers of their sections. Their object being to talk on the advantages of education, and remove the hindrances that keep children from school. A field of usefulness here presents itself, which is only entered upon by the philanthropic teacher. I would remark that the library books are generally read and appreciated. It is lamentable that there are two or three municipalities in our county that have not as yet availed themselves of this invaluable desideratum. No other means are equally effective for transfusing knowledge among our population. I fear this want arises from a desire in the officials of these mu-

municipalities to be thought wondrous wise in spending the public money. In several of our townships, the teachers have formed themselves into improving classes, and have employed some of our Grammar School teachers to instruct them. We trust that this step will be attended with excellent results. We do not lose sight of the great good that has been accomplished in our school system, through the influence of our excellent Normal School. And though a few antiquated gentlemen of the "Birchen Rule," entertain an opposite opinion, yet justice to the educational interests of our growing country compels us to acknowledge what we believe to be the true source of most of that improvement which has characterized us for the last twenty years.

XIV. COUNTY OF DURHAM.

37. *The Reverend George Blair, M.A., County Superintendent.*—After fully a year's experience as Local Superintendent for this county, I have much pleasure in stating that the majority of our ninety-six schools are prosperous, and doing a good work. The most marked deficiency in this county, and I believe generally throughout Canada, is in the reading and spelling. There is often a deplorable want of distinct enunciation; and I have observed also that national peculiarities in the utterance of the vowel sounds, or what would be termed in the old country, "provincialisms," are permitted by many of our teachers to pass unnoticed. The fact that the children are taught these sounds at home by parental example is sometimes urged as an all-sufficient excuse for treating the fault as incorrigible. This is a very serious, and I fear a very general, mistake. To obtain distinct enunciation, I have strongly recommended placing the reading classes, during recitation, at as great a distance as possible from the teacher; and wherever the plan has been adopted and faithfully carried out, I have found it infallible. The remedy for our defective spelling consists in requiring that the children shall be able to spell (if desired), not merely the word-column at the head of the reading lesson, but every word, short or long, of the reading lesson itself. I have also recommended for this purpose the daily copying out on the slate as much of the reading lesson as possible. The most serious defect in the working of our present School System is the frequent change of teachers, entailing a virtual loss in time of two or three months per annum on most of our school sections; and to a Superintendent it is very baffling and discouraging to find a new teacher in every second school at the beginning of the year. Any alteration which would render the position of the teacher mere permanent, without making him absolutely irremovable in the case of fault or negligence, or manifest want of success, would confer a great boon on the Province. The majority of our schools in this county are very well supplied with maps and other requisites; but many of them are left unprovided for weeks or months with articles of trifling value, from the mere difficulty in getting Trustees together when anything is wanted. If any alteration be made in our school system, I hope that the charge of seeing to small repairs, and providing any necessary articles of trifling pecuniary value, will be given to the Secretary-Treasurer, or at least to some one individual living near the school, to avoid the existing evil of a divided responsibility, without any stated time of meeting. I would also suggest that there be some Board invested with authority—either the examining Board or a general Board of Trustees—to whom the Local Superintendent shall, at stated intervals, report the results of his inspection of each school; otherwise, even the most careful and conscientious superintendence loses much in value and efficiency. I regret that the distribution of prizes, and even of merit and good conduct cards, is rather the exception than the rule, among the schools in this county; but I hope soon to be able to submit a proposal for the general introduction of these valuable incitements to emulation, along with some other improvements, in all the schools under my supervision.

XV. COUNTY OF PETERBOROUGH.

38. *The Reverend M. A. Farrar, Asphodel, Dummer, Belmont, and Methuen.*—The schools under my supervision are, I am happy to say, generally doing well. Absence from school, however, is a prevalent evil, arising from various causes, such as neglect of parents, distance from school, state of roads, &c. The revised programme is universally observed. Libraries, I regret to say, cannot be said to exist, but I trust before long to see many of the schools provided with them. I have made it a special object in my addresses and lectures to

impress upon the people and the children the utility of School and Section Libraries; and I rejoice to see the fruits of my efforts showing themselves here and there among the schools under my jurisdiction. Prizes have been distributed in most of the schools, and so far as I can learn, with excellent effect. Religious instruction is not so general as I could wish, and as it ought to be. One great obstacle to the success of our Canadian Schools is the practice of having cheap teachers. In fact, I have no hesitation in saying, that education of this kind inflicts far more mischief than it does good.

39. *The Reverend Francis Andrews, Otonabee.*—The Common School seems to be highly prized in the township, as may be seen from the manner in which the people are willing to tax themselves for its support. I think, too, the people in general avail themselves of the privilege of sending their children, so that I should think no compulsory system would be needed here, however much needed such a system might be in other places. I think it would be a move in the right direction if education could be removed, a step even, from petty local influences and local interests. I do not say how this should be done, whether by vesting the power of local trusteeship in the Township Council, and ignoring local Trustees altogether, or in any other way. It is manifest that something needs to be done to put an end to the bickerings of troublesome persons in sections, and to give efficient teachers a more permanent standing in places where they are doing their work well. It speaks well for the Common School System in this township that the schools are fast increasing; two or three schools have been added to our number this year. There are no private schools in the township, but one, and only a few pupils attend it.

XVI. COUNTY OF VICTORIA.

40. *Richard Delaney, Esquire, Carden and Dalton.*—You will please excuse me for the delay in sending my Annual Report. The cause of the delay is the very imperfect and incorrect manner in which the Trustees send their reports to me; for really it is impossible to compile a correct Report. Nothing would give me greater pleasure than to do away with the present system of Section Trustees and to have Township Trustees in their place; for it is easier to get three fit and qualified men to act as Trustees in a township, than twenty or thirty such Trustees as are generally elected under the present system. I look upon your present move as a step in the right direction; and should nothing unforeseen happen, I shall be most happy to meet you in Lindsay on the 13th instant, and consult you, and give my humble aid to forward the good work. The cause of non-attendance of scholars during the past year is owing to the poverty of the parents in not being able to clothe their children, owing to the sad visitation of having the crops all burned up by the great fires in 1864. But, this year, what schools are open at present are well attended, and the children are comfortably clad—thanks to a kind and merciful Providence for the good crops of last year. Many thanks to you for the kind and liberal grant of \$80, which you gave last year from the Poor School Fund; by this grant we were able to pay the four teachers then employed, and to keep the schools open longer than we could otherwise. I trust it will be many a year before we will trouble you again. In all the schools the revised programme for County Board Examinations is observed; and religious instructions and Sunday Schools are well attended, and I am happy to say with the best results. The *Journal of Education* comes regularly. As I do not wish to take up your time by long reports, I must conclude by again thanking you for your liberality, and wishing you length of days for the good of education and the welfare of the poor children of Canada.

41. *Duncan Gillespie, Esquire, Laxton and Digby.*—I am sorry to have to state, that the schools are in a bad state at present, owing to the Township of Bexley withdrawing from Laxton and Digby. Three of the schools being built on the boundary line between Laxton and Bexley left us with half sections, and the Council refuse to take any action at present, as they are sure that the School Law will be changed soon. I am sure, if we had a Board of School Trustees vested in the Township Council, it would work far better in the back country, as it is hard to get proper Councillors, to say nothing of Trustees for every section.

42. *Robert Johnston, Esquire, Bexley.*—Our schools are much better attended than they were formerly, and, unless a very rare circumstance, where a teacher is kept by the Trustees contrary to the wishes of the people, the attendance is full, considering the difficulties under which the parents labor to provide clothing for their children in these new places. An-

other great hindrance to the education of the youth here, is the want of suitable black-boards, maps and apparatus in the schools. Two schools have got maps and three have got a black-board; so we are growing a little, and I have no doubt that, although we may labor under great difficulties, the steady efforts which we make to educate the youth of our land will leave the next generation much better qualified for the task than we are. So, I suppose it will go on under our improved school system until our country will be an educated country.

43. *The Reverend John Paterson, Fenelon and Somerville.*—There are decided marks of improvement; two superior school-houses have been erected in Fenelon during the past year, while a meeting has been held with the view of preparing the way for the erection of a third. All this shows that both Trustees and people are alive to the importance of good school accommodation. They are also desirous of engaging good teachers, without undue regard to salary, as is too common; in short, the Trustees seem to be doing all that can be done to induce parents to send their children regularly to school. It is at the same time to be lamented that many do not attend as they ought to do. This arises from various causes—carelessness of parents and the want of due appreciation of the value of education and its advantages, want of clothing in winter, bad roads, distance from school, work required of the children at home, may be mentioned as the principal. The teachers all give satisfaction; some are much esteemed, and are not likely to be parted with unless they voluntarily withdraw. I therefore do not see that, so far as these townships are concerned, the proposed system of Township Boards would produce any real improvement. I know well that there are cases of mismanagement, but such cases will occur under any system, and will gradually disappear as the population become better educated and more enlightened. Change does not always imply improvement. I have to say, that with perhaps one exception, the Trustees in these two townships are doing as much for the interests of education as any Township Board could do.

XVII. COUNTY OF ONTARIO.

44. *Alfred Wyatt, Esquire, Brock.*—The average attendance for the year 1865, shows a gradual increase, when compared with the attendance for the year 1864. I find on looking over the returns for the year 1856, that the average attendance has more than doubled since that time, being 254½ for 1856, and 516 for the year 1865. There was some dissatisfaction expressed by the parents of some of the children attending the Common School in the union Grammar and Common School; they thought that the interests of the Common School were sacrificed to those of the Grammar School. I believe that some arrangement has been entered into this year (1866) with the view of settling these difficulties. The causes of the non-attendance of the children reported, are as usual, partly indifference, and partly the inability of some of the parents to dispense with their services. Very few prizes were given during the year. I am not aware that any of the Clergy avail themselves of the privilege of giving religious instruction in any of the Common Schools.

45. *Peter Davison, Esquire, M. D., Thorah.* The cause of non-attendance at school of children in this township, I believe arises from want of interest generally on the part of their parents to give them an education; but in some instances from want of confidence in their teacher. The general religious instructions are followed, and in my opinion with very good results. The Revised Programme for County Board Examinations is observed, and the questions are printed, and at last meeting, the Board came to the conclusion of preparing new papers for every examination. We have no school libraries, but we have a township library, which is open every Saturday, and any person in the township by applying can avail himself of its benefits; I am happy to say a good many avail themselves of the privilege of this library. We are mostly Scottish here, and the library is replete with books the subjects of which are agreeable to Scotch taste. As you will see by the report only two schools have given prizes, the influence was good in stimulating the children to greater exertion in their studies, and I shall use my utmost influence to have Trustees of every school under my charge, to get prizes for the deserving pupils. There is another subject on which I shall take the liberty of making a few remarks, namely: *the manner in which school books are bound.* The authorized school books now in use, are all very, very badly bound, so much so that in some instances, before being used at all, the leaves are loose in them. I should be willing to pay a larger price for a book which is bound in a

substantial manner, and I feel quite sure that parents and guardians of this township would also—and by paying the larger price be great gainers in the end. Now it may be I am directing these remarks to the wrong person, but I thought as you have the power to say what books shall, and what books shall not be used, that your influence directed in the proper quarter, might have a great influence to remedy this evil.

46. *James Baird, Esquire, Reach and Scugog.*—My report shows that there was one school in Reach, No. 7, that was not free last year; I am happy to say that it is free for the present year, but No. 4 has receded to the adoption of a rate bill, fifty cents per quarter, for the present year, alleging as a reason that the parties for whose benefit the free school was adopted, did not take advantage of it; I have not the least doubt, however, that this is the last rate-bill arrangement that we are likely to have in Reach. My report shows that there are seventy-three children returned for Reach, who do not attend any school, and the only cause assigned for their non-attendance, is that stereotyped phrase, "the indifference of parents;" that the indifference of the parents is the chief cause, cannot be doubted for a moment, yet I believe that in very many instances, the indifference of other parties has something to do with it; however, the next time I visit the schools, I will call on as many as possible of those indifferent parents, strive to induce them to send their children to school, or to give their reasons for withholding them. With regard to the result of the religious instruction, given according to the regulation for that purpose, I can say nothing, not having had sufficient time for observation. The Revised Programme for County Board Examinations is observed, and the questions for examination are printed, one set serving for two examinations; that, however, will be changed during the present year—and very properly so—a new set of questions will be got up for each examination, so that there may be no tampering with the papers. Reach is almost as blank in the matter of Common School Libraries;—of the eighteen sections, there is only one, No. 5, which returns a library; I hope, however, that the time is not far distant, when every section in the township will come to realize the unspeakable advantages which a good library would confer, not on the children alone, but on the entire section; then we shall see a Common School Library spring up in every section. I have little hesitation in stating that so far as my experience goes, in nine cases out of ten, the distribution of prizes in our Common Schools does much more harm than it does good; it creates a jealousy and discontent in the minds of many of the unsuccessful competitors, each one imagining that if justice had been done, the prize would have been awarded to himself; and this feeling of dissatisfaction is far from being confined to the school, in fact it not unfrequently happens that the diffidence of the most deserving deprives him of the reward to which his diligence and ability justly entitle him. However, if a school section has got a first rate library, and all the furniture, in the shape of object lessons, a complete set of apparatus, maps, globes, &c., which the school requires, then there might be less harm in spending a few dollars by way of prizes; but a school section, which is not fully supplied with all these requisites, spending money on prizes, makes a very unprofitable investment of its funds. It may be urged by some one, that ten or twenty dollars is no great affair, but it is a very great affair to any school section whose school-furniture is not complete. For twenty dollars, forty dollars worth may be obtained from the Department; now forty dollars judiciously laid out on school furniture, would be of vast importance to most of our schools, and this, in place of going into the pockets of a few, as it would have gone, had it been laid out on prizes, it would prove a lasting benefit to the whole school. Even those who might have been most successful in carrying off the prizes, would thus be benefitted much more than they would have been, had it been laid out on prizes; in the former case they would get the benefit of the whole amount, say forty dollars, whereas, in the latter case they would have the benefit of one or two dollars at most, (the value of the prize), while a large majority of the school would not receive the slightest benefit from it. I would only remark in conclusion, that amongst the many advantages arising from the adoption of free schools, the increasing efficiency in our Boards of School Trustees, is not the least important. Previous to the general adoption of Free Schools, most of our sections were divided into two parties one going for Free School, and the other for Rate Bill; and no matter how well fitted for the duties the nominee for the honor of School Trustee, might be if he did not belong to the dominant party, his rejection was certain. Now since there is but one party, the most capable man that can be found in the section is the one generally selected.

XVIII. COUNTY OF YORK.

47. *John T. Stokes, Esquire, Gwillimbury East and Whitchurch.*—I regret that the average attendance of scholars in both townships, appears to have greatly diminished during the past year; and especially is this feature noticeable in East Gwillimbury where, heretofore, the attendance has gone on steadily increasing, but which has this year decreased more than it has gained in the past two or three years. Whitchurch has materially reduced her average attendance, but has been doing so for two years past, while the change in East Gwillimbury, may be accounted for in the circumstance of most of the teachers having availed themselves of the regulations lately adopted by the Council of Public Instruction, giving teachers the privilege of employing five days in each year in visiting other schools than those in which they teach, most of whom failed to report the time so employed, and further, that one of the schools made no report for the first four months of the first half of the year. In Whitchurch, circumstances operating in the same manner, have prevailed. In some of the Schools, in both townships, prize books have been distributed, and I am convinced, with beneficial results. I think it a serious detriment to educational interests, that prizes are not awarded in all schools at some time during the year, for wherever the practice has been adopted, the greatest amount of scholastic intelligence invariably presents itself. The prizes, however, should be a selection of substantial works both in point of mechanism and contents, and every scholar in the School should get something, the prizes being sufficiently marked in their relative values so as to stimulate the scholars in their exertions, and should be awarded to the more advanced pupils on a written examination only, for a written examination must enable the examiner to make the fairest measure of merit, and has the additional advantage of assimilating the rules of our Common Schools, to those of higher educational institutions. I am fully satisfied that neither Trustees nor parents are fully alive to the great advantages of the prize system, or Trustees would be more liberal in their grants, and parents would be more urgent in their demands for such liberality. Children, unquestionably, require stimulating, and a good book, containing healthy moral matter, is not only a more lasting but a more profitable stimulant than coercion. I have this year had some difficulty with school accounts, but have succeeded in getting them all fairly settled. And this brings me to remark that there is an apparent lameness in some important particulars in that portion of the law relating to the auditing of school accounts, for according to its present interpretation, it admits both of Trustees making illegal expenditures, and of ratepayers wronging Trustees. In the first place, I find that auditors generally fall into the mistake of supposing that they are compelled to pass all expenditures for which vouchers are shown, irrespective of their legality. Then, owing to a favourable decision of auditors as to the legality of any item of expenditure being final, Trustees who can secure favourable decisions, either by tampering with the ignorance of Auditors, or otherwise, are able to pass illegal expenditures with impunity. On the other hand if Auditors of school accounts disagree as to the legality of Trustees, expenditures, and, when submitting the case to the ratepayers at the annual school meeting, as required by the 8th section of the School Law Amendment Act of 1860, the ratepayers decided against a *legal Act* of the Trustees, there appears to be no appeal against their decision. The above is not an imaginary view of the working of the law, for cases in point have occurred this year, upon which this view is based. The Revised Programme for the examinations of teachers, by the County Board, is observed; the questions are printed, and I think the standard will bear favourable comparison with that of most other counties in the province. I regret that, owing to a severe indisposition, I was unable to attend the School Convention, held at Newmarket, on the 22nd January. I have, however, both before and since that time, been at great pains, while on my school visiting tour, to obtain the opinions of the most intelligent persons in this section of the country, concerning the propositions contained in your circular to Municipal Councillors, Local Superintendents, &c., and it is remarkable that I have only met with one person who was in favor of the formation of Township Boards of Trustees, and but one who was not in favor of a law compelling parents to send their children to school during a portion of the year. But the general feeling is opposed to leaving the option of forming a compulsory law with Municipal Councillors, for the appointment of that class of officials is too much dependent on wayward circumstances to make any law of the kind either permanent or effective. The law must come

direct from the legislature if it comes at all. The principal objections raised to Township Boards of Trustees are, first, the fear in those sections where an interest is taken in education, and a good school maintained, that the system of centralization proposed will, since it is elective, represent the voice of the majority, and there is much reason to fear that that majority would invariably prefer second class instructions to incurring the expenses attending on the providing and supporting first class schools. Second, a general dislike to the power of managing their own affairs (which school section Trustees now possess), being taken from them, claiming that no central body can know the resources, feelings and wants of any particular neighborhood, so well as the inhabitants themselves. The latter objection I do not think is based upon so sound a foundation as the former, which, from my knowledge of Township matters, I fear, has much truth at its back. But whatever changes may be made, they will all be for the best, tending to a general elevation of the schools, and to the maintaining of a class of persons, in the profession of teaching, who by their moral and intellectual standing, will be at once an ornament to their calling and objects of esteem to their employers.

48. *Thomas Sibbald, Esquire, Georgina.*—In reporting the state of the schools in this township, I am sorry that I cannot note an improvement in the attendance of the children, this arises, I fancy, from various causes, perhaps the principal one is the indifference of parents. In two sections there is much bickering as to the site of a school; and in another the choice of a teacher, is a constant source of irritation. Were religious teaching introduced, it might cause difficulties, there being many Roman Catholics among the pupils. I believe it is from the mother's knee, and from home teaching and example, that religion can most readily be taught. Unfortunately, many of the present generation of parents are not sufficiently taught themselves to enable them to instruct their children; but surely from the number of preachers, of every denomination, scattered over the older Townships, this duty might be undertaken by the clergy. There is a township library, but, as many of those who might otherwise use the books, live at a long distance from it, the board have under consideration the advisability of dividing it among sections so as to form a fund for school libraries. I believe that nothing will prove of greater benefit to young and old, than free access to a good selection of books, especially during the long winter evenings; this is a desideratum. As books are got up in the present day, they are wholly unfit for much handling, covering the outside with brown paper, will not prevent the books from falling to pieces. It is desirable that books for this purpose, should be bound something after the manner of the old English school books. They would be more expensive to purchase, but if the contents were of standard character, they would prove economical in the end. Good biographies, books of travel, and histories pleasantly told, are worth strong binding. Having been unable to attend the School Convention, presided over by you, at Newmarket, I trust I may be excused for recording my ideas on some of the subjects brought under discussion. It cannot be doubted that a great drawback to the success of our Common Schools arises from the constant change of teachers; before he can classify his scholars or adopt a system, the teacher is often removed. The annual change of Trustees is, in many cases, followed by the dismissal of the teacher. The new school master commences his duty under a disadvantage, as he is placed there by one party against the wish of another; the children are not slow in discovering that, and consequently have little respect for his authority. As so many young men are now training for teachers, this evil will likely increase, for a Trustee having a relative fit for the duty, will naturally wish him to preside over his school. If the teacher were appointed by the Chief Superintendent as his name stood in his class, on a list kept for that purpose, the Trustees would have no interest in his removal except under a charge of misconduct. There would be many advantages in the change you propose with regard to the appointment of Trustees. The council would form a good Board, already elected by the inhabitants, and as they are generally chosen from different parts of the township, the interests of the different sections would be looked after. Were this done and the plan of supporting teachers carried out as I proposed, the Reeves and Council, assisted by the Local or Visiting Superintendent, might form a Board with authority to investigate and report to the Chief Superintendent any complaints made against the teacher. In many localities, it is not difficult to find persons fitted for the office of School Trustee. I should also recommend the appointment of Visiting Superintendents who would supervise the schools of several townships. That is the plan adopted in England, I believe,

and the work would certainly be better performed, when the official made the duties connected with it, his sole employment, and he who overlooked many schools, would readily judge where the fault lay if the progress of the scholars did not reach the average standard. As an arbitrator the Visiting Superintendent would not be taxed with local prejudices. Where schools are founded, it is doubtless much to be regretted, that the parents do not send their children, but I am afraid there would be much difficulty in carrying out a compulsory measure. As a rule the parents who care little about education, are of the poorest class, and to coerce them by fine or hard labor, would punish the ratepayers, who have to support the families. One more suggestion I would offer, which is, that before a school is entitled to the Government grant, a certificate should be necessary from the Local or Visiting Superintendent, shewing that the school-houses are in proper repair, and that certain requirements are fulfilled. Each school-house ought to be underpinned in an air-tight manner, and the floor in good repair; the windows made to fit properly, and to open from the top; window blinds to be provided. When water is not convenient a well should be dug and a pump put in. A small amount judiciously laid out in planting trees round the school-houses, would form an agreeable shade in summer, and break the bleak blast in winter. It is to be regretted that no economical plan has been introduced, for heating schools or small churches, underneath the flooring, the heads of the scholars are generally too hot while their heels are frequently in a condition not at all conducive to the furtherance of intellectual pursuits.

49. *The Reverend G. S. J. Hill, M.A., Markham.*—The inhabitants of Markham continue to manifest a great interest in the work of education. Two new brick school houses have been built since I last wrote, one in section No. 16, the other in No. 21; they are both elegant and commodious edifices, an ornament to their respective neighborhoods, reflecting great credit on the good taste and enterprise of the inhabitants. We have now nine brick school houses in this township, of which seven have been erected since I have been in office. A handsome front has also been added to the brick school house of No. 8 which has added greatly to the appearance of the building. The proposed changes in the School Law attract much attention; the people are almost unanimously opposed to the power being taken from Local Trustees, and having it placed in a Central Board. They think they can manage their affairs more economically and more satisfactorily under the present system than by a Central Board, and any attempts to abolish the Local Boards, and to place the power in a central authority would create the greatest dissatisfaction and lead to very serious consequences. The imposition of a compulsory law, as regards attendance at Common Schools is also very distasteful to the people of this Township; it might do good amongst the vicious populations in cities, but it would never be tolerated in the country. The present law with regard to hiring school teachers is very vague and unsatisfactory. We are told in the school manual, that, according to the spirit of the law, no agreement with a school teacher should be made or signed by any Trustee for a period longer than his own term of office; nevertheless, according to the letter of the law, he may make an agreement with the teacher, which would be legally binding on his successor, if signed before the 1st October. Then we are told that if the Trustees, after the ensuing January election, should cancel the teacher's agreement, he must have his remedy in an arbitration. But on what ground could the Trustees cancel an agreement which the manual declares to be legally binding? It is unfortunate that the letter of the law should permit an evasion, which, though declared to be contrary to the spirit of it, is yet pronounced to be legally binding, but may, notwithstanding, be cancelled. Arbitrators would find it a difficult matter to reconcile such contradictory statements.

NIX. COUNTY OF SIMCOE.

50. *The Reverend A. Stewart, M.A., Orillia.*—I am glad to be able to state that the Common Schools in this township were in an efficient condition last year. At the school meeting in January, all the schools in the township were made free. I have always been opposed to this, and experience, I believe, shows that my view is correct. Parents are less anxious to send their children regularly to school when they lose nothing by availing themselves of their assistance at home. In this way, besides that the education of the children is in a great measure neglected, persons who have no children are taxed to keep

open schools which are very indifferently attended. A small school fee, with a discreet exercise of free admission on the part of trustees, would I think best promote the cause of education generally throughout the Province. There are very few parents in this country who are not able to pay twenty cents a month for the education of a child. The proposed alteration of the law with respect to district trustees will effect a great improvement provided the appointment is not vested in the Township Councils. Three trustees might be nominated by the reeve, subject to the approval of the Chief Superintendent. This would in a great measure divest the appointment of municipal party influence; and it would also tend to render the office of teacher more permanent. The constant change of teachers is a great evil. It takes weeks before the children get accustomed to the new teacher, and before his manner of teaching is brought fully to bear upon them. This is so much time lost, and there can be nothing so injurious to a school. Again, trustees, with a view to keep the school-rate for the district as low as possible, hire a male teacher for the winter, when the older children can attend, and a female to attend to the little ones in the summer. The school might almost as well be closed altogether, as in this way the children learn next to nothing. This is the reason so few well-qualified teachers look forward to school keeping as a permanent means of support. They feel that besides having only a very limited income at best to expect, they are at the mercy of trustees who have no regard for their interests, and who generally are unable to appreciate a good teacher, and therefore they are glad of an opportunity of getting out of a profession so precarious. The appointment of one Board of Trustees for a township would, in some measure, prevent this, as the persons selected would be less influenced by mere local considerations.

51. *The Reverend A. Henderson, A. B., Mono.*—In looking at my report for 1864, I observe a note on it, in which my meaning is misinterpreted, as must appear evident to the *unbiassed* reader. How the reports of the Local Superintendent of other townships respecting the progress of religious instruction in the schools under their supervision can be a “practical refutation” of my report on religious instruction in schools under my superintendency is not easy to understand. With regard to improvement in the schools in this township last year, I have to state that it has not been such as we should have expected, in any one particular, and this is mainly to be ascribed to the indifference of parents regarding their children’s education. Some of the teachers deserve much praise for their exertions and success in keeping up the numbers that are comparatively regular in attendance at their schools. I have also to state, as in my last report, that too many of our teachers are employed, not for their ability or attainments, but because they offer their services for a small salary. While they take a third class certificate and draw the amount of Legislative Grant and Municipal School Grant apportioned to their section, the trustees are satisfied and these teachers are continued. There is no inducement for teachers in such sections to improve themselves—study closely for twelve months, go up to the meeting of the County Board, spend three days there at their own expense, take a first class certificate, return home and go on at the old rate, left to rejoice alone in a success which profits them nothing and costs them much. Suppose some part of the Legislative and Municipal Grants, however small, were apportioned to the sections in proportion to the teacher’s qualifications, this would, I think, be no injustice to the poorer ones, but would be an inducement to trustees to employ a better class of teachers, and a spur to teachers to improve themselves; for I am persuaded there is no way some people can be made to understand the value of any thing better than by telling them the worth of it in money.

52. *George Sneath, Esquire, Vespra.*—I have much pleasure in reporting that the cause of education is steadily progressing in this township. You will see by my report that without exception the schools have been kept open on the “Free School System” during the whole year, conducted by a superior and diligent class of teachers. The old log school houses and third-class teachers are numbered among things that were. A very commodious frame school house was erected last year in Section No. 6, and a brick one is now in course of erection in Section No. 5. When this is completed, each section in the township will have a commodious, well-furnished school house. The trustees and rate-payers have nobly done their duty in this respect. The number returned as not attending any school is very small. Various causes are assigned for non-attendance, but I am happy to report that “Indifference of Parents” is not one of them. I think there could scarcely

be found at present a parent in the township who is indifferent about the education of his children. In a few of our schools, prizes are distributed regularly with very satisfactory results. I should be much better pleased if I could report the same of all our schools. When I have persuaded Trustees to procure them once, they have required no solicitation a second time; a very good criterion, I think, of the beneficial results arising therefrom. There are no school libraries, but we have a township library of five hundred and fifty volumes, which are well read by a large number of the inhabitants, young and old. An addition of new books is now greatly needed. I think if our Municipal Council could be persuaded to appropriate a portion of the Clergy Reserve Fund each year for educational purposes, say for increasing the number of books in the public library and for purchasing prize books for the schools, they would contribute greatly to the cause of education in the township, and I have no doubt if it were once adopted it would give general satisfaction. I had the pleasure of attending the School Convention for this county, held by you at Barrie. I heartily concur in the proposed alterations in the School Law. The remarks you made, Reverend Sir, in favor of the principal one, "Establishment of Township Boards," I think were unanswerable. There is not the slightest doubt of it working well if the details are properly arranged. It will do away with difficulties which under the present system we find it impossible to surmount. For instance, in our own township there are parties attached to union school sections residing at such a distance from the school house that it is impossible for them to derive any benefit from the school, yet the law compels them to support it. To get their children educated they must ask permission and pay for the privilege, when in justice they ought to claim the right of sending their children to school. Meeting after meeting has been called by the proper authorities to relieve these people, but, although acknowledging the injustice done, reeves and local superintendents have hitherto been subservient enough for the sake of retaining a few dollars taxes in their township, to refuse to do them simple justice. The proposed changes will remedy this and several other evils which I could mention were it necessary. Allow me, Reverend Sir, to call your attention to the basis of apportionment you use in apportioning the School Grant, that is "the population as reported in the Census of 1861." I think it is a very unfair one for the newly settled parts of the country. The rate of increase in the population of newly settled townships must be far in advance of that of the long settled ones. I know of some townships which have doubled their population since 1861, and which are receiving less of the Government Apportionment than others which are more scantily populated. Might not some method be devised for apportioning the grant that would be more equitable to the new townships, which are rapidly increasing in population.

53. *The Reverend James Ferguson, Oro.*—The cause of education is making progress in Oro, somewhat slowly, indeed, but surely. The schools in all the sections were kept open during the year, and on the whole they are well attended, although some of them labor under the disadvantages arising from the smallness of the sections, the frequent changes of teachers, the want of maps and apparatus, and the lack of experience on the part of young teachers, who are almost always chosen on account of the small salaries at which their services can be obtained. As usual, there is little confidence to be placed in the accuracy of the figures given for the general population and pupils of the township. Among the causes of non-attendance usually given might be specified the poverty of parents with large families, and their consequent inability to provide their children with suitable clothing. The revised programme for the County Board Examinations is observed, and the questions are all written out before-hand by the Secretary; but, on account of the difficulty experienced in former years in keeping them from falling into the hands of candidates previous to the days of public examinations, the practice of printing them has been abandoned. I may here add, that very commendable diligence is used by the Board in inquiring into the moral character of teachers. The schools are opened and closed with prayer, and the Bible is read more or less in all. The regulations regarding religious instruction are not followed out to any considerable extent, chiefly owing to the fact, that most of the Clergy who have charges in the township are non-residents, living at such distances as rendered it impossible for them to attend to this matter; but so far as carried out they are attended with the happiest results. The loas to the children arising from this, I believe, is made up for by Bible-classes and Sunday-schools connected with the various religious denominations. Besides the diffusion of useful knowledge and the cultivation of a taste for reading, the distribution of prizes acts as a powerful stimulant to exertion, especially where

the teacher is a thorough educator, and has gained the respect and confidence of the pupils and parents. The only Library deserving of mention is that of the township, which contains four or five hundred volumes, a large number of which are not suited for the general population, owing to their contents being uninteresting or too learned. For convenience it is divided into four divisions; still, the circle of readers is very circumscribed. The Council, I am happy to say, have allotted a considerable amount towards getting an addition made to it this year. I have bestowed a good deal of time in inspecting the schools, and almost always addressed the pupils and the teacher. I hope to be able this year to address myself more than I have done to the work of public lectures. I fear that the *Journal of Education* does not get that perusal from Teachers and Trustees which its excellent literary character deserves at their hands. In conclusion, allow me to express my thanks for the prompt and courteous manner in which the Department answered my several communications during the year.

54. *R. T. Banting, Esquire, Essa.*—I have much pleasure in stating, that this township is rapidly advancing in education. There is a great interest felt by the people generally to have their children properly educated. Some few years ago there was not a single frame school-house in the whole township, and now we can boast of having seven, as well finished and as comfortable as any in the country; and the Trustees of Section No. 4 are letting out by tender the building and completing of a large brick school-house in their section. Nor do the people grumble at paying school-rates, although sometimes very high. Indeed your excellent School Act is very much appreciated in this township, but should the intended amendment become law, I fear it will not be so warmly received.

55. *George Bush, Esquire, Medonte.*—Owing to pressure of business and ill health, I was not able to visit the schools during 1865, but have done so since, accompanied by Mr. Brokooski, of Section No. 7. As a general rule, the schools were in working order; the pupils of No. 4 are especially prominent in this, and credit is due to their teacher, who is a young man, born and educated in the township. You will observe that Nos. 6 and 7 are the only schools under my charge without maps; the latter section, however, has just received a supply from the Department, which will be reported next year. It will be my earnest wish to make myself acquainted with the whole working of the school system of the township, and report to you accordingly.

56. *The Reverend Alexander McLennan, Tossorontio.*—The principal causes of non-attendance in our schools are the indifference and worldliness of parents, poverty, distance, impassable roads, inclement weather, crowded, unventilated, and thus uncomfortable school-rooms, and sometimes the absence of a mode of teaching interesting and profitable to children. The revised programme for County Board Examinations is observed, and the examination questions are printed; and from time to time the successful candidate has to undergo additional labor in preparing. As yet, we have not even one Library. There is much room for the influence they should, and in all probability would, exert. A few words about prizes and I have done. Prizes were distributed in two of our schools, and the influence they exerted was very great, beneficial and profitable in several respects. Among others, there was a very considerable increase of attendance, and additional amount of grants received. Last week I lectured in all the schools on the distribution of prizes, submitting for the consideration of those present the present and future benefits of prizes for the children; what the best authority says on the subject, and the influence they exerted in this township in 1865; and at such meetings it was unanimously agreed that prizes should be distributed in 1866.

57. *James Thomas Bayley, Esquire, Morrison and Muskoka.* I am sorry to have Reports to send you from only two out of the four sections under my charge, the sections not reported not having opened any schools in the past year. I have spoken to the Trustees about the desirability of opening schools in their respective sections, and I think that the present year will see an improvement. The principal cause of non-attendance of children is, distance from the school-house, aided in some instances by the indifference of parents. As I have only acted as Local Superintendent since the 11th December, I can say little about the County Board or the result of religious instruction in the schools. No prizes have been given in any school in either township, nor is any Library connected with either. I am afraid my report will not be satisfactory to the friends of education, but I sincerely hope, if I should have the pleasure of sending you a report next year, that it will show a great improvement.

XX. COUNTY OF HALTON.

58. *The Reverend F. A. O'Meara, LL.D., Esq.*—School matters in this township have made, on the whole, satisfactory progress during the past year, though in some school sections, owing to pay schools having been substituted for free schools, very much injury, in point of attendance, has been done. It is very gratifying to me to be able to state that during the year, the report of which I have lately forwarded to you, there were no teachers employed in the township of a lower grade than first class. At our County Board Examinations, the Revised Programme has been strictly observed, and the questions are printed. Candidates for first class certificates, whose aggregate marks are over one thousand for the twelve subjects of examination, one hundred being the highest possible number of marks attainable in any one subject, receive special certificates good for life, or during good conduct; of these, two were given by our County Board during the past year. There are now in existence nine of these special certificates, granted by the County Board Examiners; the holders of no less than five of which, have been teaching in this township during the past year, and one residing here, though not engaged in teaching. In sixteen out of the seventeen schools in this township (including that of the Village of Georgetown) the Bible is used, in most cases not only with the mere formality of reading a chapter thereof daily, but as a "bona fide" school book; and not in a single instance, has it been reported to me, or come to my knowledge, that any objections have been made by parents to their children being participants of the instructions so given. I have to report that the general regulations (respecting religious instruction) are in this Township maintained in eight schools wholly and in one partly, while from seven schools no report has been made under this heading. The cause of non-attendance on the part of those children who do not attend any school, is in every case in which any report on this head has been rendered, stated to be the indifference of parents. In the report of the Trustees of the Village of Georgetown, no answer is given on this head, but the same holds good as in the cases of the rural sections, though it may be that in the village, the cases of inability to send their children to school may be greater in number, though I have never found the Trustees unwilling to admit to the school gratis, those whose parents are willing to plead poverty. With reference to the radical changes which it is proposed to introduce into our school system, the one that seems to have met with the least opposition from the meetings before which the propositions have been laid (doubtless, from the majority of those who assemble on such occasions, unless tending little or nothing of the matter) seems to me to be that which is least likely to work. It is based on two propositions, both of which seem to me to be quite contrary to experience; the first is, that there are to be, in every county in Upper Canada, twelve persons who are so well acquainted with the subjects for first class examinations, that they will be prepared without any previous study or consideration to adjudicate correctly on the answers to any number of questions that may be sent down by the proposed Central Board in Toronto. The second is, that the County Council of every County in Upper Canada is composed of persons who are capable of judging who, within the limits of the county, are of the literary status, that ability to perform such a task would imply, which is well known not to be the case; and yet, according to the plan as propounded in this county, the Government must choose from the twelve names sent up to them by each council. It is self-evident that should there be any of the questions on the answers to which the examiners so selected and appointed should not be able to adjudicate or should decide wrongly, (which is certain to happen frequently) much injustice will be done to candidates.

59. *David Robinson, Esq., M. P., Niagara, &c.*—I am convinced that much of the information contained in the Trustees' Reports, cannot be depended on, as in many instances Trustees are incapable, and in others, which is far worse, are careless, and take no trouble to ascertain the accurate information required. All the schools are good, and the attendance is pretty good, although in some sections not what it ought to be. The causes of non attendance at school are attributed to "indifference of parents and guardians" and "too distant school houses." The general regulations in regard to religious instruction, are followed in all the schools, and with a good influence. The Revised Programme for County Board Examinations is observed, and the questions are printed. The standard of qualification has been raised, and now no third class certificates are granted, unless good reasons are seen for

doing so. The Board prefers rather to grant a second class certificate until the next meeting of the Board, than a third for a longer time. Special certificates are granted to worthy teachers during good conduct. There is a public library in each section, but in some sections it is of little practical benefit, as very few apply for books, while in others the books are taken out by most of the section, and thus it exerts a good influence. The books are labelled and covered. Prizes have been distributed in most of the schools, and I think with benefit, although some teachers are opposed to the system altogether, and if they give books, &c., to their pupils at all, give them merely as gifts. We have commenced a measure for the encouragement of education in this township during the last year, from which, if continued, I hope for the very best results, as it has much to recommend it. I allude to a township competitive examination, open to all the pupils in the township. Last year the Municipal Council granted \$10, for the purpose of getting prizes to be competed for at this examination, which, with the 100 per cent. of the Educational Department, made \$20 for that purpose; it worked so well, and with such good results, that this year the Council granted \$20 for a similar competition in March. The effect seems to be to encourage and stimulate both teachers and pupils, and to awaken a more lively interest in educational matters among the people generally.

XXI. COUNTY OF WENTWORTH.

60. *The Reverend John Lees, Ancaster.*—I am happy to state that the schools in this township have never been in a more prosperous condition than during the past year. They have all been open, and most of them for nearly all the teaching days. It is encouraging to observe that there is, both among parents and trustees, a growing laudable desire to hire if possible first-class teachers, and to give more liberal salaries than they were formerly willing to allow. Nothing worthy of special notice has transpired during the year. In some of the sections, however, there has been a good deal of agitation about the election of trustees, and how the expenses of the schools are to be met, and though the excitement has in several instances run very high, and some ill feelings produced among parties, yet there is reason to believe that good will ultimately spring out of this as it will bring school matters more distinctly before the public mind than they have ever been in time past. The Board of Public Instruction met twice during the year. The questions were all printed, and the answers were all given in writing. Though the attendance at the schools has been large and increasing, there are some children in each section who attend no school. The causes assigned for this are various, but the principal one is the indifference of parents.

61. *The Reverend Alexander MacLean, M.A., West Flamboro'.*—I think that the general rule as to religious instruction is not carried out in the township, and that the answers given on this subject are erroneous, through a misconception of the meaning of the question. The Revised Programme is followed by the County Board, new printed questions being prepared every half year. I am not yet able to say what is the influence of the only library in the township, but I believe that it is good, and that the library is kept in the required order. I cannot give any opinion on the benefits of prizes in this township yet; but from hearing the opinion of others on the subject, they seem on the whole to be beneficial. I fancy that great benefits accrued to the schools of Nelson through carrying out a plan of competitive township examinations for prizes, which I had made out and urged, and which was carried out after I had left the township. I am confident that prizes wisely and impartially managed, when they are the crown of real merit and industry, are eminently useful. As to the causes of absence from school, there are three parties to blame. First, drunken, lazy and filthy parents, who rob their children of the means of education; second, the required monthly payment, by which the school corporation in a manner shuts out the most needy, for the drunken poor are too proud to allow their children to come under the term "indigent;" and third, teachers, in many instances, for a dull teacher will increase the absentees' list, while a tidy, spirited man of purpose will swell the registry till it includes nearly the whole teachable community. In too many instances trustees endeavour to save money by throwing it away upon poor teachers.

62. *The Reverend George Cheyne, A.M., Binbrooke and Saltfleet.*—I am happy to

state that the schools have been in efficient operation during the year, under very competent teachers. The interest in the cause of education seems to be deepening in the minds of the inhabitants of these townships, and the school system is working smoothly. The time is perhaps come when there would be no great opposition to the schools being made free by law. The number of free schools is rapidly increasing, and those who are still opposed to them would acquiesce without much complaint. Such a law would do away with much of the contention which occasionally takes place at annual school meetings, and would secure the advantages of education for the greater number. It will be seen that the number of schools which are opened and closed with prayer is increasing, and also those in which the scriptures are read. There is no opposition to their being read, on the part of the people, but it simply arises from the neglect of the teachers. It will be seen by the reports that the average time the schools in Binbrooke have been kept open during the year is within a fraction of twelve months, and those in Saltfleet about eleven months. The average attendance has been considerably higher in both townships. Two substantial and commodious frame school houses have been created during the year and fitted up in the improved manner, which greatly facilitates the business of teaching. The non-attendance of young people does not arise, it appears to me, from indifference, except in rare instances, but to causes to which I have adverted in former reports. The Revised Programme of Examination is adopted by the County Board and printed questions are used. The libraries, where they exist, seem to have been read to a considerable extent, and no doubt will be productive of good results in the increased intelligence of the inhabitants. It is to be regretted that more have not availed themselves of the facilities afforded for obtaining school section libraries. It is pleasing to remark, in conclusion, that the annual reports of school sections are drawn up with much more accuracy than formerly, so that the Local Superintendent has little more to do than to copy them.

63. *The Reverend G. A. Ball, M.A. Barton.*—The annual report for this township shows a continual prosperity in schools. Two sections have lately been created by the Township Council, making in all eight sections. No. 5 has a new and well-selected Library. No. 4 has had one for several years. I am pleased to report that the books in each are in very good demand. I am urging upon other sections the necessity of providing such Libraries, which serve to promote a moral and intellectual growth. There are very few children here, comparatively, who do not attend school, or rather, who are not inclined to attend school. I am inclined to believe that the cause of non-attendance is more than mere indifference. The cause may often be traced to parents who lead careless and vicious lives, and who have no proper regard that their children should be better than themselves. Sometimes, in town and country, there are many well-inclined, but poor, parents whose children are not well clothed, and who are allowed to wander from home for work of any kind and with any sort of people. These children often learn to do badly and become pests of society. For the benefit of really poor, weakly, infirm and aged parents, who are perhaps dependent upon public aid, I would like to see county institutions established, where also their children might live until a certain age. An institution of an industrial nature, well ordered, with infant schools attached, might prove valuable as a remedy against much of the evil complained of. I believe that the relief—which is only temporary—from Township Councils to poor persons and families would be more than enough to establish a county house of protection and industry, and to sustain it yearly. These children who are left to wander and do for themselves need especial consideration. It is sad to find how many there are who are thus uneducated, except in crime. It is sad to see, by gaol records in the Province, how many prisoners are mere children in age, but old in crime. But the best gaol is a very bad school. Youthful age cannot bear imprisonment without becoming hardened and reckless. It is of an elastic and excitable nature in body and mind, and much imprisonment will not only tend to recklessness, but even to insanity. I do not pretend to answer the inquiry—what is the remedy against the increasing evil of ignorance and vice among the youth of the Province? There are hundreds of young persons in our large towns and cities without any moral influence directing them. Education and honest employment are necessary to benefit them. In the country we have plenty of work to be done, not so in cities and towns; and hence there is less crime in the country than in the neighboring towns. But education is not less useful and necessary than employment, and religious instruction cannot be set aside. For both country and town youth, I think we might refer to the

ragged schools of England and the industrial schools in Scotland, and glean from the system of each, some plan for their immediate benefit. These institutions of England and Scotland began by way of experiment: the small beginning soon increased to an extensive and blessed work. I trust that the subject will be considered at your ensuing convention.

64. *Alexander Bethune, Esquire, Glanford.*—There has been an increase in the average attendance of most of the schools in this township during the past year; and I think there has also been an improvement as regards their facilities for imparting instruction to those attending them. The class of teachers employed has generally been of a high standard, and there was a disposition shown by the Trustees and people to engage good teachers—more on account of their qualifications than on account of their salary. I have also much pleasure in reporting a decrease in the number of children who have not attended any school; and in several sections all those of school age were in attendance for a considerable portion of the year. There has been no addition to the School Libraries, which I think is greatly to be regretted, as they might have a tendency to do much good, in creating a taste for reading among the community, and also to prevent the long winter evenings from being more unprofitably spent. Prizes were given in some of the schools, but I cannot say that they had any marked effect in raising the standard of the school. The chief benefit—and it is one, at least—that is likely to be derived from prizes in country schools, is, that children may be encouraged to attend more regularly; for, without regular attendance at school it is almost impossible to obtain a prize; and their parents may also be induced to allow them to be punctual in attendance, with the hope that a prize may be obtained. The examination papers for the County Board are all printed, and the utmost effort is made to keep up the standard of those to whom certificates are granted. In reviewing the condition of the schools and the progress they have made during the past year, there is good cause to hope that the education of the township will prosper during the present year also.

65. *The Reverend John Porteous, Beverly.*—I do not know one new thing in this township that occurred last year connected with public education. It is time, I think, for the Government of the country to make all the schools free. You will perceive that the people themselves have declared eight to seven free. Many parents are careless, and let their children do as they please; but compulsory attendance seems opposed to the spirit of our institutions. The recommendations and instructions in relation to religious instruction are generally carried out; so are the recommendations and instructions regarding the County Boards and the Common School Libraries. I could give no information of any definite value as to the influence of libraries or of prize-books. I consider them powerful auxiliaries in educating the community; but their precise momentum is not to be accurately determined, any more than that of a good school-house, a black-board, or the fifth book.

XXII. COUNTY OF BRANT.

66. *Robert H. Dee, Esquire, M. D., Onondaga.*—I am pleased to be able to inform you that all the schools have done well in 1865. So far as can be ascertained, carelessness on the part of parents is the cause of non-attendance of children. Not much attention appears to have been given to the imparting of religious instruction. The books in the library are covered and labelled, and the circulation of them does good. I regret to say prizes were given in only one school; in the few instances in which prizes have been given in this township since I have been Superintendent, good has resulted from it. It appears to me the time has arrived when all schools should be made free by law, and all children should be compelled to go to some school, during a portion of each year.

67. *The Reverend John Armour, Burford.*—The cause of non-attendance at school is, one teacher this year says, "want of clothes," this may be a particular case, not general, but the general cause is apathy and indifference of parents. I believe the general regulations in regard to religious instruction are followed generally, and with good effect. The Revised Programme for County Board Examinations is observed, and the examination questions are printed. The library books are covered, labelled, and numbered, and the regulations are strictly observed, so far as is known to me. Its influence must promote the intelligence and improve the morals of a neighborhood privileged with a good library. The distribution of prizes must be, and is, in many cases, a mighty stimulating power.

XXIII. COUNTY OF LINCOLN.

68. *Charles B. Miller, Esquire, Grantham.*—My annual report for the township of Grantham, presents scarcely any difference to that of former years. The Trustees of each section endeavour to obtain good teachers, but are sometimes mistaken in the selection; of course with unsatisfactory results. It is usual to ascribe the non-attendance of pupils to the indifference of parents, but when these are questioned I always find a sufficient reason for keeping them at home. The school-houses are generally in good condition, and amply supplied with furniture, black boards, maps, &c., but the globes are seldom used. The library supplied to each section consists of one hundred volumes from the public library of the township, exchanged as often as suits the convenience of the Trustees to come to my house; the books are all covered in cloth and placed in a case. The good results which might have been expected from such a liberal plan, have not been fulfilled, and this year three sections decline receiving any more books. The children reported as not going to any school, are usually those of Roman Catholic parents connected with the Separat. School at St. Catharines, but too distant to attend there. There is some reason to doubt the number in the report, as the columns of population are filled up in round numbers. With respect to regulations for opening and closing the schools with prayer, I am sorry to say, they are not strictly observed, but the Testament is always used as one of the lessons. I believe no clergyman visited a school during the year; other visits were not very numerous in some sections. I find much trouble with the annual reports, for the teachers employed during the year are not at hand, and the Trustees are seldom competent to fill them up. The Auditors, also, are useless in some sections, as half the columns of financial matters were wrongly added up.

69. *The Reverend B. W. Rogers, Niagara.*—Cause of non-attendance: The non attendance in this township is very large indeed, and may be traced to several causes; gross negligence, on the part of the parents, is the chief one; some sections are too large for the little ones to get to school at all. A general lack of interest, in education, seems to pervade the people. The "penny wise and pound foolish" maxim seems to rule here in these matters. I trust you may be able to remedy it, in your present tour. As to religious instruction it cannot be carried out, I think, in the rural districts, as in towns and villages; but it is carried out as well as could be expected under present circumstances, and with good effect. The revised programme is used, but the questions for examination are not printed. As to libraries, I have tried my best to introduce them generally; the subject came up at several of the last annual meetings, but I am sorry to say it was rejected. The people are not a reading people; I wish they were, then would they feel for the children. School libraries, however, are increasing, and I hope yet to get public libraries established in some sections at least. In the two schools where prizes were given, the influence was decidedly good; I would like to see the plan adopted in all the schools; many are prejudiced against it, but I think the pocket is the most tender point touching this measure, as well as many others which might be mentioned. On the whole, I think there is some improvement in reference to most of the schools in the township in operation. No. 9 was not opened during the year, not for lack of children either, as they report thirty-four in that section; I hope to see it re-opened soon; No. 3 has declared for a free school this year.

XXIV. COUNTY OF WELLAND.

70. *The Reverend John Barter, Bertie.*—You will perceive that School Section No. 2 has had no school open during 1865, the rate-payers having requested the trustees to call a special meeting, they exonerated the trustees from keeping open the school. Section No. 6 unfortunately had their school house burned down in the early part of 1865, and the trustees did not get their new one finished until the latter part of November; this may account for the deficiency in their report. Some of the schools in this township have been kept open during a greater number of months than in any former year. In some sections there is a great want of energy on the part of both trustees and parents. The general regulations are for the most part observed.

71. *M. F. Haney, Esquire, Humberstone.*—In answer to the query in respect to non-attendance of children at school, I will venture to state, that it depends upon a tissue of

ignorance, viciousness and prejudice on the part of parents. The regulations in regard to religious instruction are receiving no attention; however, the religious element is so far practically regarded that the holy scriptures, together with the form of prayer recommended are read in some of the schools at the close of the exercises of the day. How much good results from this practice I cannot say, but I would observe this fact, that those teachers and the patrons of the schools they teach who invoke the Divine blessing upon their educational movements, possess a moral principle and integrity that bear a favorable comparison with some of the other class. The Revised Programme for the County Board is used, and the questions are printed. As regards the public and Sunday school libraries I can say but little in the way of libraries, and the trustees' reports in respect to them are so meagre that I am unable to compile anything definite on the subject. The distribution of prizes has been practised in a few of the schools, and the teachers speak favorably of the effect upon the minds of the children, in inciting them to more energy and enthusiasm in prosecuting their studies. The average time the schools have been kept open for the year is about ten months; the average salary of male teachers is \$300, and female teachers \$200. The statistical items are about the same as in the preceding year. One large school house has been built during the past year in School Section No. 8, Port Colborne, costing about \$3,000. It is a building in respect to architecture, elegance, mechanical finish, and the number of pupils it will comfortably accommodate that perhaps has scarcely an equal in any rural section in the province. The enterprise of the trustees of the above section, and the liberality of their constituents deserve great praise. Our people upon the whole are well satisfied with the working of our school system, and are becoming alarmed, after sober and more mature reflection, upon the great and radical changes proposed by the Chief Superintendent in our school laws. We dread substituting the one we have—one that works well—by one after a republican model, which may work well with a people who belong to a fast commonwealth with universal suffrage; but must be at the best and most but a doubtful experiment with provincial Britons. We have no objection to the amendment that proposes to deal with vagrant children, and that is all the change we want at present. We fear the others will possess dangerous political elements, such as will not fail to cripple educational operations very much.

72. *The Reverend George Bell, Stamford.*—The Revised Programme is observed, and the questions are printed. Nothing is stated in any of the reports respecting the influence resulting from the use of prizes. The schools in the township generally are in a prosperous condition. The school house in Section No. 9 was burned down last winter; but it was in a few weeks replaced by a better and more comfortable building in which a highly efficient school is now in operation. During the time of the erection of the new building, the school was kept in a farm house, with the loss of only one day's teaching.

XXV. COUNTY OF HALDIMAND.

73. *The Reverend John McRobie, Walpole.*—I have to state that, on the whole, the schools are in a healthy and progressive condition. The teachers in general are diligent in the work of instruction. I have, however, to report that union section No. 13 was closed during the year, the cause arising, not from any indifference on the part of the people to education, but on account of the union part in Rainham having withdrawn. A new section, however, has been formed with Rainham, which, from its size, will no doubt prove more efficient than the former. Prizes were distributed in some of the schools during the year, but from the manner in which they were distributed (almost one for every child at school) I do not think the results have been as beneficial as they might have been, had they been more restricted. In regard to the school libraries, some schools report an interest in the circulation of the books. In my opinion the want of the schools in this respect is that of books suitable to the understanding of the children. The importance of this subject, as well as that of prizes, I brought before the several sections, in my lecture on education, during the past month. The Revised Programme for the County Board Examinations is observed, and the questions are printed.

74. *Thomas C. Pinket, Esquire, Canborough.*—The cause of non-attendance is indifference of parents. Religious instruction is not attended to. The Revised Programme for County Board Examinations is observed, and with printed questions. There are no

libraries, and the distribution of prizes is very meagre. As a general rule, the people seem desirous to keep up the schools, but the principal fault is the desire to obtain cheap teachers, which of course is a bad fault. I have no other remarks to make.

75. *The Reverend John Flood, Dunn, Moulton, and Sherbrooke.*—I am sorry to have to say, that the regulations in regard to religious instruction are seldom and very imperfectly observed, and this is much to be lamented. The evil, however, does not arise from any fault or defect in our school system; it is one of the bitter fruits of our *national sacrilege*. The whole time and energies of the clergy are absorbed in striving to escape the necessity of having to resign their position. Their total dependence on their congregation, causes them so much congregational labor, that they have scarcely any time to give to the great and important duty of endeavoring to carry out the excellent provisions of our school law, for blending religious instruction with secular education. The Revised Programme for County Board Examinations is attended to, and the questions are printed. There is only one Common School Library in the townships for which I am superintendent. The books are covered, labelled and numbered. Its influence has been decidedly good. I wish other sections would avail themselves of a privilege which produces such desirable effects. Whether the distribution of prizes does good or evil, is to me a problem more difficult to be solved than any proposition in Euclid. The cause of non-attendance is in many cases the neglect of parents; in some, drunkenness; in some, poverty; in others, distance from the school; and in not a few, it is, the resentment of parents against the teacher, because he has dared to punish their immaculate child for idleness, disobedience or swearing, or any other fault. But notwithstanding all the difficulties with which education has to struggle, it is pleasing and delightful to look at the state of our teachers and pupils now, and compare it with the condition in which they were sixteen years ago.

XXVI. COUNTY OF NORFOLK.

76. *James Covernton, Esquire, Charlotteville.*—I have great pleasure in remarking that my annual report indicates, that practical interest in education has not abated, inasmuch as an increase of more than eleven per cent. in the average attendance for the year is shown over that of the year 1864. It will be seen too, that Free Schools are increasing in number. At the same time one unsatisfactory feature stands out with prominence, viz., that out of the entire school population, ten per cent. do not attend any school. A very large number, too, that are on the registers of Free Schools, attend most irregularly. I may adduce as an instance the case of school section No. 6 (not by any means an isolated one), that during the last half year, when the number of the children on the register was 136, the average was 61½. Such a state of things adds greatly to the discontent expressed by those on whom a Free School presses unequally; and it is, therefore, generally desired that mere indifference to the great benefits offered, or caprice shall not be permitted for the future to interfere with, and partially frustrate the purposes and designs of Free Schools. When Free Schools are opposed, it is almost always found that the opposition (generally in a minority), represent much the largest amount of assessed property; and as they endure the greatest portion of the needed taxation, it is only right and seemly that extraordinary efforts should be made, to oblige children to avail themselves properly of the rare opportunities of education now offered; and which are only afforded by a sacrifice in many cases, of *private interest to the public good*. The concession made by a man of considerable means, to the general interests of the rising generation, seems to require that the object, for which he is called upon to submit to an apparent inequality, should be constantly kept in view, and even enforced by such coercion as is practicable. I believe I may assert without arrogance, that excessive care and attention are bestowed, by the members of the Board of Instruction of this county, on the half-yearly examination of candidates for certificates of qualification as Common School teachers, and that the standards of qualification laid down in the programme appended to the school law, are rightly adhered to. But while justice to the best interests of society is thus rendered, I would venture to observe that that great attribute demands a succour for teachers, that Boards of instruction, or even the school law, in its present state, cannot bestow. The benefits of thoroughly competent teachers being secured to the public, it seems to be only right that something of an authoritative character should be enacted to secure them all uniform remuneration, better proportioned to their attainments and

merits, than the low rates they are so frequently forced by circumstances to accept. My return shows that in one case a first class teacher was recompensed at \$430, and a third class teacher at *one-third* of that sum. I think it will be conceded that a recompense, bearing a close affinity to the services rendered, should be adjudged. If the proposed substitution of a Township Board of Trustees, for the various school section Boards, should be made in the forthcoming amended school law, I take it for granted that such Boards will act upon fixed principles, and award to teachers rates apportioned to their various grades of qualification; but if this design is not carried out, it seems to me that it is desirable that some Legislative enactment should be had recourse to, to protect teachers from the effect of excessive competition, and indeed to induce them generally to look upon the occupation as a permanent employment, instead of a means to ulterior purposes, and which, to say the truth, is the view now forced upon nine-tenths of our most promising and desirable teachers.

XXVII. COUNTY OF OXFORD.

77. *The Reverend S. Belcher, Nissouri East.*—It gives me pleasure to state, that I think the cause of education is making sound and satisfactory progress in this township. The people generally seem sensible of the importance of the matter, and the Trustees show some earnestness in endeavoring to promote the good work. This earnestness displays itself in an anxiety to secure the services of efficient teachers, and in a desire to improve the character of the school-houses. I find that when an adequate remuneration can be offered, good teachers can be obtained without much difficulty. Within the last year or two three new school-houses have been erected, substantial, commodious, and well arranged; indeed, the one most recently built in Section No. 8 has been generally admired. Not only is it substantial, but a pretty and attractive little building; and I hope to see the example followed by some of the other sections where new school-houses may be required. With reference to the attendance of children, I do not think the number large of those who have not attended at all—63 out of 1,270. I think the cause of this absence may all be resolved into, first, unwillingness on the part of the children themselves; second, indifference on the part of their parents. I have known the objections of distance and want of clothing overcome by a little determination on the part of parents. In seven of the schools the regulations with reference to the reading of the scriptures and prayer are more or less obeyed; and I fear that it would be found that this is nearly all the religious instruction imparted to the children. The revised programme for County Board examinations is generally observed, and the questions are printed. In the section possessing a library the people gladly avail themselves of it; and the distribution of prizes has, I think, been attended with happy results, as regards both children and parents.

78. *The Reverend John Hunt, Oxford East.*—It will be proper for me to say, that during the year the Reverend Mr. Kellogg, the previous Superintendent, removed to another part of country, and the gentleman who was first appointed by the Warden declined attending to the duties, and that my appointment for the remainder of the year 1865 (ending March 31st, 1866) did not take place until after the County Council had appointed me for 1866, and thus I am not in such a position, as you will readily perceive, as I hope to be hereafter, to offer suitable remarks on the state of the schools. I am prepared, however, to state, that most of the schools are efficiently conducted, and are doing a good work in the township. I regret to say, that a large Library is almost useless to the greater portion of the inhabitants, as all the books are at the Town Hall, in the centre of the township. I trust measures will shortly be taken by the Municipal Council to allow each section to have a proper proportion. I am glad to observe that the Bible is used in all the schools, and the majority are opened and closed with prayer. But few prizes have been distributed during the year. In several instances, however, the public examinations have awakened much interest in the sections, and have been numerously attended by the parents and guardians of the pupils. I hope, at the end of another year, to be prepared to enter more fully into matters appertaining to the schools in this important and interesting field.

79. *The Reverend William Graham, Zorra West.*—It affords me pleasure to be able to state that some improvement is manifested in the schools in West Zorra, not only in their better management, but also in the efficiency and qualification of the teachers. This

is just as it should be, to meet the evident design of an excellent school law, than which I know of none more excellent in its adaptation to the wants of the Canadian public. Third class teachers are becoming less in number, and in many instances the second class are not sought after. The Board of Public Instruction in Woodstock are directing their attention to this matter in order to raise the standard, so important in the fitness of teachers. If trustees could be induced to raise the salaries of competent and properly qualified teachers, we should soon witness a marked change for the better in this respect. The Revised Programme of County Board Examination is duly observed. In the schools under my charge the daily proceedings are either opened or closed by prayer or reading the scriptures. We are sadly deficient in school libraries, the result of which is severely felt in some of the sections. In reference to religious instruction, there is some improvement and more is expected. But a small proportion of the children in the township are not favoured with instruction, and some of these in consequence of unfavorable circumstances. Changes have been made in some of the school sections, and I think for the better as there must be new school houses erected and these are required at present. The books are covered, labelled, and numbered, and the regulations observed. On a review of the whole, an advancement is apparent and is a sufficient ground of thanksgiving to the Author of all good, and to you, Sir, as Chief Superintendent, for having founded and led in the execution of a school law so well adapted to the youth of our Province.

80. *The Reverend James E. Dockery, Blenheim.*—But four months have passed since I received my appointment; consequently imperfection will mark the "new man's" first communication to the department. The schools of this township are in excellent working order, and show signs of increasing life and vigilance in each department. Our teachers, on the whole, are active and faithful men, disposed to perform their important duties with an eye fixed on the future of their pupils. We are now preparing to have a competitive prize examination of the schools in this township, and much animation is felt with reference to the approaching trial. When engaged in delivering my annual lectures, I called upon the friends of education to contribute of their means for the purpose of purchasing prize books, and thus far I have met with success. The competition will take place on the 24th and 25th of April. The people of this township favour the plan, and I think will cheerfully sustain every effort put forth in that direction. The question of "school room sweeping" has been a bone of contention in a few of our schools, but by judicious management it has been suppressed. For some schools they hire a lad to sweep the school room and light the fires, while in the majority of sections they leave it an open question, inviting the pupils to sweep, and if a majority refuse a minority can always be obtained to perform the duty rather than to have their teachers do it for them. In some of our schools I have encouraged recitation by offering a prize to the most natural speaker. I find this a good remedy for the sing-song tone into which many of our readers are inclined to drift—

"That hateful drum's discordant sound,
"Parading round, and round, and round"—

is more hateful in the school room than in the pulpit, for there it is contagious, and may infect the whole school.

81. *John Craig, Esquire, Zorra East.*—As this year is the first in which the discharge of the duties of Local Superintendent of Common Schools in the Township of East Zorra has devolved on me, I am not able, from observation, to note either progress or falling off in the schools under my charge, as compared with former years. I have great pleasure, however, in stating that my visits to the schools have very favourably impressed me with their general efficiency. They are by no means all they ought to be, or might be; but all things considered, they do reflect credit on our national system of education, and exhibit, on the part of the inhabitants of this township, a laudable desire to work out that system and give to their children a good education. I was very much pleased, generally speaking, with the class of teachers employed in this township; the majority of them hold first class certificates, and they are not only well up in the branches of education taught in our Common Schools, but are also apt to teach. The system of tuition, followed by many of them, is of the most approved kind, thoroughness being more sought after by them than superficial rapid advancement. I was also very much pleased with the condition of most

of the school-houses in the township; they are suitable, substantial, and are kept very clean. In two sections where the school-houses are of the primitive kind, viz., log buildings, new brick school-houses are to be erected in 1866. I noticed, however, a great lack of school apparatus in most of the schools. When I first visited the schools, between April and October, I found them, except in three instances, rather poorly attended, and the pupils consisted chiefly of the very young, and girls. This state of matters is, no doubt, to be attributed to the labor requirements of the farm at that period. When one considers the necessity there is in Canadian farming for all hands to turn to, and also the scarcity and cost of hired labor, it is not to be wondered at that there should be a small attendance during the labor season. I have, however, in my public lectures, delivered during January, dwelt on the evils resulting to the children, from an irregular and fitful attendance at school, and pointed out the immense sacrifice at which the farm work was done, when performed to the neglect of education. During my late visits to the schools, I found the pupils much more numerous. In several of the schools, there were seen great grown up lads struggling in the second and third books. This is, no doubt, traceable to the cause already mentioned. Better late, however, than never. Generally speaking, the higher classes exhibited great proficiency in their lessons, and satisfied me with this, that the mind of the Canadian youth is quick and apt to learn, and that even under great disadvantages can make no mean progress. As my statistical return shows, there are very few children of school age, not attending any school in this township. The great evil here is, the brief period during the year in which they go to school. Any influence which I may be able to exert, will be employed to remedy this state of matters. Libraries are in existence in several of the sections in this township, but only in one or two of the sections are they in good working order. I consider libraries a most important auxiliary to the Common school, and would like very much to see one in connection with every school; for much as the Common School may do and is doing to promote the education of the youth of Canada, self culture must be called in to carry on and perfect the education there commenced, and books in this matter are indispensably necessary. Besides my statutory visits to the schools, I have been present at six public examinations; with one exception they were well attended by the parents. In only two cases were prizes distributed and in both every pupil got a prize (if it may be so termed). While, beyond a doubt, such an universal distribution of books has a beneficial effect, yet I apprehend it is not the proper method of working the prize system. All the schools are opened and closed with religious exercises. So far as I could ascertain, this is the sum of the religious instruction communicated in the school, except what is had in the highly moral and religious tone of the very excellent text-books of the schools. Since the year 1866 began, I have delivered ten public lectures, mostly in the evening, they were very well attended indeed. I prepared and delivered my lecture in the spirit of your instructions, to Local Superintendents, in regard to this matter, and hope that the result will be the encouraging and stimulating the parents to increased interest and exertion in the education of their children. The Revised Programme for County Board Examinations is used, and the questions are printed.

XXVIII. COUNTY OF WELLINGTON.

82. *The Reverend James Kilgour, South Riding*—I take great pleasure in informing you, that the schools under my charge during the last two years have made considerable progress. One or two exceptions might be made to this statement, but the exceptions are almost all of them, schools that are kept open from six to nine months during the year. Two new school-houses have been built during 1865—one in the township of Guelph, section No. 4, a very handsome and commodious stone building; the other in the township of Erin, Section No. 11, a frame building. A new school section, made up of parts of two other sections, in the Township of Guelph, was formed last year (1865), designated No. 4½. A new brick school-house is contracted for, and is expected to be finished by the end of the present half-year. Out of forty-one teachers under my superintendence, thirty-five hold first-class certificates; the remaining six belong to the second-class. This may account for the fact, which is exhibited in my Reports, that the teachers' salaries are high in comparison with those in several other counties. In this Riding there are *thirty-five* schools in operation that were *free*, and only *five* that charged a *rate-bill*. Thus have the

rate-payers in this section of the country, by their voting, decided the question of free or rate-bill schools in the most unequivocal manner, by giving the preference to the former. It is surely time, now, that this question was settled by Legislative enactment. Not more than a seventh of the schools I visited have distributed prizes during 1865; and these, with only a few exceptions, were distributed in a promiscuous manner, without regard to merit or success in recitation. It is proper that I should mention here, that the Township of Puslinch seems to manifest a zeal in the cause of education which is quite commendable. The Township Council, there, granted \$40 last year, as it did two years ago, to be distributed in prizes among the scholars attending the several schools in said township who should attend a competitive examination. Six schools sent twenty scholars each. The examination was held on the 21st and 22nd of December, and conducted by D. Ormiston, B. A., teacher of the Grammar School at Berlin, and Mr. Dunn, head teacher of the Grammar School at Guelph. The affair seemed to create great excitement among the pupils as well as the parents, besides stimulating the teachers to greater diligence and activity. Eighty dollars worth of excellent books were in consequence scattered among a great many different families. In this Riding there are fourteen Common School libraries. The largest as well as the best belongs to No. 5 section, in the Township of Guelph, where the industrious and painstaking teacher, William Cowan, (who is now serving his twenty-fifth year in said section) has done much to bring the library to its present state. It contains over one thousand volumes of choice books. Many of the libraries referred to above, are not only small, but old, and consequently the books are not read. It is astonishing that the people should be so indifferent to such an important and pleasing element of education, especially when the Educational Department has been so untiring in its efforts to furnish good books, at half the current price. The Board of Public Instruction for this Riding, some years ago adopted the Revised Programme; the questions are printed, and the answers are required in writing. A new set of questions is got up every half year. No third class certificates are now issued by this Board; only grade A, of the first division, is granted for an unlimited time. The Clergy Reserve money is not applied to Common School purposes by any of the four townships in this Riding. I sometimes think that the Trustees in each school section should be compelled, by Legislative enactment, to furnish a reasonable amount of school apparatus to enable the teacher to perform his duties with greater efficacy. In many of the schools visited by me, from \$5 to \$10 worth of maps, with a blackboard, (in one or two instances not much larger than the lid of a tea chest) are all the tools, with the addition of text-books, the poor teacher has provided him to give a moral, intellectual and physical development to the youth committed to his charge. The intelligent farmer who invests his capital in land is not so unwise as to refrain from purchasing implements, such as he needs, upon the plea that they will cost him a further outlay of money; these he procures, so that he may take out of the land all that it is capable of yielding. If once the people generally appreciated education according to its intrinsic worth, then would many of the Boards of School Trustees be less niggardly in providing apparatus, as well as more ample school-room accommodation.

83. *A. Dingwall Fordyce, Esquire, North Riding.*—The schools have been in a generally satisfactory condition during the year, and I trust before another year, several of the old school-houses, which have need to be replaced by better buildings, will be among the things that were. I wish there was some law for equalizing the rate on the different parts of union school sections; it causes trouble as it is. During more than half of the year 1865 school was carried on in a new union section (Minto, Wallace, and Maryborough), the school being situated at Miller's Corners, Minto, but the statistics were not available, as the school was really commenced before the section had any legal existence. A new section has been established in Garafraxa (No. 15), and school commenced since the end of 1865, and steps are in progress for the same end in two or three sections in Luther. One new school has already been commenced (No. 9) in the latter township. Material alterations were made in Union Section No. 9, Peel and Garafraxa, in December, in the belief that so many of the supporters had joined the Roman Catholic Separate School in the neighborhood that it could not be sustained, except at an excessive rate; but, notwithstanding, a few of those who do remain, feeling greatly in need of it, have resolved to carry on the school for at least six months, and a female teacher is now employed. I do not know whether you would consider the case one that justified some assistance from the

Poor School Fund ; if obtained it might, perhaps, allow of the school being open somewhat longer than the time mentioned ; and in the same manner Section No. 6, Pilkington, is struggling to keep alive a school for the Protestant rate-payers' children—almost all the scholars of the Roman Catholic Church having been withdrawn. The school in Section No. 12, Peel, is likewise upheld, although greatly reduced ; but those who remain, being mostly Roman Catholics, with a teacher of their faith, it has not been reduced to nearly the same extent as the other two I have mentioned. Since the beginning of 1866, a Roman Catholic Separate School has been commenced in Peel. The separate school is carried on in the Church at present, and the attendance is good. Every year shows many more changes in the management of the schools than I think are at all desirable, too great a desire being manifested to take advantage of any means of lessening expenditure, without sufficient regard to the real efficiency of the school. Prizes have not been so generally given as I think they will be ; but where they were employed I believe the effect is acknowledged to have been good.

XXIX. COUNTY OF GREY.

84. *John Francis, Esquire, Sydenham, Holland, Sullivan, Derby, Keppel and Sarawak.*—In presenting the annual report of the progress and condition of the schools under my superintendence, I may premise by stating that I have held the office since April last, consequently I am not in a position to express a decided opinion in regard to their progress, but their condition, on the whole, is satisfactory. It will be seen by my report, that 42 Common Schools and 3 Separate Schools were in operation during 1865 ; only three Common Schools were closed during the latter half of the year, they have been taught by thirty men and fifteen women. The average salary of the former was \$240, and of the latter \$155. Of the male teachers, fourteen held first class and sixteen held second class certificates ; of the female teachers, six held first class and eight second class certificates. In regard to that portion of the Trustees' Reports, relative to the finances, some difficulty was experienced in obtaining correct returns ; in four instances I was obliged to send them back for revision. Taking the schools collectively, they are financially in a prosperous condition. One new school-house has been erected in the Township of Sydenham during the past year, of stone, at a cost of \$500. There are thirty-two log school-houses in this division, and I am very sorry to state that nearly one-half of the number are unworthy of the name of school-houses, being small, low-ceiled and ill-ventilated buildings, detrimental to the health of pupils and teacher. The impure air of this kind of school-houses, makes the visitor desirous of reaching the outside as soon as possible. If you remonstrate with the Trustees and suggest to them the advisability of erecting more commodious buildings, they will plead poverty of the section and say that it is as good as their dwelling-houses. I am of the opinion that some means should be used to compel Trustees to erect suitable school-houses. The Trustees' returns show, most conclusively, that a large per centage of the school population do not attend any school, and of the number who are registered, the attendance is so very irregular as to reduce the average attendance to 888 out a school population of 3,369, being very little over one-fourth. The alleged reason is "indifference of parents," but this I consider incorrect, in the rural sections there are certain portions of the year, such as the time of potatoe planting, laying, &c., when each child's services are required, consequently, the schools, at these periods, are nearly empty. Distance from school and want of proper clothes are also reasons for non-attendance. From my report it will be seen that nearly all the schools are opened with prayer. The Revised Programme for County Board Examinations is observed, and the examination questions are printed. The examinations are conducted in a thorough manner ; the standard of qualification has been raised and longer periods given to teachers before renewals are required. Third class certificates are granted on the request of the Trustees of a section stating that they cannot afford to give a suitable salary, and that a third class teacher will meet their requirements. The books in the various libraries are covered, but in three sections the books were obtained some years since, and are at present in a dilapidated condition. Only seven schools are provided with Common School Libraries. Prizes were distributed in fifteen schools. I have much pleasure in stating that the Municipality of the Township of Derby, granted the sum of \$10 for prizes, this sum along

with the 100 per cent., granted by the Department, furnished the schools in the township with a limited number of prizes. I trust that all the townships, included in my division, will make a grant for prizes, as the distributing of prizes is a great incentive for promoting diligence among the pupils attending our Common Schools.

XXX. COUNTY OF PERTH.

85. *The Reverend William Doak, Fullerton.*—The schools in the township of Fullerton, seven in number, have been in operation during the whole year. From the reports of Trustees it appears that there are no indigent children in the township; and very few children of school age who are not at school during some part of the year. One good substantial brick school house has been erected during the last year, and another is to be built next year, and then there will be comfortable and commodious school houses in all the sections. As the teachers are not sufficiently remunerated for their arduous and important duties, there is a tendency on the part of the most talented to seek a more lucrative profession, and this operates most injuriously against the success of educational efforts, for the school master makes the school. Any measure which might be devised to secure permanently the services of the more efficient teachers would be a great boon.

86. *The Reverend A. G. Miller, Wallace.*—During the past year the schools in the Township of Wallace have been progressing as favourably as we could expect. When we consider the circumstances of the people, that is to say, their position in a new country where their means are limited, and where many other drawbacks must prevent that attention to education which we would naturally expect in older and more enlightened communities. As usual the teachers of the schools report irregular attendance on the part of many of the pupils, but still I find that notwithstanding this, the children display a great deal of intelligence, and hence we may infer what an impetus would be given to their progress if more uniformity and regularity in their attendance could be secured. Perhaps the most interesting feature in connection with the schools last year was the township examination, the first of its kind ever held in Wallace. Believing that such an examination would prove beneficial to parents, teachers and children, I made application to the Municipal Council of the township for a sum of money with which to purchase prize books. Twenty-seven dollars were placed at my disposal, and this sum procured twice the amount of books, in accordance with the regulations, at the Education Office. The best pupils were sent up from all the schools, who were examined by myself and three other gentlemen selected by the council and myself. Over one hundred and fifty pupils of all ages presented themselves, and one hundred and six prizes were distributed. The parents and friends of the children turned out in great numbers, and seemed to take a great interest in the whole affair. A whole day was taken up with the examinations and the prizes were distributed on another day, when I delivered an address on education, after which a pic-nic was held. I have no doubt great good will result from these gatherings, and I hope the council will be generous enough to grant a sum of money annually for prizes. All the schools are now provided with maps. The township library is divided into thirteen branch libraries and distributed amongst the school sections, but owing to bad management the books are not generally read. In some sections the trustees take charge of the books, and in those sections they are not sought after. On the other hand in those sections in which the teachers take charge of the books I find a different state of things. So I shall endeavour to make this the rule in all the sections. In some schools the Bible and Testament are used, and the school opened and closed with prayer; in others such is not the case. I have not been able to deliver lectures at night in all the schools, but I have done so in several, and I am now engaged in this important work. I must regret, however, that the work is onerous in these new and rough settlements. It is not very pleasant on a cold night, to drive ten or twelve miles, and then have to return home because there is no comfortable place in which to stop for the night, in the immediate neighborhood. I am well aware that few Superintendents deliver lectures, properly so called, at night, owing to the inconvenience. I think, therefore, the law should be so modified that four or five lectures in each township should be sufficient, the Superintendents having the power of selecting the points at which such lectures should be delivered, and that the County Council should insist on their being delivered. If, however, the schools are inspected twice a

year, lectures delivered, and incidental school matters attended to, the minimum compensation for each school should be at least six dollars. I view with pleasure the changes proposed by you in the present school law, that is to say, in principle. I think the present school section system is defective. I would be pleased, also, to see the standard for the examination of teachers, raised. I fully believe too, in compulsory attendance in cases where people are so careless or vicious as to neglect the education of their children. I view with some apprehension, however, the placing of all the schools in a township, under the control of only five Trustees, and these to be elected by the people (as I understand it), in the same way as the Municipal Councillors. I should like to see a greater number of Trustees in each School Board, and a portion of these, chosen by the County Council, from among the educated men residing in the municipality. A man may be an excellent farmer or a shrewd merchant, but he might not possess those qualifications which would enable him to make such rules and regulations and select such teachers as would raise our Common Schools to a higher position than they at present occupy. I think there would be no difficulty, even in the most remote districts, in securing a sufficient number of men in accordance with my plan. Many of the clergymen have been Trustees, and even if they have not been, they would make good Trustees, and would, I think, consent to serve if appointed by the County Council; but it is not likely they would go to the polls. Then, too, there are other professional men who would I dare say, serve on the same conditions. If we are to have a change every effort should be made to secure good results therefrom. Our County Council has now divided the county into two sections, placing each under a Superintendent. I trust this change may prove beneficial in this part of the country.

87. *The Reverend James Fotheringham, Hibbert.*—There are very few children in this township who are not taught to read and write, indeed none so far as I know. There are many whose education is left very imperfect, and whose parents do not attach anything like due importance to it. I am sorry to think that large numbers have views concerning the education of their children, which are limited and confined by their notions of what may be useful in relation to the management of property. However it is, they oppose their instruction in grammar and other branches. I have been once at a meeting of the County Board for the examination of teachers, and found the examination conducted mostly by printed questions, and upon the whole satisfactory. One thing I must acknowledge in abatement of this, that the candidates had too much opportunity of mutual assistance, a thing very difficult to prevent except when very good accommodation is afforded. There is no township or other public library, except Sabbath School libraries, of these there are many, and no section in the township is without them, except the Roman Catholic portions of it: namely—in section No. 4, union sections No. 1 West, No. 2 and 3; Union School No. 1 West, was a Roman Catholic Separate School, but has become Common. I have during the year attended various school examinations, and addressed those present at greater or less length, and I usually address the schools I visit; besides this I am about to lecture more formally at night, in such cases as require this arrangement to bring out the people. Our schools, I believe, will compare favourably with the schools in many of our townships; I do not consider, however, that they have all attained anything like the excellence which it is possible for them to attain.

XXXI. COUNTY OF HURON.

88. *The Reverend John Fergus, Morris, Turnberry and Grey.*—I have visited all the schools once, and some of them oftener; and, on the whole, they are in as prosperous a condition as can be expected, especially when we consider the irregularity of attendance. The causes of irregularity and non-attendance are many. In some cases the parents are negligent, in others the roads are bad, and the distance too far for children to travel. A very commodious log school-house has been built in Section No. 1, in the Township of Turnberry during the past year, and a school has been commenced there for the first time. Prizes have been distributed in very few schools, but from the good effects of these I shall hereafter endeavour to persuade the Trustees to have them in all our schools. The Revised Programme for the examination of teachers is strictly observed, and the questions are printed. The Bible is generally read in the schools, both morning and evening, and most of them are opened and closed with prayer. Religious instruction is very little attended to, and this cannot be very well remedied in our mixed community. In many cases the Trus-

tees are not competent to fill up their reports in a proper manner. I can say very little about the schools in the Township of Grey. They have only been under my care since the close of last year. The former Superintendent removed from this place and left me no papers.

89. *The Reverend Matthew Barr, McKillop.*—The cause of non-attendance of children at school, between the ages of from five to sixteen years, may be, in some cases, attributed to bad roads and great distance from the school; in other cases, the want of parental interest in the education of children, as, in the Township of McKillop all the schools are free, and yet there are one hundred and ninety-three non-attendants; whereas, in the Township of Tuckersmith, in which a small rate is enforced, in three out of the seven schools there are reported only ten non-attendants at school. In Tuckersmith only three of the seven are opened and closed with prayer. In McKillop, six of the eight are opened and closed thus. But only in two of the eight are the Bible and Testament read, and in Tuckersmith only in three of the seven. The Board of Public Instruction use the revised programme and printed questions in the examination of their teachers. In the Library of School Section No. 2, McKillop, the books are all covered, labelled and numbered, and the regulations strictly observed. The influence of these is good. I am sorry that these regulations are not observed in School Section No. 8, Tuckersmith. In School Section No. 7 the regulations are strictly observed, but the influence is not so great where the Library is open to the public through the pupils only, as in No. 7, Tuckersmith, as when open to the adult population, as in No. 2, McKillop. The distribution of prizes has an admirable influence for good, when made upon the ground of merit.

90. *R. D. Bonis, Esquire, Hay, Stephen, and Osborne.*—I beg to state that, with regard to attendance, school accommodation, and school apparatus, a gradual, but steady, improvement continues to be made. You will notice that the column for absentees is not filled up in my reports, which is attributed to the fact that I place no confidence in the reports I receive from Trustees under that head; for, as I once before reported to you, I find that the school population is generally over-estimated, and when Trustees make any report on the subject, they simply subtract the number on the register from the whole estimated number. In order to make the absentees report at all reliable, Trustees should be required to report the names and ages of the absentees in their December semi-annual return; and I think, too, that the Trustees of school sections should be empowered to supply clothing to destitute children, in order to enable them to attend school. A provision enabling parents to send their children to the nearest school, would be but a simple act of justice, and would tend to reduce the absentees list very materially. In Osborne, a Township Librarian changes the books from one school section to another annually, and reports to the Council the number of books lost or injured, and the sections chargeable are required to replace them. This arrangement gives satisfaction to the rate-payers, and causes school section Librarians to exercise care and keep accurate registers; accordingly, we have full and reliable returns of Library statistics from Osborne, whilst from Stephen, where the books are not controlled by the Trustees, the returns are exceedingly unsatisfactory; and I have reason to believe that in many parts of the township the circulation is very limited. I am of the opinion that, next to the establishment of schools, the establishment of Libraries has the strongest claim on the attention of those who are entrusted with the interests of education. On the subject of distributing prize-books, I can only say, that the teacher has it in his power to determine the amount of good effected by giving prizes. When the teacher keeps an accurate register of the attendance, behaviour and diligence of his pupils, and distributes the prizes in accordance with the merits of the pupils, the results must be highly beneficial.

91. *William Shorn, Esquire, M.D., Hullett and Wainwright.*—Since my appointment, in October last, I have visited and examined all the schools in my division, and have to report that their condition is, on the whole, very gratifying. The people are building new school-houses at heavy expenses (the one in No. 3, Hullett, just completed, cost \$1,000), and are taxing themselves liberally for the support of education. The attendance is very good, as you will see by the printed report; in some sections all the children are reported as entered on the register, and in others only two or three are absent. The teachers, with a few exceptions, are well up to the mark, and the number of third-class very small. Our questions are printed but I think the time has come for the establishment of a Board to grant Provincial Cert

tificates, according to the last clause of the new Grammar School Act. There is not much done in the way of religious instruction. It is always so in the country; the paucity of the Clergymen and their distance are obstacles which are not felt in cities and villages, where the regulations in regard to religious instruction can be more completely carried out. The authorized books are exclusively used, and maps are found in nearly all the schools. Upon the whole, the condition of the schools is fully up to the condition of the country, as some parts, just emerging from a wilderness, have their school-houses (rough, it is true), with children in them capable, often, of passing a very creditable examination in the History, Physiology and Philosophy of the fifth book. I cannot say much as to their progress (having been so recently elected to office), but may be able to do so on some other occasion.

92. *The Reverend Hamilton Gibson, Goderich and Stanley.*—Having only held the office of Superintendent of Schools for the Townships of Goderich and Stanley, since April, 1865, I have but few remarks to make on the state of education in the schools under my supervision. Their progress and efficiency are, upon the whole, in a satisfactory condition. There are no third class teachers employed in any of the sections in these townships. There is a disposition on the part of the Board of Public Instruction to discontinue granting third class certificates, and to exact from first and second class teachers more than the minimum qualification, as prescribed by the Council of Public Instruction for Upper Canada; at the last meeting of the Board, twelve candidates were rejected. The Revised Programme for County Board Examinations is observed, and the questions are printed. At one time, I believe, the examinations before the Board were conducted orally, but the present mode is preferable in testing the qualification of teachers. There is, undeniably, much irregularity of attendance on the part of the scholars. This is attributed to bad roads, bad weather, and distance from school, as well as carelessness of parents, but principally I would say, to the disposition of parents to keep their children from school, to perform odd jobs at home. In most of the sections under my care, the children who never attend any school are few and far between. In some schools prizes have been given during the past year, and with very beneficial results, and so far as my knowledge goes, the prize-giving system is gradually gaining ground in the schools. In the course of my visits, I have been a good deal disappointed in finding so few libraries, and have taken occasion to point out the advantages of having such auxiliaries established in every school. The regulations with respect to religious instruction are, I am sorry to say, but partially attended to by the teachers; and it is a remarkable circumstance, that the practice in question is principally observed by the best qualified and most efficient teachers.

93. *The Reverend William Barr, Ashfield.*—I have great pleasure to be able to record that the schools under my superintendency are better attended this winter, than I have yet found them. It would be satisfactory, indeed, were this healthful condition of the schools to continue throughout the year; but this is not likely; the busy season of the year is rapidly approaching, when the robust of both sexes will be called away to engage in domestic and field operations. It is greatly to be regretted that through the carelessness and indifference of parents, too many children—small as well as great—are denied those opportunities of having their minds developed, which our Common School system is so well adapted to accomplish. It would, I think, be desirable, could any agency be brought to bear upon such parents, so as to enlighten them on a matter of such vast importance as that of the education of their children. The County Board, in its examination of teachers, attends to the Revised Programme, and the questions are printed. The books in our various libraries are covered, labelled and numbered. The books seem to be in general use; and if they are of the right sort they cannot fail to have an enlightening and moralizing influence upon the people, young and old.

XXXII. COUNTY OF BRUCE.

94. *W. J. Francis, Esquire, M.D., Arran.*—I beg leave to say that I have been newly appointed and am not so well able to answer the general questions as I should wish. The general causes of non-attendance are set down as, "Indifference on the part of parents," and "Kept at home to assist on the farm." The library regulations are strictly observed.

95. *William Bull, Esquire, Albemarle and Amabel.*—As this is a new country and

but thinly settled, there are great difficulties in the way of establishing schools and keeping them in operation; but the people generally are anxious to have their children educated, and send them pretty regularly when the weather and roads permit. The schools in Section No. 1, Albemarle, and No. 2, Amabel, are now in fair working order. They both have female teachers holding second-class certificates, with a general attendance of about 20 pupils. Section No. 1, Amabel, is in a very unsatisfactory condition. The section is too small to warrant the trustees in keeping the school open, and the majority of the people have at last consented to form a union with another small section in the adjoining Township of Arran. There is a comfortable log school house in each of the sections. There are three other sections organized in Amabel, one of which (No. 3, Amabel) has a good log school house, in which a school is to be opened immediately. The amount of the Legislative Grant apportioned to these townships is very small. I have suggested to the Township Council the propriety of dividing the proceeds of the Clergy Reserve Fund coming to this township among the schools, which I trust they will do. I visited the schools in July, that is those in Sections No. 2, Amabel, and No. 1, Albemarle. The school in section No. 1, Amabel, was not open then, and I had no information of its being open until the end of the year. I found the school conducted satisfactorily and the pupils making good progress, though there were no maps nor school apparatus—nothing in fact beyond a blackboard and the text books of the school. I recommended the trustees to obtain maps, &c., and trust they will do so.

96. *John Eckford, Esquire, Brent, Carrick, Cadross, Elterzie, Saugeen and Greenock.*—Nearly twelve months ago I visited a number of what I understood to be amongst the best schools in some of the older counties. My object was to note improvements in tuition with a view to the improvement of the schools under my care, and especially for the purpose of comparison, that I might be well assured they were in good and efficient condition. I experienced much kindness, and all the information I desired was freely afforded. Some of these schools were exceedingly well taught, and in nearly all I saw that the business was well conducted. I returned from my tour with the hope, or rather the pleasing persuasion, that should some brother local superintendent visit my district he would feel almost if not altogether equally pleased with what he might see in what has scarcely ceased to be spoken of as the backwoods. Having had much experience as a teacher myself, at an early period, and not a little to do with education in one capacity or another ever since, the superiority of our present system and the ability and earnestness of a large proportion of the instructors in carrying it out often strike me very forcibly. There is also in this district a better appreciation of the value of a higher and more thorough instruction than existed a few years ago. It was no uncommon occurrence for teachers to meet with opposition from parents in regard to instruction in the higher branches of our Common Schools. Their objections may be comprehended in two words, "*Cui bono?*" Numbers also, who had no children, murmured at the expense they were put to in educating those of their neighbours, and many were the angry contests for the imposition of rate-bills. Now there is a wonderful unanimity and hearty coöperation. It is becoming well understood how much the welfare of our country and her progress to a high place in the scale of nations depends upon the general and proper education of the young and rising generation, and that therefore every man who has got a stake in it—every man who has got a regard for the general weal—ought to feel an interest in our schools, and do all in his power to promote their prosperity. Our libraries, I think, have done good service in enlightening the public mind on this subject, and I also think I am warranted in saying that the numerous lectures on education have told with considerable effect. I have done what I could for our schools, and not a few of the trustees have done their duty well, but after all their prosperity depends mainly upon the teachers. Good schools and good teachers go together. Our teachers as a class are steadily rising in attainments. The faithful scrutiny of our Board of Examiners is securing competent teachers. But something more is wanting—a genius and aptness to convey knowledge. The good reputation of many is established, but others new to the profession are continually coming in, and such of them as have been trained under skilful instructors and possess fair qualifications, copy their master and at once begin to distinguish themselves; but others in no wise particularly endowed, just begin to teach as they were taught by masters—perhaps only a few steps in advance of the ancient pedagogues who so ably birched our great grand-fathers. No doubt these improve in course of time, but not a few have I seen serving lengthy apprenticeships at

the expense of the section. This is the principal cause of my inability to report so favourably of some of the schools as of others. The public benefit would be promoted were all our teachers to pass through good training institutions. For in this as in other professions, we find persons offering themselves who give no promise of ever becoming efficient teachers, and it would be a good service to them to turn them aside in search of some other calling for which they may be well fitted. Our libraries are not numerous; to get them established is a work of difficulty, not less so to keep them up. Years pass without any additions, and the readers drop off. I almost wish it were compulsory to apportion a small sum annually for this purpose.

97. *The Reverend Wm. Fraser, Kincardine, Bruce, Huron and Kinloss.*—The number of wild Arabs not sent to any school, is, as you may see, becoming beautifully less and less. A mild measure of compulsion, however, might, in many places be a great improvement, and would, generally, be gladly received. Public sentiment is perfectly ripe for the change. The common cause given in almost every report is the indifference of parents. Extreme poverty, sickness and religious convictions I would excuse, but all put together does not make one case out of ten. The very fact of a law made, would almost cure the evil, and its power would be greater as a parliamentary statute, rather than as a municipal rule. Many of the municipal bodies might not make such, but would gladly accept of the same if made to hand. The doing away with the Trustee Boards in favor of Township ones, will be no small improvement. But whether such Board be the Town Councils or Boards elected for the purpose, they will meet with great difficulties, unless the teachers are brought to a common standard and an uniform salary; leaving the sections with an annual meeting to vote any extra amount necessary for anything superior. Suppose the Board would give, say \$20 a month, this would pay for an efficient female, and the most of males would accept it. Such as would require better at \$25 to \$40 a month, let them vote for the same and pay for the peculiar favour received. Thus the work of the Board would be easy, and might be done by the Council, when no favour would be expected or possible. The crowning glory of the change would be in the justice done and protection afforded the teacher; making his profession tolerable and respectable; changing his yearly appointment to one during good conduct, with power to remove him from one place to another, but not subject to dismissal without good cause; tried first in the school, the people and teacher face to face, by the Superintendent, and the same reported. The Superintendent's nominal quarterly report to the County Council should be changed to a yearly one; also special ones could be made to this Township Board when required;—the same being a pains-taking, practical document of the state and progress of each school, recommending the change of teachers when needful for the good of the cause. When I speak of an equal standard of qualifications, I mean the grade which all the teachers employed should possess; leaving it optional with themselves or Board to have more for the more advanced schools. Should such protection and permanency be afforded to the teachers, the Normal School would be crowded, and in five years might supply the whole Province. The teachers dismissed, would generally go there and return fit for their work, and all this trouble and expense with a County Board of Examiners, done away with in a few years altogether. Their present expense would almost, in said time, pay the way of such teachers through the Normal School. Who at a glance will not see the great benefit of such exchange? On all hands it is allowed that those teachers who do nothing, but go from place to place, offering their services lower than teamsters and herd boys, are effectually destroying the system, and supplanting and rooting out the best teachers, as a great many of the present Boards employ the lowest that offer as the best for them. So young men of spirit walk away and leave the profession for one more congenial. This is a crying evil which must be stopped, change or no change. There is danger, however, in opening the question till Federation be the law of the Province. The influence of libraries is undoubtedly good, and greatly needed, other means of improvement being so scarce in bush life. The youthful mind, so craving for information, must have the pernicious, if the useful is refused. The books are generally carefully kept, but less of fiction and more of fact would be a great improvement, and create a sound taste; on this point the American mind is a solemn lesson to us. The Revised Programme, for County Boards, is observed, and the questions are printed.

XXXIII. COUNTY OF MIDDLESEX.

98. *Charles Hardie, Esquire, Nissouri West.*—The agitation concerning remodelling our School Sections has nearly subsided. Two good school-houses have been erected (one remarkably so, in the arrangement of desks, in ventilation, and in many other conveniences), which I hope will have the effect of stimulating others to have their schools equally good. Our schools are still supported by the Free School system, and although you will find a decrease in the length of time a few have been kept open, it is entirely owing to the changes already mentioned. A new mode, on the pic-nic plan, of conducting examinations has been generally introduced among our schools during the past year, by which means great crowds assemble to hear the pupils undergo a slight examination in some branches of their studies, recite dialogues, and sing, which usually produces a sensational effect on the spectators; but I fear it will be productive of injurious results to pupils, teachers and parents, for the following reasons, viz: The minds of pupils are diverted from study for a considerable period before the display; moral and indecorous dialogues frequently succeed each other for the amusement of spectators; inferior as well as good teachers can easily exalt themselves in the public estimation by such deceptive means; and parents feel proud that their children can make such ostentatious displays, while a thorough school examination would be repulsive to their minds. Some teachers make a great outcry against some of our school books, as being un-uitable; but I have found, on examining the schools of these complainers, themselves, together with their pupils, that, instead of requiring other books, they have scarcely a rudimentary acquaintance with those now in use. As I believe we are now on the verge of a great change in the Common School System, I would humbly suggest that some stringent provision should be made for an examination of teachers concerning an improved method of teaching, similar to that practiced in the Model School; for I find that some teachers who have seen the method there taught, and have introduced only a part of the scheme, have produced such remarkable results thereby as to be plainly discernable to the most indifferent observer. I trust that the contemplated changes will either be speedily introduced or abandoned altogether, as the proposed erection of some school-houses here will be postponed until the result is known. I still retain unchanged confidence in you, that the difficult task you have voluntarily undertaken to prosecute to completion, are purely for the benefit of the present and future generations of Canada; therefore, I hope that, in proportion to the importance of the undertaking, strength from above will be given to you to remedy any defects pervading our Common School System.

99. *William Taylor, Esquire, London.*—There are only three sections in the township which may be said not to be free; the others named as having a rate-bill receive the amounts from persons going to the schools for a short time, not being permanent residents of the township.

100. *T. E. Sanders, Esquire, Biddulph.*—Many changes have taken place in this township amongst our teachers; and I can congratulate the section on having hired teachers whom all must respect; and I believe that these persons will faithfully perform their most important duties, looking to the one great object of their profession—the advancement of their pupils in secular knowledge. It appears from reports that seven schools regard religious instruction; if this is the case, may God's blessing attend it! The revised examination programme is observed, but the questions are not printed. The Library books are covered, labelled and numbered. My hope is, that we shall yet be a reading people. The distribution of prizes, if generally adopted, would be of very great influence.

XXXIV. COUNTY OF ELYN.

101. *The Reverend Edmund Sheppard, East Riding, County of Elyn.*—I know of no school in the townships I have the honor to superintend, in which the regulations about religious instruction are carried out; and while I would most earnestly desire to see more of the moral and religious element mingled with our system of education, yet to communicate religious instruction in our Common Schools appears to be impracticable; so many sects, so many jealous surmisings, and I might add, such an inordinate and unreasonable preference on the part of many parents, to the intellectual rather than the moral development of their children; all contribute to render this provision of our system useless. In my addresses to the pupils, when visiting the schools, I am careful to impress upon their minds, the excellence of

moral cultivation and religious discipline. The Board of Public instruction in this county, is anxious to contribute to the moral welfare of the young, by a most rigid adherence to the requirements of the law respecting the moral character of the teachers, probably no Board in the Province has taken more pains on this subject, than the Board meeting at St. Thomas. The Boards of Elgin have also been very strict in the examination of teachers, and our schools are now supplied with a very superior class of teachers. The attendance at the schools for 1865 was good; this, I think, is in a great measure owing to the large number of Free Schools in East Elgin. The Free School system has so rapidly increased, that if it continues at the same rate, all the schools will soon be free. By consulting the reports it will be seen that in each of the townships the Free Schools and Rate Bill Schools stood as follows:

Bayham	15	Free.	0	Rate Bill.
S. Dorchester.....	5	"	2	"
Malahide	15	"	6	"
Yarmouth.....	14	"	3	"
			—	
Total	49		11	

The people of this county are beginning to take an interest in school libraries; we have been backward in this matter, but hope soon to walk up to the front. On the whole, I think I am safe in reporting our schools in good working condition, and in a progressive state. There is a continued and healthy interest in education amongst us, which I trust will remain and increase.

XXXV. COUNTY OF KENT.

102. *Edmund B. Harrison, Esquire, County of Kent.*—It affords me pleasure to state that the schools in this county, generally speaking, have progressed during the past year,—the schools evincing the greatest progress, whose teachers have received the heartiest co-operation from the Trustees, and parents of the children. As yet, I cannot speak definitely upon the influence exerted by the distribution of prizes. The attention of the teacher and trustees have been frequently directed by me to the advantages which would result from a proper use of the tickets and reward cards provided by the Educational Department. The beneficial influences of the Common School Library depend a great deal upon the teachers, who are generally the librarians; if they evince a kindly interest in what their pupils read, and judiciously assist them in their efforts to acquire knowledge, the library books will be read with avidity. The accompanying printed questions for the examination of teachers, prepared by one of the members of the County Board, and submitted to the Secretary for approval before being printed, will show that the Revised Programme for County Board Examinations has been observed. By a resolution passed at the last meeting of the County Board, candidates answering at least three-fourths of the value (not number) of questions, will be entitled to a first class certificate, grade A; five-eighths, first class, grade B; one-half, second class, grade A; three-eighths, second class, grade B. Every exertion has been made to raise the standard of the qualifications of our teachers. The great difficulty in retaining teachers of a superior grade of qualification is, the salaries paid are so small, that persons with the education which a first class teacher must possess, can do better by going into other professions. It is not altogether through the niggardliness of Trustees, that better salaries are not given, but the inability of the school sections as now constructed to sustain the necessary taxation. I would respectfully call your attention to a "missing link" in the Common School system of Upper Canada, namely, provision for the education of the deaf and dumb. The importance of educating the deaf and dumb is well expressed in the following extract, taken from the forty-ninth annual report of the Directors of the American Asylum at Hartford, for the education and instruction of the deaf and dumb. "Without the education and culture suited to his peculiar infirmity, allowed to grow up in ignorance, and to battle for himself as he may, with the stern realities of life, the deaf mute is, beyond question, the most pitiable being within the circle of civilized society. Far more than the blind or even the insane, is he an object of commiseration. The eye of the blind child is closed to the beauties of external nature, but the ear remains open to the words of wisdom and instruction. Even if he is so unfortunate as to be denied the means of education, he has the same degree of intelligence as the family in which he lives, or the circle of society around him. Insanity, while it disorders the mental

powers, and forestalls their proper action, also relieves the mind from moral responsibility. But congenital deafness, while it leaves the mental faculties unimpaired, shuts out almost the nutriment which is essential to their development and growth. It allows but few rays of light to enter through the walls of the dark prison in which the mind chafes and groans in isolation and solitude, but knows no way of escape. Now education is the sovereign panacea for the ills which his misfortune brings upon the deaf mute, that education, and in general only that which is found in Institutions established to meet his particular need. This, to a most wonderful degree, lifts him out of his misfortune, and takes off the burden that presses so heavily upon him; it restores him to communion with his friends, and to intercourse with intelligent society. With his mental and moral faculties enlightened, he becomes a useful citizen, and in instances not few, a christian man. The deaf mute therefore needs, not an inactive morbid sympathy with his misfortune, not so much pecuniary aid for the supply of his physical wants, as education—that culture which will fit him for his duties as a member of society, and for his responsibility as a moral being.” A small but efficient school for the education of deaf mutes, has been in operation about a year in the Township of Raleigh. Mr. Henry White, a farmer of Raleigh, visited several institutions for the education of deaf mutes, in the United States, for the purpose of securing admission for one or more of his own children, but finding that to be impossible, on account of the crowded state of the schools, he was compelled to devise some other method of obtaining an education for his children. Upon visiting the school above mentioned, I found eight pupils present, whose minds, once shut up in almost impenetrable darkness, were being gradually led forth to become industrious, intelligent and christian members of society. The teacher, a deaf mute, from Oakville, C. W., is a graduate of the Deaf and Dumb Institution at Hartford. I am informed that there are at least sixteen deaf mutes in Kent, and about twenty in Elgin. Could not a fund for the deaf and dumb be set apart, according to their number in Upper Canada, and distributed to the schools according to their attendance? The schools receiving any aid from the Government, ought to be taught by teachers who are graduates of some one of the different Institutions for the education of the deaf and dumb. In the anticipation of the present state of things being altered, I have not touched upon the many hindrances to the efficiency of our Common Schools. I have no doubt when there is only one Board of School Trustees for each township, a broad foundation for a good system of Common Schools will be attained. The power of acquiring school sites by arbitration in cases where the owners either refuse to sell, or ask exorbitant prices, ought to be introduced among the proposed amendments to the Common School Act.

XXXVI. COUNTY OF LAMBTON.

103. *The Reverend Peter McDermott, Moore.*—I have much pleasure in stating that the schools in the township are efficiently conducted. The teachers generally are diligent and faithful, but they have to contend with difficulties, such as irregularity of attendance, small school houses and want of apparatus. These last, however, I confidently expect to see removed when the whole township is under the management of one Board of Trustees. The number of children who do not attend is very considerable. The only cause that can be assigned for their non-attendance is the negligence of parents, as they are, with very few exceptions, within easy reach of a school, and as nearly every school in the township is free, they cannot plead poverty. The general regulations with regard to religious instruction are generally followed, and the results are decidedly beneficial, as it associates learning with religion in the minds of the young. With respect to public libraries, I am sorry to say that very little attention has been paid to the subject in this township. A few sections did obtain small libraries; but they have added nothing to them, and in a year or two very few read the books. From the limited number of books read, it is impossible to form an opinion as to the influence which they exert, further than the fact that good books necessarily exert an influence for good, and not only interest but instruct, refine and elevate. The prizes distributed during the year have been few, but I am satisfied more attention will be paid to this subject, for its influence is good. It stimulates to exertion and diligence; it makes children more desirous of attending school, and especially of attending regularly. The Revised Programme for County Board Examinations is observed. The questions are not printed.

104. *The Reverend Joseph C. Gibson, Warwick.*—I have to report that on the whole

the schools in this township are in a satisfactory condition, though in many there is room for improvement. The distribution of prizes in two or three of the sections has had a good effect. The regulations in regard to religious instruction are not generally followed. At the meeting of the County Board of Instruction the questions are not printed, but given out at the time by those members of the Board who conduct the examinations. I have only to add that illness, together with the fact that I only succeeded in getting the last return from trustees on the 17th, has prevented me from sending in the report at an earlier date.

105. *The Reverend J. S. Baker, Enniskillen.*—I have much pleasure to report that the schools of Enniskillen Township are yearly increasing in efficiency and I think would compare favourably with any Common Schools in this county. The system of managing township schools under a School Board, I think far superior to sectional trustees. Our schools have provided for them the most efficient teachers, and the proficiency of the pupils during the past year has been very satisfactory.

XNNVII. COUNTY OF ESSEX.

106. *H. H. Cunningham, Esquire, Andoverton.*—There were six Common Schools in the township when I had the honor of being appointed Local Superintendent, besides a Union Colored School. Now, through litigation and disagreements, only four are to be found, and the Union School has entirely fallen to the ground, owing to a want of support. Besides the four Common Schools, there are now two Separate ones, a Roman Catholic and a Protestant, which owe their origin to an unpleasant feeling among the rate-payers, caused by the location of school houses, as well as a dislike to the teachers employed. Now the Protestant Separate School is attacked in its turn by the Trustees of Nos. 1 and 4, for, as it is averred, illegally taking support from their schools. The case is at present before the County Judge. Notwithstanding the bickerings, I have much pleasure in informing you that the attendance of children at the different schools is on the increase, and the desire of parents and guardians towards education is made more manifest. I know of only two families in the township who neglect the training of their children, except, indeed, those colored families in the Union Section, who have no school to send their children to; and this, certainly, is a great hardship on them. The school-houses in Nos. 1, 2, 5, and 6 are round log ones, and are in a very dilapidated condition. The chilly blast in this inclement season sings through the many crevices, and the pupils hug the stove—if I may be permitted the expression—with anxious care; still, they study ardently and appear cheerful and happy, which, under the circumstances, is marvellous. The two former schools are supplied with maps, and show a larger average of attendance than any other schools in the township. The supporters of Section No. 6 are only able to keep open the School six months in the year. They are new settlers, and have yet to suffer many hardships, and are therefore unable to supply the means of paying a teacher for a longer period. There is nothing to be found in this school-house but a few benches and one desk, and, on the whole, it has a very dismal appearance. The school-house of Section No. 4 is a very good hewed log house on pillars; the Trustees neglecting to under-pin it, leaves the bottom exposed, which causes a very uneasy feeling to the scholars on a cold day. This school is supplied with maps. The school-houses of the separate schools are frame buildings, and are very creditable to the Trustees, showing a degree of comfort and warmth not generally found in the country; but I am sorry to say they are wholly destitute of maps and other requisites, which greatly retards the progress of the pupils, and occasions much anxiety to the teacher. The contemplated change in the government of schools, by substituting one Board of Trustees instead of the many corporations, will, in my humble opinion, have a very beneficial effect. Not only will it do away with many dissensions, but then the rates will be struck off the township for the support of the schools, and the sections now poor and backward will then be enabled, by the aid of the richer ones, to have schools open throughout the year.

107. *Francis Dupuy, Esquire, Sandwich-West.*—Our schools are advancing gradually to perfection. Teachers and pupils seem to be anxious to make the study of the higher branches the object of their aim. Certainly, the success of their mutual efforts is remarkable in two of our schools, in which reason and judgment conduce especially to the acquirements of elementary knowledge. This is a good basis, moral and religious instruction being the ground upon which the whole stands, and the Trustees of Sandwich-West take care that this is the

case. In two of our schools assistant teachers are wanted, on account of the large number of pupils frequenting the school daily. The Trustees, until this year, could not meet the expense. The distribution of prizes has been on the decrease this year, but the blame cannot be laid at the door of the Trustees. In most of the sections they were prevented from applying for prize books on account of the ill health of their agent. This is to be regretted, for, last year, the distribution of prizes had a most encouraging effect. The Trustees' accounts show a marked improvement, except in one section. The evil of changing teachers has been felt a little among us. It has taken place in four schools—sometimes on account of the teachers leaving themselves. In one case the teacher has been removed by the Trustees. Whatever may have been the cause of such change, it has entailed loss of time on those schools where it took place, by substituting a new method of teaching.

108. *Alexander Craig, Esquire, Tilbury West.*—All the schools in this township during the past year, were free, and they are the same this year. We have no trouble about Free Schools. All the sections are in full operation with the exception of one, and that is a new section; they are about building a school-house before a school can be kept. One section has erected a new commodious School-house (frame), furnished with a desk and seats of the latest and most approved plan, at a cost of nearly \$600. The Common School education is steadily advancing and generally efficiently taught, with room for improvement. The sections have all maps, but are in want of globes, apparatus, &c. I have been advising all the sections to get proper apparatus into their schools, and have got the Trustees to promise that they will purchase them as soon as their finances will admit. I believe the Trustees are anxious to have well qualified teachers, they were requested by the parents to keep the then present teachers, so the teachers were all re-engaged with the exception of one who was previously engaged for three years. The services of the teachers were duly appreciated. I am opposed to the frequent changing of teachers. The general regulations in regard to religious instructions are very defective. We have churches and sabbath schools, which I believe are the only places where the children receive instruction. The schools were all opened and closed with prayer and the scriptures read. Indifference of parents is always reported by the Trustees to be the only cause of non-attendance. I cannot believe that to be the only cause, for bad roads, inclement weather, distance, being required at home; all these things and many more, which are to be taken into consideration, make up the actual cause of children's non-attendance. I do not mean to say that there is no indifference on the part of parents, for I believe they are faulty in some degree. The examinations were poorly attended. Two sections got up picnics, and the children and those present had a pleasant repast and various amusements. When these take place we have a great audience. Prizes were distributed in two sections and when judiciously given we may be certain of a good result. We have no township library as yet, but we have Sabbath school libraries, which are well read, have done much good and are highly appreciated. The County Board is making progress in the standard of qualification of teachers. The *Journal of Education* is in great request and much sought after, but often lost in some of the post-offices.

109. *George Gott, Esquire, Malden.*—The schools in this township as a general thing, are very encouraging. There are very few children of school age who do not attend. Our township being a mixed population as regards religion, no religious instructions are inculcated; they are entirely omitted in the school. I regret that there is no school library in the Township, the subject is kept before the committee at the annual meeting; the committee of school section No. 2 at its last annual meeting, provided the sum of thirty dollars for the purpose of a school library. In this section (No. 2,) prize books have been distributed this year, with, I think, a beneficial effect. There are five Common Schools in this township, and two Colored Schools—one a Separate and the other a Union School in connection with the Township of Anderdon. We also, at the end of last year, formed a Union School, with school section No. 7, Township of Colchester; I think it will have a beneficial effect; it was so far for the children to attend any of our schools. I am very happy to be able to report progress in all of the five schools, viz., Nos. 1, 2, 3, 4, 5. Nos. 1, 2, 3 and 5, are remarkably well conducted; No. 4, I am sorry to say, does not work so well, the Trustees and the inhabitants not agreeing as they should; but now, there seems to be a better spirit, they have just completed a very substantial school-house, and are

about to open a school therein; this section when in good working order, is second to none in the Township, and I am in hopes that all will be well with it now. *The Roman Catholic Separate School Act*, is not working well for our Common Schools; that clause allowing persons living within three miles of a Separate School, had the effect of drawing some very wealthy Roman Catholics from our Common Schools, they, thinking the Separate School will not be taxed so high as the Common School, and also making that distinction between Roman Catholics and other Christians which should not exist. I think that each township or town should support its own schools and not infringe on its neighbours.

XXXVIII. THE CITIES.

110. *The Reverend James Porter, Local Superintendent, Toronto.*—The military drill of the senior pupils of the several schools, for one hour in each week, was resumed during the first week in May, and continued until the end of November. Its effects, as heretofore, have been uniformly beneficial. The Rev. Mr. Boddy has again very kindly furnished religious instruction, during one hour on every Friday afternoon, to those pupils of the Park School whose parents are members of the Church of England; and a similar good work has been performed by the Rev. Mr. Baldwin, at the Victoria Street School, on every Wednesday afternoon. To Jesse Ketchum, Esq., the schools are again indebted for 265 copies of the New Testament, (in value, \$23.85,) which are used in school by those of the senior pupils who receive them, while they remain under our care; and are taken with them, as tokens of Mr. Ketchum's kindness, when they leave school. The three usual Examinations were held in the course of the year, namely, the Combined Examination of pupils selected from each Division of each Department of the several Schools, and the Summer and Winter Examinations of all the Schools. The Combined Examinations took place, by order of the Board (on the recommendation of the Committee on School Management), at the Victoria Street School-house, on Monday, the 17th of July. The examiners were the Rev. Wm. Gregg, M.A., and the Rev. A. Wickson, LL.D., Head Master of the Toronto Grammar School. As on former similar occasions, the pupils examined were three individuals from each division of each department, male and female, of the several schools, selected by their respective teachers for their general proficiency combined with uniformly good conduct, and approved by the Local Superintendent. As recommended by the Committee on School Management, it was ordered by the Board, that a Public Meeting for the distribution of Scholarships, Prizes, and Certificates of Honor, recommended by the Examiners, be held in the St. Lawrence Hall, on the evening of Friday, July 28th, the arrangements for which should be similar to those of former years. The Mayor of the City, was, as usual, invited to preside and to distribute the honors to the successful candidates. His worship, however, being unavoidably absent from the City, his place was occupied by the Chairman of the Board of Trustees, the Hon. John McMurrich. The Common Council of the City having made a grant for the year in aid of the County Grammar School, the Mayor, on behalf of the Common Council, was pleased to accept, as beneficiaries of the City, seven of the senior pupils of the City Schools, who were recommended by the examiners for such special distinction, and were nominated accordingly by the Board of School Trustees. The following are extracts from the report of the meeting, as furnished by the *Globe* newspaper of Saturday, July 29th. "The report was received with applause, and the distribution of the scholarships, prizes and honor cards was then proceeded with, the pupils being called upon the platform in groups, according to the reward to be given. In presenting them the chairman addressed to the recipients appropriate remarks, calculated to urge them on to still greater attainments and honors in their studies and through life. It was a most pleasing sight to a disinterested beholder, and one highly gratifying to the parents and friends of the girls and boys, to see them come forward to the platform, one by one as their names were called, in full view of the whole assembly to receive their prizes, and march off with them to their seats amid the applause of the audience. The books distributed were all got up in most handsome style, and many of their recipients exhibited the value they attached to them by taking them at once to their friends in the audience for examination. On the girls' side of the hall, one of the most valuable prizes was carried off by a young lady of African descent; and on the other side a little boy from the Protestant Orphan's home, occupied an honorable place among the prize takers. The interesting ceremony concluded, the meeting

was addressed by the Rev. Dr. Willis and the Rev. Dr. Ryerson. In concluding his address the Chief Superintendent stated that they had on the platform a gentleman, the Rev. Mr. Fraser, who was deputed by the English Government to visit Canada in the interest of improving middle-class education in England, from whom, if he would be kind enough to gratify them, he was sure the audience would like to hear. (Applause.) Rev. Mr. Fraser said that at the urgent solicitation of his friend, the Rev. Dr. Ryerson, he had consented to make a few remarks. He had been sent to America by a commission appointed by the Queen, to inquire into and, if possible, improve the system of schools for the education of the sons and daughters of the middle classes of England. Those schools were at present in a very unsatisfactory condition. Some of them were Grammar Schools founded two hundred years ago, in which very little improvement upon old methods had taken place. Another class of schools was supported by joint stock associations and a third were denominated Private Venture Schools. He had been but a week in Canada, but had spent three months in the United States, in different parts, examining the working of their school systems. He found his visit here rather inopportune, on account of the vacations, and was afraid he would only have a month to spend in the Province. It was his intention to be present at the Provincial Teachers' Association, which commences in this city shortly, and to visit as many of the schools through the country as possible. He thought the expense of educating the youth of Toronto very light, after having come from New York, where it was \$20 per scholar. Knowing something of the cost of other descriptions of schools, he could say that, to him, the expense of the Common School education seemed very light. Again, in measuring the expense of different systems, one must remember the old maxim, that there is a sort of economy which is penny wise and pound-foolish, which looks after cheese-parings and potato peelings, and takes no notice of great oceans of waste in other parts of the establishment. And, in looking at what their schools cost, they should consider also what they save in policemen, gaols, penitentiaries, poor-houses, &c. (Hear, hear.) He believed the efficient masters of Louisa-street and Victoria street schools, which he had visited yesterday, were worth nearly a hundred policemen. Another objection to the American and Canadian system, which he had heard before coming here, was that it was a godless system, by which it was meant that the teaching of religion was excluded from those schools. He must say that he, for one, as a clergyman of the Church of England, did regret that in the United States and here, it was not possible to introduce something more of direct religious teaching—he did not mean sectarian or even doctrinal teaching, but something to bring the children more under spiritual influences, and to make them realize their relations to God their Father, Christ their Redeemer, and the Holy Spirit their Sanctifier. But the blame for the exclusion of religious teaching must not be thrown on the school system—it was the Christian communities which could not agree among themselves, that must bear the burden and blame of that. (Hear, hear.) It had struck him as a remarkable thing, in looking over the report of the Local Superintendent for 1864, that even the provisions of the law which allowed a very considerable proportion of religious instruction to be given in their schools, were rarely complied with. And he was told as a fact, that, though every school in this city was open to the teaching of ministers of religion for one hour of the week, and that one of the school hours, if they chose to come and occupy it, there were only two ministers of religion in this city who used the opportunity thus placed within their reach. He concluded, therefore, that it was not for clergymen, to whom the doors of the schools were open but who did not enter them, to turn round and say the system was godless and irreligious. (Applause.) Mr. Fraser went on to remark, that even the mere cultivation of the intellect was favourable to religion rather than otherwise, and that if religious differences did not allow much religious teaching to be given in the Common School, the cultivation which the intellect of the child received in the day school made it more fit for profiting by the instructions of the Sabbath School teacher, and the ministrations of the pulpit. He proceeded to express his high opinion of the excellence of the Canadian educational system as a whole, some parts of which he thought might be transferred with advantage to the mother country, and concluded with some eulogistic remarks on the energy and ability which had been displayed by the Chief Superintendent in bringing it to its present state of completeness. He resumed his seat amid loud cheers. The Reverend Dr. Fuller and other gentlemen made further remarks.

Report of Visitation of Standing Committee of School Management appointed by the Board of School Trustees, Toronto.

"The Standing Committee on School Management, having recently completed a second inspection of the several schools under the control of the Board, beg leave to report as follows, viz.:-

General Report.

"The Public Schools of this city were established in 1844; and have consequently been in operation 21 years. During this period no official general inspection has been made by the various Boards until last year. This has doubtless had a depressing effect upon teachers, many of whom have laboured to the very best of their ability, and with a conscientious zeal which deserves the commendation of the Board and of the public, in whose service some have spent the best portion of their lives. The schools have indeed been visited at various times by individual members of the Board, who have, for the most part, walked through the departments, without coming into direct personal contact with the system. They have thus obtained, it is true, some slight appreciation of the general excellence of the system adopted, but have not had the opportunity of actually mastering its details. Efforts have also been made, at different times, to create a spirit of emulation, and to rouse both teachers and pupils to redoubled exertions, by the establishment of combined examinations, in which certain schools are brought into comparison with others of the same grade—by the granting of certificates of honour and prizes to successful candidates—by the founding of Grammar School scholarships for the boys, and the presentation of these distinctions at a public meeting. Still, your committee deemed that all had not been done that was possible to be accomplished; and, therefore, in May, last year, as a preliminary step, they determined to make a combined visitation of the schools, with the view of ascertaining for themselves the actual condition of their trust. The result of their observations was duly reported to the Board at the time, and subsequent action taken thereupon. That visitation was so beneficial to the schools, and was so interesting, as well as instructive, to those who took part in it, that your committee deemed it advisable to renew their efforts in the same direction. The first visitation occupied three entire days, and was confined to the senior divisions; but the visitation just concluded has occupied five entire days; it has embraced every division in each school, and has been conducted with more definite objects in view, as well as with greater care and preparation. There are altogether nine schools under this Board; and the committee found in actual attendance 2,708 pupils (an average of 300 to each building), who are classified in three divisions—primary, intermediate and senior.

	Boys.	Girls.	Total.
The Primary Divisions number.....	682	574	1256
Intermediate	424	342	766
Senior	382	296	678

They are taught by 40 teachers, viz.: 14 Primary, 10 Intermediate, and 16 Senior.

	Pupils.
The Primary Divisions average to each teacher.....	90
Intermediate, " " "	56
Senior, " " "	55

Each of these divisions is again sub-divided into classes, according to the attainment, namely:—

The Primary, generally into.....	5, 6 or 7 classes.
Intermediate, "	2 or 3 "
Senior, "	2 or 3 "

It will be observed that the Primary and Intermediate Divisions comprise about three-fourths of the whole number of pupils; and the efficiency of the senior divisions very greatly depends upon the training given in the lower divisions. Hence your Committee deemed it advisable on this occasion, to direct their special attention to the primary and intermediate divisions; for if the foundation be not well and securely laid, the superstructure cannot be substantial. Education may be either mechanical or intellectual; the best education has a proper amount of both; it should be intellectual from the very beginning, then every step the pupil takes will not only become easier to him, but will be a constant source of delight. But

no important lesson should be unaccompanied with such an amount of mechanical drill as will enable every pupil in each class to master thoroughly every part of the subject, in every way in which it can be viewed, whether it be in the first book of reading, or the highest proposition in geometry. No other education than this is suitable for teaching *en masse*; and that teacher is always the most successful who possesses the greatest amount of patient and unremitting drill. In the study of mathematics this accuracy of drill is, from the very nature of the subject, absolutely necessary; and why should not the same principle be applied in teaching the first, second, or third books of reading? Unfortunately, however, it is seldom put into rigid practice in teaching the purely English branches. The teacher, thoroughly understanding the subject himself, is apt to become wearied with the constant drill required, and too apt to think that by keeping his pupils back till every one in the class has mastered the lesson in all its details, parents will complain of the slow progress made; but he should remember that so long as he has an intelligent Superintendent, and a Board of Trustees, capable of appreciating his efforts, he will be entirely and fully sustained. Good teaching consists, not in the amount of work gone over, but in the accuracy with which everything is acquired; and an examination is to be valued not by the number of lessons gone through but by the accuracy, readiness and universality of the replies. These principles were steadily kept in view by the Committee, in the inspection just now completed; their object was, not so much to see the schools at their every day work, as to incite the teachers of the lower divisions especially, to put these principles more extensively into practice—to shew them what the Committee will expect in future, and to assure them that their efforts in this direction will be properly estimated, and rewarded by promotion. To accomplish this object your Committee issued a programme, ten days before the inspection, in order to allow time to the teachers of the first and second divisions to create a model for their own future imitation, and as a test of their individual ability. Of course the Committee are well aware that the classes examined in the lower divisions, having been prepared with more than usual care, exhibited a condition far in advance of the usual training given; but the Committee trust that the teachers will at least aim to introduce the same intellectual system as far as possible in every class, being confident they will find the time honored proverb, “the more haste the less speed,” absolutely and universally true in all matters of education. The following is the programme issued by the Committee:—

I. Primary and Intermediate Divisions.

Lesson 1st, Section 2nd, of the Second Book of Reading, and lesson 4th, of the Third Book of Reading, to be treated as a reading and spelling exercise, with the meaning of the words, and the sense of the subject; the same lessons to be used in each school, in the corresponding classes, so that comparison may be instituted. The examination to be conducted by the teacher, in presence of the Committee, as a test of the system, the acquirements of the pupils, and the ability of the teacher. The examinations in arithmetic, grammar and geography, will, for the same reasons, be conducted by a teacher.

II. Senior Divisions.

A short exercise in dictation (not previously selected), to be used as a test of spelling and off-hand writing; as a reading lesson, and a grammatical and analytical exercise, with the meanings and roots of words; general and mathematical geography; History from the time of Christ to the present time; arithmetic in fractions and proportion, simple and compound; Algebra, as far as simple equations; and the First Book of Euclid's Geometry. The examination of this division to be conducted by the Committee. The teachers to have in readiness, for exhibition, the writing books, and any efforts of mapping or drawing the pupils may have made. The primary and intermediate divisions were, according to the above programme, examined by the teacher, in presence of the Committee, except in one instance, where the teacher was suffering from indisposition; and the Committee have to express their entire and unqualified satisfaction with regard to the manner in which the exercises were conducted, except in two instances, which will be noticed in a special report. Allowances must be made for a very natural timidity on the part of some of the younger teachers at being required to examine before the Committee; and, in some instances, on account of the recent appointment of the teacher. The examinations were conducted with calmness and self-possession, especially

by those teachers who have for some time been in the employment of the Board. The questions were of an intellectual character, in some instances they were rapidly put, and the replies were, very generally, prompt and correct. In the senior division, the dictation was fairly done in every case, and in some was very excellent—the spelling and punctuation being generally correct, the writing good, and the matter neatly arranged. In grammar, the pupils everywhere displayed a very commendable ability in analysing and parsing. The geography was fair generally; in some cases good. In history, the period was much too extensive for a detailed examination; a few general questions, however, were put and answered promptly. The arithmetic was well done everywhere, and in some cases with more than usual rapidity and correctness. The geometry in the boys' department was very satisfactory indeed: propositions were indiscriminately selected from the First Book of Euclid, and subjected to the severest tests, authorities being required and given for every step in demonstration. The writing was in general cleanly, and, in one or two instances, superior. In one instance the committee noticed some mounted maps, the work of girls; and in another instance, an illustration of mapping on slates by a large class. These remarks apply to all the senior divisions except two, for which see special report. Your committee found the school houses in good repair, and the furniture well kept. The appearance of the pupils was, in all cases respectable; so much so, that during the whole five days only one boy was observed who had a solitary rag, which was probably an accident. The committee observed the crowded state of some of the galleries and intermediate divisions, a single female teacher having to instruct from 80 to 130 children—far too many for efficiency, unless some more perfect organization could be obtained—for when the age and acquirements of these children are considered, it will be readily seen how utterly impossible it is for a single teacher to keep the greater number in the gallery employed, while she instructs each class separately, and what a large proportion of the school hours the great bulk are expected to remain quiet without any adequate occupation for their minds. The attention of the committee on sites and buildings is respectfully invited to the desirability of lowering the seats in some of the galleries, so that the children when unemployed may be able to rest their feet, which would add much to their comfort as well as to the order of the division. The possibility of employing a corps of girls from the senior division, a short time each day, as monitors to the lower classes of these divisions, will shortly occupy the attention of the Committee. The Committee observed that considerable importance had been attached by some of the teachers of the intermediate divisions to proficiency by their pupils in Roman Notation. In the opinion of the Committee this is correct only to a very limited extent. They would suggest to these teachers that their pupils are not young Romans of the second or third century, but Anglo-Saxons, living in an intensely practical age; and that if some portion of the time consumed in teaching minute details of questionable importance were occupied in the more ordinary branches, their divisions would be still more efficient. The Committee were somewhat surprised to notice so very few coloured children attending the schools. Among the whole 2,708 pupils in attendance, the Committee observed only about a dozen coloured children; these were, however, remarked for their aptitude, and in some instances were found to be foremost in their class. As regards the third, or senior, divisions, the Committee would suggest the propriety of directing attention to the superior practical importance of teaching more minutely the history of the last two centuries. Ancient history is chiefly useful as a basis, and the most prominent points only should be dwelt upon; while the history of the last two centuries, especially English history, is interwoven with that of the entire world, and intimately connected with events daily crowding upon us; and the Committee recommend that the historic period for each term be very much limited. The Committee observed that a very general uniformity of method prevails throughout the schools; this they consider to be owing, in a great measure, to the indefatigable labors of our excellent Superintendent, Rev. Mr. Porter, who is himself, as he should be, a model of correctness and punctuality in all his engagements. In concluding this portion of their report, the Committee trust that these general inspections will encourage the teachers and incite the pupils to redoubled exertions, and that the lively interest now felt by the Committee will be extended to the Board, and through them to the public at large, until the value of our schools shall be fully recognized.

(Signed,) JOHN BAXTER, *Chairman.*

On the subject of vagrant children, the Local Superintendent remarks:—

“There is still one vacant field of educational effort which, if it seem good to this Board,

it may very usefully occupy. I refer to the uncultivated hundreds of children in our city whom parental neglect—partly, perhaps, parental poverty—and their own consequent habits indispose for attendance at our city Common Schools. A few of this class attend occasionally, but they will not long submit to wholesome restraint at school, which is not confirmed by parental influence at home. For these children some special educational provision seems to be yet required, supplemented by such private or public benevolent care as will provide, in part at least, the food and clothing which are indispensably necessary in order to their attendance at school. Without such provision, even compulsory attendance, if required by law, might be, in some instances, a grievous hardship." And again:—"Nor can I forbear to quote the language of Mr. Justice Hagarty, in his recent charge to the Grand Jury at the Fall Assizes for the County of the City of Toronto, with respect to the uneducated and vagrant children who are seen in every part of our city: 'It is to be earnestly hoped that some attempt may be made to work downward to reach the grade of children apparently below the influence of our present system: to gather them in their rags and squalor (if necessary), apart from those of their own age, who shrink from their contact.' I cannot but anticipate that the recent resolution of the Board, which bears on this particular subject, will lead to some good result in this very important direction.'" The following is the resolution referred to:—"That, in the opinion of this Board, it is of very great importance that means be early adopted for the education of the many untaught children who are now wandering about the streets of our city; and that it be an instruction to the Committee on School Management to ascertain what means are practicable in order to accomplish that object."

COMPARATIVE STATEMENT of the City Schools, under specific headings, from 1844 to 1865, both inclusive.

Year.	City population.	Average Registered Attendance.	Average Daily Attendance. [*]	No. of Teachers.	Average number of Pupils to each Teacher.	Total Cost of maintaining the Schools.	Cost per child per ann. on basis of registered attendance.	Cost per child per ann. on basis of average daily attendance.
1844...	18500		1194	12	100	4½ months £1377		\$ 5 00
1845...	19706		1108	12	92	12 " 1921		7 00
1846...	20665		1212	15	81	12 " 2011		6 60
1847...	21784		1265	13	97	12 " 1871		6 00
1848...	23503		1431	13	110	6 " 917		5 50
1849...	24126		1325	13	102	6 " 917		5 08
1850...	25766		1259	15	91	12 " 1998		6 30
1851...	30763	1843	1366	16	85	12 " 2406	\$ 5 80	7 20
1852...	35000	1872	1346	16	81	12 " 2558	5 40	7 40
1853...	40000	1836	1402	20	70	12 " 3215	7 00	9 00
1854...	41500	1971	1459	21	69	12 " 4176	8 50	11 40
1855...	42500	2066	1570	31	50	12 " 5218	10 00	13 00
1856...	43250	2318	1747	32	55	12 " 5642	10 09	12 80
1857...	45000	2480	1863	36	52	12 " 6054	10 00	13 00
1858...	47500	2522	1987	36	55	12 " 6599	9 69	12 50
1859...	45000	2742	2150	38	56	12 " 6303	9 20	11 73
1860...	45000	2846	2260	38	59	12 " 6511	9 15	11 52
1861...	44743	2800	2180	38	57	12 " 6410	9 16	11 75
1862...	45000	2825	2183	38	57	12 " 6261	8 94	11 48
1863...	47500	3000	2287	38	60	12 " 6409	8 54	11 21
1864...	47500	3121	2400	39	61	12 " 6546	8 39	10 91
1865...	47500	3248	2251	40	56	12 " 6612	8 14	11 75

An interesting communication from the Rector of the Toronto Grammar School is subjoined:

TORONTO GRAMMAR SCHOOL, Oct. 19, 1865.

To the Chairman and Members of the Board of School Trustees of the City of Toronto.

GENTLEMEN,—It affords me much pleasure to inform you that at the recent Matriculation examinations in the University of Toronto, two of the former pupils of the City Schools, to whom Scholarships were awarded by you, acquitted themselves with great credit. I refer to Daniel Rylie and Alfred Baker.

(* These figures differ from the averages obtained, by adopting the legal teaching days as a divisor.)

The former having pursued a satisfactory course in this school for three years, carried off, in 1863, the highest Scholarship in Upper Canada College, from which institution he has just proceeded to the University, and has gained the rare distinction of being placed first in the first class in every subject of examination, becoming entitled thereby to several Scholarships. Alfred Baker, the junior in educational standing by one year, has passed an examination which, though less brilliant than that of his too formidable competitor, was yet highly satisfactory: his standing is that of first class in mathematics, and second class in classics, history, and English, and he has obtained a Scholarship for general proficiency in all the subjects of examination. It is gratifying to observe how, by means of the various educational institutions of this city, facilities are presented to deserving boys, of all classes, for advancing from the lowest stages to highest distinctions in learning. By the establishment and maintenance of the systems of Free Schools and Scholarships we, in our favoured day, scarcely feel the force of the maxim of older times: "*Haud facile emergunt quorum virtutibus obstat Res angusta domi.*"

I remain, Gentlemen,

Your most obedient servant,

ARTHUR WICKSON, *Rector.*

110. *William Armstrong, Esquire, Secretary Board of School Trustees, Kingston.*—I have the pleasure of informing you that all the schools, under the jurisdiction of this Board have continued throughout the year 1865 to progress satisfactorily, and they were never in a more efficient condition than they are at present. We have now three first class stone school-houses, and one large frame one, erected after the latest and most approved plans, all of which, both houses and lots are the property of the Board. We have also two suburban school-houses and lots, the property of the Board in fee, besides two rented school-houses, both very comfortable, while all are very conveniently located for the accommodation of the population of the different sections of the city. One of first class stone school-houses was built and so far furnished during the past year, at an expense of more than \$2000, and will be capable, when finished, of accommodating about 300 pupils; at present upwards of 100 are already accommodated. I may mention, in connection with this, that a recent valuation of property and real estate, possessed by the Board, amounted to \$21,492; after deducting all liabilities of the Board for debentures and building lots, &c., some \$3,700. The Summer Examinations which occupied a couple of weeks, attracted much public attention. They were conducted very ably by the late Local Superintendent, the Chairman of the Board, William Ford, Esquire, jun., and a number of the Trustees, many friends and relations of the pupils were present, also several clergymen and other visitors. The result was satisfactory in the highest degree, and elicited from the Local Superintendent, a warm encomium upon the efficiency of the teachers and the proficiency displayed by the pupils; at the same time he congratulated the Chairman and Trustees, on the superior comfort and accommodation, as well as sanitary arrangements, of the schools, as also the systematic manner in which they were conducted. The annual lectures have not been delivered this year. This was caused by the sudden decline in the health of the Local Superintendent just upon the eve of the lecture season, and his recent death which left the office vacant. The Board, however, having a just appreciation of the importance of the annual lectures, will make the efficient performance of that duty an important desideratum in the selection of a new Local Superintendent. The late Local Superintendent, previous to his illness, and the Chairman and Board of Trustees, since he was incapacitated for duty, have been very particular to see that the general regulations in regard to religious instruction in the schools, have been strictly attended to. The Chairman, accompanied by many of the Trustees, has made periodical visits to all the schools under their charge, besides being present at the examinations, and on all such occasions they have been gratified to note, that the pupils, with few exceptions, were able to repeat the Lord's Prayer and Ten Commandments accurately. The importance which you justly attach to the Common School Libraries, and the deep interest which you feel in their prosperity, assure me that I will give you pleasure by informing you of the continued prosperity of ours. Since the fire at the opening of the last year, the Board has replaced most of the books lost, and when completed, the collection will number some 2,300 volumes, of excellent, instructive, and well selected books, scientific, literary and historical, with a due proportion of juvenile works of a moral, instructive and interesting nature, calculated to attract and make a beneficial impression on the young mind. The more I see of the library and the beneficial influence which its attractions ex-

ercise over the young, the more am I confirmed in the views I expressed last year, that it is a most important addition to the Common Schools, in fact it is a school itself, a school where the pupils apply practically the knowledge they are daily acquiring, and while they are thus occupying their leisure hours with intellectual pleasures, they are acquiring that knowledge which it is the great object of their school education to put within their reach. Our library, therefore, I need not say, is a most popular institution with all classes, but especially with the young. It is entirely free, and the books have, of course, often to be entrusted to the children of very poor parents, but to the credit of all, so far as my experience goes, it is very rarely that a book is lost. The last census exhibits a considerable reduction in the number of children who attend no school at all, the result to a marked extent, this year, of the establishment of two new Suburban schools. Indeed, as fast as the Trustees build new school-houses, they are filled with pupils. It is a duty, and a pleasant one, to add, that the present Chairman and Board of Trustees enjoy the perfect confidence of the people of Kingston, as was exhibited at the last election, when the retiring members, and among them the Chairman, were all re-elected by acclamation, with the exception of one, to whom the opposition was trifling. This evidence of public confidence is remarkable and worthy of note, when it is considered that the Board has, for several years, been erecting first class school-houses, the expense of which has nearly doubled their budget and proportionately increased the school tax. But the superior efficiency of the schools is, in the estimation of an enlightened people, *more than compensation* for the outlay, and hence the unanimous verdict, at last election, in favor of the course pursued by the Trustees.

111. *The United Board of Grammar and Common School Trustees, London, Alexander Johnston, Esquire, Chairman.*—Of the unusually large expense account, \$2794.92, the greater part was expended in the purchase of a lot, and in the erection of a new school house on the line between Wards No. 3 and 5; in fencing the lot, in furnishing the new school house, and in advancing a step further the internal improvements which have been in progress in the Central School House for several years past. The new school house is a handsome structure, and from its central position will do much to supply the deficiency in school accommodation so severely felt in times past by the inhabitants of the southern part of the city. A pretty large item of the year's outlay was incurred in making such alterations as were deemed necessary, in consequence of the union of the Boards, for the reception of the Grammar School department. Advantage was taken of these alterations in the class rooms to lay down a superior quality of school furniture obtained from the factory of Jacques and Hay, of Toronto, while the old castings, with new tops for the desks, were employed in furnishing the new ward school recently opened. During the year 1865 a most desirable object was attained in bringing about a union between the Grammar and Common School Boards. This work had been often spoken of before: often thought of by both parties, and once or twice attempted without any satisfactory result. Of the benefit to be derived from it, there can be but one opinion entertained among those who understand the question. The Common School Board were not prepared to forego the privileges with which the School Laws invested them, of keeping up in connection with the Central School, a Grammar School department for the advantage of such of the citizens as desired a classical education for their children. From this cause, two institutions, apparently rivals, and a double staff of teachers had to be supported. But five months' experience has taught the wavering and doubtful, that the labour required to teach each of these classical departments separately would be sufficient to manage both united with equal efficiency, and that the public money will be expended with more economy when this rivalry has ceased, through the two schools coming under a united government. The only change that can affect any one interested in the schools is, that while the classical and French departments were formerly free to all, a small fee is now charged in both. These fees, however, are so exceedingly low, that they can scarcely operate as a barrier in the way of any one who really wishes his children to avail themselves of the means here provided for obtaining a liberal education. The fee for admission into the Grammar School department is only \$1.50 per term of three months, which also entitles students to admission into the French classes. The fee for such as wish French only, is but 75 cents per quarter, a sum so small as surely cannot deter any one from entering who believes the language worth acquiring. As the number of students already entering who the Grammar School department amounts to 50, and the French classes embrace as many, there is good reason to believe that the people generally are satisfied with the arrangements which the

Board have made for the management of these classes. This Board being to a large extent elected by the people, and, therefore, supposed to be a faithful reflex of public sentiment, should as far as possible endeavour to meet the wishes of the public. Some have held, conscientiously it is presumed, that the classics ought never to have been introduced into our schools, though these have ever been but a very small number. Still, this union enables the Boards to meet the views of all classes even upon such a difficult subject as this. The classics will still be taught, but taught only as a part of the Grammar School course. This department will still be sustained; but no longer sustained by a tax, however trifling, upon the property of the municipality. The clever lads of our Central School will still have an opportunity of obtaining a superior education; but the privilege will no longer be embittered by the harsh and unfeeling strictures of such as envied them the advantages they enjoyed. Another happy effect of this union is that the sister corporation, the City Council, will no longer have cause to complain. There will be no occasion from this time forth for calling upon this body to raise by taxation anything regarding the propriety of which two views need be entertained. It is hoped that harmony and good feeling may prevail in future between these two bodies. That any other feeling should ever have prevailed is now and always was a subject of deep regret to every member of this Board, whose most earnest wish was to cultivate a cordial feeling of amity between the two corporations. Every member of this Board rejoices to learn that so far as any expression of opinion has yet been given upon the subject by members of the City Council, this opinion has been an unqualified approval of the union itself, and of the principles upon which it is based. It is, therefore, hoped that, as the objects of both ought to be the same, a spirit of courtesy and mutual forbearance may mark the discussions of each, when reference has to be made to the acts or deliberations of the other. The city is also indebted to this union for the valuable assistance received from the Grammar School trustees in the management of its educational affairs. It is only right that the citizens of London should understand the high estimate which the elective part of the Board has formed of the gentlemen who joined it under the conditions embodied in the articles of union. They have taken a deep interest in every movement for the advancement of general education and the improvement of the system. Their views, as was to be expected, are more enlarged, more liberal and more matured as to what is necessary to carry out with success a great system like ours, which now embraces nearly all the youth of both sexes within the limits of this municipality. Their presence at the Board, with the right and opportunity of making their views felt, will be a happy guarantee to every parent that nothing inimical to the purity of Christian principles and Christian morals will be permitted, either in the books used or in the system of teaching carried out under their control. With the Right Reverend the Lord Bishop of Huron, invested with extensive powers as Superintendent, and five influential clergymen to take part in the deliberations of the Board, the City of London, through these agencies, may influence the character of the education imparted to the rising generation in any way and to any extent that may be deemed desirable. The members of the Grammar School Board, while highly valued for their own sakes as courteous and Christian gentlemen, are really indispensable members, so long as the union lasts, if it be conceded that this Board ought to exercise any supervision whatever over the Grammar School department, since they specially possess the classical attainments which fit them for doing so. Sincerely then it is hoped that these gentlemen, or such as they, may long continue active members of the Joint Board of Grammar and Common Schools Trustees of the City of London. The Board would refer for information regarding statistics of attendance, &c., to the reports of the Superintendent, the Principal of the schools and the Head Master of the Grammar School department. The table contained in the Appendix to the report will furnish information both as it respects income, the attendance at the different schools and the cost for tuition for each pupil per annum. The Board would take the liberty of recommending the careful perusal of these reports and the tabulated statistics attached to every one who wishes to understand the extent of the work carried on under the supervision of the Board, and the manner in which this work is done in the various classes. Enquiries are often made regarding the value of the school property held by the trustees on behalf of the city. The following they believe a pretty correct estimate, which will give some idea of the value of the trust. The estimate includes the value of school furniture and library, but is exclusive of maps and apparatus:—

Total value of school lands, buildings and other property held by
the Board of School Trustees on behalf of the citizens of
London, at the date of this report (January, 1866)..... \$38,162 00

TABLE showing the Annual Increase of Attendance at the City of London Public Schools, the amount of Municipal Assessment annually levied for School Purposes, and the cost per pupil for Education in each year.

YEAR.	Municipal Assessment and Government Grant.	Amount at the disposal of the Board each year, from 1855 to 1865 inclusive.	ATTENDANCE.			Number of Teachers employed.	Cost per annum of each Pupil for Education on the basis of Teachers' Salaries.		Cost per annum of each Pupil for Education based on whole Expenditure, exclusive of permanent improvements.		REMARKS.
			No. Registered.	Average Daily.	Average Monthly.		On Average Daily.	On Average Monthly.	On Average Daily.	On Average Monthly.	
1855.....	\$ cts. 6800 00 802 00	% cts. 7002 00	1823	726	973	12	\$ cts. 6 25	\$ cts. 4 67	% cts. 9 21	\$ cts. 6 88	
1856.....	8642 40 1332 00	9974 40	2219	858	1064	14	6 80	5 48	9 30	7 57	Ward School No. 3 opened.
1857.....	10000 00 1440 00	11440 00	2737	995	1244	16	7 20	5 83	8 46	6 73	Ward School No. 5 opened, and a 3rd teacher appointed.
1858.....	9991 98 1440 00	11431 98	2459	1104	1337	17	6 22	5 13	7 66	6 32	
1859.....	8000 00 1383 00	9383 00	2336	1207	1461	20	6 18	5 11	7 42	6 11	Ward School No. 2 opened, and a classical assistant appointed in the Central.
1860.....	8000 00 1346 00	9346 00	2301	1210	1443	20	5 49	4 60	7 17	6 01	
1861.....	8000 00 1148 00	9148 00	2527	1250	1537	21	5 57	4 53	6 38	5 18	A 3rd teacher appointed in No. 3.
1862.....	8000 00 1160 00	9160 00	2661	1298	1656	22	5 39	4 22	6 53	5 11	Ward School No. 6 opened.
1863.....	8000 00 1175 00	9175 00	2825	1373	1692	.....	5 23	4 25	6 22	5 04	
1864.....	8000 00 1112 00	9112 00	2972	1471	1782	22	4 89	4 03	5 68	4 68	
1865.....	9000 00 1217 00	10217 00	3218	1571	1930	24	4 65	3 80	5 28	4 30	New School in Ward No. 5 opened.

The subjoined are extracts from the Report of J. B. Boyle, Esquire, (Principal of the Schools,) to the Board of Trustees, London :—“ It affords me much pleasure to be able to report, at the close of another year, that the Schools, both Central and Primary, continue to enjoy the almost exclusive patronage of the citizens of London. The very large attendance, still increasing, as shown in the tables composing the Appendix to the present Report, is sufficient proof of this; and the fact, that nothing worthy of the name of a private school has existed in London for many years past, may be taken as satisfactory evidence that the judicious regulations adopted by the Board for the government of these Schools, and the liberal provision made to support them in an efficient state, have gained the confidence of the people generally. The whole number of scholars who have been educated in our Schools, for a longer or shorter period, during the year, was 3218; the daily average for the year 1571; the monthly average 1930; and the whole number of promotions during the year 928. The number registered, in 1864, was 2973, the average 1471, and the average monthly 1782. The increase in one year on each class of these statistics was 246, 100, and 148 respectively. The table appended is designed to show to the citizens the gradual growth of our City Schools in the last ten years. The number of pupils has increased in this time from 1823 as the number registered, and from a daily average of 726, to 3218 on the registers, and a daily average of 1571. Besides at the former period the Roman Catholics had not separated from the general system. This increase gives 76½ per cent. on the numbers entered, and 116½ per cent. on the daily average. The same table shows the whole revenue of the Board from whatever source derived; the number of teachers employed in each succeeding year; and the cost of the education of each pupil, calculated on various bases, as indicated by the headings of the different columns. We find here a gradual decrease in the cost to the city of each child's education, until it has reached a point below which it cannot descend, and at the same time afford any guarantee to parents and guardians that their children are properly taught, and that the class-rooms are capacious, comfortable and well ventilated. However, the figure indicating the cost of education of each pupil to the city for the last year, would have been much higher, had the new school been in operation for the whole year; and, therefore, next year's statistics will likely show a considerable increase on this item. Still no friend of the system would desire to see the cost of education in our Public Schools reduced so far as to lead to the conviction that efficiency has been sacrificed to economy. Public education, to maintain the high position it has already gained, must prove its claims upon public confidence by doing the work assigned it in such a style as to set competition at defiance. And this, with its superior facilities in the way of apparatus of all kinds, a more thorough classification of pupils and division of labour, and with the aid of teachers properly trained for the duties of their profession, is no very difficult matter. As the Union of the Grammar and Common Schools has only been under trial for five months, it is too soon to speak confidently regarding the success of the project. Still, so far as the experiment has gone, it has fully realised all I expected from it. The Rev. Mr. Bayly has, so far, been able to do the entire work in the classical department. It is true there were a good many that had attended this department while free, who withdrew when the small fee was imposed. These parties, however, were not likely to have prosecuted the study of this branch to any useful extent, as their parents would not have allowed such a trifle to have stood in the way of their children's progress had they entertained any definite object in regard to classical training. The imposition of this small fee will eventually reduce the number of classical pupils but little, while it may lead some to place a higher value upon the privileges they enjoy, and induce parents to consider, before entering their children in these classes, whether they can afford the time and means of rendering the study profitable. I am happy to find, on a careful examination of the income likely to be derived from the Grammar School Fund, the rents of the Grammar School lands, and the sum we may expect to realize from fees,—that this department will entail no additional charge on the citizens of London. The probable amount from these three sources, in the order in which they are named above, may be set down at \$1200, \$200 and \$400 per annum, making a total of \$1800. The salary of the head master, and that of an assistant, should such be necessary, will not amount to more than \$1500 per annum. Therefore this valuable department, in connexion with the Public Schools of this city—even with the fees fixed at the low figure of \$1.50 per quarter—will be a self-sustaining institution, which is all the most rigid economist can desire. How far

these views may be modified by the recent changes introduced with the new Grammar School Amendment Act, remains to be seen. One thing is certain, that in our School no additional teachers, no new arrangements, will be required for the reception or teaching of what is called the second class or course in the Grammar Schools; as nearly all the branches enumerated in the curriculum of this course are already taught, or at least occasionally taught in the Central School. So that the reception of such pupils, should they seek admission, is already provided for. The present School Laws fix the age at which children are admissible into our Public Schools at five years. It has long appeared to me that this age is too early, so far as it affects cities and towns. It may do very well in rural sections, where the attendance of such children is only for a few months in the year, where the air is generally pure, out-door exercise unavoidable, and where the class-rooms in the summer time, but for these little ones, would be almost deserted. But in large cities the case is widely different. In the summer months, children evidently under the legal age are sent to school not to learn, but to be out of the way of the family, and the teacher has no resource left but accept the statement that the child is just "five." Now, unless the Board should open Infant Schools and procure the services of teachers properly trained for this department of the work, very little progress will be made with such subjects for the first year, the time of the teachers will be drawn away from others who would profit by it, and the children themselves injured by being kept confined in a class room, when the nursery or play-ground would be the more fitting place for them. It is in vain to say that the children of the poor have too little time for acquiring a good education under the law as it now stands. Before such views have any weight in determining the question, it would be necessary to prove, that the child starting at five will, *ceteris paribus*, be in advance of the other who starts at six, when both have attained to twelve or thirteen years, which is contrary to my experience. If, then, no good be done in the way of mental or moral training, and much evil may be done to the physical constitution in following the present system, it seems to me that some slight change might, with advantage, be made in the present school-laws, fixing the age for admission at six years instead of five. This alteration need only apply to cities and towns, and continue until steps be taken, in connection with the Normal School, for training young persons in the art of conducting and teaching Infant Schools. If the experience of other cities in the Province has been similar to ours, and united action were taken by the various Boards of Trustees, I have little doubt that the Chief Superintendent would lend his influence to an application to the Legislature for obtaining this slight change in the School Laws. Though truancy has been reduced to a very few cases, there is still an occasional instance which requires the prompt attention of parents and teachers. If the means adopted by the Board were carefully and punctually carried out by the teachers, and the subject treated by parents and guardians as a matter of such vital importance deserves, there would be little cause for apprehension. But every experienced teacher knows that this is one of those evils, which, unless carefully watched and checked in its earlier stages, will extend its pernicious influence to others, and result in most cases in the ruin of the unfortunate truant. If the evil could be confined in every case to the party affected, it might be borne; but no teacher need count on this. The first object of every confirmed truant is to entrap his class-mates; and while the teacher is diligently engaged in the mental and moral culture of his charge, the truant is being trained under the worst of influences for the Police Court, the Jail, or perhaps the Penitentiary. It is the duty of the teacher, well defined by resolution of the Board, to apprise the parent when his child has been one-half day absent from School, and it is to be hoped that the parent will then attend to the matter promptly—as every hour a boy spends under such circumstances is not an hour lost merely—it is a young lad to some extent demoralized and corrupted. There is, therefore, a weighty responsibility resting upon every teacher to do his utmost in the classroom to prevent his boys from contracting this worst of habits, and to give immediate notice to the family of every pupil whose absence of half a day remains unaccounted for; and upon every parent to co-operate with the teacher in his efforts to promote the best interests of his pupils. Would the parent only send a note, or even a verbal message to the principal, stating that the child is absent, or will be absent for a specified time with his permission, when such is the case; or, when this is neglected, and the circular from the teacher is left at his residence, would he but acknowledge the receipt of it in any way—

truancy would, in nearly every instance, be detected in a few hours. I am happy to bear testimony at the close of another year, to the zealous and faithful manner in which the teachers of our city schools have discharged their trying duties. No invidious comparisons ought to be made, where all have evidently done their best. I have no hesitation in saying, that the staff, as a whole, is well worthy of the confidence of the Board and the public. With the continued services of teachers, possessing both experience and ability, and with the means of extended usefulness opened up to the Board, and a still higher educational status attainable for our classes through the union which has been effected with the Grammar School—we may reasonably entertain the hope, that the year just beginning, and every succeeding year, will render these Schools still more worthy of the approval and patronage of an enlightened community.

Report of the Right Reverend the Lord Bishop of Huron, Local Superintendent of the London City Schools :—“Having been absent in England for the greater part of the past year, and being much engaged with other duties since my return, I have not had time to visit all the Schools in the city. I have, however, twice visited the Central School, once in company with Colonel Burrows, R.A., who expressed himself much pleased with the order of the School, and the proficiency of the several classes examined in our presence. On my second visit, I was accompanied by the Rev. Arthur Sweatman, M.A., Principal of the London Collegiate Institute, and he expressed the great satisfaction which he experienced from his visit to the various classes, and his high opinion of the order maintained, and the proficiency exhibited by the scholars. I was also present at the half-yearly examination of the Grammar School Department, under the charge of the Rev. Benjamin Bayly, and I am led to believe that great good will result from the union which has taken place between the Grammar and Common Schools. On the whole, I think the Board of Trustees have much reason to rejoice in the present state of the Schools, and if sound religious instruction formed a more prominent part in the teaching, I think the Schools would be all that could be desired. This most desirable object, I think, may be attained. I have had some conversation with the indefatigable Principal upon this subject, and I hope with his assistance to be enabled to accomplish this without, in any way violating the principles on which the Common School Law is based. It gives me much pleasure to devote the salary of the office of Superintendent for the purchase of prizes to be bestowed on the children at the annual examination.”

Report of Benjamin Bayly, Esquire, A.B., (Classical Master,) to the Board of Trustees, London :—“At the close of the first session since the union of the Grammar and Common Schools of this city, it is perhaps fitting that I should present you with a brief summary of the working of the Classical Department thereof. In consequence of necessary alterations in the rooms, business was not resumed after the summer vacation until the 28th August, at which time, or within the ensuing week, there were 32 boys engaged in Classical studies, 9 of these were new scholars, chiefly from the county, the residue were old pupils of the Central School; since that period 21 have joined the Classical Department, of whom 16 are new pupils, making in all 53. Three of these have since entered upon mercantile pursuits, and two more have been obliged to discontinue their studies through illness, leaving at the close of the term 48 upon the Register. During the session there have been 6 studying the Greek language; of these 4 have only commenced within the last 3 months, and the other two have not advanced beyond Arnold's 1st Greek Book. In Latin, 1 was reading Horace, but has since left the School; another has been studying Virgil; 8 are reading Cæsar, 12 in Arnold's Second Latin Book, and the remainder in the First. The gross number learning Classics in your School, although larger than in most of the Grammar Schools of the Province, may probably disappoint many of your Board; but the imposition of a rate bill, however desirable in some respects, has caused a diminution in the attendance; and when we add to this the fact of a very large and flourishing establishment (essentially Classical) being located in our city, I think we may rather congratulate ourselves upon our numbers being so respectable, than feel any surprise at their paucity; and I feel little doubt that as the novelty wears off, your school will suffer still less from either of these causes. In conclusion, I may perhaps be permitted to embrace this, the first opportunity I have had, to express my entire satisfaction with the way in which the union of the Grammar and Common Schools is carried out; from the large and efficient staff of masters employed, the boys are at all times under instruction, which cannot

be the case under any other arrangement; indeed it appears to me that the progress of the pupils, at least in their English branches, must be much more satisfactory than it can be in any merely Grammar School in the Province.

112. *William Cousens, Esquire, Ottawa.*—The past year has not brought any increase to the number of pupils on the rolls; this has in a great measure been caused by the number of mechanics and laborers who have migrated to the United States, in consequence of the falling off of work at the public buildings here. The average attendance continues, as in years past, much less than the number on the rolls. This is a troublesome question, and one very hard to deal with. It is difficult to impress on the minds of the parents of children attending our Common Schools the great injustice they are committing against their children and society, in not enforcing the regular attendance of those children at school. I have on several occasions—at the examinations and at the distribution of prizes (it being the only time when the parents can be brought together to take any interest in school matters), addressed a few words to those present on the duty of sending children to school more punctually. At the last meeting of the School Board for 1865, one of the Trustees gave notice that he would, at the next meeting, move for the levy of a rate of twenty-five cents on all children attending the schools. At the recent elections the rate-payers expressed themselves as entirely opposed to a rate-bill, and in favour of free schools. The number of children not attending any school is not easily ascertained; of those belonging to supporters of Common Schools there are few, as far as I can judge, who do not attend school during some portion of the year. No books are used in our schools but those authorized by the Board of Public Instruction. The Revised Programme for County Board Examinations is observed, and the examination questions are printed. Prizes have been distributed, and have had a good effect on the minds of the children, in inducing them to study. The prizes are awarded to the pupils having the greatest number of good marks in their teachers' class books, for the year (in their several studies). I have seen, in your admirable Report for the year past, you have again referred to the subject of "military drill;" I shall keep this matter before the School Board—it is one worthy of their warmest consideration. I hope you may long be spared to labor as the head of our noble system of education.

XXXIX. THE TOWNS.

113. *The Reverend George Bell, Clifton.*—No very definite cause can be assigned for non-attendance. Irregularity of attendance on the part of many who are entered on the registers seriously hinders their progress. There is no direct religious instruction. The Revised Programme is used; the questions are printed, and the examination is mostly in writing. The Town Library, obtained from the Educational Department, and kept by the Town Clerk, is open, free to all the inhabitants. The books are covered and labelled; some of them are becoming much worn. Two hundred and eight volumes were taken out during the year 1865.

114. *The Reverend W. A. Caldwell, Dundas.*—Our schools are now, I rejoice to say, in a healthy and thriving condition; the Grammar School is rising in numbers and improving rapidly in knowledge under Mr. Hunter. We have still a large number of vagrant children in the town, though not so large as formerly. I am still of the opinion that the British liberty of the subject is carried to a vicious excess when it enables a man, despite a legal provision to educate his children, to keep them growing up in idleness and vice; and that if a privilege always (or nearly always) implies a duty, then the man who does not perform the duty of educating his children, when education is provided for them by law, ought to be punished for his neglect. I was not able to attend your meeting at Hamilton, as I had intended, but, from what transpired at the meeting in Welland, I wish all success to the contemplated project of altering the school law on those points then and there discussed. I hope that your health is much improved.

115. *The Reverend Robert Campbell, M. A., Galt.*—Our Central School continues to flourish and receive the support of the community. With the exception of two or three changes in the teachers of the lower divisions, things remain very much as they were last year. In some respects, indeed, there is an advance upon the very favourable report submitted last year. Whilst the number of pupils in the town of school age has increased only from 935 in 1864 to 978 in 1865, the number entered upon the school register has

increased from 785 to 843—that is, whilst in 1864 there were .839 of the entire population of school age in attendance, last year the fraction amounted to .862. This is satisfactory, as shewing that parents and guardians are getting more and more anxious that the children in their charge should reap the advantages which the school affords. In other respects the report is not so favourable as that of last year. Not only has the average attendance decreased from 504 to 468, but also a considerable larger number is shewn as having attended less than 100 days during the year. I cannot say how this is to be accounted for, unless the prevalence of typhoid fever has contributed to it. Prizes were awarded at both the mid-summer and Christmas examinations, and I believe both teachers and parents will willingly testify to the stimulating effects which they have produced upon the diligence of the pupils. At midsummer, the prizes—which were the gift of the Trustees—were awarded, according to divisions, to those pupils in their respective divisions who had been most regular and punctual in attendance, most exemplary in conduct, and who had recited the lessons most satisfactorily from day to day, as shown by the records kept by the teachers. In short, everything relating to the conduct and proficiency of the pupils was taken into account, and the consequence was, a vast improvement in punctuality and demeanour, as well as in the preparation of the lessons. The prizes—one in each branch of study, the gift of the Superintendent and Principal, distributed at the Christmas holidays—were awarded after a series of searching examinations, mostly written, on the ground of attainments alone, and were open to the competition of the whole school. The object of these prizes was to encourage pupils to treasure up the knowledge acquired day by day in such a manner as to be able to produce it and make it available at any given time; to correct (if possible) the tendency on the part of pupils to prepare their lessons, only with a view to making a good appearance for the day, without depositing them in the storehouse of memory. These two principles of distributing prizes will, it is thought, when combined, supplement the deficiencies of each other. In conclusion I beg to say that, although I believe the school to be as well conducted as any similar institution in the country, the conviction is gaining strength in my mind—and it is a conviction shared by not a few thoughtful minds in the town—that, after all, Ward schools are to be preferred to Central Schools. Apart from the objection—which is a very strong one—that the morals of children suffer by their all being brought into contact with each other, an evil seen in its full fruits amongst the young men of towns and cities, the old adage seems illustrated, “one black sheep infects a flock.” When the children are massed together almost everything is sacrificed to government; at least, much time and energy are necessarily spent in organization. It cannot be doubted that, upon the principles of political economy and the better distribution of labour which a Central School might be expected to afford, both greater cheapness and higher results in education ought to be looked for; but in this, as in many other things, plausibility in theory seems to be corrected by experience.

116. *The Reverend J. J. Bogert, M.A., Napanee.*—I have much pleasure in reporting the common schools of this Municipality to be in a very satisfactory condition. The large number of children whose names have been on the school registers, during the past year, in proportion to the population, of itself gives a most favourable report. This is to be attributed mainly to the facts that the schools are free, and that the number of children whose parents are too poor to send them to school is very small, as a rule. Want of ability rather than want of will is the cause of non-attendance. The only religious instruction that the children receive at school is such as may be derived from the reading of the Bible once a week, and from such moral lessons, as are to be found in the ordinary text books. This, even with the instruction at Sunday schools, church, and home is not sufficient to make of our youth good citizens and true christians. Religion to be genuine and effectual must be a man's every day companion and not simply a Sunday visitor, it should accompany a man in his going out as in his coming in, and it seems to me that the distinction which practically is made in our common schools between religious and secular education, impresses upon the minds of the young a very different idea of religion. The Revised Programme for County Board examinations is observed in this county, the examination questions are printed, and all candidates for certificates are subjected to *viva voce* examination unless excused by the Board. Prizes have been given to deserving pupils in the schools; the Honorable Billa Flint, M.L.C., having contributed \$10 towards that object, and the Board of School Trustees \$10 more. The effect of this cannot be else than

satisfactory. The Board of School Trustees require the Local Superintendent to visit the schools and report monthly.

117. *The Reverend Robert Scott, Oakville.*—Since the last annual report from Oakville, nothing of such importance as to call for special remark has occurred. The causes of non-attendance, arise more from the negligence of parents, than from the reluctance of pupils to attend the school. No excuse on the ground of poverty can be urged, as the school in all its departments is free. As to religious instruction in the public school, except it may be incidental remarks from visitors, there is none communicated. The Bible classes and the sabbath schools are supposed to supply the lack. At the County Board the examination questions are all printed, and the Revised Programme observed. The books of the library are all covered, labelled and numbered and the regulations observed. As for the influence which the library exerts on the neighborhood, it cannot but be considerable as well as beneficial. The books are very generally read, and their number considerable and increasing; funds being derived from an annual exhibition which attracts a good deal of public interest, and last year realized a sum somewhat over ninety dollars. Prizes are distributed, and so far as they may be considered a stimulus to study they have had the best results. One or two disagreeable circumstances have occurred in connection with them, on which might be founded an argument against them. Some parents feel that in not receiving a prize their child has been unjustly treated, and some heart-burning and jealousy have thereby occurred. But notwithstanding these things, the result has been upon the whole beneficial, both to the pupils and the teachers.

118. *A. Purshaw, Esquire, Secretary, Port Hope.*—With regard to the new Grammar School regulations, I will take leave to say here, that having organized my school in accordance with the new programme at the beginning of this present term, I rejoice that it leaves no option as to what studies may be taken by pupils. Previously, Euclid and French were considered, and charged for as extras, and as a consequence pupils were allowed the option of taking them or not as they chose. These only, therefore, took them whom I could influence to commence the study, and whose interest in the study I could afterwards keep up. It is a great relief to be able to tell unwilling pupils and parents, that I can allow them no option, for the law allows me none. Our Board also liberally assisted me by charging the two subjects at one fee. I enrolled a class of eighteen new pupils in these branches. I am aware that this is a digression, but I thought it not wrong to give my experience of the working of the new scheme in this school. Our school library, open to both departments of the school and to the public, owing to the fostering care of my predecessor, Mr. Gordon, numbers 620 volumes. These are covered and labelled according to the regulations, and, as I give them out myself, I can testify to the avidity with which they are sought after. During the last year 500 volumes were in circulation, but the number of entries of books taken out was 877. It is a painful drawback to the pleasure I have in reporting the interest taken in our library, to know that much execrable trash, in the shape of "Dime Novels" and "yellow covered literature" is sold in our shops, and bought and read by our youth; it requires great vigilance to keep it from circulating even in the school room. Are our custom house authorities sufficiently on the look out for this stuff? As to rewards, punishment and discipline—a question left to be answered in the general remarks—I regret to say that I have not succeeded in inducing our Board to grant a sum to be spent in prizes; I am sanguine, however, that I shall succeed in getting some gentlemen in town to give prizes in specific subjects, which prizes I propose shall bear the name of the donor, like the Elgin Prize of the Normal School. With regard to punishment, I avoid corporal punishment, as much as possible, and employ detention, writing lines, committing verses, &c., and giving demerit marks, which deprive the delinquent of his weekly honor card. I enclose specimens of these latter. They would be much more thought of, if in addition to the credit of receiving them, they meant a prize for good conduct at the end of the term, instead of, as now, mere honorable mention in the quarterly report.

119. *The Reverend Andrew A. Smith, Sarnia.*—The attendance at the different departments has on the whole been good, and the number of pupils attending the Sarnia Grammar School is larger than at any former period. A very competent teacher in drawing was employed during the year, and the number of pupils now taking lessons in this useful art, and the fine specimens exhibited at the late examination, fully justify the action

of the Trustee Board in securing the services of so suitable a person to give instruction in this highly important branch of education. A large number of prizes were distributed at the annual examination, and the occasion was a very interesting one, both to parents and children. The distribution of prizes to diligent and successful pupils has certainly a good effect. We have a very efficient Trustee Board and an excellent staff of qualified teachers, who are industrious and faithful in the discharge of duty. Our schools, however, are not as well attended as might be expected under the circumstances. Many parents do not appear to see the importance of sending their children regularly to school. The imposing a small fine on parents who neglect the education of their children would, I think, be beneficial in its results.

120. *J. Hyde, Esquire, Stratford.*—In offering my report for the year now closing, it affords me pleasure to state that the several departments of the Common School are in a satisfactory condition, while the pupils in attendance are making steady progress, under the careful instruction of their respective and efficient teachers. The large increase in numbers may chiefly be attributed to the popularity of the teachers; (the School being free,) and the increase of population; yet it is to be regretted that there are many children of school age, whose parents do not avail themselves of the opportunity offered, to secure to them the advantages of instruction afforded by the liberality of the Corporation. A compulsory system of education may be in the opinion of some objectionable, but when we reflect upon the effects of part of the population growing up around us in ignorance, and consequently vice, the inference is forced upon our attention, that it would be the lesser evil for the Legislature to enforce attendance. I have been struck with the following argument of the Chief Superintendent on this subject. "But the duty to provide for the education of all, involves also the right and duty to see that all are educated. This involves the question of the compulsory attendance of children at school. If a community provides for the education of all its children by the establishment of a free school or schools, doing so upon the ground that ignorance is a public evil, and education a public good, and that each child born has a right to the food essential to the growth of the mind, as well as to the body, then has such community an undoubted right to see that none are deprived of that right, and that the evil of ignorance shall not be inflicted upon the public, any more than the evil of robbery, theft and incendiarism." It is generally conceded that there are evils connected with frequent changing of teachers, as also of employing teachers at too low salaries. It is a wise resolution adopted by the Board to fill vacancies that may arise, by promoting such as give satisfaction, thereby securing to those engaged the prospects of advancement. I regret that the ministers of the Gospel have not availed themselves of the facilities which the school system affords for giving religious instruction to the pupils of their respective denominations in connection with the school. Toronto, Hamilton, &c., present an example worthy of imitation in every school corporation throughout the Province. It is pleasing to record that several of the advanced pupils are now drilling in the Town Hall, and they should be encouraged by all who have any influence in the school. It will necessarily be attended with good effects (physically) to those so instructed. The public schools being maintained at the public expense, in order to prepare youth for the duty of citizenship, one of these duties is to aid in defence of the country. The military training is particularly desirable as it can be accomplished without interfering with their progress in other branches of education.

XL. THE VILLAGES.

121. *The Reverend C. C. Johnson, Clinton.*—In regard to the cause of non-attendance. Various causes operate to keep children away, one appears to me to be a want of due appreciation by *parents* as to the benefits of education; the most trivial excuse will serve to keep their children away. No doubt, the straightened circumstances of others is a barrier to their regular attendance; in which case anything like compulsory measures, to bring them to school, would be attended with difficulty, not to say with great hardship, akin to a species of tyranny. A third reason for the absence of others from a *regular attendance*, is the distance of the school, the inclemency of the weather at times, and the youthfulness of the children themselves. The various departments of the Clinton Common School, are opened and closed with prayer. As to "religious instruction" or training, I believe there is

very little of this in any of the schools—in this school no clergyman, as far as my knowledge goes, follows, in any way, the programme laid down, and religion if touched upon at all, by an accidental visitor, is done in a shy way as though he was touching upon unlawful ground. For my part I would wish to see a more decided stand taken by the Council of Public Instruction than the mere “recommendation,” as it now is—something that would completely put it out of the power of any atheistic or infidel Trustee interfering in so high and sacred a matter as the removal or placing of the Bible in the school according to his whim or fancy. Let, in principle at least, be inscribed over every school door, “The Lord Reigneth,” and let no one Trustee, or teacher, or rate-payer, dare to tear it from its place. There is a great improvement in the County Board Examinations being conducted according to the regulation laid down; and as far as practicable or judicious, they are conducted on paper, the questions being printed. There is no library in connection with the school, but an excellent circulating library, for the village, open to members subscribing one dollar per annum each; and sustained by the proceeds of public lectures given during the winter season, and members’ fees. The influence arising from this association cannot be otherwise than beneficial, as the selection of standard works, and others, is of the choicest kind. The various public examinations and exhibitions, in connection with the school during the past year have, I think, been attended with excellent results, stimulating and inspiring the pupils to attain a pleasing proficiency in some of the leading subjects, especially history and geography. Looking at the village as a whole, I think the educational interests of the young are pretty fairly looked after, though the present system (styled, I believe, the Normal system) new to me, is not satisfactory to my mind; there seems much in connection with it superficial and flimsy. The commoner and most useful branches are neglected for what would be, perhaps, called the scientific. Thus I observe, philosophy and perhaps an attempt at astronomy, are pursued, while common orthography and simple composition are neglected. This, too much, seems the case, a crying evil, with the vast majority of applicants for certificates at the County Boards, as far as my experience goes. The teachers now seem too anxious to make a display of their pupils at examinations, while the solid basis of a good English education is neglected to be laid down. I trust that such recommendations may be offered as you may think will add to the further improvement of the system, and thus, in time, make it what it may yet be made, a blessing to the country.

122. *The Reverend James Middlemiss, Elora.*—I am happy to be able to report generally, that the schools of this village are in a satisfactory condition, under the management of an intelligent Board of Trustees, and in charge of a staff of zealous and efficient teachers. The annual return, recently forwarded, shews, that besides the public schools there are two private (ladies) schools; and it is to be believed that, almost without exception, our young people enjoy school privileges for a longer or shorter period, though it is much to be regretted that, in many instances, the attendance is irregular, and that so many are withdrawn from school much earlier than is proper, in consideration of their age and their progress. During the past year the Trustees thought it desirable to introduce an important change in the organization of the schools. Instead of a boys’ and a girls’ school, we have now, a senior and a junior, the former under the charge of a master, and the latter under the charge of two female teachers. To the senior school are admitted only pupils (boys and girls), who are reading in the fourth or fifth book; and in the junior school one teacher has charge of the boys, and the other of the girls. The change has not given universal satisfaction, and it is, no doubt, on this account, that the last return shows a much larger number of girls attending private schools than any previous return. The former designations of boys’ and girls’ school having been changed respectively into senior and junior, and the change not having taken place till the month of May, the return exhibits pupils of all classes as attending both schools, such having been actually the case, during the early part of the year. It gives me great satisfaction to be able to state that the Trustees have resolved upon the immediate erection of a new stone school-house, at a cost of over \$2,000. They have acquired two village lots, adjacent to the present junior (formerly girls’) school-house, and have contracted for a building (70 feet by 40), which will contain a larger apartment for the senior pupils, and a smaller one for the boys of the junior department, thus leaving the present stone building for the exclusive accommodation of the younger girls. The library attached to the present school-house will be enlarged, and will connect the old erection with the new. In

regard to religious instruction, the library and the distribution of prizes, I have nothing to state, differing from what I have stated on former occasions. They all exercise an influence more or less favourable. It is very much to be regretted, however, that the taste for reading appears to very largely in inverse proportion to the real value of the books, those that instruct, such as volumes of history and science and even of travels, being little read in comparison with those which merely amuse or excite. In the examination of teachers, the Revised Programme, for County Boards, is observed, and printed questions are used. During the last two years there have not been more than three or four applications for third class certificates; but a considerable number of that class have been issued to applicants for second class certificates, and in several instances, the Board has been obliged to refuse to give even a third class certificate. In some instances first class teachers who have appeared for examination on the expiration of the period for which their certificates were granted, have received only second class certificates. The members of the Board consider it of great importance that, for the most part, certificates for a limited and not very long period, should be issued, as in the case of, at least, a large proportion of those who come before us, the prospect of having to undergo an examination, and of the possibility of being put a step down, is necessary to make them continue their endeavours after improvement.

123. *A. Dingwall Fordyce, Esquire, Fergus.*—The attendance at the schools has been considerably in advance of last year,—there has been no change of teachers; but since the beginning of 1866, an additional school has been established, as the attendance at the other two was altogether too much to allow of the teachers doing anything like adequate justice to the scholars. It was confidently expected that a new school-house would have been built last season, but the measures taken, were unfortunately unsuccessful; however, plans have been adopted, and the building contracted for, to accommodate the whole three schools, and to be ready by September. The schools have been succeeding as well as they could, under the circumstances; the teachers exerting themselves to the utmost, and with encouraging results. The establishment of a Grammar school in Fergus, has withdrawn some of the more advanced scholars, and will probably continue to do so. Circumstances prevented my delivering a lecture on Education last year, but I have it in contemplation to do so, before this winter closes. The library has not had any addition made to it, but a good proportion of the books have been in circulation and considerable interest taken. The last meeting of the Board of Public Instruction for the North Riding, was held in Fergus for the first time. The examination having been conducted in Elora hitherto. The Board has on the two last occasions employed printed questions, and been more particular than when the examination was oral. The number of applicants is always large, and the difficulty occasionally experienced of applicants for one class of certificates, either at the examination in the North or South Riding when unsuccessful, obtaining what they desired at the other; within a week or two of time. This seems to establish the necessity for a uniform standard, and for the examinations being held simultaneously, as proposed in the contemplated alteration in the law on this point. The schools in Fergus for the first time, are conducted on the Free system: in addition to a small private school, carried on for a good many years, and not numbering much over fifteen scholars, one has been conducted since the beginning of 1864, of a better character than the school which lasted for part of the previous year, but which gave little satisfaction, I believe.

124. *James Bowie, Esquire, M.D., Mitchell.*—“Under the able management of the teacher, Mr. Dunsmore,—who has been in charge of the school during the last five years, and is re-engaged for the sixth, little is open to general remark, except that from year to year, uniformly increasing proficiency of the scholars, in the various branches taught, is very visible to all who attend the regular school examinations. The last examination elicited the unqualified approbation of a numerous and intelligent audience. One class in Euclid, principally composed of young females, by their ready answers, and evident knowledge of the subject, attracted particular notice. Indeed, in every branch, the pupils showed a well grounded knowledge of their subjects, most gratifying to their friends, and creditable to their teachers. At this examination the prizes were awarded on a plan which I think, is a great improvement on that formerly in use. The position of each pupil in the class is determined by a system of merit tickets, which are given each time the pupil passes round the class. The places are marked in a class-book, at the end of each

recitation, and at the end of the month, a monthly average is struck, by dividing the sum of the places in the class by the number of recitations during the month: a quarterly or any other average may be obtained in the same way. The prizes are awarded according to the average place during the term. No pupil is entitled to a prize, who has not attended at least half of the term; this appears to me to be a fairer and more equitable plan than that formerly used. It must do away with all suspicion of partiality, as the pupils attending is decided by his marks in the Register. I regret that no library is yet attached to the school; at the Mechanics' Institute, however, there is a very good one, to which, through their parents, most of the children have access; that, in some measure, supplies the defect. The Revised Programme for the County Board Examinations is observed, and the questions are printed. Altogether, it must be admitted, our school is in a prosperous condition, and may, in point of efficiency, compare favourably with any other village school in Canada."

125. *The Reverend Wm. Schmidt, New Hamburg.*—The schools are in a prosperous condition; and it is gratifying for me to state, that very few (if any) have not attended school through the past year. The distribution of prizes exercised a more universally beneficial influence this year than before. It is better understood that the prizes are not given as merely presents. The regulations regarding religious instruction are not followed in the school room. The Revised Programme for the County Board is observed, and written answers are required of the applicants.

126. *The United Board of School Trustees, Oshawa. 1. Respecting the Common Schools.*—It is thought that there are few, if any, who do not attend one or other of the several schools during a longer or shorter portion of the year. Each division of the school is opened and closed with the reading of a portion of the New Testament, and with prayer. It is not within the knowledge of the Board, whether the Revised Programme is observed, and whether the questions are printed continuously or not. It is the opinion of this Board, that these examinations should be entrusted to a "Central Board of Examiners." Even if the questions were prepared, and the proportion of work to be done, or marks obtained for the different classes of certificates were fixed by such a Board, and sent, *under seal*, to the County Boards, a very decided advance would be made in many respects, as compared with the present system. The books of the Public Library are labelled and numbered, and the regulations are strictly observed. The Board has, for the convenience of inhabitants, placed the library in the reading room of the Mechanics' Institute, which is open daily. It is largely used, more especially by the younger members of the Community, and is exerting a most beneficial influence. The system of prizes has not been in operation in our school for a sufficient length of time, to enable the Board to express a decided opinion as to the influence of the system, but it is believed to have done and be doing a useful work.

2. *Respecting the Grammar School.*—There is at present only one scholarship established in our school. This is of the annual value of \$10 payable quarterly, and is maintained at the expense of the County Council. This body has with commendable liberality established fifteen such scholarships, each of the annual value of \$40, to be awarded by competition among the pupils of the Common Schools of the County, who may have attended one or more of such Common Schools for at least three out of the twelve months preceding the examination, and who may never have held a certificate of qualification as teacher or attended a Grammar School. The Council has also divided the County into eleven sections, and set apart one or more of the scholarships to each. The first examination therefore is to be held during the next Easter vacation in each of the sections aforesaid, and a further oral examination of all the competitors at the Easter examination is to be held in each of said sections, at such time during the month of July (next), as may be determined by the Board of Examiners, at which oral examination the names of the successful competitor or competitors for the scholarships shall be declared. These sections generally correspond with one or more Townships, and it is presumed that the great majority of the schools will be represented at this July meeting, which is to be held upon what is known in this part of the County as the "pic-nic principle." This may thus be made the great educational meeting of the year, and by it a great impetus it is hoped may be given to the cause of education in this country. This system, besides establishing in a measure that connection between our Common and Grammar Schools, contemplated by

law, affords to the more advanced pupils in our Common Schools a distinct object towards the attainment of which their efforts should be directed, excites a healthy emulation among them, among their teachers, and among the several schools of the different sections and of the County; and affords a portion, at least, of the aid that may be necessary to enable many a gifted and deserving pupil to attend one or other of our County Grammar Schools. The Board has much pleasure in sending a copy of the County By-law herewith. Owing to a portion, in fact the chief part of the former programme of Grammar School studies having been optional, it was found difficult to establish any systematic classification. The new programme wisely, in the opinion of the Board, obviates this difficulty. Since August, when our school was organized under it, it has been as strictly followed as the circumstances incidental to the change have allowed. The effect of the late regulations has been to increase the number studying Latin three-fold; and, a matter which the Board feels to be more important, to lead to the study of this language being entered upon at an early age. The best authorities both in England and America, urge that the study of Latin should be commenced at as an early an age as ten (or even earlier), since the memory is then most active, while the reasoning powers are not much developed. The Hon. Mr. Philbrick, Superintendent of Schools, Boston, makes the following remarks apposite to this point, in his last report. "Protracted experience and observation seem to have settled that the large amount of memory work requisite for the acquisition of the Latin and Greek Grammars, is as a general rule accomplished more successfully and satisfactorily by the pupils who begin at the age of ten or twelve, than by those who commence at the age of fifteen or sixteen. Besides, the English branches are learned much more easily in connection with the ancient languages, or after having made some progress in them, than previous to commencing them. This advantage is due to the mental discipline which the study of the Greek and Latin tongues affords." The Board heartily congratulates the Chief Superintendent on the great reform, which he has, after protracted effort, succeeded in effecting in our Grammar Schools, as evinced by the present admirable programme of studies, with the accompanying regulations, and the late Grammar School Amendment Act. Our school is governed mainly by a system of records. Three books are kept, one for attendance, one for punctuality and deportment, and one for scholarship. These exhibit an account of all the relations that each pupil has sustained to the school. The fact that such records are kept, is of itself sufficient to prevent the great majority of misdemeanors, which usually occur in schools such as ours. In truth we have none of what may be called *punishable* offences. The aim is to remove the occasion of faults. In addition to conduct being noted and made to appear in the report which is furnished to parents monthly, thereby securing their co-operation, the system upon which the daily recitations are conducted, contributes largely to produce this result. This is the same as that introduced into the late Model Grammar School, by the present excellent Principal of Upper Canada College. The general results of all the relations of the pupil to the school are thus furnished to each parent or guardian monthly, with a view, among other things, to secure his co-operation in resisting the beginnings of evil. The Principal also states in each report, the character of the application of the pupil, and is accustomed when making out the results of the month upon the blackboard, to point out and commend publicly those who have made progress. Every pupil is thus made to feel that a creditable position in the school can be obtained only by good conduct as well as by diligence and ability, as every demerit mark will materially affect the average of scholarship, which determines his standing in the class, and he is thus led as far as possible to correct his faults by perceiving the consequences of them.

127. *S. J. Barnhart, Esquire, Streetsville.*—Indifference of parents, and employment of many children in the woollen and flax mills of the village occasion the irregularity of attendance. The regulations for religious instruction are not observed, as relates to clergymen, after school hours, but the school is opened and closed with prayer and reading portions of scripture. The library books are covered and labelled, and the regulations observed. The library seems to exert a beneficial influence, and creates an increased desire for reading and literature.

APPENDIX B.

INSPECTOR'S REPORT, AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1865;

(By the Reverend GEORGE PAXTON YOUNG, M.A., Inspector.)

SIR,—I have already placed in your hands detailed Reports for the year 1865, regarding the several Grammar Schools of Upper Canada, and I have now the honour to submit some remarks and suggestions of a more general character.

A. The New Law—its effect on the Number of the Schools.

It was generally anticipated that the recent changes in the Grammar School law, with the regulations of the Council of Public Instruction, would greatly diminish the number of the Grammar Schools. Some feared this as an evil; others looked forward to it as a benefit; but no diminution has taken place in the number of the schools as yet. Since the beginning of the present year I have visited above eighty localities where Grammar Schools were in operation last year, and in only two of these have the schools been closed. The schools which have become extinct were all along utterly wretched. An average attendance of ten classical pupils is now required in order that a school may be entitled to a share of the Government grant. Formerly there were several schools which did not come up to this average; but, through the exertions of teachers and trustees, large numbers of recruits—male and female—have been obtained for the Latin classes, so as to save the schools from perishing. This recruiting has probably been carried too far; multitudes of children appear to have been pressed into the study of Latin solely for the purpose of meeting an emergency.

B. Non-Classical course in the Grammar Schools.

When the Bill recently passed was before Parliament, a cry was raised in favour of admitting non-classical pupils to the Grammar Schools. To meet the views of those who did not wish to make the Grammar Schools purely classical institutions, girls have been allowed to take French without Latin; and a course of study, extending over two years, has been provided for those boys who, having already obtained such an English education as may be got in good Common Schools, desire to pursue the study of the higher English branches, with French and Mathematics. From the first I was satisfied that there was no real demand in the Province for such a course of study as this curriculum for boys, and the event has proved the correctness of my opinion. In the Grammar Schools—more than 80 in number—in which, since the passing of the new law, I have examined pupils with a view to their admission according to the regulations of the Council of Public Instruction, 7 boys in all have come forward to be examined for the course of higher English, French and Mathematics; and of these only three have passed the prescribed entrance examination.

C. The study of Latin by Girls in the Grammar Schools.

I have been frequently asked whether I considered it desirable that girls should study Latin in the Grammar Schools. It is, in my opinion, most undesirable; and I am at a loss to comprehend how any intelligent person, acquainted with the state of things in our Grammar Schools, can come to a different conclusion. Those who advocate the study of Latin by girls in the Grammar Schools, rest their case in the argument that, by the testimony of the most competent judges, nothing is so fitted to develop fully the minds of boys as classical study, and that the training which is best for developing the faculties of boys must be best for developing the faculties of girls. But this reasoning is plausible rather than solid. There is a very considerable diversity between the mind of a girl and that of a boy; and it would be rash to conclude that, as a matter of course, the appliances which are best adapted for bringing the faculties of reflection and taste to their highest perfection in the one must be the best also in the case of the other. I do not doubt the capacity of

girls to learn Latin and Greek; nor do I doubt that, if they did learn these languages, the exercise would be beneficial. But I am not sure that, for the proper development of their minds, a different course of study might not be preferable. The question, however, in this general form, is a difficult one; and for what I have in view at present it is not necessary that I should enter on the discussion of it. I look at the subject in the particular aspect in which it presents itself in our Canadian Grammar Schools. What we have to do with, practically, is the special enquiry: is the study of classics, as pursued by the girls attending our Grammar Schools, the best training which could be given them, in the time which they are able to devote to education? It seems to me that this question must be answered decidedly in the negative. The grand advantages of classical study are, first: the thorough insight which it affords into language generally and into the modes of our thinking, as exemplified in language; secondly, the special light which it sheds on the formation of the English and other modern languages; and thirdly, the cultivation of the taste. Now, as far as the last of these benefits is concerned, classical study, as pursued in our Grammar Schools, is of no advantage to girls whatever. Since I became Inspector I have not met with half a dozen girls in the Grammar Schools of Canada—I cannot at present recall more than three—by whom the study of Latin has been pursued far enough for the taste to be in the least degree influenced by what has been read. Æsthetically, the benefits of Grammar Schools to girls are *nil*. With respect to the two other advantages of classical study which have been named, the same remark applies, to a very great extent. The mass of the girls learning Latin in the Grammar Schools have scarcely the beginning of a perception of the relation between the Latin language and their own mother tongue; and all the insight which they have obtained from their classical studies into the modes of our thinking, as exhibited in language, could have been equally well got from English. It may, perhaps, be said that, though they have, for the most part, made but little progress in Latin up to the present time, a fair proportion of them may be expected to pursue the study to a point where its advantages can be reaped. I do not believe that three out of a hundred will. As a class, they have dipped the soles of their feet in the water, with no intention or likelihood of wading deeper. They are not studying Latin with any definite object. They have taken it up under pressure, at the solicitation of the teachers or trustees, to enable the schools to maintain the requisite average attendance of ten classical pupils, or to increase that part of the income of the schools which is derived from public sources. In a short time they will leave school to enter on the practical work of life, without having either desired or obtained more than the merest smattering of Latin, and their places will be taken by another band of girls who will go through the same routine. It may, perhaps, be urged that these remarks are as applicable to as large a number of the Grammar School boys as they are to the girls. I admit that they are; and I draw the conclusion that such boys, equally with the girls in the Grammar Schools, are wasting their time, in keeping up the appearance of learning Latin. It would be unspeakably better to commit them to first class Common School teachers, under whose guidance they might have their reflective and æsthetic faculties cultivated through the study of English and of those branches which are associated with English in good Common Schools. This would, of course, diminish the number of the Grammar Schools in the Province; but that might not be a very grievous calamity—especially if it led to the establishment of first-class Common Schools in localities where inferior teachers are now employed.

D. *The Education of Grown up Girls and Grown up Boys together.*

As far as I can see, no evil arises from having little girls and little boys taught in school together. But in many of our Canadian Grammar Schools, girls of 15, 16, or 17 years of age, are associated with boys of the same ages. This feature in the Grammar School System has been often and strongly objected to—apart altogether from the question, whether the studies most proper for grown up girls are the same as those which are most proper for grown up boys—on the ground of its moral tendency. I think it right to state the impressions in regard to this subject, which have been left on my mind by what I have had an opportunity of observing.

In schools conducted by teachers possessing weight of character, I have no reason to believe that the general moral tone of the pupils is injuriously affected by boys and girls being taught together. Perhaps, on the contrary, the result is beneficial. Schools of

the kind described, partake somewhat of the character of families, or of well regulated social circles, within which the free intercourse of young persons of different sexes with one another is universally admitted to be salutary.

But out of a hundred Grammar School teachers, there will necessarily be a few who do not possess weight of character; and, under their rule, there is a danger of grown up girls suffering, as respects the formation of their moral character, from attending school along with grown up boys. In the rough sports of boys, even where not the slightest impropriety is intended, girls are liable to be subjected to a familiarity of treatment, which is apt insensibly to blunt their instinctive feelings of delicate reserve. I remember one instance, in which, on entering the school unexpectedly, during the interval of recess, when the teacher was not present, I saw some big boys chasing and even dragging big girls about the room, in simple innocent amusement, no doubt, but still in a manner which, probably, the parents of the girls would not have been delighted to behold. A far more serious thing is, that under teachers who are without due weight of character, girls who may have enjoyed no domestic advantages, and who do not understand the beauty of a "meek and quiet spirit," are in danger of being drawn, by the feeling that they are playing their part in the presence of boys, into an unfeminine rudeness of behaviour towards their teacher. To the credit of our schools, I will say, that I found this evil manifesting itself in an extreme degree in only a single instance, but shades of it appeared elsewhere. In the instance to which I refer, a class of girls, about 14 or 15 years of age, when questioned by their teacher, answered him with an undisguised carelessness, amounting to contempt. They were ignorant of their lessons, but seemed to assume that as they were young ladies, he had no right to presume to be displeased with them; they were pert and bold. It may perhaps be said that this offensive vulgarity had no connection with the presence of boys in the school, but was a result simply of the incompetency of the master, and of the absence of proper domestic training; but I am of a different opinion. A girl who is destitute of refinement of nature, more readily becomes insolent or sullen at having her self-love wounded in the presence of boys, than she would if surrounded merely by companions of her own sex. And, at any rate, the important practical point remains, that when a girl does so far forget herself as to be disrespectful to a teacher, this is a vastly greater evil in its permanent effects on her own character, when the fault is committed before boys, than it would be under other circumstances.

E. *The Examination for Entrance into the Grammar Schools.*

By a clause in the new law, it is the duty of the Inspector to admit pupils into the Grammar Schools. The qualifications required for entrance into the ordinary or classical course are as follows:—The pupil must be able to read intelligibly, to spell, to write a fair hand, to work questions in the simple rules of Arithmetic, and he must know the rudiments of English Grammar, so as to be able to parse any easy sentence. In giving effect to this provision of the law, I have examined about 2,000 children individually, and I have been startled at the ignorance of the rudiments of English Grammar displayed by a large number of those whom I have examined. As specimens, I may refer to the last six schools which I have inspected. In the first, of 31 pupils examined, I was obliged to exclude 13 from the Grammar School roll. In the second, I was obliged to reject 22 out of 31; in the third, 12 out of 18; in the fourth, 10 out of 19; in the fifth, 10 out of 23; and in the sixth, which is under the care of a more than ordinarily accomplished teacher, all of whose advanced pupils passed the examination, I had to reject 15 out of 50, the whole number examined. The following table shows the results of the examination in Toronto, Hamilton, Woodstock and London:—

School,	Examined.	Rejected.	Passed.
Toronto.....	Between 80 and 90.	40	Between 40 and 50.
Hamilton.....	56	18	38
Woodstock.....	30	22	8
London.....	55	24	31

The rejection was, in every case, on account of ignorance of the rudiments of English Grammar. The sentences which the pupils were unable to parse were such as the follow-

ing: "The mother loved her daughter dearly;" "John ran to school very quickly;" "She knew her lesson remarkably well." In no case did I reject a pupil merely for a single mistake, which might have been committed through inadvertence or agitation; but only when it became manifest that the pupil was unable to parse the sentence with ordinary decency. This reveals a state of things in the elementary schools of the country which calls for anxious investigation. I have no means of knowing whether the majority of the pupils whom I was obliged to reject received their early training in the Common Schools of the Province or in private schools; but there can be no doubt that a large number of them must have attended the Common Schools. I would respectfully suggest that, in some way or other, the attention of the Common School Trustees should be directed to the facts which I have brought out; and that it should be impressed upon them that they are morally bound to see that the education given in the schools of which they are the guardians, is really worthy of the name. I have been told, that in a considerable number of the Common Schools English Grammar is looked upon as of no importance, in comparison with such branches as Arithmetic, Book-keeping, Algebra and Natural Philosophy. But I am slow to believe that there can be more than a very few persons connected with education, whether as teachers or Trustees, who are so stupid as to entertain such an idea.

F. Abuse of the Union of the Common with the Grammar Schools.

In my report for last year, I expressed the opinion to which I still adhere, that as a general rule, a Grammar School must be injuriously affected by having the Common School united with it. Without repeating the arguments formerly adduced against Union Schools, I wish to call attention to an abuse which I found prevailing in such schools last year, and which still exists to a considerable extent. I refer to the fact that Grammar School masters are sometimes required, besides performing their own proper duties, to undertake the instruction of a number of Common School children. For instance, in a school which I recently inspected, out of 52 pupils who were on the roll for the term immediately preceding my visit, 22 were Common School pupils, constantly present in the Grammar School master's room, and receiving the whole of their instruction from him. I was told in explanation of this state of things, that the Common School, which met in a separate part of the village, was overcrowded, and that the Common School teacher had more work than he was able to perform, and consequently that unless the more advanced Common School children were allowed to be handed over to the Grammar School teacher, it would be necessary to engage an additional Common School teacher. The abuse to which I refer cannot be too strongly condemned. It is impossible for a single teacher, especially for one of the ordinary or of an inferior stamp, to conduct the entire education of 30 pupils in all the varied subjects of a Grammar School course, and at the same time to conduct the entire education of 22 other pupils in all the varied subjects of a Common School course. The almost inevitable consequence of attempting such a thing, is to make the Grammar School instruction a shallow form. And this is the least evil that results. It is incomparably more important for a locality that it be furnished with a good Common School, than that a Grammar School be maintained in it. But, where the advanced Common School pupils are systematically withdrawn from the care of the Common School teacher, the likelihood is, that only Common School teachers of an inferior grade will be employed. The trustees, assuming that sufficient provision for teaching the higher English branches exists in the Grammar School, will be satisfied with engaging a second or third class teacher for the Common School. The result, on the whole, is that the younger Common School children are left to receive, from a poorly qualified teacher in the Common School, what can hardly be anything else than a poor education, while the more advanced Common School children receive for the most part an excessively flimsy education in the Grammar School, where the master is bound to devote his chief attention to Grammar School subjects. I make these remarks, because some trustees, with whom I have lately met, appear to be of opinion that, under the existing law, they are at liberty to require the Grammar School master to do the work of a Common School teacher. Now, I do not doubt that in Union Schools arrangements may legitimately be made, within reasonable limits, for the two schools co-operating in the work of instruction: Grammar School pupils, on the one hand, receiving lessons in certain branches from Common School teachers; and Common School pupils, on the other hand, being admitted into some of the

Grammar School classes. But it is not right, and I do not believe that it is consistent with the spirit of the regulations of the Council of Public Instruction, that a Grammar School master, who has abundant work of his own to do, should be burdened besides with the entire care of a crowd of Common School children.

G. Christian Morals.

In the programme of study issued some time ago, by the Council of Public Instruction, a place is given to Christian Morals. I have been asked what this means. Though I am not the interpreter either of the Grammar School law, or of the regulations of the Council, it is my duty to confer with teachers and trustees in regard to the studies pursued in the Grammar Schools; and it may not be improper to state the explanation which I have been in the habit of giving, of the part of the programme referred to.

I take it for granted that it was not intended that the doctrines of the Christian religion should be formally taught in the Grammar Schools. A School Trustee with whom I lately met, and who attaches importance to religious instruction, was disposed to think that, by assigning a place in the programme to Christian Morals, the Council has conferred upon Trustees the power of making instruction in the leading doctrines of Christianity a regular part of the Grammar School course; for (he argued) how can Christian morals be taught, except on the basis of Christian doctrine? But surely there is no difficulty in distinguishing between the moral duties binding on Christians, the forgiveness of injuries, truth, purity, courtesy, obedience to parents, reverence for the Creator, and the like,—and the Christian doctrines from which the sacred writers have deduced many peculiar and powerful motives to the discharge of these duties. An attempt to teach the latter as part of the regular course of Grammar School study, would be in direct opposition to a fundamental principle of our school system. But there is no reason why the former should not be taught. The inculcation of Christian morality involves no interference with individual religious liberty, does not lie open to the charge of sectarianism, and is not fitted in any way to provoke jealousy. It is not only a necessary, but even the most important part of the training which the State is entitled, with a view to the general well being of society, to prescribe for pupils attending the public schools.

It will be conceded by all, that, if children grow up ignorant of the duties of morality, or without being educated to appreciate the beauty and excellence of virtuous conduct, any other instructions they may have received will go but a short way to fit them for leading useful and happy lives. That boys and girls should hate what is mean, should be offended with every form of grossness, should feel a sympathetic admiration for instances of generous self-sacrifice, is of unspeakably more consequence than that they should be able to demonstrate the propositions of Euclid, to speak French, or to construe Cicero and Homer. An observant and intelligent friend, conversing with me on this subject, expressed to me his opinion, that the great defect of the schools in this country, both of the Grammar and of the Common schools, is, that a sufficient amount of direct effort is not put forth in them, to form the minds of the pupils to an appreciation of "whatsoever things are lovely, whatsoever things are of good report;" and he pointed out to me a paper in the *Spectator* (No. 337, March 27, 1712), in which the general idea which I have endeavoured to express is brought out, and hints are at the same time given as to the means by which a teacher, who has a right conception of his high functions, and is in earnest in seeking to discharge them may imbue the souls of his pupils with sincere and enlightened virtue.

After admitting, "that, in most of our public schools, vice is punished and discouraged, whenever it is found out;" and remarking that "this is far from being sufficient unless our youth are at the same time taught to form a right judgment of things, and to know what is properly virtue;" the writer in the "*Spectator*" goes on to say: "whenever they read the lives and actions of such men as have been famous in their generation, it should not be thought enough to make them barely understand so many Greek or Latin sentences; but they should be asked their opinion of such an action or saying, and obliged to give their reasons why they take it to be good or bad. By this means, they would insensibly arrive at proper notions of courage, temperance, honour and justice. There must be great care taken how the example of any particular person is recommended to them in gross; instead of which they ought to be taught wherein such a man, though great in some respects, was weak and faulty in others.

For want of this caution, a boy is often so dazzled with the lustre of a great character, that he confounds its beauties with its blemishes, and looks even upon the faulty part of it with an eye of admiration."—In giving this quotation, I do not wish to convey the idea, that a Grammar School-Master, who perhaps finds the time which he can devote daily to Latin and Greek too short for instructing his pupils in these languages, should regularly spend a portion of that time in discussing with his pupils the questions of morality which the lessons are fitted to suggest. There is a wise way of doing a thing, and there is a foolish way of doing it. A hint, or a question admitting of being answered in a few words, may be fitted to make a deeper impression, and so may be more truly valuable than a lengthened exhortation. Where a teacher possesses a genuine appreciation of moral excellence, along with an ordinary measure of practical wisdom, he will be able, without any undue expenditure of time, to give a healthy practical bearing to his instructions in those branches where character comes into view. In the passage quoted from the "Spectator," reference is made only to the study of classics. But I should rely more for purposes of moral training on the English than on the Classical parts of our Grammar School course; and it may not be amiss to remark, that, in order that the lessons in English reading may naturally and easily be made occasions of instruction in Christian Morals, the English reading books used in the schools should contain a considerable number of interesting selections, exhibiting human character in its various phases, recording in particular those actions of great and good men, which show how life is made sublime.

I quote another passage from the "Spectator." "To carry this thought yet further, I shall submit it to your consideration, whether, instead of a theme or copy of verses, which are the usual exercises, as they are called in the school phrase, it would not be more proper that a boy should be tasked, once or twice a week, to write down his opinion of such persons and things as occur to him by his reading; that he should censure or approve any particular action, observe how it might be carried to a greater degree of perfection, or how it exceeded or fell short of another. He might at the same time mark what was moral in any speech, and how far it agreed with the character of the person speaking. This exercise would soon strengthen his judgment in what is blamable or praiseworthy, and give him an early seasoning of morality." On the details in this passage—the number of compositions to be required of a pupil, and the like—nothing need be said. Details must be arranged by teachers, according to the circumstances of the schools. But the essential idea of the passage, that the written compositions of pupils might to a large extent be made the means of training in Christian Morals, is undoubtedly a good one. Of course the means in question would be available chiefly in the case of pupils who were somewhat advanced; which harmonizes with the circumstance that, in the programme of Grammar School studies prepared by the Council of Public Instruction, the subject of Christian Morals is formally introduced only in the last two years.

The above remarks may serve as suggestions of the way in which an earnest teacher, even where no special text book of Christian Morals is used, may endeavour to open the minds of his pupils to an understanding of what constitutes moral excellence, and to draw their hearts to the love of it. No text-book on this subject has been sanctioned by the Council of Public Instruction; and there might be a difficulty in finding one altogether unobjectionable. An abstract exposition of the various branches of duty is not what is desired. To be of much benefit to young persons, a treatise on morals would require to exhibit virtue in living concrete embodiment.

H. *Roman Catholic Separate Schools.*

Besides inspecting the Grammar Schools, I have visited a considerable number of Roman Catholic Separate (Common) Schools in Upper Canada. I have not been able to inspect many of them minutely. In some cases it has not been in my power to do more than examine the register, and take a glance at the general appearance of the school. My only reason for referring to the Roman Catholic Separate Schools in this report, is, that I wish to put on record the fact, that *some* of them are undoubtedly giving a good education to the pupils attending. Not a few of the schools which I visited are of a low type; the buildings, mean; the instruction, poor. But others are of a better class, and some are decidedly excellent. For instance, a short time ago, after having inspected the Grammar School in Hamilton, where I found a large number of the junior pupils sadly defective in the rudiments of English Grammar, I visited the Roman Catholic Separate School on the

Street, and minutely examined the more advanced girls on the very same sentences which had puzzled so many of the pupils in the Grammar School. The girls examined, for the most part, appeared to be between 12 and 13 years of age, and they parsed the sentences which I gave them in a perfectly accurate and most intelligent manner. Their knowledge of English Grammar was better than that possessed by three-fourths of the Hamilton Grammar School pupils. The Roman Catholic Separate School in Cobourg, when I visited it in September, 1865, was in an admirable state, under a vigorous and efficient teacher. I also formed a very favourable opinion of the head master of the Brockville Separate School, which I visited in September, 1865, and I was pleased with the appearance of the most advanced division of the boys' school in Kingston.

APPENDIX C.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS IN UPPER CANADA,

With the New Grammar School Improvement Act and Regulations.

GENTLEMEN,—I herewith transmit you a copy of the new "Grammar School Improvement Act," and of the revised Programme of Studies, which has received the approval of the Governor General in Council, and which is designed to give effect to the wishes of the Legislature, and the comprehensive objects of the Grammar School law, viz: to make the Grammar Schools the high schools of their respective localities—intermediate schools between the Common Schools and the University—to prepare youth to matriculate in the University, in law, in medicine, in arts, and in the department of civil engineering, to give to intended surveyors their preliminary education, and to impart the higher branches of an English and commercial education to those youths whose parents do not wish them to study Greek or Latin.

2. My printed Circulars to the Municipal Councils of counties, cities, towns, and incorporated villages, explain the equitable and public grounds on which a liberal municipal support may be reasonably and confidently expected to be given to the Grammar Schools. By the provisions of the new Act, a sum equal to one-third will be added to the Grammar School fund, for the payment of teachers' salaries. One condition required by the regulation is, that "after the 1st day of January, 1866, no Grammar School shall be entitled to receive anything from the Grammar School fund unless suitable accommodations are provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin." It is not worth while to have a Grammar School in a place where there is not sufficient interest in it to provide suitable accommodations, or the material for the attendance at the Grammar School of at least ten regular pupils in those subjects the teaching of which was its primary object. It is much better to concentrate the school fund, and to give adequate support to a smaller number of good Grammar schools, than to dissipate it on a large number of inefficient and nominal schools.

3. Hitherto, many of the Grammar schools have done little as classical schools and taught few, if any, of the English branches of a good education which have not been as well, if not better, taught in many of our common schools. The object of the law and of the revised Programme of Studies is to prevent any further dissipation of the Grammar School fund in this way; to prevent the Grammar Schools from poaching upon Common School ground, or being rivals of Common Schools; to make them English high schools; and to render them efficient in their appropriate work of elementary classical and superior education. But while it is intended that they shall accomplish, to as great an extent as possible, the ends of good classical schools, special regard is had in the second, or English, course of studies, to the increasingly wide and pressing demands of a high English and commercial education, supplementary to the elementary education which is provided in the Common Schools.

4. It will be observed, that the pupils are not to take certain subjects of the Grammar School course as a matter of form, in order to be retained as Grammar School pupils, while they are, in reality, but Common School pupils, almost wholly employed in learning the elementary subjects of Common School instruction. None can be recognized as Gram-

mar School pupils but those who really are so, and who are *bona fide* pursuing the whole of the subjects in one of the two *courses* of studies prescribed in the Programme. The pupils of all the schools are to be finally admitted, on examination, by the Inspector. This places all the Schools on the same footing, and brings the pupils of each, on their admission, up to the same standard; and every school shares in the fund according to its work, irrespective of county or locality. Under the provisions of the new Act, there is no apportionment to counties according to population, nor any distinction between senior and junior Grammar Schools; but, as the seventh section of the Act expresses it: "The apportionment, payable half-yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the head master and trustees, and verified by the Inspector of Grammar Schools."

5. During more than ten years I have employed my best exertions to get the great principle of our Common School system applied to that of the Grammar Schools, namely: the principle of each Municipality providing a certain proportionate sum, as a condition of sharing in the school fund provided by the Legislature. This is the vital principle of our Common School system, and is the main element of its wonderful success. The intelligent liberality of the Municipalities has far exceeded the requirements of the law in relation to our upwards of four thousand Common Schools. I doubt not a like liberality and intelligence will soon be shown in regard to our one hundred Grammar Schools.

6. Relying upon the liberal co-operation of the county, city, town, and village municipalities, and to facilitate as far as possible the labors of the trustees, I will make and pay the next year's apportionment of the Grammar School fund in aid of the Grammar schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the school fund, until the deficiency is made up.

7. With the additional co-operation and means which the new Act provides in behalf of Grammar Schools, and the practical Programme of Studies prescribed, it remains for Trustees to employ their earnest and patriotic exertions to make the Grammar Schools, under the Divine blessing, fulfil their noble mission, and prove an honor, as well as a general blessing, to the country.

I have the honour to be, Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE, TORONTO, 1st December, 1865.

AN ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

29th Victoria, cap. xxiii.—Received the Royal Assent, 18th September, 1865.

Whereas it is expedient to make further provision for the improvement of Grammar Schools in Upper Canada: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. Each city shall, for all Grammar School purposes, be a County; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School of the County is situated within a city, the Council of such County shall appoint one-half of the Trustees of such Grammar School.

2. Each County Council at its first session to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School situated in a town or incorporated village and within its jurisdiction, three fit and proper persons as Trustees of such Grammar School; and the corporation of the town or incorporated village municipality, within the limits of which such Grammar School is or may be situated, shall also at its first Session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the 31st day of January in each year (but may be re-appointed); and, on the incorporation hereafter of any village in which a Grammar School is established,

the county and village councils shall, at their first meeting in January next thereafter, appoint trustees in like manner as aforesaid for the Grammar School in such incorporated village; and the vacancy occasioned by the annual retirement of trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality, or otherwise, shall be filled up by such county, town, or village council, as the case may be, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.

3. The Trustees appointed as aforesaid shall be a corporation, and shall succeed to all the rights, names, powers and obligations conferred or imposed upon Trustees of Grammar Schools, by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

4. All property heretofore given or acquired in any municipality and vested in any person or persons, or corporation, for Grammar School purposes, or which may hereafter be so given or acquired, shall vest absolutely in the corporation of Grammar School Trustees having the care of the same, subject to such trusts as may be declared in the deed or instrument under which such property is held.

5. In all cases of the union of Grammar and Common School Trustee Corporations, all the members of both Corporations shall constitute the joint Board, seven of whom shall form a quorum; but such union may be dissolved at the end of any year by resolution of a majority present at any lawful meeting of the joint Board called for that purpose. On the dissolution of such union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Trustee Corporation: or if they fail to agree within the space of six months after such dissolution, then by the Municipal Council of the city, town, or incorporated village within the limits of which such schools are situated, and, in the case of unincorporated villages, by the County Council.

6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund.

7. The apportionment payable half-yearly to the Grammar Schools shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

8. No additional Grammar School shall be established in any county unless the Grammar School Fund shall be sufficient to allow of an apportionment at the rate of three hundred dollars per annum to be made to such additional school, without diminishing the fund which may have been available for Grammar Schools during the then next preceding year.

9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar or Common Schools in cities, towns and incorporated villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration according to the provisions of the Common School law relating to such arbitrations; and in cities, towns, and incorporated villages the Local Superintendent (being an officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools), shall not act as an arbitrator; but in the event of a difference of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

10. Each of the Grammar School Meteorological stations at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School Fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed, and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction, with the approval of the Governor in Council.

11. After the passing of this Act no person shall be deemed to be legally qualified to

be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British Dominions; but any person legally qualified and appointed to be a Head Master in any Grammar school during the year next before the passing of this Act shall be deemed qualified notwithstanding this section.

12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for Grammar School pupils, and to appropriate, out of any money granted for the purpose, a sum not exceeding fifty dollars per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils have been taught for a period of at least six months: such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.

13. The provisions of the Acts relating to Grammar and Common Schools shall apply to the Town of Richmond in the County of Carleton, the same as to any other towns or incorporated villages.

14. It shall be lawful for the Council of Public Instruction, with the sanction of the Governor in Council, to make regulations for giving to meritorious Common School Teachers' certificates of qualification which shall be valid in any part of Upper Canada until revoked.

15. So much of the Grammar and Common School Acts of Upper Canada as are inconsistent with the provisions of this Act, are hereby repealed.

REVISED PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed by the Council of Public Instruction under the authority of the Consolidated Grammar School Act of 1853, and of the Grammar School Improvement Act of 1865.

Approved by His Excellency the Administrator of the Government in Council, November, 1865.

Prefatory Explanation.

The twelfth section of the Upper Canada Consolidated Grammar School Act requires that, "In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematicians, so far as to prepare students for University College, or for any College affiliated to the University of Toronto,—according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations." In the seventh clause of the twenty-fifth 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 duly qualified English 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, but to teach the higher branches alone, 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 for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the twelfth section, and the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Victoria, chapter 63, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VIII, which is discretionary with the Head Master and Trustees.

SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. The Seventh Section of the Act for the further improvement of Grammar Schools

provides as follows:—"The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils who have passed the preliminary and final entrance examinations and are pursuing the yearly subjects of one of the two courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School.

SECTION II.—ADMISSION OF PUPILS STUDYING GREEK AND LATIN INTO THE GRAMMAR SCHOOLS.

1. The examinations and admission of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all pupils to the Grammar Schools.

2. 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 those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorized by law,* or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examination for such Scholarships, Exhibitions or Prizes.

3. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly a 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 questions in the four simple rules of arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

4. To afford every possible facility for learning French, girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final entrance examinations required for the admission of boys. Girls thus admitted will take French (and not Latin or Greek) and the English subjects of the classical course for boys; but they are not to be returned or recognized as pupils pursuing either of the prescribed Programmes of Studies for the Grammar Schools.

* The *Upper Canada Municipal Institutions Act*, 29-30 Vict., chap. 51, section 288, enacts that the Municipal Council of each County, City and Town separated, 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 or Town separated 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 a 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. 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 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.

SECTION III.—PROGRAMME OF STUDIES FOR CLASSICAL PUPILS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR LOWEST.	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar,	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin Simple Proportion.	Outlines of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Cæsar commenced.	Greek Grammar commenced. Harkness' Arnold.	None.	Reading and Spelling.	Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Cæsar continued. Virgil. Æneid. B. II. commenced. Latin Prose Composition. Prosody commenced	Greek Grammar continued. Harkness continued. Lucian. Charon.	Grammar and Exercises (DeFivas.)	Grammar. Elements of composition.	Arithmetic continued. Algebra. Fractions; Greatest Common Measure and Least Common Multiple; Simple Equations. †Euclid, B. I.	English History, continued. Ancient History. Modern and Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, B. II. completed. Livy. B. II., ch. 1 to 15 inclusive. Latin Prose Composition. Prosody continued.	Lucian. Life. Xenophon. Anabasis, B. I. ch. 7, 8. Homer, Iliad, B. I.	Grammar and Exercises continued. Voltaire. Charles XII, B. I., II, III.	Grammar. Composition. Christian Morals	*Algebra. Involution and Evolution. Theory of Indices and Surds; Equations, Simple, Quadratic and Indeterminate †Euclid. Bb. I. II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Vocal Music. Book-keeping, including a knowledge of Commercial Transactions.
FIFTH.	Cicero (for the Manilian law.) Ovid. Heroides, I, and XIII. Horace. Odes, B. I. Composition in Prose and Verse.	Xenophon. Anabasis, B. I, ch. 9, 10. Homer. Odyssey, B. IX. Previous subjects reviewed.	Corneille. Horace, Act IV. Review of previous subjects.	and Elements of Civil Government.	*Algebra. Progression and Proportion, with revision of previous work. †Euclid, Bb. III, IV.	Previous subjects reviewed.	Elements of Physiology and Chemistry.	Drawing. Vocal Music. Telegraphy.

Explanatory Memoranda to the foregoing Programme.

1. The above Programme is to be regarded as the model upon which each school is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Inspector.

2. 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, without reference to time.

3. Vocal Music and Telegraphy are optional.

* Todhunter's or Sangster's.

† Potts' or Todhunter's.

SECTION IV.—ENTRANCE EXAMINATION AND PROGRAMME OF STUDIES FOR PUPILS NOT INTENDING TO STUDY GREEK OR LATIN.

1. Pupils desiring to become Surveyors, or to study for matriculation in the University of Toronto as students of Civil Engineering, or to study the higher English branches and French without taking Greek or Latin, must have obtained, before entering the Grammar School, such an acquaintance with the English branches as may be got in good Common Schools. Such pupils, before admission to the Grammar School, must pass an entrance examination in the following subjects:—

Arithmetic.—Proportion, with Vulgar and Decimal Fractions. (To be thoroughly understood.)

Geography.—An accurate knowledge of General Geography.

English Grammar.—The analysis and parsing of ordinary sentences.

2. The preliminary entrance examination to be conducted in the same way as that prescribed for other Grammar School pupils, and to have only a temporary force until the candidates for entrance are examined and finally admitted by the Inspector.

3. The course of study for pupils of the above classes to be as follows:

First Year.

Arithmetic, from Fractions to end of the book.

Algebra, to the end of Simple Equations.

Euclid, Books I., II., III., IV., with definitions of Book V.

Elements of Natural History (including Botany) and Physiology.

French Grammar and Exercises.

Voltaire's *Histoire de Charles XII.*, Books I., II.

Outlines of British History to the present time.

English Grammar and Composition.

Drawing from copy.

Book-keeping, including a knowledge of Commercial Transactions. Telegraphy (if desired).

Second Year.

Algebra continued.

Euclid, Book VI.

Elements of Chemistry and Natural Philosophy.

*Nature and use of Logarithms.

*Plane Trigonometry, as far as the solution of Plane Triangles.

French Grammar and Exercises, continued.

Voltaire's *Histoire de Charles XII.*, Book III.

Corneille's *Horace*, Act IV.

Geography reviewed, and Map Drawing on the Black-board.

History of Canada and of other British North American Provinces.

English Composition.

Christian Morals, and Elements of Civil Government.

SECTION V.—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 are conducted as stated in the preceding sections; 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. In addition to which, every Head Master shall keep or cause to be kept, a class register in which are to be noted the

*These subjects to be optional in the case of boys not preparing for Surveying, or for Matriculation in the University in Civil Engineering.

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 said record shall be destroyed.

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

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under the public censure, who shall express to the Head Master his regret for such course of conduct, as openly and as 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 fifth clause of the twenty-fifth section Consolidated Grammar School Act, 22 Vict., cap, 63, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

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

SECTION VI.—DUTIES OF PUPILS.

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

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

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

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

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

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

SECTION VII.—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 seventh of 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 fifteenth of October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the twenty-second of December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be 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. The anniversary of the Queen's birth day shall be a holiday in all the Grammar and Common Schools of Upper Canada.

4. The public half-yearly examinations required to be held in each Grammar School by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 63, shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer vacation.

5. [Union, Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.]

6. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year, to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.*

SECTION VIII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

N.B.—The observance of SECTION VIII. is discretionary with the Trustees and Head Master.

1. 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 recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereunto annexed may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But it is suggested that the Lord's Prayer 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 should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing, to the Head Master of the School.

Forms of Prayer recommended.

I. 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 in 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

*Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees; and, in addition, the Grammar School Master must communicate with the Educational Department, so that he may not be absent during the visits of the Inspector to his school. In order that no loss of apportionment may accrue to any school in consequence of the Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half holidays, nor will such time be reckoned by the Department.

so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy Name, through Jesus Christ our Lord. *Amen.*

Our Father which art in Heaven, hallowed 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.*

II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

Let us Pray.

Most Merciful GOD, we yield Thee our humble and hearty thanks for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed by Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of GOD, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

SECTION IX.—DUTIES OF THE INSPECTOR OF GRAMMAR SCHOOLS.

1. *Admission of Pupils.*—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all pupils into the schools, according to one of the entrance examinations prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the law and is conducted as the law and general regulations require, and to report forthwith to the Chief Superintendent, any case of failure or delinquency in these respects.

2. *Inquiries of Inspector.*—It shall also be the duty of the Inspector of Grammar Schools to visit each Grammar School twice in the course of the year, and to make enquiry and examination, in such manner as he shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:

a. Mechanical Arrangements.—The tenure of the property; the materials, plans 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.

b. 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.

c. 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.

d. 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 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.

e. 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; how the attainments in the various lessons are 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.

f. Attainments of Pupils.—1. *Reading and Spelling*; 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; whether they can spell correctly. 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 and Composition*; 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. *Christian Morals and Elements of Civil Government*; 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.

g. Miscellaneous.—How many pupils have been sent from the school to, and how many are preparing for matriculation in some University. 2. Whether a register and visitor's book are 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 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.

EDUCATION OFFICE,
Toronto, 1st December, 1865.

METEOROLOGICAL STATIONS IN UPPER CANADA.

His Excellency, the Administrator of the Government in Council, has been pleased,
12*

on the recommendation of the Council of Public Instruction for Upper Canada, to approve of the following Meteorological Stations in Upper Canada, in terms of the eleventh Section of the Grammar School Improvement Act of last session, viz. : Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke.

APPENDIX D.

THE COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT IN JANUARY, FEBRUARY AND MARCH, 1866, AND CONVENED BY A CIRCULAR TO THE MUNICIPAL AND SCHOOL AUTHORITIES ISSUED 26TH DECEMBER, 1865.

1. *Minutes of Resolutions passed after discussion by each Convention; extracted from the official Reports of the Conventions furnished to the Department by the respective Chairmen and Secretaries.*

I. RESPECTING TOWNSHIP BOARDS OF EDUCATION.

Of the FORTY County Conventions, TWENTY-FIVE formally expressed a desire to adopt the principle of township Boards, in ONE, the resolution affirming it was lost, TEN passed resolutions in opposition to that principle, ONE Convention is reported as not having arrived at any decision; ONE took no action, THREE have neglected to send the minutes of the proceedings, including one of the twenty-five above mentioned.

At *St. Catharines*, January 15.—Moved by Charles Donaldson, Esq., seconded by James Lilleland, Esq., and (by a majority of two to one,)

Resolved,—That in the opinion of this meeting, Township Boards of Trustees are better adapted to the wants of the country than the present system of School Section Trustees.

Welland, January 16.—Moved by the Rev. Charles Walker, seconded by the Rev. George Bell, and

Resolved,—That instead of the present system of School Sections, a Board of School Trustees be annually elected by the people, to take the entire charge of the schools in the Township for which they are elected.

At *Cayuga*, January 17.—Moved by Thomas Slaven, Esq., seconded by T. Hodder, Esq., and

Resolved,—That, after having heard the opinion of the Chief Superintendent, as expressed before this meeting, as to the changing of the School Board of Trustees, it is the opinion of this meeting that the present School Section arrangement in Townships has worked well, and it is therefore their opinion that it should not be abolished.

Amendment,—Moved by William Grant, Esq., seconded by Thomas Mussen, Esq.—That it is the opinion of this Convention, that if any change is made in the present mode of managing schools by Sectional Trustees, such mode shall be left to any Township to say whether it will adopt the new method of Township Board or not. Lost.

At *Simcoe*, January 18.—Moved by Rev. Mr. Cragie, seconded by Rev. Mr. Willoughby, and

Resolved,—That in the opinion of this meeting it is advisable that the schools of the Townships should be placed under the control of one Board of Trustees.

Moved by Dr. Clarke, seconded by Mr. Wallace, and

Resolved,—That it is the opinion of this meeting that a special Board of School Trustees should be elected by the people to adjust the school matters of its Township. That it is not advisable to make the Township Councils this Township Board, and also that the position and attitude of this Township Board of School Trustees to its Council,

should be similar in every respect to that of Boards of School Trustees in Incorporated Villages, Towns and Cities to their several Town or City Municipal Councils.

Amendment,—Moved by Mr. H. J. Kilmaster, seconded by Mr. O. Austin.

That it is the opinion of this meeting that the Township Council should be the Board of Trustees for the respective Townships. Lost.

At *Brantford*, January 19.—Moved by Mr. Hay, seconded by Mr. Wood, and

Resolved,—That the proposed change of school Section into Township Boards be not approved of.

At *Hamilton*, January 20.—Moved by Mr. Smith, seconded by Mr. Inksetter, and, (by a large majority)

Resolved,—That in the opinion of this meeting the substitution of Township Boards for the present system of School Section Boards would promote the efficiency of the Common School system, and be advantageous to the educational interests of the country.

At *Newmarket*, January 22.—Moved by Mr. R. Alexander, seconded by Mr. Hawkins.

That this meeting approves of the proposed change in the School Law, of electing Township Trustees instead of Section Trustees. And that the Township Board be elected by the people, and that the number of Trustees be six, and also that the Board be separate from the Township Council. Lost by a small majority.

At *Barrie*, January 23.—Moved by N. King, Esq., seconded by D. Soules, Esq., and

Resolved,—That this meeting is of opinion that a great public benefit would be conferred, if instead of Boards of Trustees for each School Section, one Board of six persons were appointed for each Township, two of whom should retire each year. That by such a change the machinery of Education would be greatly simplified, parents would be allowed a larger discretion for the selection of a school for their children, and the situation of teachers would be at once rendered more permanent and desirable. That in the opinion of this meeting however, it is not to be desired that such Township Board should be identical with the Township Council.

Amendment.—Moved by the Rev. Dean Northgraves, seconded by T. Dury, Esq.,

That this meeting deems it inexpedient to establish Township Boards of Trustees in lieu of local Boards. Lost.

At *Owen Sound*, January 24.—Moved by Mr. Francis, seconded by Mr. Greer, and

Resolved,—That the proposed abolition of School Sections and the establishment of Township Boards of School Trustees, said Boards to be elected by the people on the same day that the Municipal Councillors are elected, meets with the hearty concurrence of this meeting.

At *Walkerton*, January 25.—Moved by James Henderson, Esq., seconded by William Pringle, Esq., and

Resolved,—That this meeting having heard the explanations of the Rev. Dr. Henson, respecting the proposed changes of the present school law so far as having Township Boards of Trustees instead of the present Section Boards, express their approval of the proposed change.

At *Goderich*, January 27.—Moved by Mr. H. D. Cameron, seconded by Mr. McDonald, and (by a large majority.)

Resolved,—That the Educational interests of our country would be promoted by appointing one Board of Trustees for each Township.

Moved by Mr. P. McShea, seconded by Mr. P. McDonald, and (unanimously.)

Resolved,—That the Township Boards should consist of Trustees elected by the rate-payers of the Township, and that it be distinct from the Township Council.

At *Stratford*, January 29.—Moved by the Rev. T. McPherson, seconded by the Rev. Mr. Patterson, and

Resolved,—That it is desirable to have one Board of Trustees for each Township, as there is one Board of Trustees for each city, town and incorporated village.

Moved by the Rev. Mr. McPherson, seconded by the Rev. Mr. Durrant, and

Resolved,—That the Township Boards of Trustees be elected by the rate-payers distinct from the Township Council Boards.

At *Sarnia*, January 30.—Moved by Rev. Mr. Gibson, seconded by Rev. Mr. McDer- mid, and

Resolved,—That the formation of Township Boards is much to be desired.

Amendment,—Moved by Mr. David Hossie, seconded by Mr. Robert Johnstone,

That it is inexpedient to abolish the existing system of rural school sections, but that Section No. 32 of the Common School Act be amended by making provisions for the establishment of Township Boards at any time by a majority of the qualified municipal electors; such desire to be manifested by a general vote or by petition, public notice having been given as to the intention of the municipality to pass such by-law. Lost.

Moved by Mr. R. S. Chalmers, seconded by Mr. Robert Fleck, and

Resolved,—That the School Trustees be elected separately from the Municipal Council and as a separate body.

At *Sandwich*, January 31.—Moved by Mr. Wigle, seconded by Mr. Chambers, and

Resolved,—That this meeting approves of the amendment suggested by the Chief Superintendent in substituting Township Boards of School Trustees in place of Trustees for Sections.

Moved by Mr. Gott, seconded by Mr. Campbell, and

Resolved,—That in the opinion of this meeting the Board of School Trustees should be composed of other than Municipal Councillors.

At *Chatham*, February 1.—Moved by A. S. Holmes, Esq., seconded by Arthur Anderson, Esq., and

Resolved,—That it is desirable that there should be one Board of School Trustees for an entire Township, elected by the rate-payers, and separate from the Township Council.

Amendment,—Moved by E. B. Harrison, Esq., seconded by John Duck, Esq.,

That in event of a Board of Trustees being elected for each Township that the Municipal Council do constitute the Board. Lost.

At *London*, February 2.—Moved by Mr. Armstrong, seconded by Mr. Wm. Russell, and

Resolved,—That this meeting approves of abolishing the School Sections as now constituted, and forming Township Boards.

Moved by Mr. A. Crawford, seconded by Mr. W. Field, and

Resolved,—That the Trustees be a distinct Board, separate from the Township Council.

At *St. Thomas*, February 3.—Moved by the Rev. E. Sheppard, seconded by Thomas Green, Esq., and

Resolved,—That we are not prepared to accede to the views of the Chief Superintendent as expressed in the second paragraph of his circular letter under the head,—“Objects of the Convention,” and relating to Township Boards.

At *Woodstock*, February 5.—Moved by Mr. Landon, seconded by Mr. Dockery, and

Resolved,—That this meeting,—while it highly appreciates the great ability of the Chief Superintendent of Education, and while it sees much to approve and even to admire, in his able administration of that office, by which he has raised our educational institutions, and especially our Common Schools, to a position of usefulness and respectability which may well justify our national pride and challenge the respect of the world,—cannot nevertheless, approve of the proposition to abolish our rural school corporations, and to place the management of all the schools into the hands of Township Boards,—for the following, among other reasons:

1. Our Common Schools, under the present system of management, are believed to be really and rapidly advancing in character and usefulness, and it would be unwise to risk any interruption to that advancement by a mere experiment, or to introduce any considerable change without something like a reasonable certainty that no evil consequences would result therefrom.

2. If the disputes about the boundaries of school sections, in a few remaining instances where they still exist, should thereby be composed, the meeting has reason to fear that the Township system would give rise to other questions of disagreement even more perplexing and difficult to manage.

Amendment.—Moved by the Rev. Mr. McDermid, seconded by H. Silvester, Esq., That one Board of Trustees for the entire Township, would be a great improvement on the present system of school sections, and that therefore such change is desirable. Lost.

The local newspaper report of the Woodstock meeting contains the following :—
 “NOTE.—It is proper to state that before a vote was taken as to the establishment of Township instead of Section Boards, the chairman requested that that part of the audience from Woodstock and Ingersoll should not vote. Had it been otherwise, it was the opinion of many that the decision would have been in favor of Township Boards.”

At *Berlin*, February 6.—Moved by J. E. Bowman, Esq., M.P.P., seconded by Isaac L. Bowman, Esq., and

Resolved.—That in the opinion of this meeting, it would be expedient to change the present system of School Section Boards to that of Township Boards.

At *Guelph*, February 7.—Moved by Mr. Whitelaw, seconded by Mr. Royce, and

Resolved.—That this meeting regards the present system of School Sections in Townships as satisfactory, and the change proposed not desirable.

At *Brampton*, February 8.—Moved by Mr. Starrat, seconded by Mr. Blain,

That School Section Boards of Trustees be abolished, and that Township Boards be established as suggested by the Chief Superintendent. Lost.

Amendment.—Moved by Rev. James Pringle, seconded by Mr. James Hamilton, and

Resolved.—That in the opinion of this meeting, it is not desirable that there should be any change in the Trusteeship of the School Sections; and that, were the changes contemplated by the Chief Superintendent carried into effect, instead of putting an end to all disputes it is to be feared they would be a never failing source of trouble and contention.

At *Milton*, February 9.—Moved by H. M. Switzer, Esq., seconded by Dr. Buck, and

Resolved.—That it is desirable for the benefit of education to establish Township Boards to be elected by the Township as a whole.

At *Port Hope*, February 13.—Moved by J. Foote, Esq., seconded by A. Choate, Esq.,

That this meeting approves of the suggestions made by the Chief Superintendent of Education, for abolishing School Section Boards of Trustees, and substituting in their place Township Boards. Lost.

At *Lindsay*, February 13.

Resolved.—That one Board of Trustees be established for each Township, to consist of six members.

At *Peterboro'*, February 15.—Moved by S. Grover, Esq., seconded by Mr. Read,

That the suggestions of the Chief Superintendent of Education for Upper Canada as to the abolishing of School Section Boards for the Common Schools and the substitution thereof of the Township Boards meets with our approval. Lost.

Amendment.—Moved by Mr. Stratton, seconded by Mr. Dundas, and

Resolved.—That inasmuch as it is believed that the introduction of Township Boards instead of School Section Boards, as at present, would not advance the cause of education; it is therefore desirable that the school section system as at present be retained in any new act.

At *Cobourg*, February 15.—Moved by Mr. Ferris, seconded by Mr. Fisher, and

Resolved.—That this meeting is fully convinced, notwithstanding the able explanations given by the Chief Superintendent, that the appointment of School Trustees for each Common School Section as the law now requires, tends to create a more general interest in the advancement of education, is more convenient and less expensive than the one proposed of appointing township Boards with merely a visiting Committee for each Common School; but that, in order to give the system of appointing a Board of Township Trustees a fair trial, and the people an opportunity of voting on the question, the meeting is of opinion, that if a majority of School Sections in any Township are desirous of having a Township Board of Trustees, the law should be so amended as to allow them to do so.

At *Belleville*, February 16.—Moved by Mr. Joseph Hogle, seconded by Mr. Jas. A. Vandervoort, and

Resolved.—That in the opinion of this meeting, the present system of School Sections

works beneficially, and that it is not advisable to make any alteration in the Law in that respect.

At *Picton*, February 17.—Moved by Dr. Gillespie, seconded by Thos. Donnelly, Esq., That instead of the present School Section divisions and Trustees, it is desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each city, town and incorporated village. That each Board be a separate corporation from the Municipal Council, and that its members be elected by the qualified electors of the Township.

Amendment.—Moved by Mr. Nocen, seconded by Dr. Moore,

That the present school system as regards the election of School Section Trustees is a birthright of local self-government and one which we are unwilling to part with, and therefore consider the destruction of School Sections as an invasion of our best interests. No decision arrived at.

At *Napanee*, February 19.—Moved by Rev. Mr. Smythe, seconded by E. Mallory, Esq., and (almost unanimously,)

Resolved.—That in the opinion of this convention the proposed change of the Trustee Board is one highly desirable.

At *Kingston*, February 20.—Moved by the Rev. M. Chambers, seconded by Dr. Barker, and

Resolved.—That this meeting having listened to the views of the Rev. Dr. Ryerson, in reference to the constitution of the Board of School Trustees for Townships, express their approbation of them, and their desire to have them embodied in the Common School Law for general use throughout the country.

At *Renfrew*, February 22.—Moved by Rev. Peter Lindsay, seconded by Rev. Wm. Creighton, and

Resolved.—That the recommendation of Dr. Ryerson in regard to substituting one Township Board of Trustees for each municipality in place of distinct Boards be adopted.

Amendment.—Moved by Andrew Irvine, Esq., seconded by Wm. Halpenny, Esq.,

That it would be highly inexpedient and not at all calculated to advance the Educational interests of the Province, to alter the provisions of the existing law with regard to Common School Trustees. Lost.

At *Brockville*, February 23.—Moved by John C. Millar, Esq., J. P., seconded by R. Fields, Esq., J. P., and (almost unanimously,)

Resolved.—That in the opinion of this meeting the proposed change of system in the appointment of Township Boards instead of School Section Trustees, is calculated to improve the efficiency of the school system, and should become the general law of the land.

At *Cornwall*, February 27.—Moved by Col. McLean, seconded by Mr. John Raymond, and

Resolved.—That in the opinion of this meeting, it is desirable to have instead of the present School Section Divisions and Trustees, one Board of School Trustees for each Township, as there is one such Board for each city, town, and incorporated village. That such Board should be a corporation separate from the Municipal Corporation of the Townships, and that its members should be elected by the qualified electors of the Township on the day of the Annual Township Meeting.

At *Alexandria*, February 28.—Moved by A. M. McKenzie, Esq., seconded by John Stewart, Esq., and

Resolved.—That instead of the present school section divisions and trustees, it is desirable to have one Board of School Trustees for each Township as there is one Board of Trustees for each city, town and incorporated village.

At *L'Orignal*, March 1.—Moved by P. O. O'Brien, Esq., seconded by Robert Hamilton, Esq., and

Resolved.—That this meeting approves of the amendment suggested by the Chief Superintendent of Education, to the school law, substituting Township Boards for the existing School Sections.

At *Ottawa*, March 3.—Moved by Rev. Mr. Pattyson, seconded by Mr. McGillivray, and

Resolved,—That instead of the present School Section divisions and Trustees, it is desirable to have one Board of School Trustees for each Township, as there is one Board of School Trustees for each City, Town, and incorporated Village. That such Board be a separate corporation from the Municipal Council, and that its members be elected by the qualified electors of the Township, and on the same day with the annual town meetings.

At *Perth*, March 8.—Moved by — Byrne, Esq., seconded by McN. Shaw, Esq.,

That in the opinion of this meeting, it is unwise to change the present School Sections by substituting in lieu thereof, Township Boards. Lost, (only six votes in its favour).

Moved by R. Shaw, Esq., seconded by G. Kerr, Esq., and

Resolved,—That it is the opinion of this meeting, that the proposed change of system in the appointment of Township Boards, instead of School Section Boards as at present, is calculated to improve the efficiency of the school system, and should become the law of the land.

II. RESPECTING COUNTY BOARDS OF PUBLIC INSTRUCTION.

Of the FORTY County Conventions THIRTY-FIVE affirmed the principle of the appointment of Boards of Examiners for each County, by His Excellency the Governor General in Council, of uniform examination papers and simultaneous examinations. FOUR Conventions took no action on the question, and three have not sent their minutes, including two of the thirty-five mentioned.

At *Welland*, January 16.—Moved by Rev. Charles Walker, seconded by Rev. Mr. Bell, and (unanimously)

Resolved,—That County Boards of Education, as at present constituted, require modification.

Moved by Rev. George Bell, seconded by John Hellems, Esq., and (unanimously)

Resolved,—That to produce uniformity in the examination of Teachers, and render their examination more satisfactory, the following improvement is suggested, namely: that a complete set of questions in all the subjects of examination be semi-annually proposed by the Educational Department, and a sufficient number of copies transmitted to the Chairman of each County Board, under seal, each County being required to pay the expense of printing and of transmission.

Moved by Rev. Mr. Bell, seconded by Rev. Mr. Walker, and

Resolved,—That, in the opinion of this Convention, the programme for the examination of teachers should be altered, so as to place the minimum standard in each class much higher than it now is.

At *Cayuga*, January 17.—Moved by Thomas Slaven, Esq., seconded by James Turnbull, Esq., and

Resolved,—That it is the opinion of this Convention that the County Boards, as constituted under the present School Act, are uselessly expensive and not efficient. It is recommended that a Board of five gentlemen should be appointed for each County, say by the Governor in Council, and whose qualification shall not be less than that of a first class teacher.

At *Brantford*, January 19.—The proposition of the Chief Superintendent of Education, as regards County Boards of Public Instruction, was agreed to without any formal resolution.

At *Hamilton*, January 20.—Moved by A. McCallum, Esq., B. A., seconded by Dr. Bethune, and

Resolved,—That this convention concurs most heartily in the views expressed by the Chief Superintendent of Education, in reference to the constitution of the Local Board of Public Instruction, and the amendments proposed in the method of examining teachers for certificates, and hopes that such legislation may be procured as will effect the necessary reforms.

At *Newmarket*, January 22.—Moved by E. Jackson, Esq., seconded by R. Alexander, Esq., and

Resolved,—That this meeting approves of the method of examining Teachers, by having a uniform set of examination questions for the whole Province, and sent (under a seal) to the different Counties, to a Board appointed by the Governor in Council, and who will be the Examiners for the County.

At *Barrie*, January 23.—Moved by the Rev. W. Frazer, seconded by the Rev. S. B. Ardagh, and (unanimously)

Resolved,—That, in the opinion of this meeting, the County Boards of Public Instruction, as at present constituted, do not adequately accomplish the end contemplated in their appointment, and are, moreover, needlessly expensive. That it would be advantageous if, in their stead, Boards of four persons were appointed by the Governor General, at the nomination of the Department of Public Instruction, and a Committee appointed (by the same authority) in Toronto to prepare examination papers for such Board; and if these papers were sent—under the seal of the Department of Public Instruction—to the several County Boards throughout the Province, on the same day, not to be opened but by the Chairman of the Board, in the presence of both the Board and the candidates.

At *Owen Sound*, January 24.—Moved by Mr. Frost, seconded by Mr. Chisholm, and

Resolved,—That this meeting is in favor of the scheme now submitted by the Chief Superintendent of Education, namely: that a County Board of Public Instruction, consisting of five, be appointed by the Board of Public Instruction and sanctioned by the Governor General in Council; and that these five may or may not consist of Local Superintendents or Grammar School Trustees.

At *Goderich*, January 27.—Moved by Mr. H. D. Cameron, seconded by Mr. Nilles, and (unanimously)

Resolved,—That this meeting approves of the suggestion of the Chief Superintendent as to the composition of Boards of Examiners for the County.

At *Stratford*, January 29.—Moved by the Rev. Mr. Doak, and unanimously

Resolved,—That, in the opinion of this Convention, it is desirable that a County Board, consisting of five persons, appointed by the Governor General in Council on the recommendation of the Department of Public Instruction, should be substituted for the present County Boards; and that the questions for examination be prepared in the manner suggested by the Chief Superintendent of Education.

At *Sarnia*, January 30.—Moved by William Cole, Esq., seconded by F. Davis, Esq., and

Resolved,—That it is desirable that a change should take place in the constitution of County Boards.

Moved by William Pole, Esq., seconded by F. Davis, Esq., and

Resolved,—That the County Council submit the names of double the number required, to the Chief Superintendent, that he choose the number required therefrom, and submit them to the Governor General in Council, for his confirmation as a County Board.

Amendment.—Moved by Rev. Mr. Smith, and seconded by R. S. Chalmers, Esq.,

That the selection of County Boards be left in the hands of the Chief Superintendent. Lost.

At *Sandwich*, January 31.—Moved by Mr. Bartlet, seconded by Mr. Dougall, and

Resolved,—That it is the opinion of this meeting that the Board of Public Instruction be composed in the manner enunciated by the Chief Superintendent.

At *Chatham*, February 1.—Moved by James Smith, Esq., seconded by Rufus Stevenson, Esq., and

Resolved,—That County Boards of Public Instruction be appointed by the Governor in Council, upon the recommendation of the Chief Superintendent of Education.

Amendment.—Moved by E. B. Harrison, Esq., seconded by John Duck, Esq.,

That the County Board of Examiners be nominated by the County Council and approved by the Government. Lost.

At *London*, February 2.—Moved by Mr. Armstrong, seconded by Mr. Burns,

That this meeting approves of the proposed alteration in the County Board, and that each County Council should nominate twelve persons, from whom the Governor General in Council shall select persons to form the said Board. Lost.

Amendment.—Moved by Rev. T. McLean, seconded by Rev. Noble F. English, and

Resolved.—That this meeting cordially approves of the suggestion of the Chief Superintendent relative to the constitution of the County Board of Public Instruction.

At *St. Thomas*, February 3.—Moved by Rev. Dr. Caulfield, seconded by Rev. W. W. Clark, and

Resolved.—That this meeting approves of the suggestion of the Rev. Superintendent, respecting the organization of the County Board of Public Instruction.

At *Berlin*, February 5.—Moved by J. E. Bowman, Esq., M.P.P., seconded by Rev. D. McRuar, and

Resolved.—That this meeting concurs in the views expressed by the Chief Superintendent, in reference to the constitution of County Boards of Public Instruction, as follows:—The County Council to nominate twelve gentlemen, out of which number the Governor in Council may select six persons to form such County Board of Instruction; and this meeting also concurs in making the examination of teachers uniform, by the adoption of one set of questions; and this meeting also desires to give longer duration to the validity of Teachers' Certificates, by freeing Teachers from the necessity of re-appearing for examination at short intervals.

At *Guelph*, February 7.—Moved by Mr. Ferdyce, seconded by Mr. Pirie, and (by a large majority)

Resolved.—That this meeting approves of the proposed changes in the constitution and appointment of County Boards and Boards of Public Instruction, and in the preparation of uniform Exercises at the Examinations for Teachers' Certificates.

At *Brampton*, February 8.—Moved by Mr. Andrew Starrat, seconded by Mr. George Blain, and

Resolved.—That the meeting approves of the changes suggested by the Chief Superintendent, in the constitution of the County Boards.

At *Milton*, February 9.—Moved by J. B. Willmott, Esq., seconded by Johnston Harrison, Esq., and

Resolved.—That the proposition of the Chief Superintendent of Education, with respect to the constitution of the County Boards of Public Instruction, be adopted.

At *Port Hope*, February 13.—Moved by the Rev. George Blair, seconded by Wm. Sisson, Esq., and (almost unanimously)

Resolved.—That this meeting concurs in the general features of the changes proposed by Dr. Ryerson, in the constitution of our County Examining Boards and in the mode of preparing and submitting the Examination Papers, and of granting Certificates to Teachers.

At *Lindsay*, February 13,

Resolved.—That County Boards of Examiners, of five members each, should be appointed, subject to the control of a Provincial Board, with power to grant Provincial Certificates.

At *Peterboro'*, February 14.—Moved by Mr. Edwards, seconded by Mr. Dumble, and

Resolved.—That the proposition of the Chief Superintendent of Education, as to the composition of County Boards of Instruction and the methods for the examination and classification of Teachers, has the approbation of this meeting; suggesting, however, that the Teachers' Certificates be good only for five years.

At *Cobourg*, February 15.—Moved by E. Scarlett, Esq., seconded by J. M. Ferris, Esq., and

Resolved.—That this meeting approves of the suggestion of the Chief Superintendent of Education, relative to the appointment and constitution of County Boards of Public Instruction for examining Common School Teachers, and also in the proposed change in the value and grading of Teachers' Certificates, with a view to elevate the standard of education in this Province.

Amendment,—Moved by J. B. Dixon, Esq., seconded by Rev. P. Duncan,

That, in the opinion of this meeting, it would be advantageous to the cause of Education to abolish the office of Township Superintendent of Schools, to discontinue County and Circuit Boards of Public Instruction as they are at present constituted, and to appoint for the various Counties of Upper Canada Superintendents whose qualifications shall not be less than First-class Common School Teachers or Grammar School Masters; said Superintendents to be nominated by the people, either in their School Sections or by the County Council, and appointed by the Council of Public Instruction; three or five of such Superintendents from adjacent Counties to form a Board of Examiners to grant certificates to Teachers, in their respective districts. Each Local Branch shall elect annually, or otherwise, one of its members to act on its behalf, on a Provincial Board of Examiners formed by one representative from each District Board; and the said Provincial Board shall have power to grant Provincial Certificates to such Teachers as they find qualified, and who have shown their ability to teach, and been recommended by the Local or District Boards. Lost.

At *Belleville*, February 16.—Moved by Henry Ostrom, Esq., seconded by A. Diamond, Esq., and unanimously

Resolved,—That this meeting concurs in the views of the Chief Superintendent of Schools regarding the alteration of the present mode of examining Teachers by the appointment of a Board of practical and competent men, who shall prepare all questions, to be thereafter printed and transmitted by them, under seal, to the Chairman of the several County Boards (to be appointed by the Governor in Council, as explained), who shall examine all candidates, and grant certificates accordingly. Third-class certificates to be abolished, as explained.

At *Picton*, February 17.—Moved by Mr. W. A. Richards, seconded by Mr. Platt, and

Resolved,—That the proposed changes in the Constitution of the County Boards of Public Instruction be concurred in.

At *Napanee*, February 19.—Moved by Rev. J. J. Bogart, seconded by Rev. Mr. Smythe, and (almost unanimously)

Resolved,—That the meeting concurs in the suggestion made in regard to the Boards of Public Instruction.

At *Kingston*, February 20.—Moved by Thomas Kirkpatrick, Esq., seconded by the Rev. Thos. S. Chambers, and

Resolved,—That this meeting approve and adopt the views recommended by the Rev. Dr. Ryerson, Chief Superintendent of Education, in reference to the constitution of the County Board of Public Instruction.

At *Renfrew*, February 22.—Moved by the Rev. Peter Lindsay, seconded by Andrew Irvine, Esq., and

Resolved,—That Dr. Ryerson's views of the change respecting a County Board in each County be sustained.

At *Brockville*, February 23.—Moved by David Wylie, Esquire, seconded by E. B. Haight, Esq., M.D., and (unanimously)

Resolved,—That the proposed changes in the constitution of County Boards of Instruction be concurred in.

At *Iroquois*, February 26.—Moved by Dr. Sherman, That it is inexpedient to make any change in our admirable School System. Lost.

Moved by Dr. Williams, seconded by Alexander Farlinger, Esq., and (by a majority of nine)

Resolved,—That the proposed change in the constitution of the Board of Public Instruction for the Counties, submitted by the Chief Superintendent, meets with the approval of this meeting.

Moved in amendment by Robert Toy, Esq., seconded by the Rev. Mr. Ferguson,

That, in the opinion of this meeting, the interests of education will be as well subserved by the appointment of the County Board, as usual, through the Municipal Council. Lost.

At *Cornwall*, February 27.—Moved by the Venerable Archdeacon Patton, seconded by Rev. George Case, and (without an opposing vote)

Resolved,—That this meeting cordially concurs in the first of the propositions submitted to its consideration by the Chief Superintendent, having reference to the proposed change in the constitution of the County Boards of Public Instruction, and the mode of examining Teachers.

At *Alexandria*, February 28.—Moved by Rev. Dr. Chisholm, seconded by Peter Stewart, Esq., and

Resolved,—That it is desirable to change the constitution of County Boards, and make a higher standard of qualification for Teachers, and that third-class certificates be abolished.

At *L'Orignal*, March 1.—Moved by James Boyd, Esq., seconded by Rev. J. G. Armstrong, M.A., and

Resolved,—That this meeting cordially approves of the suggestions of the Chief Superintendent of Education as to the Boards of Public Instruction, and the mode of examining teachers.

At *Ottawa*, March 3.—Moved by Rev. M. White, seconded by Mr. W. M. Elliott, and
Resolved,—That we approve in full and simple of the recommendation of the Chief Superintendent as far as regards the first point, viz: The constitution of County Boards and the methods of examining teachers.

At *Perth*, March 8.—Moved by J. Deacon, Esq., seconded by R. Shaw, Esq., and
Resolved,—That the meeting approves of the changes contemplated by Dr. Ryerson, in the constitution of County Boards of Examiners, in the mode of preparing and submitting examination papers, and of granting Certificates to Teachers.

III. RESPECTING TRUANT AND VAGRANT CHILDREN.

OF FORTY County Conventions, THIRTY-SEVEN affirmed the principle of the duty of the state to render penal the neglect of parents to avail themselves of the opportunities afforded for the education of their children. Two Conventions declined to take action in the matter, and three have not reported their minutes, including two of the thirty-seven mentioned.

At *St. Catharines*, January 15.—It was unanimously

Resolved,—That power should be given to Municipalities to punish the parents and guardians of those children who do not attend any school, but are allowed to grow up in ignorance and vagrancy.

At *Welland*, January 16.—Moved by Rev. Mr. Bell, seconded by Mr. E. R. Hellems, and unanimously

Resolved,—That, in the opinion of this Convention, attendance at some school to the extent of obtaining a plain Common School education should be made obligatory on all children in the land, either directly by legal enactment, or by giving necessary power to Municipal Councils.

At *Cayuga*, January 17.—Moved by Abraham Nash, Esq., seconded by John De Cew, Esq., and

Resolved,—That this Convention is of opinion that it ought to be compulsory on parents to send their children of a school age to a Common School.

At *Simcoe*, January 18.—Moved by Rev. Mr. Cragie, seconded by Mr. W. J. Kilmaster, and

Resolved,—That each Board of School Trustees shall be invested with power to bring to account and cause to be punished by fines, or otherwise, parents who do not send their children, between 7 and 12 years of age, to some school, at least four months in each year, or secure for them in some other way a suitable education.

At *Brantford*, January 19.—The proposition of the Chief Superintendent of Education with respect to the education of truant and vagrant children was agreed to without any formal resolution.

At *Hamilton*, January 29.—Moved by Thomas White, Jun., Esq., seconded by — Cann, Esq., and unanimously

Resolved,—That, in the opinion of this meeting, authority should be given to Municipal Councils to punish such parents or guardians as refuse to send their children, between the ages of 7 and 12 years, to some school, for at least four months in the year, and also to establish where necessary further reformatory schools, to which the children of habitually vicious parents who refuse or neglect to send them to school, as hereinbefore mentioned, may be committed for instruction.

At *Newmarket*, January 22.—Moved by E. Jackson, Esq., seconded by J. D. Phillips, Esq., and

Resolved,—That this meeting approves of compulsory attendance at school of children between seven and twelve years of age, for at least four months in the year.

At *Barric*, January 28.—Moved by D. McCarthy, Esq., seconded by A. Russell, Esq., and

Resolved,—That, in the opinion of this meeting, the several Township Councils should be invested with power to punish in some way, by fine or otherwise, those parents within their jurisdiction who do not send their children, between the ages of seven and twelve years, to some school, for at least four months each year.

Amendment,—Moved by Rev. W. Frazer, seconded by Rev. M. Ferguson,

That while it is desirable that parents, through the country at large, should avail themselves of the facilities afforded by the Common Schools for the education of their children, it cannot be regarded as consistent with the rights of parents or the liberty of the subject to impose penalties for non-attendance. Lost.

At *Owen Sound*, January 24th.—Moved by Mr. Chisholm, seconded by Mr. Boyd, and

Resolved,—That it is desirable to authorize Township Councils to pass By-laws to fine or compel the payment of double school-rates, by parties neglecting to send their children between the ages of seven and twelve years, for at least the period of four months a year, to school.

At *Walkerton*, January 25.—Moved by A. Shaw, Esq., seconded by E. Savage, Esq., and

Resolved,—That in the opinion of this meeting a compulsory system of education under proper restrictions and regulations would work beneficially in Canada.

At *Goderich*, January 27.—Moved by Mr. Mackid, seconded by Mr. D. Kerr, Jr., and, (but one dissenting)

Resolved,—That this meeting recommends that the Municipal Councils be invested with power to bring to account and punish by fine, or otherwise, parents who do not send their children between seven and twelve years of age to some school, at least four months in the year.

At *Stratford*, January 29.—Moved by Dr. Hyde, seconded by Mayor Jarvis, and

Resolved,—That each Municipal Council be invested with power to bring to account and punish by fine or otherwise, parents who do not send their children, between seven and twelve years of age, to some school, during at least four months in the year.

At *Sarnia*, January 30.—Moved by George Stevenson, Esquire, seconded by James Dunlop, Esquire, and

Resolved,—That it is expedient that power should be provided in the School Act to enforce attendance in our schools, of children who are neglected by their parents or guardians.

At *Sandwich*, January 31.—Moved by Mr. Anderson, seconded by Mr. Cameron, and

Resolved,—That this meeting approves of the suggestion of the Chief Superintendent in reference to compulsory attendance of children at school, and that the said compulsion be enforced by Act of Parliament, and not left to each Municipality.

At *Chatham*, February 1.—Moved by G. W. Foote, Esquire, seconded by R. K. Payne, Esquire, and

Resolved, That Municipal Councils be empowered to pass By-laws to compel the attendance at school of children between the ages of seven and twelve years, during four months of the year.

At *London*, February 2.—Moved by Reverend T. McLean, seconded by Mr. Dunbar, and

Resolved,—That each Municipal Council be invested with authority to make By-laws to bring to account, and punish by fine or otherwise, parents or guardians who do not send their children to some school for at least four months in the year, between the ages of seven and twelve years.

At *St. Thomas*, February 3.—Moved by the Reverend Mr. Cuthbertson, seconded by Mr. Galbraith, and

Resolved,—That whilst admitting the desirability of the possession of a liberal education by every child in the country, from the difficulty that would ensue in reducing the principle of compulsory attendance to an equitable practical application, this convention is not prepared to take action in the matter.

Amendment,—Moved by T. M. Nairn, Esquire, seconded by C. D. Paul, Esquire, affirming without reserve the principle of compulsory attendance on the means of education, in some form, by children between the ages of seven and fifteen. Lost.

At *Woodstock*, February 5.—Moved by Rev. Mr. McDermid, seconded by H. Silvester, Esq., and

Resolved,—That it is advisable that power should be given to Municipal Councils to punish parents and guardians who refuse or neglect to send their children, between the ages of seven and twelve years, to some school, either public or private.

Amendment,—Moved by W. Edwards, Esq., seconded by T. Beardsall, Esq.,

That while this meeting desires to appreciate the abilities and efforts of the Chief Superintendent generally, they have listened with astonishment and regret to his plea in defence of coercive attendance; and they regard all attempts to enforce such a law as impolitic, unconstitutional and subversive, rather than helpful to the interests of our common school system. Lost.

At *Berlin*, February 6.—Moved by Otto Klotz, Esq., seconded by H. Liersch, Esq.

That, whereas children are not the property of their parents, but only entrusted to them by the Omnipotent, for the express purpose of giving them an elementary and a virtuous education, thereby enabling them to become useful to mankind, and fit for being permitted as members of civilized society,—

And, whereas many parents and guardians neglect that most essential part of their duty, by allowing the children entrusted to their care to grow up in ignorance, without affording them the benefit of a good common school education, or other necessary instruction for their guidance to truth, justice, virtue, morality and faith,—

And, whereas it is the duty of the State to protect the interests of the community, and to guard against encroachments upon the liberty and privileges of any of its members, but more especially of minors, and those who cannot help or defend themselves,—

Therefore, this meeting considers it the duty of the Legislature to grant to each Municipality power to frame by-laws to provide for an efficient mode of punishment for parents and guardians who neglect or refuse to send to school, for at least four months in the year, those children that are under their charge; and also, to compel the attendance at school, of such children. Lost.

At *Guelph*, February 7.—Moved by Rev. Mr. Clarke, seconded by Mr. George Elliott, and (by a very large majority).

Resolved,—That this meeting is of opinion that provision should be made by legislative enactment to enforce upon parents and guardians the sending of their children between the ages of seven and twelve to some school, for at least four months in the year.

At *Brampton*, February 8.—Moved by Mr. Hartly, seconded by Mr. John Coyac, and

Resolved,—That the legislature be requested to pass an enactment to punish all parents or guardians who do not send their children between the ages of seven and twelve years to school, during at least four months in each year.

At Milton, February 9.—Moved by D. McLeod, Esq., seconded by Rev. Mr. Laird, and

Resolved,—That the Common School Act be amended so as to make it obligatory upon parents and guardians to send the children under their charge to some school or have them otherwise educated for at least four months in the year, between the ages of seven and twelve years; and that in case they should not do so, they should be liable to fine or some other punishment.

At Port Hope, February 13.—Moved by the Rev. Dr. MacNab, seconded by Rev. J. Baird, and

Resolved,—That this meeting is of opinion that our Provincial Common School System is deficient, and fails in its most important object, unless the attendance of children, from seven to twelve years of age, be rendered compulsory, during at least four months in the year.

Amendment.—Moved by Robert Armstrong, Esq., seconded by John Rosevear, Esq.

That the recourse to penal enactment for enforcing attendance at the Common Schools of this Province, is not desirable. Lost.

At Lindsay, February 13.—It was

Resolved,—That parents should be compelled to send their children who are between the ages of seven and twelve years to some school, during at least four months in the year.

At Peterboro', February 14.—Moved by Mr. Edwards, seconded by Mr. Stratton,

That, in the opinion of this meeting, the proposition of the Chief Superintendent of Education for the amendment to the School Act to make the education of children compulsory on the part of parents is at variance with the principles of civil liberty, and should be strenuously opposed.

Amendment.—Moved by Mr. Dumble, seconded by Mr. Claxton, and

Resolved,—That the proposition of the Chief Superintendent of Education for the amendment of the School Act to make the education of children compulsory on the part of the parents, is worthy of the hearty approval of this meeting, provided always that free education be provided for the children of the indigent.

At Cobourg, February 15.—Moved by J. B. Dixon, Esq., seconded by C. Underhill, Esq., and

Resolved,—That this meeting highly approves of Dr. Ryerson's suggestions in regard to compulsory education, especially as all our Common Schools are, or ought to be free.

Amendment.—Moved by Rev. John Laing, seconded by Rev. Dr. Nelles,

That this meeting approve of the legislation of some measure by which all parents should be required to give their children an elementary education. Lost.

At Belleville, February 16.—Moved by M. Bowell, Esq., seconded by Hon. Billa Flint, and (by a large majority).

Resolved,—That the principle of Free Schools being based upon compulsory taxation, it follows as a logical conclusion, that attendance upon schools should also be compulsory; provided an education is not otherwise given to those who do not attend schools.

Amendment.—Moved by Mr. Diamond, seconded by Mr. Vandervoort,

That the matter be left optional with Township Councils in rural districts, and that District or Special Schools be established in Towns and Cities for the education of those who may become amenable to compulsory attendance. Lost.

Amendment.—Moved by Rev. Mr. McLaren, seconded by Hon. L. Wallbridge,

That this meeting, having listened to the views of the Chief Superintendent of Education, in reference to compulsory attendance of children at school, is of opinion that the School Act should be so amended as to make provision for enforcing in Cities and Towns, the attendance for four months per annum of all children between the ages of five and twelve years, at some school. Lost.

At Picton, Feb. 17.—Moved by Mr. Clapp, seconded by Mr. Richards, and

Resolved,—That the Legislature of Canada be requested to pass an Act, compelling parents to send their children to some school, during at least four months in the year, between the age of seven and fourteen years.

At *Napanee*, Feb. 19.—Moved by Reverend J. J. Bogert, seconded by Reverend Mr. Smythe, and (almost unanimously)

Resolved.—That the meeting concurs in the suggestions made in regard to compulsory attendance of children at school, for four months in the year, during the ages of from seven to fourteen years.

At *Kingston*, Feb. 20.—Moved by William Ford, jr., Esq., seconded by Reverend A. Wilson, and

Resolved.—That the Legislature of this Province, be requested, by this meeting, to pass a law to compel the parents of children to send them to some school for a portion of each year, say, the children between the ages of seven and fourteen years.

At *Kentfrre*, Feb. 22.—Moved by Henry Bellerby, Esq., seconded by Mr. James Airth, and

Resolved.—That this meeting approves of the compulsory system of compelling parents to send their children, between seven and fourteen years of age, to some school, during at least four months in each year.

Amendment.—Moved by A. Irvine, Esq., seconded by Thomas Deacon, Esq.

That this meeting approves of the compulsory system of Education recommended by Dr. Ryerson, only in as far as it respects those Municipalities, which, by a vote of people, have adopted the Free School System. *Lost*.

Amendment.—Moved by the Rev. Michael Byrne, seconded by Wm. Harris, Esq.,

That no change be made in the present Act respecting the optional choice of parents sending their children to school. *Lost*.

At *Brockville*, Feb. 23.—Moved by Herbert S. McDonald, Esq., M.A., seconded by Rev. Mr. McGill, and (almost unanimously)

Resolved.—That the amendment proposed by Dr. Ryerson to be made in the present School Law, by requiring the compulsory attendance at school, of children between seven and fifteen years of age, for at least four months in the year, is fully approved of by this meeting, and that, such compulsory attendance should be required by legislative enactment.

At *Iroquois*, Feb. 26.—Moved by Dr. Sherman, seconded by Wm. Elliot, Esq.

That it is the opinion of this meeting that it is inexpedient to enact a compulsory clause compelling parents to send their children to school four months in the year, between the ages of seven and fourteen. Also that it is inexpedient to withdraw the powers from Local Section Trustees and appoint Township Boards. *Lost*.

Amendment. Moved by Alex. Farlinger, Esq., seconded by Dr. Stevens, and

Resolved.—That the compulsory measure, proposed by the Chief Superintendent, be approved of and adopted by this meeting.

At *Cornwall*, Feb. 27.—Moved by the Venerable Archdeacon Patton, seconded by Rev. J. Hugill, and (without an opposing vote)

Resolved.—That this meeting is of opinion that the Legislature should pass an Act to enforce the education of all the children of the country between the ages of seven and fourteen years.

At *Alexandria*, Feb. 28.—Moved by Rev. James Mair, seconded by Rev. D. Cameron, and

Resolved.—That the second proposition of Dr. Ryerson be commended.

Amendment.—Moved by Rev. Dr. Chisholm, seconded by Mr. William McNeil,

That it is inexpedient to recommend the Legislature to pass a law to enforce the education of children. *Lost*.

At *L'Orignal*, March 1.—Moved by the Rev. Mr. Brown, seconded by Zachariah McCallum, Esq., and

Resolved.—That the Legislature pass an Act obliging parents or guardians to send their children to school for at least four months in the year, between the ages of seven and fourteen years.

At *Ottawa*, March 3.—Moved by Mr. Cousins, seconded by Rev. T. D. Phillips, and

Resolved,—That when education is freely provided for all, it is the duty of the State, to see that every child, between the ages of seven and fourteen, attends school for a period equivalent to at least four months of the school year, in accordance with the proposition of the Chief Superintendent.

Amendment.—Moved by Rev. Mr. White, seconded by Rev. Mr. Elliott,

That whether the principle involved in compulsory attendance is or is not warrantable, it is deemed by this meeting inexpedient to embody it in the present Canadian system of Common School Education. Lost.

At *Perth*, March 8.—Moved by Alex. Stevenson, Esq., seconded by Dr. Howden, and

Resolved,—That the amendment proposed by Dr. Ryerson to the present School Law, requiring the attendance at school, of children between seven and fourteen years of age, for at least four months in the year, is fully approved of by this meeting.

IV. MISCELLANEOUS RESOLUTIONS.

The following resolutions were adopted at the Conventions, in addition to those relating to the matters brought up for discussion by the Chief Superintendent. The many complimentary resolutions which were passed, are not inserted.

At *Welland*, Jan. 16.—Moved by Rev. Charles Walker, and seconded by John W. Lewis, Esq., and

Resolved,—That this Convention believes that the time has come when the Free School principle should be by law established throughout Upper Canada.

At *Cayuga*, Jan. 17.—Moved by J. W. Snell, Esq., seconded by James Mitchell, Esq., and unanimously

Resolved,—That in the opinion of this Convention, all Common Schools should be made free by legislative enactment.

At *Cayuga*, Jan. 17.—Moved by J. Turnbull, Esq., seconded by Hugh Kennedy, Esq., and

Resolved,—That in the opinion of this meeting there should not be more than two Superintendents for each County.

At *Simcoe*, Jan. 18.—Moved by Mr. Wallace, seconded by Dr. Clarke, and

Resolved,—That in the opinion of the meeting, it is advisable so to amend the School Law as to make the schools in the Province free.

At *Newmarket*, Jan. 22.—Moved by E. Jackson, Esq., seconded by R. Alexander Esq., and

Resolved, That the Chief Superintendent, in recommending any amendment to the School Law, be requested to insert a clause which will authorize the appointment of County Superintendents only, instead of the present law; and that such Superintendent be a first class practical teacher.

At *Goderich*, Jan. 27.—Moved by Mr. Archibald Dewar, seconded by Mr. A. Molesworth, and

Resolved,—That it would add to the efficiency of our schools to have County Superintendence instead of the present system.

3. SCHEDULE OF COUNTY SCHOOL CONVENTIONS HELD BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1866.

County or Union of Counties.	Place of Convention.	Chairman.	Secretary.	Date. 1866.
Lincoln, a, c.....	St. Catharines.	A. Morse, Esq.....	R. McLelland, Esq.....	Jan. 15
Welland, a, b, c.....	Welland.....	R. Hobson, Esq., Sheriff.....	J. P. Wilson, Esq.....	" 16
Haldimand, b, c.....	Cayuga.....	Rev. James Black.....	A. Wigram, Esq.....	" 17
Norfolk, a, c.....	Simcoe.....	Col. W. M. Wilson.....	D. W. Freeman, Esq.....	" 18
Brant, b, c.....	Brantford.....	James Weimys, Esq.....	Henry Lemmon, Esq.....	" 19
Wentworth, a, b, c.....	Hamilton.....	C. McGill, Esq., Mayor.....	A. Macallum, Esq.....	" 20
York, b, c.....	Newmarket.....	J. P. Wells, Esq., M.P.P.....	R. Alexander, Esq.....	" 22
Simcoe, a, b, c.....	Barrie.....	T. D. McCloskey, Esq., M.P.P.....	Rev. W. F. Chooley, B.A.....	" 23
Grey, a, b, c.....	Owen Sound.....	T. Gauncey, Esq., Warden.....	G. J. Gale, Esq.....	" 24
Bruce, a, c.....	Walkerton.....	J. Eckford, Esq.....	J. Henderson, Esq.....	" 25
Huron, a, b, c.....	Goderich.....	J. V. DeLor, Esq., Mayor.....	D. Cameron, Esq.....	" 27
Perth, a, b, c.....	Stratford.....	T. Ford, Esq., Warden.....	W. Buckingham, Esq.....	" 29
Lambton, a, b, c.....	Sarnia.....	A. McKenzie, Esq., M.P.P.....	M. Sullivan, Esq.....	" 30
Essex, a, b, c.....	Sandwich.....	The Warden.....	The County Clerk.....	" 31
Kent, a, b, c.....	Chatham.....	J. McMichael, Esq., Warden.....	Jas. Hart, Esq., Co. Clerk.....	Feb. 1
Middlesex, a, b, c.....	London.....	The Lord Bishop of Huron.....	Rev. John McLean, M.A.....	" 2
Elgin, b.....	St. Thomas.....	E. Munro, Esq., Sheriff.....	H. Hallwell, Esq.....	" 3
Oxford, c.....	Woodstock.....	T. Oliver, Esq., Warden.....	Rev. W. H. Landon.....	" 5
Waterloo, a, b.....	Berlin.....	Dr. Vardon.....	H. F. J. Jackson, Esq.....	" 6
Wellington, b, c.....	Geolph.....	D. Stirton, Esq., M.P.P.....	J. Hough, Esq.....	" 7
Peel, b, c.....	Brampton.....	Dr. Barnhart.....	Dr. Pattullo.....	" 8
Halton, a, b, c.....	Milton.....	R. Miller, Esq., Warden.....	J. Dewar, jr., Esq.....	" 9
Ontario.....	Whitby.....	T. N. Gibbs, Esq., M.P.P.....	M. Thwaite, Esq.....	" 12
Durham, b, c.....	Port Hope.....	W. Craig, Esq., Mayor.....	D. Cleghorn, Esq.....	" 13
Victoria, a, b, c.....	Lindsay.....	A. Lacourse, Esq., Mayor.....	H. Fowler, Esq.....	" 13
Peterborough, b, c.....	Peterborough.....	J. Hall, Esq., Sheriff.....	James Stratton, Esq.....	" 14
Northumberland, b, c.....	Colborne.....	Dr. Beatty, Mayor.....	J. P. Dixon, Esq., M.A.....	" 15
Hastings, b, c.....	Belleville.....	A. F. Wood, Esq., Warden.....	A. Diamond, Esq.....	" 16
Prince Edward, b, c.....	Pictou.....	C. S. Wilson, Esq., Warden.....	A. Greeley, Esq.....	" 17
Lennox and Addington, a, b, c.....	Napanee.....	A. Hooper, Esq., Warden.....	J. B. McGuin, Esq.....	" 19
Frontenac, a, b, c.....	Kingston.....	John Irvine, Esq.....	Rev. T. S. Chambers.....	" 20
Renfrew, a, b, c.....	Renfrew.....	Rev. Geo. Thompson.....	— Park, Esq.....	" 22
Leeds, a, b, c.....	Brookville.....	W. McCullough, Esq.....	H. S. McDonald, Esq.....	" 23
Grenville, b, c.....	Kemptville.....	Frs. Jones, Esq., M.P.P.....	—	" 24
Dundas, b, c.....	Iroquois.....	Jacob Bronze, Esq.....	—	" 26
Stormont, a, b, c.....	Cornwall.....	A. J. Cockburn, Esq., Warden.....	Rev. George Case.....	" 27
Glogarry, a, b, c.....	Alexandria.....	D. E. McDonald, M.P.P.....	John Simpson, Esq.....	" 28
Prescott and Russell, a, b, c.....	L'Orignal.....	C. P. Trudwell, Esq., Sheriff.....	H. L. Slack, Esq.....	March 1
Carleton, a, b, c.....	Ottawa.....	Judge Armstrong.....	D. Scott, Esq.....	" 2
Lanark, a, b, c.....	Perth.....	D. Galbraith, Esq., Warden.....	C. Rice, Esq.....	" 8

a. These twenty-five meetings, besides two County Councils (one of fifty-three members) expressed a desire to adopt the principle of Township Boards instead of Section Trustees. At one meeting the question was lost by two votes.

b. These thirty-five meetings affirmed the principle of the appointment of Boards of Examiners by His Excellency the Governor General in Council, of uniform examination papers, and simultaneous examinations.

c. These thirty-seven meetings affirmed the duty of the State to render penal the neglect of parents to avail themselves of the opportunities afforded for the education of their children.

* Official Reports from Whitby and Kemptville not received.

APPENDIX E.

DRAFT OF SCHOOL BILL.

WHEREAS it is expedient to amend the Common School Laws of Upper Canada in certain particulars; Her Majesty by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The 32nd section of the Upper Canada School Act shall be so amended as to read as follows:—In case a majority of the Annual School Meetings, or other special School

Meetings lawfully called in the several school sections of a Township, express a desire that the local school sections should be abolished, and that all their schools should be conducted under one system and one management, like the schools in cities and towns, the Municipal Council of such Township shall comply with their request, by passing a by-law to give effect thereto, in which event all the Common Schools of such Township shall be managed by one Board of six Trustees, to be elected in the same place and manner as are or shall be the Municipal Councillors of such Township, and such Trustees shall be a Corporation, under the name of "The Board of School Trustees for the Township of _____ in the County of _____," and shall be invested with the same powers and be subjected to the same obligations in respect to the Township Municipality, as are Trustees in cities and towns, by the seventy-ninth section of the said Upper Canada Common School Act.

II. The 94th, 95th, 96th, 98th and 99th sections of the aforesaid Upper Canada Common School Act are hereby repealed, and the following clauses shall be substituted in their place.

(1.) There shall be one Board of Examiners for each County, consisting of six members, to be appointed by the Governor in Council, of not more than twelve persons submitted, through the Chief Superintendent of Education by the Municipal Council of such County.

(2.) Each County Board shall meet on the second Wednesday of January and July of each year, at the hour of ten of the clock of the forenoon, in the County Town of the County; and when met, three shall form a quorum for the transaction of business.

(3.) The Board shall appoint a Chairman to preside, and a Secretary to record its proceedings, and shall examine and give certificates of qualifications to teachers of Common Schools, arranging such teachers into two classes, according to their attainments and abilities as prescribed in a programme, and questions of examination, prepared by a Committee appointed by the Council of Public Instruction, and which, with the requisite instructions, shall be provided each for County Board by the Education Department, and each first-class certificate thus given shall be valid in every part of Upper Canada until cancelled for misconduct, or by the retirement from the profession of teaching for twelve months of the holder, or by promulgation of a new programme of examination; and each second class certificate thus given shall be limited to the County in which it is given, and shall be valid for three years, unless sooner cancelled for misconduct.

(4.) Every such certificate of qualifications to be valid, must be signed by the Chairman and countersigned by the Secretary, and have the seal of the Board affixed. But no first class certificate shall be given to any person who does not furnish satisfactory proof to the Board, not only of good moral character, but of his having successfully taught a school for at least three years; and no such second class certificate shall be given to any person who does not furnish satisfactory proof to the Board of good moral character, and who is not a natural born, or naturalized subject of Her Majesty, or who does not produce a certificate of having taken the oath of allegiance to Her Majesty, before a Justice of the Peace for the County in which such person resides. But a graduate of any University in the British Dominions, shall be entitled to the rank and privileges, and be subject to the regulations and obligations of a first class teacher.

III. The fifty-third section of the aforesaid Upper Canada Common School Act shall be amended so as to read as follows:—

Each County Council shall appoint a Local Superintendent of Common Schools for the whole County, but shall have authority to appoint an Assistant Superintendent in case the schools exceed one hundred and twenty-five in number. Provided that no person shall be eligible to the office of Local Superintendent, or Assistant Local Superintendent, or be recognized as such, who has not the legal qualifications of a first class teacher.

IV. It shall be the duty of the Council of Public Instruction to provide for the Military drill and instruction of male teachers in training in the Normal School, in connexion with their other duties and exercises. It shall also be the duty of the Trustees of Grammar and Common Schools to provide for the elementary drill and instruction of the male pupils of their schools, under such regulations as may be provided by the Council of Public Instruction, with the sanction of the Governor in Council.

V. All disputes between any School Corporation and a Master or Teacher, relative to

salary or other matter, shall be decided by the Judge of the County within which such Municipality is situated; and the several clauses of the Upper Canada Grammar and Common School Acts relative to arbitrations between Trustees and Teachers, and the powers and payment of arbitrators, are hereby repealed, as are also all provisions of said Common School Acts which are inconsistent with the provisions of this Act.

EXPLANATORY MEMORANDUM ON THE PROPOSED SCHOOL BILL.

The provisions of this Bill are the results of much consideration and consultations which I have held with large numbers of intelligent persons at County Conventions held in all the Counties of Upper Canada. The opinions of these Conventions will be found in Appendix D. Though the Bill contains only five sections, it will contribute greatly to simplify and improve the school system.

I. The first section leaves it with a *majority* of the school section meetings of any Township to decide whether there shall be one Board of School Trustees for the whole Township, or whether the school sections shall remain as they are. As the Act now stands, it requires the concurrence of a majority of *every* section meeting in the Township for that purpose. Though a large majority of the County School Conventions expressed themselves in favour of *Township* Boards of School Trustees, yet a very considerable minority were strongly opposed to any change in this respect. I have not thought proper at any time to recommend any change or improvement in the law, however important I might deem it, unless with the very general and cordial concurrence of the country. The establishment of Township Boards engaged my attention when I prepared the draft of the School Act of 1850, and was provided for by the 20th section of that Act—embedded in the 32nd section of the Consolidated School Act; but the restriction unintentionally imposed by the wording of the section has rendered it inoperative, except in two instances, where the *unanimous* concurrence of the school sections was obtained for the establishment of a Township Board. In those instances the Township system has operated most admirably, and the Conventions in the Counties in which the experiment has thus far been tried were, I believe, unanimous for the establishment of Township Boards.

The establishment of Township Boards would supersede the ninety-one sections of the present school law and proportionally reduce litigation, while it would immensely contribute to improve the position of teachers, and the character and efficiency of the schools, as is illustrated by the examples of the States of Massachusetts, Connecticut, Pennsylvania, Ohio, &c., where School Section Trustees have been superseded by Township Boards of School Trustees. But I think it better to let the system be gradually introduced by local vote (like free schools) than force it upon a large opposing minority.

II. The second section provides for modifying the constitution and duties of County Boards of Public Instruction. They are at present composed of all the Trustees of Grammar Schools in a County and the Local Superintendents of Schools—in some instances from 20 to 40 members, most of whom are appointed simply as Trustees of Grammar Schools, and without any reference to their qualifications as Examiners of Teachers—all of whom receive the same pay for time and travel as County Councillors, while the duties of each County Board are performed by two or three members. Several County Councils have complained of the *expensiveness* as well as unworkableness of such County Boards. It will be seen that thirty-five County Conventions desired a change in this respect.

It is proposed that each County Board shall consist of six, appointed by the Governor in Council, out of twelve, recommended by each County Council. The appointment by Provincial authority is proposed, not to secure a better selection than would probably be otherwise made, but because the Certificates, when given, shall be of *Provincial* extension and value.

In order to this, it is proposed, that the questions of examination shall be prepared by a Committee of practical teachers, appointed by the Council of Public Instruction, and be the same for all the counties, transmitted under seal to the Chairman of each County Board, and not to be opened until the meeting of the Board. The answers to the more difficult questions will also be transmitted. The first class certificates awarded will be valid throughout Upper Canada and during good behaviour, instead of such certificates, as now, being limited to a county or circuit, and to one or two years. This has been desired by the

Teachers' Association for Upper Canada, and is justly regarded as a great boon to teachers, and calculated to elevate their profession.

It is proposed to do away with the *third* class certificates, as experience has shown them to be a great injury to schools in many places, and that they have driven many first and second class teachers out of the profession, they being deprived of employment by being *underbid* in their counties by *third* class teachers. It was everywhere admitted that there are enough first and second class teachers to supply all the schools. The only way to elevate the schools and the qualifications and profession of teachers, is to provide against the recognition of any, as teachers, but those who are duly qualified. At first it was difficult, in some counties, to get enough teachers, of any kind, to supply the schools. But now the supply exceeds the demand; and the standard of teachers' qualifications may therefore be raised. The details, as to the mode of conducting the examinations, &c., &c., will be provided for by the regulations and instructions, transmitted with the questions, including blank examination papers, as well as answers (under seal), to the more difficult questions.

III. The third section provides for the appointment of County Superintendents with a prescribed standard of qualifications, in accordance with the unanimous wishes of the only three County Councils that were in session at the time I visited their counties, and also in accordance with the opinions of the most intelligent and experienced men with whom I conversed in all parts of the province. As the question involved so many matters of personal qualifications and reference, I did what I could to prevent its introduction into the public proceedings of the County Conventions, where many Local Superintendents were present. But in some instances it could not be kept out of such meetings, and whenever any one introduced the mention of County Superintendence, it was received with applause; and its importance and necessity were strongly pressed upon me in private conversation.

It is true, that by the existing law, County Councils may appoint County Superintendents; and I had hoped this would have been the general rule. But it was proved to be the exception. Reeves have been pressed by men in their own respective townships, to be appointed Local Superintendents of such townships. In many instances, if not in most, the applicant has aided the Reeve in his election, and contributes to keep him in office; while the Township Reeve, in return, gets his supporter (generally some resident minister), appointed Township Superintendent, and this mutual support often continues from year to year, both offices requiring *annual* election or appointment. In this way, though there are some good *Township* Superintendents, very many are inefficient, and many are wholly unfit, by education and experience, for the office. Very many County Councillors have assured me, that they would regard as a protection of themselves against electioneering and other influences that they cannot well resist, a provision of law requiring the appointment of County Superintendents, and defining their qualifications.

IV. The fourth section provides for military drill and instruction in the Schools—now being introduced in the schools of the neighbouring States. The regulations prepared under this section, will prescribe the age at which pupils will commence drill, and the time to be allowed for it, &c.

V. The fifth and last section provides for substituting the Judge of the County Division Court for the three arbitrators to decide disputes between Trustees and Teachers. When the School Act of 1850—providing for settling such disputes by arbitration—was passed, the law constituting Local Division Courts, was little known and very imperfect; and the idea was dominant that *arbitration* was the best and cheapest method of settling most disputes. My object and wish was to keep all school matters out of the Civil Courts. But arbitrations, in school matters, have proved less satisfactory and more expensive by far than the Division Court. At first no provision was made to pay arbitrators in school matters; but Local Superintendents and other arbitrators complained so strongly on this subject, that I recommended a provision in the School Amendment Act of 1860, allowing arbitrators the same for mileage and time as County Councillors. These arbitrators possess the power to issue warrants of distress on goods and chattels, to execute their awards, from which there is no appeal. They have proved to be fruitful sources of litigation in the execution of their awards, as also from the refusal of many arbitrators to issue a warrant, on account of the heavy legal expenses incurred, by other arbitrators, in erroneously issuing such warrants. The payments, of three arbitrators, for time and mileage, as also delays

and other expenses, are much heavier than those attending similar proceedings in the Division Court, from whose decisions, if wrong, appeal can, in various ways, be made.

Concluding General Remark.—These five sections introduce no new principle into the School Law, and change no general feature of it, but remedy the weak and defective points of it, and are intended to keep the school system in harmony with the improved and progressive educational and social state of the country.

TORONTO, June, 1866.

APPENDIX F.

THE NORMAL SCHOOL FOR UPPER CANADA.

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 Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, has granted to the under-mentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada.

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a student in the Normal School."

The Certificates are divided into classes, in harmony 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.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Upper Canada Consolidated Common School Act (22nd Victoria, chapter 64.

[L.S.]

STANDING	
IN THE DIFFERENT BRANCHES— No. 1 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 .....	.....
Apparatus to Teach .....	.....
Conduct .....	.....

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 (fifteenth day of one thousand eight hundred and sixty).

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:—

(N.B.—In the following list all Certificates which have expired, or been superseded, are omitted. The names of those who have died or removed are, however, retained, as the Department does not receive information on these points.)

NINTH SESSION, 1852-53.—DATED 18TH JUNE, 1853.

FIRST CLASS. <i>Males.</i>	FIRST CLASS—(Continued.)	SECOND CLASS—(Continued.)
1 Archibald Macallum.	14 William Warren Trull.	30 Eliza Barber.
2 John Herbert Sangster.	15 Griffin Patrick Lanon.	31 Minnie Robertson.
3 Samson Paul Robins.		32 Anne Siggins.
<i>Females.</i>	SECOND CLASS.	33 Emily M. Clark.
4 Dorcas Clark.	<i>Males.</i>	34 Lydia L. Hagar.
5 Catherine Johnson.	17 William Taylor Boyd.	35 Elizabeth Maria Magan.
6 Anna Mills Morrison.	19 John Simmons.	36 Amanda Walker.
7 Marie E. Toof.	20 William Vardon.	37 Eliza J. Farland.
8 Huldah L. Whitcomb.	21 Neil McTaggart.	38 Azubah Hagar.
<i>Males.</i>	23 John Clarke.	39 Melissa Smith.
9 Alexander Martin.	<i>Females.</i>	40 Phoebe Louisa Sharp.
10 Warren Rock.	25 Anna Fleming.	41 Christina Anne Hendry.
11 Benjamin Charlton.	26 Elizabeth R. Robinson.	42 Ellen Daniell.
12 Samuel Rathwell.	27 Jennette Gray Foster.	43 Elizabeth Bell.
13 Henry T. B. de Scudamore.	28 Jane Smita.	44 Emily Rice.
	29 Rose Saunders.	45 Martha Hoig.

TENTH SESSION, 1853.—DATED 18TH OCTOBER, 1853.

FIRST CLASS. <i>Males.</i>	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
73 Michael Joseph Kelly.	87 David Misener.	110 Robert Hellyer.
74 John Gilmore Malcolm.	88 Robert Wilson.	111 Robert Logan.
75 Lachlan Kennedy.	89 David Ludgate Williams.	112 Jacob Choate Maguire.
76 Robert McGee.	90 Phineas Will.	113 Thomas Hume.
77 William Smith.	91 Asa Beverly Danard.	114 Joseph Warren.
78 George Murray.	92 Robert Gibbs.	115 William Montgomery.
79 Abraham W. Lawder.	93 William Stewart.	116 Charles Hankinson.
80 Samuel Robins.	94 John Roberts.	117 James Evans.
<i>Females.</i>	96 William Abercrombie.	119 Richard Hill.
81 Lydia Louisa Lyons.	97 Augustine McDonell.	121 Thomas Connell.
82 Mary McCracken.	99 William Henry Bly.	<i>Females.</i>
83 Lydia Anne Appleton.	101 James Draper.	125 Ellen Hoig.
84 Elizabeth Coute.	102 Martin Phillips.	126 Caroline A. Masters.
85 Jane Foster.	103 Angus McDonald.	127 Delia Andrews Masters.
	104 James Moriarty.	129 Helen Crumpbell.
SECOND CLASS.	105 Ichabod S. Bowerman.	130 Sophrona Andevon Mills.
<i>Males.</i>	106 Thomas M. Bowerman.	131 Lydia Eleanor Howard.
86 Thomas Newman.	108 Robert Hay.	132 Fanny Higgins.
	109 William McKay.	

ELEVENTH SESSION, 1853-54.—DATED 20TH APRIL, 1854.

FIRST CLASS. <i>Females.</i>	FIRST CLASS.—[Continued.]	FIRST CLASS.—[Continued.]
151 Mary Adams.	157 Josephine Storie.	164 William Coulton.
152 Emily Howard Jennings.	159 Margaret Sweeney.	165 Daniel Chisholm.
153 Eliza Wilson Keddie.	160 Maria Louisa Williams.	166 Alfred Ernest Ecroyd.
154 Julia Anne Robinson.	<i>Males.</i>	167 John Elson.
155 Jane Smith.	161 Charles Bannister.	168 James B. Gray.
156 Mary Stephens.	162 Francis Wesley Bird.	169 Thomas Ferguson McLean
	163 Coleman Bristol.	170 William Noden.

SECOND CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS.—(Continued.)
<i>Females.</i>		
172 Sarah Bales.	190 Margaret Muter Kennedy.	206 John Coyne.
173 Harriet Bowes.	191 Melissa McCraiy.	207 John D Evelyn.
174 Sarah Bowes.	192 Christy McLennan.	208 Gilbert Goldsmith.
175 Margaret Burgess.	195 Mary Shearer.	209 Silas Hollingshead.
176 Margaret Buyers.	196 Margaret Shrigley.	210 Edward Jamieson.
177 Sarah Carr.	197 L zanna S. Snyder.	212 James Martin.
179 Esther Clarke.	199 Elizabeth Stevens.	213 John McNaughton.
180 Mary Coady.	199 Adeline Stone.	214 Samuel Megaw.
183 Kate Higgins.	200 Elizabeth Van Every.	216 John S. Oliver.
184 Anna Maria Holmes.	201 Cecilia M. A. Walkingshaw.	217 William Plunkett.
185 Anne Eliza Jackson.	202 Mary Anne Wilson.	218 Parmenia Reynolds.
187 Isabella Johnson.	<i>Males.</i>	219 Robert Somerville.
188 Catherine Junor.	203 Wilbur Fisk Adams.	220 William Stevens.
189 Harriet Evelyn Kennedy.	204 John Ransome Brower.	221 John Terrill.

TWELFTH SESSION, 1854.—DATED 16TH OCTOBER, 1854.

FIRST CLASS.	FIRST CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>		
222 Francis Josiah Craig.	233 Sarah Agnes Robinson.	247 James Stephens.
223 Ninian Leander Holmes.		248 James D. Trousdale.
224 David Kelly.	<i>SECOND CLASS.</i>	249 William Weir.
225 James McBrien.	<i>Males.</i>	<i>Females.</i>
226 John McLean.	234 George Abraham Barkley	250 Jane Anderson.
227 John Patton.	236 Abalom Dingman.	251 Agnes Armstrong.
228 George Rose.	237 William Douglas.	253 Susan Dorothy.
<i>Females.</i>	239 Amos Gould.	254 Alice Foggin.
229 Elizabeth Hughes.	241 John Adams Hurlburt.	256 Margaret Teresa McDerry.
230 Grace Anastasia Magan.	242 Alexander McKay.	257 Jane Mowat.
231 Elizabeth McNaught.	243 Davis McKee.	258 Annie Preston.
232 Sarah Birch Quinn.	244 Alexander McPherson.	261 Caroline Wilkinson.

THIRTEENTH SESSION, 1854-55.—DATED 18TH APRIL, 1855.

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>		
262 John Livingstone.	276 Peter Campbell.	295 Lydia Sophia Munday.
263 James McGrigor.	277 Edmund Peter Costello.	296 Juliana Myers.
264 Archibald McMurphy.	278 Edward Lee Forsyth.	297 Louisa Porter.
265 Donald Mann.	280 Alexander McKenzie.	298 Mary Porter.
<i>Females.</i>	282 James Minions.	299 Anne Jane Quinn.
266 Catharine Cattanach.	283 John Morton.	300 Adelaide Rogers.
267 Helen Elizabeth Clark.	285 John Horton Wright.	301 Mary Sheppard.
268 Mary Anne De Cow.	<i>Females.</i>	303 Mary Anne Sweeney.
269 Rebecca De Cow.		304 Adeline Van Every.
270 Harriet Anne Lind.	286 Anne Musgrove Armstrong.	305 Emmeline Van Every.
271 Mary Anne Murray.	287 Emma Arnold.	
272 Henrietta Shenick.	288 Matilda Backhouse.	<i>FIRST CLASS.</i>
<i>SECOND CLASS.</i>	290 Mary Frances Brown.	<i>Males.</i>
<i>Males.</i>	291 Elizabeth Campbell.	306 John Raine.
273 Joseph Fellows Adams.	293 Sarah Anne Fuller.	

FOURTEENTH SESSION, 1855.—DATED 15TH OCTOBER, 1855.

FIRST CLASS.	FIRST CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>		
307 William Carlyle.	319 Emmeline Shadd.	333 Alexander Thompson.
308 David Ormiston.	320 Mary Brown.	<i>Females.</i>
309 John Harris Comfort.		339 Eleanor Leach.
310 John Jessup.	<i>SECOND CLASS.</i>	340 Elizabeth Eleanor Kennedy.
311 William Henry King.	<i>Males.</i>	342 Elmira Flood.
312 Bernard Kerr.	322 James Bowerman.	344 Sophia Caroline McLean.
313 David Blair.	324 Henry Clark.	345 Margaret Catherine McDon-
314 Alexander Lester.	325 James Hay, Junior.	nell.
315 John Taylor.	326 Doucan Crane.	346 Mary Ann Mungard.
<i>Females.</i>	327 William Hackett.	347 Henrietta Simpson.
316 Josephine Witmore Clark.	328 James Keating.	348 Susannah Robinson.
317 Kate Gunn.	329 John McPherson.	350 Sarah Elizabeth Tewksbury.
318 Elizabeth Adams.	334 David Johnston.	<i>Males.</i>
	335 William Bernard Danard.	351 John Kellock.

FIFTEENTH SESSION, 1855-56.—DATED 15TH APRIL, 1856.

<p>FIRST CLASS, <i>Males.</i> Grade A. 352 Alexander Black. 353 James Carlyle. 354 David Fotheringham. 355 John Hunter. Grade B. 356 Robert Alexander. Grade C. 357 Stephen Dadson. 358 Lewis Corydon Moore. 359 Abraham Pratt. <i>Females.</i> Grade A. 360 Mary Foster. 361 Fanny Gordon. 362 Margaret Irvine. 363 Mary Lester. Grade B. 364 Charlotte Madeline Churchill 365 Mary Turner Hoig. 366 Catherine Magan. 367 Nancy Strickland. Grade C. 368 Jane Bettie. 369 Mary Ann Gill.</p>	<p>FIRST CLASS—(Continued.) 370 Mary Houlding. 371 Mary Ann Pickersgill. 372 Lucinda Piper. 374 Margaret Strickland. 375 Catherine Walker. 376 Isabella Walker. SECOND CLASS. <i>Males.</i> Grade A. 277 Justin Badgero. 379 Thomas Gouch. 380 Thomas Green. Grade B. 384 George Husband. 386 William Ruthven. 388 Charles Shortt. Grade C. 391 David Brown. 392 Dugald Livingstone. 393 Alexander McGregor. 394 Duncan McIntyre. 395 William Miliken. <i>Females.</i> Grade A. 397 Anna Button.</p>	<p>SECOND CLASS—(Continued.) 398 Eliza Anne Crawford. 399 Susan Hamilton. 402 Anne Maria Paul. 403 Agnes Wharin. Grade B. 404 Martha Andrews. 406 Mary Avis Dew. 408 Hannah Clariinda Kerr. 410 Mary Maria Marlatt. 411 Margaret Murchison. 412 Fanny Rutledge 413 Catherine Ryan. 414 Mary Anne Sinclair. 415 Agnes Sweetin. Grade C. 416 Rachel Harley. 417 Margaret Hunter. 418 Margaret Jack. 419 Mary Kerr. 420 Mary McLellan. 421 Mary Ann Minshall. 422 Catherine Mulhern. 423 Esther Rich. 424 Hannah Robertson. 425 Annie Webster.</p>
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SIXTEENTH SESSION—DATED 15TH OCTOBER, 1856.

<p>FIRST CLASS. <i>Males.</i> Grade A. 426 William Reader Bigg. 427 Allan Chisholm. 428 John Ford. 429 Henry Gick. 430 Samson Roberts. Grade B. 431 John Brown. 432 Robert Brown. Grade C. 434 John Cameron. 436 James Cody. 437 James Fletcher Cross. 438 Robert Dobson. 439 Hugh McDougall. 440 John McMillan. 441 Gilbert Dorland Platt. 442 George Smith. 443 Samuel Simpson. <i>Females.</i> Grade A. 444 Anna Borthwick. 445 Helen Miliken Clark.</p>	<p>FIRST CLASS—(Continued.) 446 Jane McLean. 447 Margery Jarden Ramsay. Grade B. 448 Elizabeth Huff. 449 Mary Vandusen Huff. 450 Amy Caroline Jones. Grade C. 451 Angelina Brown Ford. 452 Catherine McNiece. SECOND CLASS. <i>Males.</i> Grade A. 453 Joseph Armstrong. 455 James Bruce. 456 George Fraser. 459 George Richards. 461 Andrew Weir. Grade B. 462 Daniel Duff. 463 William Edwin Gorsline. 464 James Harlow. 465 John H. Hegler. 466 John Jacques.</p>	<p>SECOND CLASS—(Continued.) 467 John McConnell. 468 Peter Musgrave. 470 Samuel Vandewaters. Grade C. 472 Gilbert Stevenson Austin. 474 Thomas Boyd. 475 Samuel Burden. 477 James Little. 478 George Misener. 479 John Simpson Ross. 480 Newton Ransome Stone. 481 Thomas Walsh. 482 Thomas Wilson. <i>Females.</i> Grade B. 487 Bertha Jackson. 488 Jane McKay. 489 Elizabeth Mary Russell. 490 Helen Webster. Grade C. 491 Eliza Agnew. 495 Elizabeth Johnston. 496 Jane Main. 498 Elizabeth Thompson.</p>
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SEVENTEENTH SESSION.—DATED 15TH APRIL, 1857.

<p>FIRST CLASS. <i>Males.</i> Grade A. 499 Brebner, John. 500 Chesnut, Thomas George. 501 Kilpatrick, George. 502 Macwilliam, William. 503 Plunkett, Thomas. 504 Scott, Richard William. 505 Soper, Jasper. 506 Strachan, Alexander.</p>	<p>FIRST CLASS—(Continued.) Grade B. 507 Bowles, Peter Langlois. 509 McKercher, Colin. 510 Osborne, A. Campbell. 511 Rodgers, John. 512 Thomson, Hugh. Grade C. 513 Harley, John. 514 Johnston, Hugh. 515 Mishaw, Daniel.</p>	<p>FIRST CLASS—(Continued.) <i>Females.</i> Grade A. 517 Bell, Helen. 518 Bisbee, Gertrude M. 519 Brown, Lillis. 520 Robertson, Dorcas Damie. Grade B. 521 Bell, Janet, 522 Buchanan, Elizabeth.</p>
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FIRST CLASS.—[Continued]	SECOND CLASS.—[Continued.]	SECOND CLASS—Grade A. [Cont'd.]
Grade C.	Grade B.	563 McMurray, Elizabeth Jane.
523 Churchill, Mary Anne.	542 Clifton, Henry S.	564 McNaughton, Janet
524 Dadson, Mary Anne.	543 Doan, George Henry.	565 Milne, Elnora.
525 Fayette, Emittie Augusta.	544 Hagartie, James.	566 Richards, Amanda.
526 Kennedy, Catherine Ainslie.	545 Knisely, Owen Fares.	567 Smith, Margaret.
527 McDonald, Elizabeth.	546 McCammon, James.	568 Wilkes, Margaret.
528 McNaughton, Margaret.	549 Thompson, Geo. Washington.	Grade B.
	550 Yeomans, Silas Parker.	570 Gardiner, Jane.
SECOND CLASS.	Grade C.	572 Robertson, Martha.
Males.	551 Brookfield, Jacob.	Grade C.
Grade A.	553 Jones, Jonas.	574 Cull, Alice.
529 Calvert, Joseph.	554 Laughlin, William.	575 Dunn, Barbara Morrison.
530 Demill, Ervin.	555 Robertson, John.	576 Elston, Faith.
531 Duff, James.	556 Shurtleff, Robert Fulton.	577 Fletcher, Charlotte.
532 Fleming, James.	558 Smith, Andrew.	578 Gurd, Dorah.
533 Hamm, Thomas Edwin.	559 Waters, George.	579 Hume, Mary Miller.
534 Irving, George.	Females.	580 McBride, Sarah.
537 O'Reilly, Robert.	Grade A.	581 McKechnie, Mary Gray.
538 Shurtleff, George.	560 Dauce, Anne.	582 Miller, Jennet.
540 Turbull, John.	561 Jenner, Sarah Anne.	586 Veit, Anne.

EIGHTEENTH SESSION,—DATED 15TH OCTOBER, 1857.

FIRST CLASS.	FIRST CLASS—Grade C. [Cont'd.]	SECOND CLASS—Grade C. [Cont'd.]
Males.	598 Eaton, Elizabeth Cecilia.	645 Noxon, Isaac James.
Grade A.	609 Gordon, Annie.	646 Riddell, Andrew.
587 Clinton, John	610 Millard, Rosa Scott.	647 Wolverton, Samuel.
588 McLehan, James Alexander.	611 Shoff, Anne.	
589 O'Connor, Thaddeus J.		Females.
590 Purslow, Adam.	SECOND CLASS.	Grade A.
591 Rae, Francis.	Males.	653 Cummins, Margaret Jane.
592 Sinclair, Lauchlin.	Grade A.	654 Dudas, Lydia.
593 Steele, Thomas Orton.	613 Cremin, Daniel.	655 Lester, Margaret.
594 Tisdell, John Cassie.	614 Dougherty, Isaiah.	658 Thompson, Rebecca.
Grade B.	615 Legerwood, Daniel.	Grade B.
595 Campbell, Robert.	616 McKenzie, John.	659 Bissett, Mary.
596 Dodds, William.	618 McVean, John.	661 McPherson, Catherine.
597 Duff, Charles.	620 Stevenson, Samuel.	662 Miller, Isabella Brown.
598 Preston, James	621 Wellbanks, Hiram.	663 Montgomery, Mary Jane.
599 Smith, John Darling.	622 Young, Thomas.	664 Robertson, Magdalene.
600 Sweet, Orison David.	Grade B.	665 Scott, Agnes.
601 Zimmerman, Isaac.	625 Brown, Isaac.	666 Stacey, Jane.
Grade C.	626 Brown, James [Apr. 51.]	667 Webster, Charlotte.
602 Clark, Asahel Bowes.	627 Brown, William.	Grade C.
603 Frisby, Edgar.	630 McCulla, John.	669 Armstrong, Jemima.
Females.	631 McDougall, John.	673 Cooper, Elizabeth.
Grade A.	632 McLean, Peter.	675 Grant, Alice.
604 Sutherland, Anne.	Grade C.	676 Hood, Jane.
Grade B.	638 Book, Eli.	678 Morton, Frances Eliza.
605 Henderson, Jemima.	639 Brown, James [Apr. 26.]	680 Roche, Mary Elizabeth.
606 Keown, Adelaide.	640 Bryant, John Henry.	682 Scott, Elizabeth.
607 Robertson, Amelia.	641 Lucas, Thomas Dennis.	683 Tracy, Mary.
Grade C.	642 McDiarmid, Duncan.	684 Wilson, Annie.
[651] Carey, Eleanor Harriet.	644 McMaster, John.	

NINETEENTH SESSION,—DATED 15TH APRIL, 1858.

FIRST CLASS—Grade A.	FIRST CLASS—Grade B.	SECOND CLASS—Grade A.
686 Anderson, William Walker.	695 Currie, Peter [a] [b.]	704 Frazer, William.
687 Baikie, John.	696 McKay, John Wood.	705 Kean, John Russell [a] [b.]
688 Bond, William [a.]	697 Morris, James [a] [b.]	707 Patterson, James Contenary.
689 Cooby, Alfred Morgan [b.]	698 Rathwell, William.	708 Thompson, Alexander [b.]
690 Kincaid, Robert.	Grade C.	Grade B.
691 Moore, Richard [b.]	700 Boyz, Joseph.	710 McGee, Alexander.
692 Nichol, William.	700 Duncan, James.	711 Maxwell, Henry William.
693 Nichol, Peter.	701 Mitchell, John.	712 Robinson, John.
694 Thompson, James [b.]		

* The Certificates of the Second Class, Grade C, granted at the close of the Nineteenth and subsequent Sessions, were limited to one year from the date.

<i>Females.</i>		FIRST CLASS—Grade B. [Con'd.]	SECOND CLASS—Grade A.
FIRST CLASS—Grade A.		736 Cattanach, Anna Jane.	745 Agar, Ellen [b.]
727 Campbell, Sarah Anne.		737 Currie, Mary.	746 Blackburn, Jane [b.]
728 Clark, Annie Lydia [a.]		738 Currie, Menzies [a.]	747 McCallum, Elizabeth.
729 Farrow, Elizabeth.			748 McKay, Dorothy.
730 Hayes, Almira.	Grade C.		749 Morgan, Eliza Sarah [b.]
731 McElroy, Maria [a.]	739 Adams, Lucinda Ruth.		751 Stevenson, Mary Eliz. [b.]
722 Sh-nick, Adeline [a.]	740 Blackburn, Mary.		
733 Sudborough, Esther [a.]	741 Blain, Kate [b.]		Grade B.
	742 Dickinson, Eliza.		753 Betts, Eliza Ann.
	743 Newman, Mary Hargrave.		754 Good, Rosa.
Grade B.	744 Robinson, Eliza.		757 Liddell, Chris. Blair [a] [b.]
734 Armstrong, Martha.			760 Morgan, Eliza [a.]
735 Brown, Maria.			

TWENTIETH SESSION,—DATED 15TH OCTOBER, 1858.

<i>Males.</i>		SECOND CLASS—Grade A. [Con'd.]	FIRST CLASS—[Continued.]
FIRST CLASS—Grade A.		798 Patterson, James.	875 Lamb, Martha.
771 Disher, John Clark.		800 Rolls, Alfred [b.]	
772 Ganton, Stephen.			SECOND CLASS—Grade A.
773 Kellough, Thomas [a]	Grade B.		835 Allan, Mary Kennedy.
774 Tye, George Archer [b.]	802 Foster, Richard.		836 Bethel, Sarah [b.]
	803 Hewson, Edmund Thomas.		838 Henderson, Robina Isabella.
	804 Jenkins, John Fletcher.		840 Kennedy, Susie.
	805 Luton, Leonard.		842 Magan, Frances Ann (a.)
Grade B.	806 Luton, James Lyman.		843 McDavid, Mary.
775 Clark, Charles.	808 McEachern, Donald.		844 Morgan, Augusta Anna.
776 Elliott, Thomas [b.]	810 Scoles, John.		845 Morton, Mary.
777 McCaig, Donald.	811 Peters, Henry Sanders.		847 Tidey, Martha Vict. [b.]
778 McKay, John.			
779 McLean, Archibald.	<i>Females.</i>		Grade B.
780 Rose, John George [a] [b.]	FIRST CLASS—Grade A.		848 Allen, Maria [a.]
781 Warburton, George Henry.	825 Wilkes, Marcella [b.]		849 Davis, Jane Eliza.
782 Wright, George Wesley [a.]			850 Forster, Mary Rachel.
	Grade B.		852 Hayne, Caroline [b.]
Grade C.	826 Hatton, Mary Victoria [b.]		853 Johnston, Martha Jane [b.]
783 Hankinson, Thomas.	827 Maguire, A. Margaret [a] [b.]		854 Kessack, Lydia Jane.
784 Kennedy, Alexander.	828 Nichol, Margaret Elliot.		855 McBean, Janet.
	829 Rose, Catherine [a] [b.]		856 McLoughlin, Mary Ann.
SECOND CLASS—Grade A.	830 Walker, Mary.		857 Magan, Mary Josephine [a.]
785 Baumwart, Owen.			858 Murdie, Mary Jane [b.]
786 Baird, Alexander Kennedy.	Grade C.		859 Murray, Elizabeth.
787 Blackwood, Robert.	831 Bisbee, Julia Elizabeth.		860 O'Leary, Mary.
788 Bruce, George.	832 Gillies, Mary.		861 Pratt, Cornelia Augusta.
789 Fairbairn, Robert.	833 Robinson, Mary.		862 Ramsey, Cynthia.
790 Fraser, Mungo [a] [b.]	834 Slocombe, Mary Ann.		863 Stewart, Margaret Elizabeth.
793 Irwin, James.			
797 Newman, John Byron.			

TWENTY-FIRST SESSION,—DATED 22ND JUNE, 1859.

<i>Males.</i>		SECOND CLASS—Grade A.	<i>Females.</i>
FIRST CLASS—Grade A.		896 McClure, Robert.	SECOND CLASS—Grade B.
878 Blaicher, Peter Campbell.		898 Shirreff, Benjamin.	927 Banan, Ellen Olivia.
879 Campbell, Alexander.			929 Kennedy, Jessie Alison.
880 Edmison, Alex. Bickerton.	Grade B.		930 Robinson, Mary Ann.
881 Sullivan, Dion Cornelius.			
	Grade B.		Grade C.
882 Buchanan, John Calder.	904 Armitage, John Robinson.		931 Hay, Eliza Augusta.
884 Matthews, Wm. Loader.	905 Beckstedt, Joseph M.		932 Magee, Phebe Sumner.
885 Mickleborough, John.	907 Buchanan, Robert.		933 Smith, Mary Catherine.
886 Preston, David Hiram.	908 Hodgins, Thomas.		
887 Sarvis, George Chowan.	909 Johnston, Robert.		SECOND CLASS.—Grade A.)
888 Saunders, James.	912 Leitch, Alexander.		937 Hamilton, Susie.
890 Topping, William.	913 Livingston, Lewis.		939 Lloyd, Charlotte.
	914 McLellan, Archibald.		941 Porter, Agnes.
	915 Moore, James Samuel.		942 Rose, Mary Jane.
	916 Neelands, Joseph.		944 Winlaw, Isabella.
	917 Robertson, John Pushman.		
Grade C.	918 Smith, Francis.		Grade B
891 Frood, Thomas.	919 Willson, Benjamin Franklin		948 McCarthy, Mary Ann.
892 Galloway, William.			

(a) Qualified to teach Elementary Blackboard Drawing.
 (b) Qualified to teach Hullah's system of Vocal Music.

TWENTY-SECOND SESSION,—DATED 22ND DECEMBER, 1859.

<i>Males.</i>	SECOND CLASS.—Grade A.	FIRST CLASS.—Grade A.—(Cont'd.)
FIRST CLASS.—Grade A. 965 Dow, John. 966 Peters, George. Grade B. 967 Frood, Thomas. 969 O'Brien, Patrick. 970 Shaw, Alexander. 971 Smith, William Wakefield. 972 White, William Henry. Grade C. 973 Boyes, James Stephen. 974 Cann, Samuel Bracheton. 975 Donald, Jackson. 976 Leduc, Thomas. 977 McArthur, John. 978 McDonald, Alexander. 979 McKellar, John Archibald. 980 Miller, Arnoldus. 981 Nash, Samuel Lemmy.	983 Campbell, Neil. 985 Collins Joseph Jonathan. 986 Cranfield, Rich. Ebenezer. 988 Fleming, Robert McMillan. 989 Kitchen, Edward, 990 Macoun, John. 993 Sturk, John Dunn. Grade B. 995 Brown, William. 997 Greenlees, Andrew. 998 Howell, Lewis. 999 Kennedy, John. 1001 Little, Archibald. 1003 McNabb, John. <i>Females.</i> FIRST CLASS.—Grade A. 1020 Adams, Martha. 1021 Cowan, Sarah. 1022 Holmes, Emma Elizabeth. 1023 Wright, Fanny Mary.	1024 Wright, Eliza Jane. Grade B. 1025 Carnochan, Janet. 1026 McCorkindale, Margaret. 1027 Guthrie, Margaret. Grade C. 1028 Charlton, Mary Ellen. 1029 Cowan, Elizabeth. 1030 Gordon, Eliza. 1031 McKay, Elizabeth. SECOND CLASS.—Grade A. 1032 Duncan, Alice. 1033 Fraser, Mary Ann. 1034 Garden, Mary Louisa. 1035 Sharp, Sarah Ann. Grade B. 1037 Armstrong, Helen. 1039 Harris, Fanny Jane. 1040 Henderson, Elizabeth. 1044 Sparrow, Caroline.

TWENTY-THIRD SESSION,—DATED 15TH JUNE, 1860.

<i>Males.</i>	SECOND CLASS.—Grade B.	FIRST CLASS.—Grade C.—(Cont'd.)
FIRST CLASS.—Grade A. 1059 Barrick, Eli James. 1060 Hay, Angus Cameron. 1061 Knight, James Henry. 1062 Platt, John Milton. 1063 Ridgway, Robert. Grade B. 1064 Curry, Robert Nicholas. 1066 Murray, John. 1067 Rouse, William Hiram. Grade C. 1068 Armstrong, John. 1069 Chaisgreen, Charles. 1070 Healy, Michael. 1071 Keffer, Thomas Dixon. SECOND CLASS.—Grade A. 1074. Fotheringham, A. Thomson	1082 Brierly, Charles. 1083 Buckland, Henry. 1084 Cannon, George. 1085 Chisholm, William. 1086 Craig, George. 1088 Hill, Alfred. 1089 Hipple, Jacob. 1092 McDiarmid, Peter. 1094 McGregor, Robt. Campbell, 1099 Thompson, Alexander. 1101 Wilson, George. 1102 Wright, Meade Nisbett. <i>Females.</i> FIRST CLASS.—Grade B. 1111 Collar, Eliza. 1112 Fraser, Catherine. Grade C. 1113 Ashall, Eliza. 1114 Carroll, Charlotte Jane.	1115 Hamilton, Sarah Maria. 1116 Kelloch, Agnes. 1117 Mullin, Sarah. 1118 Robinson, Grace. SECOND CLASS.—Grade A. 1120 Bourke, Barbara Ann. 1124 Russell, Mary Jane. 1125 Shepherd, Anne Eliza. Grade B. 1127 Bedell, Sarah Melantha. 1128 Coulter, Margaret. 1130 Farquharson, Georgiana. 1132 Goodfellow, Elizabeth. 1133 Gowanlock, Janet Kidd. 1134 Hall, Agnes. 1137 McMillan, Susan Maria. 1138 Sanders, Harriet Louisa. 1139 Scarlett, Catherine. 1140 Shepherd, Mary Elizabeth.

TWENTY-FOURTH SESSION,—DATED 22ND DECEMBER, 1860.

<i>Males.</i>	FIRST CLASS—Grade D. [Cont'd.]	SECOND CLASS.—Grade A.
FIRST CLASS.—Grade A. 1155 Farewell, Geo. McGill. 1156 Hocking, William Francis. 1157 McKay, Hugh Munro. 1158 McKee, Thomas. 1159 Moore, Charles Boyd. 1160 Price, Robert. Grade B. 1162 Doan, Robert Wilson.	1163 Lusk, Charles Horace. 1164 McCulley, Alfred. 1165 Sinclair, John. 1166 Sing, Samuel. 1167 Stewart, Thomas. Grade C. 1170 Margach, John Lewis. 1171 Pysker, David.	1172 Anderson, William. 1173 Clements, William. 1174 Duncan, Alexander. 1177 Johnston, John. 1178 McFarlane, Laughlin. 1179 Magrath, Patrick. Grade B. 1181 Beattie, Jeremiah 1182 Blanchard, Samuel Gray.

SECOND CLASS.—Grade B. (Con'd.)

1183 Bolton, Jesse Nunn.
 1184 Code, John Richard.
 1185 Fleming, William.
 1187 Gerrie, James.
 1188 Graham, Charles.
 1189 Graham, John.
 1190 Hammond, William.
 1191 Keddy, John.
 1192 Kermott, Charles Holland.
 1193 Kiernan, William Malcolm.
 1194 Morrison, Adam.
 1195 Mulloy, Nelson.
 1196 Richardson, James.
 1197 Switzer, Parmenio Alvan.

Females.

FIRST CLASS.—Grade B.

1205 Grece, Martha Zenobia.
 1206 Hornell, Mary Johnston.
 1208 Umney, Lilly.
 1209 Yeates, Elizabeth.

Grade C.

1210 Childs, Sarah Elizabeth.
 1212 Fraser, Charlotte.
 1213 Hendershot, Melissa F.
 1215 McAllan, Annie.
 1216 McCulley, Esther.
 1217 Rattray, Jessie Sophia.

SECOND CLASS.—Grade A.

1218 Armstrong, Annie Linda.
 1220 Cummins, Margaret Eliza.
 1221 Gunn, Jane.
 1222 Millard, Alice Gay.

Grade B.

1224 Coady, Harriet Esther.
 1226 McCarthy, Catherine.
 1227 Reed, Georgiana.
 1228 Smith, Jenny.
 1230 Wood, Mercy.

TWENTY-FIFTH SESSION,—DATED 15TH JUNE, 1861.

Males.

FIRST CLASS.—Grade B.

1245 Kidd, William.
 1246 Mutton, Ebenezer.

Grade C.

1250 McDiarmid, Donald.
 1251 McShea, Royal.
 1252 Rowland, Fleming.
 1253 Young, Egerton Ryerson.

SECOND CLASS.—Grade A.

1256 Dunseith, David.
 1259 McCally, Robert.
 1260 McMillen, Malcolm C.
 1261 Meredith, William.
 1263 Woodward, George W.

Grade B.

1264 Chisholm, James.
 1265 Easton, Robert.
 1267 Gott, Benjamin.

SECOND CLASS.—Grade B. (Con'd.)

1269 Harper, William.
 1270 Henderson, David.
 1271 Hyde, Levi Thaddeus.
 1272 Johnson, Arthur.
 1273 Lloyd, David.
 1275 McLennan, Andrew.
 1276 Murdoch, Andrew.
 1277 Neilson, William.
 1278 Owen, John.
 1279 Owen, William Jerrold.
 1280 Perry, Robert Selby.
 1281 Raney, William.
 1282 Suddaby, Jeremiah.
 1283 Vardon, Anthony Dimoc.
 1284 Winans, William Henry C.

Females.

FIRST CLASS.—Grade A.

1293 Kerr, Mariou.
 1294 St. Remy, Harriet Anne A.
 Le Lièvre de.

FIRST CLASS.—Grade B.

1295 Smith, Rachel Ann.

Grade C.

1296 Bishop, Maria Agnes.
 1297 Ford, Julia Cadman.

SECOND CLASS.—Grade A.

1301 Bethell, Dorinda.
 1302 Hanlon, Ellen Victoria.
 1303 Laird, Jane.
 1304 Turner, Elizabeth Ann.
 1305 Wickson, Emma.

Grade B.

1306 Christie, Augusta.
 1307 Christoe, Caroline.
 1308 Cumming, Margaret.
 1310 Graham, Adelaide.
 1311 Grainger, Mary Jane.
 1313 Hills, Isabel.
 1316 Marshall, Agnes.
 1317 Muir, Agnes Eliza.
 1318 Muir, Orpha.

TWENTY-SIXTH SESSION,—DATED 22ND DECEMBER, 1861.

Males.

FIRST CLASS.—Grade A.

1334 Bell, Robert.
 1335 Brown, Atick Howard.
 1336 Dewar, Archibald.
 1337 Ede, Joseph.
 1338 Malloch, Donald McGregor.
 1339 Moran, John.
 1340 Smith, Joseph Henry.
 1341 Tasker, James.

Grade B.

1342 Beer, William.
 1343 McColl, Hugh.
 1344 McPherson, Crawford.
 1345 Pearce, Thomas.
 1346 Sinclair, James.

Grade C.

1347 Bartlett, William Edward.
 1348 Bruce, William Fraser.
 1349 Cherry, William.
 1351 Foster, Ralph.
 1352 Grant, Robert.

FIRST CLASS.—Grade C. (Con'd.)

1353 Henderson, Gregg.
 1354 McGregor, Norman R.
 1355 Murray, David Lovel.

Grade A.

1357 Bull, Corey.
 1358 Hicks, Henry Minaker.
 1359 Hughes, Amos J.
 1360 Hughes, James Henderson.
 1361 McDonald, Robert.
 1362 McHardy, Norman.
 1363 McIntyre, Duncan.
 1364 McRae, Alexander.

Grade B.

1367 Rancroft, Asa Montgomery.
 1369 Keam, Peter.
 1370 Kidd, Alexander Brown.
 1372 McDonald, Duncan Forbes.
 1374 Meech, Thomas English.
 1375 Theal, Nelson.
 1376 Thetford, William Henry.
 1379 Warburton, William.

SECOND CLASS.—Grade B. (Con'd.)

1380 Wilson, Hercules.

Females.

FIRST CLASS.—Grade A.

1397 Beattie, Grace Shepherd.
 1398 Turnbull, Jessie.

Grade C.

1402 Guthrie, Grace.
 1403 Knowlson, Mary Isabella.
 1404 Lanton, Kate Simpson.
 1406 Starratt, Hannah.
 1407 Vining, Eusebia Bodwell.

SECOND CLASS.—Grade A.

1410 Unsworth, Hannah H.
 1411 Laidlaw, Janet.
 1412 McDougall, Catherine.

Grade B.

1414 Armitage, Margaret.
 1415 Brundage, Candace.
 1422 Saunders, Matilda.

 TWENTY-SEVENTH SESSION,—DATED 15TH JUNE, 1862.

<i>Males.</i>		SECOND CLASS.—Grade B.	FIRST CLASS.—Grade C.
FIRST CLASS.—Grade A.		1462 Anderson, John.	1492 Collar, Leonora.
1436 Glashan, John.		1463 Green, Philip.	1495 Smith, Sarah.
1437 Munson, Charles Francis.		1465 Metcalf, Hiram.	
1438 Wood, Benjamin Wills.		1466 Miller, John.	SECOND CLASS.—Grade A.
Grade B.		1467 Monkman, James Matthias.	1497 Brown, Sophia Georgiana.
1439 Barefoot, Isaac.		1468 Morton, John Brown.	1498 Buchan, Mary.
1440 Clare, Samuel.		1471 McIntosh, Angus.	1500 Roberts, Sarah Anne.
Grade C.		1472 McLaren, Alexander.	1502 Taylor, Susannah.
1444 Brine, Henry James.		1473 McPherson, Moses.	
1445 Cork, George.		1474 O'Grady, Patrick John.	Grade B.
1446 Hunt, Robert.		1475 Powers, Henry.	1503 Acres, Jane.
SECOND CLASS.—Grade A.		1476 Sullivan, Daniel.	1504 Armstrong, Mary Elizabeth.
1448 Campbell, John Munro.		1477 Tapscott, Samuel.	1505 Bates, Mary Jane.
1452 Hutchison, William.		1478 Taylor, Walter.	1507 Campbell, Mary.
1456 MacPherson, Finlay.		1479 Thompson, Charles.	1510 Greene, Martha.
1457 Robertson, John.		1481 Treadgold, Manton.	1511 Greer, Mary Anne.
1459 Schmidt, John Henry.		1482 Ward, James Henry.	1512 Henderson, Isabella Purvis.
1459 Scollon, John.		1484 Wilson, William.	1514 Jeffers, Emma.
1460 Willis, Robert.			1515 Kenny, Elizabeth.
		<i>Females.</i>	1516 Lloyd, Agnes.
		FIRST CLASS.—Grade A.	1517 Maybee, Euphemia Amanda.
		1489 Beckett, Emma.	

TWENTY-EIGHTH SESSION—DATED 23RD DECEMBER, 1862.

<i>Males.</i>		SECOND CLASS.—Grade B.	FIRST CLASS.—Grade C.
FIRST CLASS.—Grade A.			1582 Hardie, Ellen.
1532 McDiarmid, Donald.		1553 Bruce, King.	1583 Jeffers, Emma.
1523 Millar, John.		1554 Crane, George.	1584 Rogers, Christina.
1534 Vanslyke, Geo. Washington.		1555 Dodson, Richard Elisha.	
Grade B.		1557 Fraser, Alexander.	SECOND CLASS.—Grade A.
1535 Atkinson, Edward Lewis.		1558 Giffin, Willard Morse.	1586 Clark, Anne.
1536 Griffin, Walter.		1559 Graham, Dugal J.	1587 Davis, Ruth.
1537 Hilliard, Thomas.		1560 Lawson, George Dudley.	1588 French, Sarah Toms.
1538 Pepper, John.		1561 McKay, Archibald.	1590 Hemenway, Sinia Amanda.
1539 Ross, John Cameron.		1562 McPherson, Archibald.	
1540 Sinclair, Angus.		1564 Morris, John George.	Grade B.
Grade C.		1565 Poole, Edward.	1597 Bethell, Maria.
1541 Halls, Samuel Pollard.		1566 Powell, Francis Cox.	1598 Boake, Sarah Anne.
1543 Leggett, Joseph.		1567 Rose, Amos William.	1599 Fassher, Lucia.
1544 McCausland, William John.		1568 Ruby, Daniel Christian.	1600 Foreman, Fannie.
1545 McEachern, James.		1569 Scott, James.	1601 Johnson, Frances.
1546 McGrath, John.		1570 Smith, Abram.	1602 Henderson, Margaret Anderson.
SECOND CLASS.—Grade A.		1571 Wiggins, Henry.	1603 Henry, Rebecca.
1548 Fowler, Henry.		1572 Wilson, Edward Sutton.	1604 Ley, Theresa Georgiana.
1549 McCausland, Robert.			1605 Lundy, Sarah.
1550 McDonald, James.		<i>Females.</i>	1607 Morrison, Margaret Helen.
1551 Moyer, Samuel Nash.		FIRST CLASS.—Grade A.	1608 Sinclair, Jane.
1552 Scollon, John.		1578 Boddy, Sophia Louisa.	1610 Stewart, Isabella.
			1611 Trenholme, Clarissa Jane.
		Grade B.	
		1579 Dunn, Hannah Olivia.	

TWENTY-NINTH SESSION.—DATED 15TH JUNE, 1863.

<i>Males.</i>		FIRST CLASS.—Grade C.—(Cont'd.)	SECOND CLASS.—Grade B.
FIRST CLASS.—Grade A.		1633 Helson, Thomas Henry.	1645 Allison, Andrew.
1627 Brown, James Coyle.		1634 Matheson, John Hugh.	1646 Banks, Richard.
1628 Groat, Stillman Preston.		1635 Rider, Thomas.	1647 Barr, William.
Grade B.		1636 Ross, John.	1648 Bell, William.
1629 Hamilton, Alexander.		1637 York, Frederick Embry.	1652 Campbell, Aaron Jesse.
1630 Hammond, Joseph.			1653 Faucett, Simon Wesley.
1631 McLennan, Simon.		SECOND CLASS.—Grade A.	1654 Flynn, Daniel.
Grade C.		1640 Galbraith, Daniel.	1655 Frampton, John.
1632 Ewing, John.		1644 Welsh, John.	1656 Goldsmith, Perry David.
			1667 Hannah, William George.

SECOND CLASS—Grand B. (Con'd.)	FIRST CLASS—Grade A. (Con'd.)	SECOND CLASS—Grade A.
1658 Hare, George William.	1679 O'Neill, Margaret.	1691 Gilson, Catherine.
1660 Hicks, David.	1680 Reeves, Mary Maria.	1694 Lanton Annie.
1662 Holmes, Robert.		1695 Peden, Jessie Lathrop.
1664 McArthur, Alexander.	Grade B.	1696 Stevenson, Ruth Bedelia.
1665 McBrayne, Dugald.	1681 Adams, Agnes Maria.	
1667 McLaren, Alex. Lumsden.	1682 Henning, Amelia.	Grade B.
1668 Palmer, George Alexander.	1683 O'Flaherty, Anna Maria.	1698 Allen, Mary.
1669 Rose, Leonard Alfred.	1684 Rogers, Jessie.	1700 Dick, Margaret Elizabeth.
1670 Taber, Jacob Russell.	Grade C.	1701 Grabel, L. M. Emmeline.
	1685 Griffin, Ellen Catherine.	1702 Guthrie, Jane.
<i>Females.</i>	1686 James, Lucy.	1703 Harbottle, Charlotte.
FIRST CLASS—Grade A.	1687 Munson, Charlotte.	1704 Ke sack, Elizabeth.
1676 Buick, Margaret.	1688 McKellar, Catherine.	1695 Gaten, Isabella Augusta.
1677 Craig, Elizabeth.	1689 O'Flaherty, Edith.	1710 Wilkinson, Hannah.
1678 Greenlees, Margaret.	1690 Vallance, Margaret.	

THIRTIETH SESSION—DATED 22ND DECEMBER, 1863.

<i>Males.</i>	SECOND CLASS—Grade A. [Con'd.]	FIRST CLASS—Grade B.
FIRST CLASS—Grade A.	1751 Hall, Asa.	1789 Horner, Escher A. Rogers.
1723 Langdon, Richard Vickery.	1752 Harcourt, Luke Arthur.	1790 Irwin, Liza.
	1753 McDonald, William.	1791 Mackay, Jessie.
Grade B.	1754 Martin, John.	1792 Williams, Eliza Ann.
1724 Alexander, William.	1757 Webb, Joseph Hughes.	1794 Gillen, Ellen.
1725 Archibald, Charles.		1795 Hamilton, Sarah Jane.
1726 Berney, Wm. Henry.	Grade B.	
1727 Brown, Miles.	1758 Bogart, George Arthur.	SECOND CLASS—Grade A.
1728 Butler, Richard Charles.	1759 Brown, Livius.	1796 Cash, Charlotte.
1729 Elliott, John Charles.	1760 Carter, William H. Perry.	1797 Coyne, Annie.
1730 Girdwood, Alexander.	1761 Christie, Elias.	1799 Kahler, Emma Amelia.
1731 Hanly, John.	1762 Cochran, Charles.	1800 McCabe, Margaret.
1732 Hardie, Robert.	1763 Donnelly, James.	1801 Muirhead, Maggie.
1733 Keirnan, Thomas.	1764 Elliott, George.	1802 Mullin, Charlotte Anne.
1734 King, John Sumpter.	1765 Gerow, Arthur Martin.	1804 Robins, Ellen Gertrude.
1735 McKay, Andrew.	1766 Heaslip, Nelson.	1805 Stewart, Annie.
1736 Narraway, John Wesley.	1767 Lovett, William.	1806 Sudborough, Sarah Anne.
1737 Nichols, Wilmot Mortimer.	1768 McArthur, Robert Blair.	1807 Wright, Mary Eleanor.
1738 Rose, Leonard Alfred.	1769 McFarlane, George.	1808 Young, Sarah.
1739 Wark, Alexander.	1770 McMahon, Michael.	
	1771 McTavish, Douglas.	Grade B.
Grade C.	1772 Monkman, J. G. Lawrence.	1809 Atkinson, Mary.
1740 Cameron, Thomas.	1773 Peart, William.	1813 Capsey, Margaret.
1741 Cuthbertson, Edw. Greer.	1775 Squire, William.	1814 Cartmell, Martha Julia.
1742 Herrick, Alvan Corson.	1776 Wait, Lucien Augustus.	1817 Dobie, Isabella McCreath.
1743 Hodge, George.	1777 Williams, William.	1819 Gillen, Margaret Jane.
1744 Moment, Alfred Harrison.		1820 Hay, Janet Kendrick.
1745 Swan, Thomas.	<i>Females.</i>	1821 Jones, Rebekah.
1746 Thompson, Mathew.	FIRST CLASS—Grade A.	1825 Mills, Margaret.
	1786 Clark, Clara Jane.	1826 Reeves, Ellen Margaret.
SECOND CLASS—Grade A.	1787 Clark, Sarah Haley.	1827 Twoby, Ellen.
1749 Campbell, Robert A.	1788 Gibson, Rachael.	1828 Warburton, Lucinda.
1750 Gibson, James.		1829 Welsh, Jane.

THIRTY-FIRST SESSION.—DATED 15TH JUNE, 1864.

<i>Males.</i>	SECOND CLASS—Grade B.	<i>Females.</i>
FIRST CLASS—Grade B.	1843 Arthur, Samuel.	FIRST CLASS—Grade B.
1837 Allan, Absalom Shade.	1830 Braiden, Richard.	1879 Bell, Mary Ann.
1838 Houston, William.	1851 Brown, James Burt.	
1839 McCamus, William.	1853 Ellis, Frederick Llewellyn.	Grade C.
	1854 Frazer, John.	1885 Sullivan, Annie.
Grade C.	1855 Frazer, George James.	
1840 Ellis, John Allen.	1856 Fry, Meuno Simon.	SECOND CLASS—Grade A.
1841 Vance, William.	1863 McDonald, John James.	1886 Barnes, Anne.
1842 Wright, Aaron Abel.	1864 McCreary, George.	1887 Campbell, Mary Ann.
	1865 McLim, William Andrew.	1894 MacGregor, Mary.
SECOND CLASS—Grade A.	1866 Nicholson, Thomas.	Grade B.
1843 Allen, John.	1867 Rae, Alexander Marshall.	1895 Aikeu, Jeanie.
1844 Bingham, James William.	1868 Simpson, John William.	1896 Bales, Anne.
1846 Earl, Barton.	1869 Smith, William Charles.	1897 Burwash, Mary.
	1870 Wright, George Gailey.	1898 Crawford, Grace.

7. COUNTY OF GRENVILLE.

Augusta.....	\$663 00
Edwardsburgh.....	627 00
do for Separate Schools.....	\$38 00
Gower, South.....	136 00
Oxford on Rideau.....	524 00
do for Separate Schools.....	12 00
Wolford.....	355 00
	\$50 00
Total for County, \$2355.	\$2305 00

8. COUNTY OF LEEDS.

Bastard.....	\$468 00
Burgess, South.....	46 00
Crosby, North.....	271 00
do South.....	254 00
Elizabethtown.....	728 00
Elmsley, South.....	168 00
Escott, Front.....	191 00
Kitley.....	413 00
Leeds and Lansdowne, Front.....	377 00
do do Rear.....	278 00
Yonge, Front.....	215 00
Yonge and Escott, Rear.....	233 00
do for Separate School.....	\$23 00
	\$23 00
Total for County, \$3665.	\$3642 00

9. COUNTY OF LANARK.

Bathurst.....	\$392 00
Beekwith.....	304 00
Burgess, North.....	157 00
Dalhousie.....	186 00
do for Separate School.....	\$16 00
Darling.....	109 00
Drummond.....	314 00
Elmsley, North.....	167 00
Lanark.....	283 00
Lavant.....	33 00
Montague.....	426 00
Pakenham.....	302 00
Ramsay.....	503 00
Sherbrooke, North.....	45 00
do South.....	89 00
	\$16 00
Total for County, \$3326.	\$3310 00

10. COUNTY OF RENFREW.

Admaston.....	\$232 00
Algona.....	50 00
Alice.....	83 00
do for separate School.....	\$9 00
Bagot and Blithfield.....	156 00
Brougham.....	70 00
Bromley.....	159 00
Brudenell, Raglan and Radcliffe.....	82 00
do for Separate Schools.....	\$38 00
Grattan.....	134 00
do for Separate Schools.....	33 00
Horton.....	169 00
McNab.....	236 00
Penbroke.....	56 00
do for Separate School.....	19 00
Petewawa, Buchanan and McKay.....	44 00
Rolph and Wylie.....	30 00
Ross.....	166 00
Sebastopol, Griffith and Matawachan.....	81 00
Stafford.....	81 00
Westmeath.....	266 00
Wilberforce.....	181 00
	\$99 00
Total for County, \$2375.	\$2276 00

11. COUNTY OF FRONTENAC.

Barrie and Clarendon.....	\$ 55 00
Bedford.....	168 00
do for Separate School.....	..\$34 00
Hinchinbrooke.....	91 00
Kennebec.....	51 00
Kingston.....	524 00
do for Separate School.....	26 00
Loughborough.....	391 00
Miller and Canoto.....	8 00
Olden.....	52 00
Oso.....	51 00
Palmerston.....	28 00
Pittsburgh.....	527 00
Portland.....	310 00
Storrington.....	347 00
Wolfe Island.....	368 00
do for Separate Schools.....	95 00
	\$155 00
Total for County, \$3034.	\$2879 00

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$152 00
Anglesea.....	22 00
Camden, East.....	735 00
do for Separate School.....	\$26 00
Denbigh and Abinger.....	21 00
Ernestown.....	568 00
Kaladar.....	133 00
Sheffield.....	301 00
do for Separate School.....	49 00
	\$75 00
Total for County, \$2007.	\$1932 00

13. COUNTY OF LENNOX.

Adolphustown.....	\$ 96 00
Fredericksburg, North.....	249 00
do South.....	156 00
Richmond.....	426 00
	\$927 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$418 00
Athol.....	220 00
Hallowell.....	435 00
Hillier.....	281 00
Marysburgh.....	462 00
Sophiasburgh.....	342 00
	\$2158 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$157 00
Hungerford.....	528 00
do for Separate School.....	\$10 00
Huntingdon.....	356 00
Madoc.....	444 00
Marmora and Lake.....	180 00
Rawdon.....	449 00
Sidney.....	609 00
Tudor.....	101 00
Thurlow.....	581 00
Tyendinaga.....	872 00
	\$10 00
Total for County, \$4293.	\$4283 00

16. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$166 00
Brighton.....	468 00
Cramahe.....	460 00
Haldimand.....	754 00
Hamilton.....	757 00

Monaghan, South.....	\$152 00
Murray.....	464 00
Percy.....	419 00
do for Separate School.....	\$19 00
Seymour.....	474 00

\$19 00 \$4114 00

Total for County, \$4133.

17. COUNTY OF DURHAM.

Cartwright.....	\$340 00
Cavan.....	600 00
Clarke.....	789 00
Darlington.....	829 00
Hope.....	705 00
Mauvers.....	504 00

\$3767 00

18. COUNTY OF PETERBOROUGH.

Asphodel.....	\$327 00
do for Separate Schools.....	\$29 00
Belmont and Methuen.....	101 00
Douro.....	324 00
Dummer.....	287 00
Ennismore.....	115 00
Galway.....	62 00
Harvey.....	43 00
Minden, Stanhope and Dysart.....	39 00
Monaghan, North.....	156 00
Otonabee.....	472 00
do for Separate School.....	\$23 00
Smith.....	455 00
Snowden.....	22 00

\$52 00 \$2383 00

Total for County, \$2435.

19. COUNTY OF VICTORIA.

Anson.....	\$16 00
Boxley.....	35 00
Carden.....	82 00
Dalton.....	8 00
Eldon.....	300 00
Emly.....	492 00
Fenelon.....	255 00
Hindon.....	1 00
Laxton and Digby.....	59 00
Lutterworth.....	35 00
Macaulay and Draper.....	2 00
Mariposa.....	668 00
Ops.....	388 00
Somerville.....	77 00
Verulam.....	209 00

\$2627 00

20. COUNTY OF ONTARIO.

Brook.....	\$570 00
Mara.....	250 00
Pickering.....	960 00
Rama.....	48 00
Reach.....	745 00
Scott.....	287 00
Scugog Island.....	93 00
Thorah.....	197 00
Uxbridge.....	502 00
Whitby, East.....	439 00
do West.....	425 00

\$4516 00

21. COUNTY OF YORK.

Etobicoke.....	\$413 00
do for Separate School.....	\$ 7 00
Georgina.....	191 00

Gwillimbury, East.....	\$463 00
do North.....	233 00
King.....	919 00
Markham.....	1038 00
Scarborough.....	582 00
Vaughan.....	969 00
Whitechurch.....	564 00
York.....	1033 00
do for Separate Schools.....	207 00

Total for County, \$6619. \$214 00 \$6405 00

22. COUNTY OF PEEL.

Albion.....	\$609 00
Caledon.....	565 00
Chinguacousy.....	827 00
Gore of Toronto.....	162 00
do for Separate School.....	\$21 00
Toronto.....	813 00

Total for County, \$2997. \$21 00 \$2976 00

23. COUNTY OF SIMCOE.

Adjala.....	\$347 00
Essa.....	379 00
Flos.....	119 00
Gwillimbury, West.....	430 00
Innisfil.....	563 00
do for Separate School.....	\$11 00
Medonte.....	223 00
Mono.....	458 00
Morrison and Muskoka.....	45 00
Mulmur.....	232 00
Nottawasaga.....	496 00
Orillia and Matchedash.....	140 00
do for Separate School.....	27 00
Oro.....	384 00
Sannidale.....	128 00
Tay and Tiny.....	250 00
Tecumseth.....	552 00
Tossorontio.....	141 00
Vespra.....	127 00
do for Separate School.....	15 00

Total for County, \$5067. \$53 00 \$5014 00

24. COUNTY OF HALTON.

Esquesing.....	\$712 00
Nassagaweya.....	340 00
Nelson.....	547 00
Trafalgar.....	701 00

\$2300 00

25. COUNTY OF WENTWORTH.

Ancaster.....	\$605 00
Barton.....	337 00
Beverley.....	760 00
Einbrooke.....	252 00
Flamborough East.....	437 00
do for Separate School.....	\$39 00
Flamborough West.....	432 00
do for Separate School.....	25 00
Glanford.....	267 00
Saltfleet.....	323 00

Total for County, \$3482. \$64 00 \$3418 00

26. COUNTY OF BRANT.

Brantford.....	\$823 00
Burford.....	713 00
Dumfries South.....	468 00
Oakland.....	130 00
Onondaga.....	216 00

\$2380 00

27. COUNTY OF LINCOLN.

Caistor	\$240 00
Clinton	350 00
Gainsborough	355 00
Grantham	269 00
do for Separate School.....	\$42 00
Grimsbay	360 00
Louth	242 00
Niagara	282 00
	<u>\$42 00</u>
Total for County, \$2140	\$2098 00

28. COUNTY OF WELLAND.

Bertie	\$320 00
Crowland	178 00
Humberstone	306 00
do for Separate School.....	\$58 00
Pelham	317 00
Stamford	322 00
do for Separate School.....	42 00
Thorold	340 00
Wainfleet	277 00
Willoughby	171 00
do for Separate School.....	13 00
	<u>\$113 00</u>
Total for County, \$2344.	\$2231 00

29. COUNTY OF HALDIMAND.

Canborough	\$150 00
Cayuga North	258 00
do South	114 00
Dunn	124 00
Moulton and Sherbrooke.....	214 00
Oneida	345 00
do for Separate School.....	\$20 00
Rainham	254 00
Seneca	405 00
Walpole	\$610 00
	<u>\$20 00</u>
Total for County, \$2494.	\$2474 00

30. COUNTY OF NORFOLK.

Charlottesville	\$430 00
Houghton	247 00
Middleton	360 00
Townsend	689 00
Walsingham	582 00
Windham	459 00
do for Separate School.....	\$32 00
Woodhouse	459 00
	<u>\$32 00</u>
Total for County, \$3258.	\$3226 00

31. COUNTY OF OXFORD.

Blandford	\$239 00
Blenheim	348 00
Dereham	657 00
Niasouri East	445 00
Norwich North	412 00
do South	351 00
Oxford North	212 00
do East	327 00
do West	344 00
Zorra East	540 00
do West	442 00
	<u>\$4817 00</u>

32. COUNTY OF WATERLOO.

Dumfries North	\$499 00
Waterloo	957 00

Wellesley	\$603 00
do for Separate Schools.....	\$103 00
Wilmot	696 00
do for Separate Schools.....	44 00
Woolwich	639 00
	<u>\$147 00</u>
Total for County, \$3541.	\$3394 00

33. COUNTY OF WELLINGTON.

Amaranth	\$158 00
Arthur	257 00
do for Separate Schools.....	\$174 00
Eramosa	447 00
Erin	617 00
Garafraza	520 00
Guelph	370 00
Luther	95 00
Maryborough	397 00
Minto	256 00
do for Separate School.....	27 00
Nichol	254 00
do for Separate School.....	33 00
Peel	508 00
do for Separate School	92 00
Pilkington	246 00
do for Separate School.....	41 00
Puslinch	570 00
	<u>\$367 00</u>
Total for County, \$5062.	\$4695 00

34. COUNTY OF GREY.

Artemesia	\$332 00
do for Separate School.....	\$11 00
Bentnick	414 00
Collingwood	242 00
Derby	176 00
Egremont	377 00
Euphrasia	213 00
Glenelg	349 00
do for Separate Schools.....	40 00
Holland	256 00
do for Separate School	44 00
Keppel, Sarawak and Brooke.....	71 00
Melancthon	160 00
do for Separate School.....	17 00
Normanby	422 00
do for Separate Schools.....	58 00
Osprey	280 00
Proton	121 00
do for Separate School.....	29 00
St. Vincent	408 00
Sullivan	200 00
do for Separate School.....	8 00
Sydenham	352 00
do for Separate School.....	26 00
	<u>\$233 00</u>
Total for County, \$4606.	\$4373 00

35. COUNTY OF PERTH.

Blanchard	\$473 00
Downie	400 00
do for Separate School	\$51 00
Easthope North	375 00
do South	292 00
Ellice	280 00
do for Separate School.....	\$33 00
Elma	309 00
Fullarton	358 00
Hibbert	383 00
Logan	371 00

Mornington.....	358 00	
do for Separate School.....	13 00	
Wallace	310 00	
	\$97 00	\$3809 00
Total for County, \$3906.		

36. COUNTY OF HURON.

Ashfield.....	\$360 00	
Colborne.....	220 00	
Goderich.....	430 00	
Grey.....	350 00	
Hay.....	400 00	
Howick.....	330 00	
Hullett.....	326 00	
do for Separate School.....	\$24 00	
McKillop.....	320 00	
Morris.....	310 00	
Stanley and Bayfield.....	420 00	
Stephen.....	306 00	
do for Separate School.....	33 00	
Tuckersmith.....	400 00	
Turnberry.....	190 00	
Wawanosh.....	442 00	
do for Separate School.....	19 00	
Usborne.....	430 00	
	\$76 00	\$5234 00
Total for County, \$5310.		

37. COUNTY OF BRUCE.

Albemarle.....	\$ 8 00	
Amabel.....	27 00	
Arran.....	347 00	
Brant.....	422 00	
Bruce.....	290 00	
Carrick.....	421 00	
Culross.....	263 00	
do for Separate School.....	\$17 00	
Elderslie.....	250 00	
Greenock.....	201 00	
do for Separate School.....	29 00	
Huron.....	296 00	
Kincairdine.....	380 00	
Kinloss.....	252 00	
Saugeen.....	223 00	
	\$46 00	\$3380 00
Total for County, \$3426.		

38. COUNTY OF MIDDLESEX.

Adelaide.....	\$316 00	
Biddalgh.....	376 00	
do for Separate Schools.....	\$44 00	
Carradoc.....	489 00	
Delaware.....	215 00	
Dorchester North.....	500 00	
Ekfrid.....	316 00	
Lobo.....	427 00	
London.....	1173 00	
McGillivray.....	477 00	
do for Separate School.....	23 00	
Metcalfe.....	224 00	
Mosa.....	353 00	
Nisour West.....	389 00	
Westminster.....	738 00	
do for Separate School.....	15 00	

Williams East.....	\$297 00	
do West.....	233 00	
do for Separate School.....	33 00	
	\$115 00	\$6553 00
Total for County, \$6668.		

39. COUNTY OF ELGIN.

Aldborough.....	\$279 00	
Bayham.....	616 00	
Dorchester, South.....	279 00	
Dunwich.....	346 00	
Malabide.....	638 00	
Southwold.....	656 00	
Yarmouth.....	739 00	
	\$3553 00	

40. COUNTY OF KENT.

Camden and Gore.....	\$329 00	
Chatbam and Gore.....	430 00	
Dover, East and West.....	318 00	
Harwich.....	575 00	
Howard.....	466 00	
do for Separate School.....	\$14 00	
Orford.....	306 00	
Raleigh.....	379 00	
do for Separate School.....	96 00	
Romney.....	57 00	
Tilbury, East.....	152 00	
Zone.....	154 00	
	\$110 00	\$3166 00
Total for County, \$3276.		

41. COUNTY OF LAMBTON.

Bosanquet.....	\$397 00	
Brooke.....	210 00	
Dawn.....	92 00	
Enniskillen.....	128 00	
Euphemia.....	263 00	
Moore.....	339 00	
do for Separate School.....	\$21 00	
Plympton.....	416 00	
Sarnia.....	207 00	
Sombra.....	182 00	
do for Separate School.....	35 00	
Warwick.....	425 00	
	\$56 00	\$2659 00
Total for County, \$2715 00.		

42. COUNTY OF ESSEX.

Anderdon.....	\$153 00	
do for Separate School.....	\$27 00	
Colchester.....	316 00	
Gosfeld.....	289 00	
Maidstone.....	176 00	
do for Separate School.....	22 00	
Malden.....	201 00	
Merser.....	273 00	
Rochester.....	166 00	
Sandwich, East.....	375 00	
Sandwich, West.....	212 00	
Tilbury, West.....	169 00	
	\$49 00	\$2330 00
Total for County, \$2379.		

SUMMARY OF APPORTIONMENT TO COUNTIES, FOR 1866.

	Common Schools.		Separate Schools.	Total.			Common Schools.		Separate Schools.	Total.		
	\$	cts.		\$	cts.		\$	cts.		\$	cts.	\$
1. Glengarry	2288	00	280	00	2568	00	2300	00	.....	2300	00
2. Stormont	1965	00	.....	.....	1965	00	3418	00	64	00	3482
3. Dundas	2120	00	.....	.....	2120	00	2380	00	.....	2380	00
4. Prescott	1586	00	130	00	1716	00	2098	00	42	00	2140	
5. Russell	825	00	.....	.....	825	00	2231	00	113	00	2344
6. Carleton	3434	00	87	00	3521	00	2474	00	20	00	2494	
7. Grenville	2305	00	50	00	2355	00	3226	00	32	00	3258	
8. Leeds	3642	00	23	00	3665	00	4817	00	.....	4817	00
9. Lanark	3310	00	16	00	3326	00	3394	00	147	00	3541	
10. Renfrew	2276	00	99	00	2375	00	4695	00	367	00	5062	
11. Frontenac	2879	00	155	00	3034	00	4373	00	233	00	4606	
12. Addington	1932	00	75	00	2007	00	3822	00	84	00	3906	
13. Lennox	927	00	.....	.....	927	00	5234	00	76	00	5310
14. Prince Edward	2158	00	.....	.....	2158	00	3380	00	46	00	3426
15. Hastings	4283	00	10	00	4293	00	6553	00	115	00	6668	
16. Northumberland	4114	00	19	00	4133	00	3533	00	.....	3533	00
17. Durham	3767	00	.....	.....	3767	00	3166	00	110	00	3276
18. Peterborough	2383	00	52	00	2435	00	2669	00	56	00	2715	
19. Victoria	2627	00	.....	.....	2627	00	2330	00	49	00	2379
20. Ontario	4516	00	.....	.....	4516	00	District of Algoma.....	290	00	.....	290
21. York	6405	00	214	00	6619	00	134125	00	2838	00	136963	
22. Peel	2976	00	21	00	2997	00	.....	.....	.....	.....	.....
23. Simcoe	5014	00	53	00	5067	00	.....	.....	.....	.....	.....
GRAND TOTALS.							\$	cts.	\$	cts.	\$	cts.
Counties and District	134125		00		2838		00		136963		00	
Cities	8442		00		4097		00		12539		00	
Towns	11051		00		2452		00		13503		00	
Villages	6486		00		434		00		6920		00	
Reserved for Separate Schools newly established		100		00		100		00	
							169104	00	9921	00	170025	00

APPENDIX H.

NO. 1. DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

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 the 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, 5,000 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 \$1.00 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 5 000 copies. The *Registers* are sent annually to the County Clerks for gratuitous distribution, through the Local Superintendents.

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, 10,000 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 4,500.

5. *The Blank Annual Reports*, from which the General Annual Report of the Department is compiled, are 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 500 of those 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 the 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.

Letters received and sent out by the Department:—

	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865
Number of letters received.....	2996	4015	4920	5338	5739	6294	6431	6468	7121	7215	6495	6365	6655	7263
Average number per week.....	57	77	95	102	110	121	124	125	137	138	126	122	128	139
Number of letters sent out.....	1430	1936	2581	3764	3966	3542	4627	5823	6015	5656	4955	5054	5415	5833
Average number per week.....	27	37	50	72	77	68	88	112	116	108	95	97	104	112

Recapitulation.—The number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada:—

	Copies.		Copies.
1. Journal of Education.....	5,000	7. Chief Superintendent's Report.....	4,500
2. School Registers.....	5,000	8. Various Forms, about.....	800
3. Trustees' Blank Half-Yearly Reports.....	10,000	9. Letters, &c., sent out and received.....	13,100
4. Trustees' Blank Annual Reports.....	4,500	10. Circulars, about.....	800
5. Local Superintendents' Blank Annual Reports.....	600		
6. Auditors' and Treasurers' Blank Returns.....	500	Grand Total per year.....	44,800

NO. 2—COMMUNICATIONS TO THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

THE POSTAGE LAW AND THE DEPARTMENTS OF PUBLIC INSTRUCTION FOR UPPER CANADA.

1. As but few parties in correspondence with the Educational Department comply with the new postage law, in the pre-payment of the letters (thereby increasing the postage charged

by nearly 50 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 that 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 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 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.

PRE-PAYMENT OF POSTAGE ON BOOKS AND PARCELS.

2. According to the postage law, the postage on all books, parcels, printed circulars, &c., sent through the post, must be prepaid 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 additional sum for the payment of this postage—at the rate specified—as may be necessary.

REGULATIONS IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns to the Chief Superintendent or a Local Superintendent, which are made upon the printed blank forms furnished by the Educational Department, *should be pre-paid one cent, and 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.

COMMUNICATIONS TO THE EDUCATIONAL DEPARTMENT FOR UPPER CANADA.

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 party thus appealing: 1st. To furnish the party against whom the appeal is made with a correct copy of his communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient. 2nd. 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 Township Common School matters should, in all cases, be *first* made to the Local Superintendent having authority 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, &c.

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 number 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 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 Deposi-*

tory ; to the 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.

LOCAL SUPERINTENDENTS OF SCHOOLS IN UPPER CANADA.

No. 1.—SUMMARY OF MUNICIPALITIES AND SCHOOL SECTIONS IN UPPER CANADA.

	School Sections, 1865.
1. 418 Townships.....	4129
2. 5 Cities.....	59
3. 39 Towns.....	106
4. 55 Incorporated Villages.....	91
<u>517</u> Total.....	<u>4385</u>

No. 2.—STATEMENT OF THE RELIGIOUS PERSUASIONS OF THE LOCAL SUPERINTENDENTS OF SCHOOLS WHO ARE CLERGYMEN.

Church of England.....	45	Congregationalists.....	4
Do. Rome.....	11	Methodists.....	28
Presbyterians.....	68	Not ascertained.....	4
Baptists.....	10		
		Clerical Superintendents.....	<u>170</u>
		Lay do and those not reported.....	<u>195</u>
		Total number of Superintendents.....	<u>365</u>