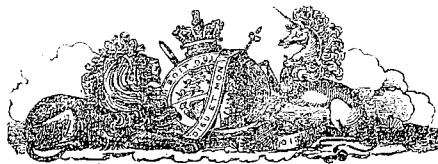


ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1864,

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

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*Printed by Order of the Legislative Assembly.*  
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1865.



DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

No. 2859. S2.

EDUCATION OFFICE,

Toronto, 12th August, 1865.

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 1864, 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 Honorable William McDougall, M.P.P.,
Secretary of the Province, Quebec.

GENERAL CONTENTS.

Letter to the Secretary of the Province.....	PAGES. 2
--	-------------

PART I.—GENERAL REPORT.

Introductory.....	5
I. TABLE A.—Receipts and Expenditures of Common School Moneys.....	5
TABLE B.—School population; Pupils attending the Common Schools and in different branches of instruction.....	6
III. TABLE C.—Common School Teachers; their religious persuasion; rank, salaries.....	7
IV. TABLE D.—Schools; School Houses; School Visits; School Lectures; Time of keeping the Schools open.....	7
V. TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and prayers.	9
VI. TABLE F.—Roman Catholic Separate Schools.....	11
VII. TABLE G.—Grammar Schools; Receipts; Expenditures; Pupils.....	12
VIII. TABLE H.—Meteorological Stations; observations at the Senior County Grammar Schools.	13
IX. TABLE I.—Number of Pupils in the various branches of Grammar School instruction.....	13
X. TABLE K.—Grammar School Masters; their Salaries; School Houses; Miscellaneous information.....	13
XI. TABLE L.—Normal and Model Schools.....	13
XII. TABLE M.—Other Educational Institutions.....	14
XIII. TABLE N.—The Public Libraries supplied by the Department and all other libraries.....	14
XIV. TABLE O.—Maps, Globes and various other articles of School apparatus supplied by the Dept.	15
XV. TABLE P.—Superannuated Teachers.....	17
XVI. TABLE Q.—Distribution of the Legislative Grant, together with the sums raised as an equivalent, and others moneys raised by Trustees.....	17
VII. TABLE R.—Educational Summary for the year 1864.....	18
XVIII. TABLE S.—General Statistical Abstract of the progress of Education in Upper Canada from 1842 to 1864 inclusive.....	18
XIX. The Educational Museum.....	18
XX. Reports of Grammar School Inspector and Local Superintendents of Common Schools....	19
XXI. Military Drill in the Schools.....	22
Conclusion.....	23

PART II.—STATISTICAL REPORT.

THE COMMON SCHOOLS OF UPPER CANADA.

TABLE A.—Moneys; Amount received and expended in support of Common Schools.....	32
TABLE B.—Pupils; Children attending the Common Schools, and in the different branches of Common School Education.....	42
TABLE C.—The Number, Religious Denominations, Certificates and Salaries of Common School Teachers.....	54
TABLE D.—Schools; Number of Common Schools, School Houses, Visits, Lectures, and Time the Common Schools have been kept open.....	54
TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.....	56
TABLE F.—The Roman Catholic Separate Schools.....	58

THE GRAMMAR SCHOOLS OF UPPER CANADA.

TABLE G.—Moneys; Amounts received and expended in support of Grammar Schools; Pupils....	64
TABLE H.—Meteorological Stations in the Senior County Grammar Schools.....	68
TABLE I.—Number of Pupils in the various branches of Grammar School Instruction.....	70
TABLE K.—Names and qualifications of Grammar School Head Masters, and time of appointment; their Salaries; Miscellaneous information.....	78

THE NORMAL SCHOOL FOR UPPER CANADA.

TABLE L.—Students; their Certificates, Residences, and Religious Denominations.....	83
---	----

 THE OTHER EDUCATIONAL INSTITUTIONS OF UPPER CANADA.

TABLE M.—Colleges, Academies and Private Schools; their Pupils and Moneys.....	85
--	----

THE FREE PUBLIC LIBRARIES OF UPPER CANADA.

TABLE N.—Moneys; Number of Volumes and miscellaneous information; other Libraries.....	86
--	----

THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA.

TABLE O.—Maps and Apparatus supplied by the Educational Department.....	90
---	----

THE SUPERANNUATED COMMON SCHOOL TEACHERS OF UPPER CANADA.

TABLE P.—Names and periods of service of Teachers and their Pensions.....	91
---	----

THE LEGISLATIVE SCHOOL GRANT AND LOCAL ASSESSMENTS IN UPPER CANADA.

TABLE Q.—Distribution of School Grants by the Educational Department, and Statement of Local Equivalents and other Moneys raised for Grammar and Common Schools.....	94
--	----

THE UPPER CANADA EDUCATIONAL SUMMARY FOR 1864.

TABLE R.—Number of Institutions and Pupils, and Moneys expended for Educational purposes...	99
---	----

MISCELLANEOUS.

TABLE S.—Statistical Abstract of the Educational progress of Upper Canada.....	102
TABLE T.—The Grants to Common and Separate Schools in Upper Canada.....	104
TABLE U.—Summary of the Accounts of the Educational Department for 1864.....	107

PART III.—APPENDICES.

<i>A.</i> —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 1864.....	1
<i>B.</i> —THE GRAMMAR SCHOOLS OF UPPER CANADA:— Inspector's Report upon the State of the County Grammar Schools of Upper Canada. By the Rev. George Paxton Young, M.A.....	72
<i>C.</i> —THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA—Holidays and Vacations.	77
<i>D.</i> —THE NORMAL SCHOOL OF UPPER CANADA. Provincial Certificates granted by the Chief Superintendent of Education.....	77
<i>E.</i> —APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA FOR THE YEAR 1865.....	81
<i>F.</i> —DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA:— 1.—Documents furnished annually to the School Officers of Upper Canada, and statement of Correspondence.....	87
2.—Communications to the Department of Public Instruction for Upper Canada.....	88

ANNUAL REPORT

OF THE

Normal, Model, Grammar and Common Schools,

OF UPPER CANADA.

FOR THE YEAR 1864.

PART I.—GENERAL REPORT.

To His Excellency the Right Honourable Viscount MONCK, Governor General, &c., &c., &c

MAY IT PLEASE YOUR EXCELLENCY :

During the twenty years I have discharged the duties of my present office, I have never had more satisfaction than now, in presenting my annual report of the Normal, Model, Grammar and Common Schools in Upper Canada; for though the last year has been one of a series of years of depression from the failure of crops, and the derangement of trade and finance on account of the civil war in the United States, now happily terminated, there has been a larger increase in the receipts and expenditures for the support of schools than during any one of the preceding four years, and a corresponding progress in other respects.

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 1864, was \$168,225—increase, \$10,152.

2. The amount apportioned and paid from the Legislative Grant for the purchase of maps, apparatus, prize books and libraries, was \$8,827—decrease \$27—the conditions always being that an equal sum be provided from local sources, so that the whole sum provided and expended under this head, was \$17,654.

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 can provide as large an additional sum as it may think proper for the educa-

tion of the youth within its jurisdiction. The amount provided by Municipal Assessment in 1864 was \$304,382—increase, \$16,613, and \$136,157 in excess of the Legislative Grant.

4. The elected Trustees of each School Section have the same discretionary power as the elected Council of each Municipality, to provide, by rate on property, means for the support of their schools. The amount thus provided by Trustees was \$659,380—increase, \$27,625.

5. The presence or absence of *rate bills*, or monthly or quarterly fees imposed on pupils, in a school, makes the difference between a *rate bill* and a *free* school. In school sections, the rate-payers at their annual, or at a special meeting, determine whether their school shall be free or not, and if not free, what shall be the amount of the rate-bill or fee, not to exceed twenty-five cents per month for each pupil. In cities, towns, and incorporated villages, the elected Boards of Trustees decide whether their school shall be free or not. Thus rate-bills decrease as free schools increase. The amount of rate-bills imposed upon and collected from pupils during the year 1864, was \$59,636—decrease, \$13,043.

6. Amount received from other sources, especially the Clergy Reserve Fund, which many Municipalities have appropriated to school purposes, \$105,296—decrease, \$1,171.

7. Amount available from balances of 1863 (not paid at the end of the year) \$178,438—increase, \$11,152.

8. Total receipts for Common School purposes in Upper Canada, in 1864, \$1,484,187—increase \$51,301.

Expenditures.

1. For salaries of teachers, \$996,956—increase, \$9,401.
2. For maps, apparatus, prizes and libraries, \$23,149—increase, \$2,374.
3. For school sites and building school houses, \$116,056—increase, \$9,418.
4. For rents and repairs of school houses, \$37,003—increase, \$2,135.
5. For school books, stationery, fuel and other expenses, \$112,151—increase, \$7,541.
6. Total expenditure for all Common School purposes for 1864, \$1,285,318—increase, \$30,871.
7. Balance of School moneys not paid at the end of the year 1864, \$198,869—increase, \$20,430.

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

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

1. The school *population* (including only children between 5 and 16 years of age) was 424,565—increase 12,198.

2. The number of pupils in the schools between the ages of 5 and 16 years, was 350,925—increase, 11,108. The number of pupils of other ages, was 20,770—decrease, 221. The whole number of pupils attending the schools, was 371,695—increase, 10,887.

3. The number of *boys* attending the schools, was 198,024—increase, 5,034. The number of *girls* was 173,671—increase, 5,853. A larger number of boys than girls attend private schools. The number returned as *indigent* pupils, was 4,765—decrease, 158.

4. I refer to the table itself for the reported periods of the attendance of pupils at school, and the number in each of the several branches taught in the Common Schools, with the single exception of geometry, the table, as that of last year, shows a gratifying increase in all the higher branches.

5. The number of children reported as not attending any school, was 40,433—decrease, 4,492. The Local Superintendents state this return to be the mere opinion of Trustees in the several Sections, and not the result of careful inquiry; and that it rather indicates the number not attending the Common School. Making all reasonable allowances on this ground, yet judging from reports of Local Superintendents themselves, the number not attending any school must be considerable, such as to constitute a public blot, disgrace and danger, which every friend of the country and of humanity should endeavour, by all possible means, to remove. The number returned under the same head, of persons

between the ages of 4 and 21 years, in the State of New York, is stated by the General Superintendent in his last report to be 333,273.

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

1. According to this table, there were 4,625 teachers employed in the Common Schools—*increase*, 121. Of these teachers, 3,011 are males—*decrease*, 83; and 1,614 are females—*increase*, 204. They are reported to be of the following religious persuasions: Church of England, 854—*increase*, 107; Church of Rome, 544—*increase*, 40; Presbyterians, 1,397—*increase*, 81; Methodists, 1,286—*decrease*, 27; Baptists, 227—*decrease*, 19; Congregationalists, 80—*increase*, 5; Lutherans, 17—*decrease*, 9; Quakers, 16—*decrease*, 4; Christians and Disciples, 32—*decrease* 2; reported as Protestants, 76—*decrease*, 5; Unitarians, 2—*increase*, 1; other persuasions, 17—*decrease*, 23; not reported 77—*decrease*, 24.

2. *Certificates*.—The number of teachers reported as employed in the schools holding first class Provincial or Normal School Certificates, was 216—*decrease*, 6; holding second class Normal School Certificates, 353—*increase*, 83; holding first class County Board Certificates, 1,396—*increase*, 133; holding second class County Board Certificates, 2,054—*decrease*, 58; holding third class County Board Certificates, 475—*decrease*, 18; unclassified, 124. The whole number of teachers holding certificates of qualification, was 4,499—*increase*, 134. The number of teachers who attended the Normal School without obtaining certificates, 64—*decrease*, 17,

3. The number of schools in which the teachers were changed during the year, 689—*decrease*, 93. Number of schools in which more than one teacher was employed, 187.

4. *Annual Salaries of Teachers*.—The highest salary paid, \$1,300; the highest salary paid to a teacher in a *County*, \$500; lowest salary paid, \$84; average salary of male teachers, without board, \$436; average salary of female teachers, without board, \$224.—In *cities* the highest salary paid to male teachers, was \$1,300; the lowest, \$275. The average salaries of male teachers, was \$542—of female teachers \$280. In *towns* the highest salary of a male teacher was \$300—the lowest \$200. The average salary of male teachers was \$470—of female teachers, \$236. In *villages* the highest salary of a male teacher, was \$534—the lowest \$180. The average salary of male teachers, was \$465—of female teachers, \$206,—a small increase.

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

Explanatory Remarks.—Each Township, by the Acts of its own Municipal Council, is divided into School Sections of from two to four miles square. Each of these sections is intended for one school—at most for two schools, one for boys and the other for girls, at the discretion of the Trustees and Local Superintendent—managed by a corporation of three Trustees, each of whom is elected once in three years, who have discretionary power to purchase, build and furnish school-houses, text-books and apparatus, and to buy and collect rates and rate-bills, employ teachers, &c. Each city, town and incorporated village, is one School Municipality, and though containing several schools, is under the direction of one Board of Trustees—two elected in each ward, each holding office two years. This Board is invested with large discretionary powers, to provide all needful means for the support of schools, to determine the number and kind of schools, and the manner of supporting them.

1. The whole number of school sections reported for 1864, was 4,307—*increase*, 34. The number of schools reported as *open*, was 4,225—*increase*, 92. The number of schools closed or not reported, 82—*decrease*, 58.

2. The number of *free* schools (as determined by the rate-payers in school sections at their annual school meetings,) was 3,459—*increase*, 231. Thus out of 4,225 schools reported as open 3,459, or more than four-fifths of them have been made free by the rate-payers themselves, as the result of their own discussions, experience, observation and patriotism. The number of schools reported as partly free was 711—*decrease* 123. The number of schools in which monthly rate-bills of twenty-five cents or less were

imposed, was only 55—decrease 16. The Common Schools of Upper Canada may be regarded, with few exceptions, as free—made so, not by Act of Parliament, but by the annual votes of the rate-payers themselves in their several school divisions.

3. *School-Houses*.—The whole number of school houses reported, was 4,246—increase, 73. Of these 529 are brick—increase, 28; of stone there are 366—increase, 31; of frame, 1,654—increase, 21; of log, 1,671—decrease, 4; not reported 26. The number of school-houses reported as built during the past year, is 126—increase over the number built the preceding year, 22. Of these 47 were brick—increase, 20; 13 were of stone—increase, 4; 55 were frame—increase, 12; 11 were log—decrease, 14. As to the *titles* of school premises 3,677 are reported as freehold—increase, 131; 386 as *leased*—decrease, 50; 131 as *rented*—increase, 20; not reported, 52—decrease, 28.

4. *School Visits*.—By Local Superintendents, 9,992—increase, 295; by Clergymen, 7,077—increase, 759; by Municipal Councillors, 1,849—increase, 75; by Magistrates, 2,327—increase, 77; by Judges and Members of Parliament, 1011—increase, 523; by School Trustees, 19,546—decrease, 500; by other persons 26,390—decrease, 2,308. Total, 68,183—decrease, 1,099. It is thus seen that there has been an increase of visits to the Schools by Local Superintendents, by Clergymen, by Municipal Councillors, by Magistrates, by Judges and Members of Parliament; but a *decrease* of visits by “other persons,” and by Trustees—the very parties whose visits to the schools ought to be most increased.

5. *Public School Examinations*.—The number of Public School Examinations reported was 7,617—increase, 47. This is less than an average of two for each school, while the law requires every teacher to have, at the end of each quarter, a Public Examination of his school, of which he shall give due notice to the Trustees of the School, and to any school visitors who reside in or adjacent to such school section, and through the pupils to their parents and guardians.

6. *School Prizes*.—The number of schools in which prizes of books, &c., are reported as distributed for the reward and encouragement of meritorious pupils, was 1,260—increase, 47. A comprehensive catalogue of carefully selected 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 pupils in their schools. The influence this prize system has upon both pupils and teachers is most salutary, besides diffusing a large amount of entertaining and instructive reading.

7. *Recitations*.—The number of schools in which recitations of prose and poetry are practised, was 3,252—increase, 117; a very useful exercise which ought to be practised monthly in every school.

8. *School Lectures*.—The number of Educational Lectures delivered by Local Superintendents during the year 1864, was 2,926—increase, 111; by other persons 326—increase, 6. Total number of Educational Lectures delivered, 3,252—increase, 117.

9. *Time of Keeping open the Schools*.—The whole number of schools, the time of keeping open of which has been reported, is 4,102. The total number of months and days these schools have been kept open during the year, is 45,522 months—increase, 776 months and 26 days. The average time of keeping open the schools in *cities*, is 12 months; in *towns*, 11 months, 29 days; in *villages*, 11 months, 25 days; in counties or rural sections, 11 months. Total average time of keeping open the schools, 11 months, 23 days—increase 4, days.

The average time of keeping open the schools during the year in the State of Massachusetts, according to the last report, was 8 months; in the State of Maine, 4 months and 20 days; in the State of New York—in cities, 10 months and 5 days, in rural sections, 7 months and 9 days; in the State of Pennsylvania, 5 months and 17 days; in the State of Ohio, 25 weeks and 1 day; in the State of Michigan, 6 weeks and 2 days.

The average time of keeping open the Schools in Upper Canada was formerly about the same as that stated in the neighbouring States. Then the annual Legislative Grant was distributed to each school section on the *basis of population*, upon the sole condition that the school should be kept open six months of the year; but by the School Act of 1850, while the apportionment to each Municipality was to be made as heretofore, upon basis of population, the sum thus apportioned to each Municipality was to be *distributed* to each

school section in it, not according to population, but *according to the average attendance of pupils, and the length of time of keeping the school open, by a legally qualified teacher.* Thus as the School Fund is designed to aid in *educating youth*, the distribution of it to each school section is made, not according to population, but *according to the educational work done in it.* This provision of the law, in connexion with other influences of our school system, has nearly doubled the work done in the schools since 1850, in addition to their improved character and greater efficiency. The Superintendent of Public Instruction in the State of New York has shown, in his last annual report, that more than a million of dollars was virtually lost to the cause of education under the old system of distributing the School Fund to school districts or sections according to population, besides the loss arising from the irregular attendance of pupils and the short time of keeping open the schools; and the Superintendent adds,—“This subject was more fully discussed in my report to the Legislature of last year. That Legislature, in view of its importance, provided, by law, that after the apportionment of the present school year, a part of the school moneys should be apportioned to the *school districts (or sections) upon the basis of daily average attendance, thus making it the pecuniary interest of every tax-payer to induce the regular attendance of his own and his neighbour's children.* I am gratified to be able to report that that simple provision of the law, which went into practical operation in October last, has largely increased the number of pupils, and the regularity of their attendance. It is believed that uniting with it in each district, the attractive power of a thoroughly qualified teacher, the numbers daily and cheerfully going to school would be still farther increased; and in view of an object of so much public importance, ought there not to be made a more liberal provision for a general supply of such teachers?”

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

On no subject have educationists, both in Europe and America, more perfectly agreed that on the importance of a uniform series of text books for the public schools, and the evils of a variety of text books—the inconvenience to teachers, the expense to parents, the impossibility of classifying pupils in a school, or of judging of the progress and efficiency of schools. These evils have, to a great extent, been remedied in the cities and towns of the neighboring States by the Board of Trustees in each such city or town adopting and providing, for a series of years, a uniform series of text books for the schools under their management; throughout the rural portions of the States the various publishers of school books, and their agents, have perpetuated the evil against the argumentations and efforts of successive Superintendents of Public Instruction, and the sentiments and remonstrances of enlightened educationists and experienced teachers. Interested book-makers and book publishers endeavoured to reverse the maxim that *the teacher makes the school*, by variously urging that *the text book makes the school*—overlooking and ignoring the fact that the text book is but a tool with which the teacher works or should work—not to work without the teacher or to supersede his working; and that he needs not, and cannot, without loss of advantage, use a variety of tools to do one and the same work—a variety of hammers, for example, to drive the same nail, or a variety of saws to cut the same board.

The paramount object of using a uniform series of text books in the schools has been nearly accomplished in Upper Canada, and that without coercion, by the recommendation of a superior class of books, and providing facilities for procuring them. The series of Irish National Text Books, having been prepared by experienced teachers, and revised by members (Protestant and Roman Catholic) of the National Board of Education, and every sentence omitted to which any member of the Board objected, was adopted by the Council of Public Instruction for Upper Canada.

Arrangements (open to all Canadian Booksellers) were made with the National Board for procuring them, and permission obtained to reprint them in Upper Canada. That permission was extended, by the Council of Public Instruction, to all publishers and printers in Canada who wished to avail themselves of it. In addition, therefore, to the original Dublin edition, successive rival editions of these works have been published in Canada; resulting in altogether superseding the imported books, and in rendering a uniform series of excellent text books, accessible, at unprecedentedly low prices, to every part of the country.

Readers.—According to the table, the use of these books is all but universal; the readers are used in 4,102 schools—increase, 51 schools—out of the 4,225 schools reported. Yet more objections are made to the Readers, especially the Fourth and Fifth (the Fifth particularly) than to any other books of the National series.

Much diligence and acumen have been employed to discover any error in science or history, and much zeal to magnify it, as also any typographical errors, or variations in the different editions; and all this with a view to urge the introduction of some American book, whose publishers and agents hold out strong inducements to Trustees and their Local Superintendent to purchase and recommend it. By some the higher readers are said to contain no matter adapted to teach the art of reading; nothing to interest the pupil, too much science to instruct them, which they have not time or inclination to study—in fact to be quite too large, and a sort of encyclopedia of general knowledge, designed for a people who have no newspapers or other publications for their instruction and entertainment, but not for a people like the Canadians, who have access to cheap newspapers and various publications of popular and useful knowledge. I have inserted in the Appendix, under the head of Extracts from Local Reports, (County of Kent) one of the ablest, best considered, and I believe, disinterested arguments against these Readers. But to all this it may be briefly replied, that: 1. It is easy to take the negative side of any question, which can be done with little labour, or research; it is always easy to make objections, but not so easy to prescribe a remedy or provide a substitute free from objections, or less imperfect than that which is objected to. 2. No teacher is required or expected to teach everything contained in a reading book; he will select portions and subjects in regard to both reading and exposition and study, such as he considers to be best adapted to the capacities and attainments of his pupils, and the time which can be allowed them. To afford such option there must be some variety. 3. The defects which have been objected to in the Fifth Reader, in regard to history and natural philosophy, are remedied by other authorized text books on these subjects—Lovell's History of British North America, by Hodgins; and Lovell's Natural Philosophy, by Sangster. Certain defects of some parts of the Reader in regard to geography are also remedied by Lovell's Hodgins' Geography. 4. The National Readers have lost nothing of their prestige, either in Ireland, England or Scotland, in comparison with other series of Readers which have been published during the last ten years. 5. The Common Schools of Upper Canada, with the use of these text books, have confessedly made more progress during the last fifteen years, than the Common Schools of any State of the neighboring Republic. 6. It would be lamentable to see introduced into this country, what State Superintendents or other educational writers have complained of as a nuisance and an evil in the States,—agents of booksellers inducing, by presents of books, Trustees and Teachers to change the text books in their schools, and introduce the text book of the publishers from whom, or whose agents, they had received the gratuity of a handsome present of some popular books. Attempts of the same kind have been made in Upper Canada, and in one or two instances with temporary success, but to the loss of parents and pupils, and the disadvantage of the schools. The public and the schools should be protected, as our system is intended to protect them, from such devices of individual speculation and avarice. 7. But while the National text books have conferred, and are conferring immense benefits upon the schools both in Canada and other British Provinces, as well as in Great Britain and Ireland, they can, no doubt, be improved, and especially in their adaptation to Canada. This, however, should not be done by the introduction of isolated American books, all of which (with scarcely an exception) are conceived in a spirit of jealousy and hostility to anything British,—so different from the School text books of any and every other country of which I have any knowledge. The work of revising the National text books, and adapting them to Canadian schools, has already been cautiously and successfully commenced, and accomplished in relation to Geography, History, Natural Philosophy, and Arithmetic. And these Canadian adaptations of the National text books are rapidly superseding, not only all others, but those for which they were intended as substitutes.

A Book to teach the Art of Reading.—It is also worthy of remark, that objections have been made to the National Readers (especially the Fourth and Fifth Readers) that they are not adapted to teach the art of reading. The objectors have entirely overlooked the fact, that a small book is provided in the series of National text books for the very purpose

of teaching the art of reading,—one of the most admirably adapted for the purpose that can be conceived, entitled, “*An introduction to the Art of Reading, with suitable Accentuation and Intonation,*” and sold for twenty-five cents. In the rules, selections, and typographical execution, this work leaves little to be desired on the subject.

Arithmetic.—On the adoption by our Legislature of the decimal currency in Canada it was felt that the National Arithmetics should be adapted to it. Mr. Lovell undertook their publication, and engaged Mr. J. H. Sangster, M.A. and M.D., Mathematical Master in the Normal School for Upper Canada, to prepare them. Mr. Sangster has compiled both a small and large Arithmetic, on the plan of the original National Arithmetics, but greatly improved in the estimation of the most competent judges, and illustrated by examples taken from Canadian statistics. These Canadian National Arithmetics were, in 1864, used in 3,009 schools—increase, 448 schools; while the original National Arithmetics were still used in 1,178 schools—decrease, 382 schools. Schools using other Arithmetics, 44—decrease, 27. Mr. Sangster has also compiled, and Mr. Lovell has published, an excellent elementary *Algebra*, thus supplying a desideratum in the text books authorized for the schools.

Geographies.—The want of a good Canadian Geography has been felt from the beginning; but no Canadian publishers would incur the expense and risk of publishing it, even if prepared.

The Geography of the National series (though authorized) was confessedly defective in information in regard to the Colonies, and especially Canada; and the American Geographies were defective and objectionable in various respects.

But Morse’s American Geography was considered the best arranged and the least objectionable, and, therefore, to meet the necessity of our Schools, was permitted to be used in them, though it has been much, and, on some grounds, justly objected to. At length Mr. Lovell, with his usual enterprise, determined to undertake the expense and risk of publishing a Canadian Geography on the plan of Morse’s, and J. G. Hodgins, M. A., LL. B., Deputy Superintendent of Education for Upper Canada, undertook its preparation. Mr. Hodgins spared no labor or expense, in consulting experienced teachers and availing himself of the best works and of rare private sources of information, and produced, *Easy Lessons in Geography*, for young pupils, and a *General Geography*, containing 51 maps and many illustrations, and an immense deal of general information, admirably arranged both for teachers and pupils. Both of these Geographies are published in Canada, on paper of Canadian manufacture, and at an outlay of upwards of \$10,000; yet the smaller Geography is sold *at retail* at the small price of forty-five cents per copy; and the large one is sold at retail at the extremely low price of seventy cents per copy. These are the only Geographies printed in Canada, and on paper of Canadian manufacture; and are the only Geographies (except that of the National series)—which are sanctioned and recommended by the Council of Public Instruction for the use of schools in Upper Canada—the Council having withdrawn the permission to use Morse’s Geography in the schools.

Mr. Lovell has also supplied another deeply felt want in our school text books, by publishing a *School History of British North America*, prepared by Mr. Hodgins with great judgment and labor, and which has also received the cordial recommendation of the Council of Public Instruction. I may add that the writers of the Canadian Arithmetics, Geographies and Histories, have no personal interest in their sale—they having prepared them at the request of the publisher, and on the recommendation of the Chief Superintendent, to meet the wants of our schools.

Maps, Globes, Apparatus, &c.—The number of schools reported as using Maps is 3,187—increase, 114. The whole number of maps in the schools 23,959—increase, 858; the number of globes, 1084—increase, 20; Black-boards, 3,706—decrease, 6; Sets of Apparatus, 287—increase, 54; tablet lessons, 1,110—increase, 22; magic lanterns, 54—increase, 7; School Museums of Natural History, 43—increase, 15.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. Number of Schools reported, 147—increase, 27.

Receipts. 2.—Amount of Legislative School Grant apportioned to Separate Schools, according to average attendance as compared with that of the Common Schools in the same Municipality, was \$8,794—increase, \$718; amount apportioned for the purchase of Maps, Apparatus, Prizes and Libraries, \$188—increase, \$84.

3. Amount received from local self-imposed rates by supporters of Separate Schools, was \$20,501—increase, \$6,555 ; amount of subscriptions by supporters of Separate Schools and from other sources, \$12,666—increase, \$982. Total amount received from all sources for the support of Separate Schools, \$42,150—increase, \$8,341.

Expenditures. 1.—For payment of teachers, \$30,979—increase, \$5,539. 2. For Maps, Apparatus, Prizes and Libraries, \$673—increase, \$307. 3. For other purposes, \$10,496—increase, \$2,494.

4. *Pupils.*—Number of pupils reported in the Separate Schools, 17,365—increase, 1,506.

5. Length of time the School is kept open, 11 months.

6. *Teachers.*—The whole number reported as employed in the Separate Schools, was 190—increase, 19 ; males, 83—increase, 5 ; females, 107—increase, 14 ; religious orders, male, 22—increase, 8 ; female, 42—increase, 4.

7. The same table shows the subjects taught in the Schools and the number of pupils taught in each subject. The number of schools opened and closed with prayers, 107—increase, 21 ; in which the Bible is read, 44—increase, 15. The number of schools using maps, 83—increase, 6 ; number of maps used in the schools, 496—increase, 54.

GRAMMAR SCHOOLS.

VII. TABLE G.—NUMBER OF SCHOOLS, RECEIPTS, EXPENDITURES, PUPILS.

1. The whole number of Schools reported is 95. No increase in the number of Grammar Schools entitled to share in the Legislative Grant, although several new ones were established in the course of the year, as will appear in my next report.

2. *The Amount of the Legislative Grant and Fund* apportioned and paid for salaries of masters and teachers, was \$44,945—increase, \$1,422.* This increase of the grant and fund has only contributed to afford additional aid to existing schools for one year, as the several County Councils have been induced by local influences to establish additional feeble and next to useless Grammar Schools the moment it was perceived that the increased grant enabled them to do so. The result is, that increased aid obtained for Grammar Schools will not advance, as was intended, the character and efficiency of the Grammar Schools ; but will only multiply the number of feeble schools—Grammar Schools in name, but little more than Common Schools (and some poor ones too) in reality. It is to be hoped the law will be so amended as to prevent the increase of this evil. The improved Regulations, confining Grammar Schools to their legitimate work and preventing them from doing ordinary Common School work, to the injury of the Common Schools, will also do much towards preventing the mis-application of the Grammar School Fund, and elevating the character of the Grammar Schools.

3. The amount of the Legislative Grant apportioned (on condition of an equal sum being provided from local sources) for the purchase of maps, apparatus, prizes, and libraries, was, \$659—decrease, \$92.

4. *The Amount received from Local Sources.*—From Municipal Grants, \$15,913—increase, \$277. From Fees, \$19,353—decrease, \$1,109. From Balances of the previous year and other sources, \$9,974—increase, \$1,188. *Total receipts* for Grammar School purposes, \$90,845—increase, \$1,685—only \$263 more than the increase of the Legislative Grant

5. *Expenditures.*—For Masters and Teachers' Salaries, \$73,258—decrease, \$2,863. The increase of the Legislative Grant has not, therefore, added to the Masters' and Teachers' salaries. For building, rent, and repairs, \$6,139—increase, \$2,669 ; for maps, apparatus, prizes, and libraries, \$1,599—decrease, \$226 ; fuel, books and contingencies, \$4,817—increase, \$325. Total expenditure for Grammar School purposes, \$85,816—decrease, \$94. Balance not collected and paid at the end of the year, \$5,029—increase, \$1,780.

6. *Pupils.*—The number of pupils attending the schools during the year 1864, was 5,589—increase, 237 ; the number of pupils whose parents reside in the city, town, or vil'

* This increase is in addition to a sum of \$2,806 paid to the Grammar Schools in December, 1863, and included in the Table for that year.

lage in which the Grammar School is situated, 4,190—increase, 177; number of pupils whose parents reside in the county, but not in the city, town, or village of the Grammar School, 1,083—increase, 37; number of pupils whose parents reside in other counties than that of the Grammar School, 316—increase, 23. Number of pupils reported in prescribed Grammar School subjects, 5,053—increase, 267; number of new pupils admitted during the year, 2,484—increase, 502; number of these pupils who had passed the entrance examination, 2,165—increase, 447. Number of pupils admitted from the Common Schools, freely by scholarships, 344—increase, 129. The same table shows by whom these scholarships were established, and the fees, per term, in each Grammar School

VIII. TABLE H.

This table relates to the Meteorological Observatories required by law to be kept by the Master of each Senior County Grammar School, and requires no other remarks than those connected with the table itself.

IX. TABLE I.—NUMBER OF PUPILS IN THE SEVERAL SUBJECTS TAUGHT IN THE GRAMMAR SCHOOLS.

This table shows the number of pupils in each of the several subjects taught in the Grammar Schools, —English, Latin, Greek, French, Mathematics, Geography (several divisions), Writing, Book-keeping, Drawing, and Vocal Music. For minute statistical details of the work done in these subjects, the table is referred to. In the different branches of English, there were 5,425—increase, 229; in Latin, 2,825—increase, 124; in Greek, only 726—increase, 15; in French, 1,729—increase, 119; in Arithmetic, 5,387—increase 298; in Algebra, 2,503—increase 11; in Euclid, 1,765—increase, 1; in Geography, 4,963—increase, 225; in History, 4,649—increase, 453; in Physical Science, 2,911—increase, 247; in Writing, 4,786—increase, 191; in Book-keeping, 1,248—increase, 103; in Drawing, 675—increase, 201; in Vocal Music, 902—increase, 345; in Elements of Political Economy, 670—decrease, 273. Schools in which the Bible is read, 68—increase, 5.

X. TABLE K.—MASTERS OF GRAMMAR SCHOOLS—MISCELLANEOUS INFORMATION.

This table contains the return of the name, the college, degree, and religious persuasion of each Head Master of a Grammar School, the date of his appointment, the number of pupils who have been matriculated in any University, or passed the Law Society, length of time each school is kept open, how furnished, number of Grammar Schools in which prizes are given, in which gymnastics are taught, which are in union with Common Schools, &c., &c.

THE NORMAL AND MODEL SCHOOLS.

XI. TABLE L.—OPERATIONS OF THE SCHOOLS DURING THE YEAR 1864.

This table presents a condensed statistical view of the operations, from the beginning of these important institutions, designed to train teachers, both theoretically and practically, for the great work of conducting the schools of the country. As, besides the preliminary education, persons are specially educated, or trained to a trade or profession, and no one thinks of working as a mechanic, or practising as a physician or lawyer, without a professional training, as well as a previous preparatory education, so the training of teachers for the profession of teaching, in addition to the previous preparatory education, is now considered a necessity in all civilized countries, and, as such, is provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training of teachers. This is attended with great additional public expense. But the Normal School of Upper Canada is not intended to do what can be done in other schools throughout the country, but confines itself as

exclusively as possible to the *special work of training teachers to teach*. No inducements are held out to any one to apply for admission to it, except those who wish to qualify themselves for the profession of teaching. None are admitted without passing an entrance examination equal to what is required for an ordinary second class County Beard Teacher's Certificate; nor is any one admitted except upon the declaration, in writing, that he (or she) intends to pursue the profession of a teacher, and that his (or her) object in coming to the Normal School is to qualify himself (or herself) better for the profession—the same declaration as is required of candidates for admission to the Normal Schools of the neighboring States. The Model Schools (one for boys, the other for girls, each limited to 150 pupils, paying 25 cents a week each, while the city scholars 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 these Model Schools, where they not only observe how a school, teaching Common School subjects, should be organized and managed, and how the several subjects are taught, but at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school.

The year, in the Normal School, is divided into two sessions of five months each—the one beginning the 8th of January and ending the 15th of June; the other beginning the 8th of August and ending the 2nd of December. The number of *applications* for admission during the former session of 1864, was 171—78 males, 93 females. The number *admitted* was 156—73 males, 83 females; the rest of the applicants not being found qualified to pass the entrance examination. The number of applications for admission at the latter session, was 172—77 males, 95 females; of these 160 were admitted—70 males, 90 females; the rest failing to obtain admission for want of the requisite qualifications. Of the 156 admitted the first session of the year, 84 had been teachers—49 males, 35 females. Of the 160 admitted the second session, 61 had been teachers—39 males, 22 females. The whole number of applications for admission to the Normal School from the beginning in 1847, is 4,825, of whom 4,297 have been admitted. Of these 2,231 had been teachers before attending the Normal School.

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

The Common and Grammar Schools constitute only a part of the educational agencies of the country. The private schools, academies and colleges must be considered, as well as the Common and Grammar Schools, in order to form a correct idea of the state of education in the country. The table is omitted containing the names of the cities, towns and villages, and the number of these institutions in each. I here give the abstract of it. In Table M. the number of Colleges reported in Upper Canada is, 16, attended by 1,820 students; reported income from Legislative aid, \$150,000, from fees, \$44,000. The number of academies and private schools reported is 255; number of pupils reported as attending them, 5818; number of teachers employed in them, 376; amount received from fees, \$48,771. Total amount of colleges, academies and private schools, 271—decrease, 85; total number of students and pupils attending them, 7,638; total income from public sources and fees, \$242,771.

XIII. TABLE N.—FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT—SUNDAY SCHOOL AND OTHER PUBLIC LIBRARIES.

1. It may be proper to repeat, that the system of Free Public Libraries is as follows: A carefully classified catalogue 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 catalogue the municipal or school authorities, desirous of establishing or improving a library, select such books as they think proper, and receive from the Department the books desired (as far as they are in stock or in print), at cost prices, with an apportionment of one hundred per cent. upon whatever sum or sums they provide for the purchase of such books. The libraries are managed by the local Councils and Trustees, according to general regulations established according to law, by the Council of Public Instruction.

2. Since the severe commercial depression through which the country has passed, the

annual demand for library books has been less than during previous years, while the demand for prize books in the schools (supplied upon the same terms as the library books) has largely increased. The amount provided for libraries during the year (the one-half from local sources, the other by the Department), was \$1,930 94—decrease, \$923 23; and the number of volumes sent out, was 3,361. The whole number of libraries established is 897. The total value of library books sent out is \$112,873 57—increase during the year, \$1,930 94. The whole number of volumes sent out is 208,483—increase during the year 3,361. They are on the following subjects: History, 36,316; Zoology and Physiology, 14,121; Botany, 2,597; Phenomena, 5,593; Physical Science, 4,367; Geology, 1,867; Natural Philosophy and Manufactures, 12,001; Chemistry, 1,446; Agricultural Chemistry, 756; Practical Agriculture, 8,620; Literature, 20,348; Travels and Voyages, 16,406; Biography, 23,762; Tales and Sketches of Practical Life, 57,767; Teachers' Library, 2,516. To these may be added the Prize Books, 165,847 volumes—making a total of 374,330 volumes. Volumes sent to Mechanics' Institutes, not included in the above, 7,677—making a grand total of books sent out from the Department to December 31st, 1864, of 382,007 volumes.

3. The number of Sunday School libraries reported, is 2,068—increase 48; the number of volumes in these libraries reported, is 317,417—increase, 3,233; the number of other public libraries reported, is 379—increase, 2; containing 172,605 volumes. Total of free school and other public libraries in Upper Canada, 3,344—increase, 396; containing 698,505 volumes—increase, 6,702.

XIV. TABLE O.

The amount expended in the purchase of MAPS, APPARATUS AND PRIZE BOOKS for schools, the one-half provided from local sources, was \$17,260—increase, \$1,370. All the applications are voluntarily made by local parties, in transmitting one-half of the amount required for the purchase of the articles. The number of maps of the world supplied, in 1864, 157—increase, 48; of Europe, 224—increase, 52; of Asia, 187—increase, 63; of Africa, 181—increase, 64; of America, 193—increase, 53; of British North America and Canada, 234—increase, 57; of Great Britain and Ireland, 183—increase, 45; of Single Hemispheres, 134—increase, 25; Classical and Scripture Maps, 239—increase, 106; other Maps and Charts, 366—increase 160; Globes, 103; sets of apparatus, 46; other school apparatus (pieces) 323; historical and other lessons in sheets, 10,206; volumes of prize books, 33,381.

Operations of this Branch of the Department during ten years.—I will here give a summary tabular view of what has been done in this branch of the Department during the last ten years.

RECAPITULATION.

	Moneys.			Maps of											Apparatus.			Object Lessons.	Prize Bks.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	E. N. Am. and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of App.	Other School App. (pieces)	Historical and other lessons (in sheets).	Number of Volumes.	
	\$ cts.	\$ cts.	\$ cts.																
Total for 1855.....	2327 76½	2327 76½	4655 53	135	142	108	94	106	116	95	.....	41	467	48	.....	546	7690	.....
1856.....	4660 43½	4660 43½	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	405	330	886	261	.....	2724	25831	2557
1858.....	5905 14	5905 14	11810 28	131	227	203	177	203	234	260	159	143	466	139	.....	2024	12350	8045
1859.....	5952 51	5952 51	11905 02	204	261	224	189	252	223	263	132	173	284	135	.....	1164	9418	12089
1860.....	8416 08½	8416 08½	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	214	244	201	357	159	192	349	169	.....	1339	9268	26931
1862.....	8096 89	8096 89	16193 78	154	215	195	174	190	184	245	138	163	317	135	.....	200	8555	29760
1863.....	7945 03	7945 03	15890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4974	32890	
1864.....	8630 14	8630 14	17260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10206	33381	
Grand Total for ten years.....	69118 70½	69118 70½	138237 41	1645	2551	2083	1906	2204	2363	2653	1722	1659	3872	1387	82	11972	114338	165847	

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 new domestic manufactures are introduced, and mechanical and artistical 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 further expense.”

XV. TABLE P.—THE SUPERANNUATED OR WORN-OUT TEACHERS.

Table P. gives the age and services of each pensioner, and the amount of the pittance which he receives. 217 teachers have been admitted to receive aid from this fund. Of these, 48 have died before or during 1864; 7 were not heard from, 3 resumed teaching, and 1 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 from year to 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. If a teacher has not paid his subscription annually, he must pay at the rate of \$5 per annum for past time, in order to be entitled to share in the fund when worn out.

3. The average age of each pensioner, in 1864, was 68 years; the length of service was 21½ years. No time is allowed any applicant except that which he has employed in teaching a Common School in Upper Canada; though his having taught school many years in England, Ireland, Scotland, or the other British Provinces, has induced the Council to admit him to the list of *worn-out* Common School teachers after teaching only a few years in Upper Canada—which would not be done had the candidate taught, altogether, only a short period of his life. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the county of his residence. That part of the table is omitted.

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 source derived) in connection with the Normal, Model, Gram-

mar and Common Schools in Upper Canada. It may be here seen at a glance that this money has not been expended in any favored localities, but has been expended in counties, cities, towns and villages, according to population, and upon the principles of co-operation, in all cases, and according to the extent of it in providing libraries and all school requisites. The people of Upper Canada provided and expended for Grammar and Common School purposes, in 1864, \$1,598,106. For details, see the table.

XVII. TABLE R.—EDUCATIONAL SUMMARY FOR 1864.

This table exhibits, in a single page, the number of Educational Institutions of every kind (as far as we 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 Educational institutions of every kind was 4,595. The whole number of students and pupils attending them was 385,722. The total amount expended in their support was \$1,636,979. Balances, but not expended, at the end of the year, \$203,898. Total amount available for educational purposes in 1864, was \$1,840,878.

XVIII. TABLE S.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1864, INCLUSIVE.

By reference to this brief but important table, the progress of education in Upper Canada can be ascertained, in any year or series of years, since 1841, as far as I have been able to obtain returns. Take the last ten years as an illustration, and a few items out of these contained in the table. In 1864, the population of Upper Canada, between the ages of 5 and 16 years, was 277,912; in 1864, it was 424,565. In 1854, the number of Grammar Schools was 64; in 1864, it was 95. In 1854, the number of pupils attending the Grammar Schools was 4,287; in 1864, it was 5,589. In 1854, the number of Common Schools was 3,200; in 1864, it was 4,077. In 1854, the number of *Free* Schools reported, was 1,117; in 1864, it was 3,459. In 1854, the number of pupils attending the Common Schools was 204,168; in 1864, it was 354,330. In 1854, the amount provided and expended for Common School purposes, was \$754,340; in 1864, it was \$1,285,318. I refer to the table for various other 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, castes of antique and modern statutes and busts, &c., selected from the principal museums in Europe, including busts of some of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated “that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed that as “people of taste going to Italy constantly bring home

beautiful modern copies of beautiful originals," it is 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 celebrated works of Raffaëlle 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 THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS, AND OF THE INSPECTOR OF GRAMMAR SCHOOLS.

Practical Remarks.

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 Educational Department is an aid to prompt and facilitate their exertions, and a special 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 operations 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 teacher 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 examinations of teachers, in the subjects of the official programme, and then 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, the 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 a *supplanter* meets with trustees as means 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 interest 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 mis-called *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 schoolroom—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, laboring 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 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 the 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. But an extract from a very admirable report of the local Superintendent of schools for the City of Toronto, and an extract from the report of the Principal of the Central School in the City of Hamilton, show the facilities which the school system affords to the clergy of the several religious persuasions to give religious instruction to the pupils of their respective persuasions in connection with the schools. 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 one of the clergy of the Church of England, in the City of Toronto, has pursued the same course in connection with one of the city schools. What is thus done by one of the clergy in the City of Toronto, and by all the clergy in the City 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.

Seventh.—Grammar Schools.—Inspector's Report—Necessity of amending the Law.—The report of the Inspector of *Grammar Schools* will be found in Appendix B. Though I do not assume any responsibility as to the opinions expressed therein, any more than as to the opinions expressed in the local reports of Common Schools; yet the statements and suggestions contained in the report of the Inspector of Grammar Schools are an additional proof and illustration (if any were necessary) of the need of important amendments in the Grammar School law, without which the Grammar Schools will always be a feeble, defective branch of our system of public instruction, though they have considerably improved, notwithstanding the essential defects of the present law.

XXI. MILITARY DRILL IN THE SCHOOLS.

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 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 neighbouring 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 public 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.

MISCELLANEOUS OBSERVATIONS.

While the various statistics show a general progress in the schools, both as to attendance and efficiency, as also in regard to the sums provided by local voluntary taxation for their support, there are some examples of individual Municipal proceeding, and some facts and principles developed in the working of the system, which deserve special remark.

1.—*Individual examples of noble conduct.*—I had pleasure in noticing, in my last Report, the example of the Honourable Mr. Justice Wilson, who, previously to his elevation to the Bench, and while engaged in large professional business, acted as Local Superintendent of Schools in the City of London, C. W., and there contributed the remuneration allowed him for his services (\$100 per annum) to the purchase of prizes for pupils in the schools. His affectionate and valuable parting counsels to the managers and supporters of the London schools, were given among the extracts of local reports in my last Annual Report. I was also happy to remark, that the Lord Bishop of Huron had not only consented to succeed Mr. Justice Wilson as Local Superintendent of Schools, but had also followed his example in contributing the salary allowed to the Local Superintendent, for

the purchase of prizes to encourage and reward meritorious pupils in the schools. The Board of Trustees, in their last Report remark as follows:—"The Board have again to express their thanks to the Right Reverend the Lord Bishop of Huron for his liberality in placing at their disposal, for the purchase of prize books, the whole amount of salary attached to the office of Local Superintendent, which he now holds." Another very gratifying example of liberality and deep interest in the advancement of the schools has been given by the Honourable Billa Flint, who proposed the annual donation of *ten dollars* for the purchase of prize books to each of the twenty-three townships of the Trent Division, upon the condition that each Township Council shall contribute a like sum. As the Educational Department contributes a sum equal to that which is provided from local sources for the same purpose, a list of carefully selected prize books, to the value of \$40 is thus sent to each township, to instruct and entertain hundreds of youth, as well as to promote a noble emulation among the teachers of the schools and among the pupils, as the prizes are awarded on a competitive township examination of the candidates from the several schools.

It is also gratifying to remark that some twenty Township Councils, within the last few months, have appropriated from \$10 to \$30 each, for prizes to the schools, to be awarded on examination by a Township Committee of Examiners. In one or two instances the County Councils have appropriated certain sums to establish *County Prizes*, for which the pupils of the various schools of the townships in the county compete, by examination before a County Committee of Examiners. The experiment has been very successful and satisfactory. By a system of prizes established, in the first place, by the Trustees of each school for the pupils of such school; and secondly, by the Township Council, for competition by the best pupils of the various schools in the township; and thirdly, by the County Council for competition by the best pupils of the schools of the several townships in the county, every pupil in every school will be distinguished and rewarded according to his merits, the best pupils and best schools in each township will receive their merited distinctions and encouragements, and then the best pupils and the most successful teachers in the county will also obtain their hard-earned and merited distinction and rewards; a healthful and salutary influence will be imparted to both teachers and pupils throughout each county and township, and many thousands of most useful and entertaining books will be annually circulated, and circulated in a way that gives them the highest value, and secures their most extensive and attentive perusal. One can scarcely conceive of a method so economical and effectual for prompting pupils to good conduct and diligence in the schools, for animating teachers in their duties, promoting the efficiency of the schools, and diffusing useful knowledge throughout every municipality of Upper Canada.

The Municipal Council and Board of School Trustees of the City of Toronto have set a noble example of encouraging diligence among the teachers and pupils of their schools, by not only procuring and giving prizes, but founding seven free scholarships, each tenable for two years in the Grammar School. These prizes and scholarships are competed for by a paper and oral examination before examiners appointed by the Board of Trustees. At these examinations the pupils of the various city Common Schools compete, and the prizes and scholarships (signed by the mayor with the corporate seal of the city) are distributed at an annual public meeting, held in the city hall. In this manner meritorious and promising pupils of the Common Schools earn a *free* Grammar School education through the liberality of the municipality, and thus make their way to the University, where the education is almost free. One or two County Councils have adopted the same enlightened course. Should every municipality, whether county, township, city, town or village, adopt this course, an immense impulse would be given to the Common Schools, and the best pupils in them (however poor their parents) would, by individual merit and municipal liberality combined, secure a *free* Grammar School education, preparatory to active life, or entering the Provincial University, and thus the finest youthful intellect and character of the land would be developed and prepared for future duties and usefulness.

2.—*School Discipline—Use of the Rod.*—A question much discussed in many school sections is that of school discipline and the use of the rod in the correction of pupils. The regulations established by law provide that each master (or mistress) of a school is "*to practise such discipline as would be exercised by a judicious parent in his family*; avoiding corporal punishment except when it shall appear to him to be imperatively necessary; and in all such cases he shall keep a record of the offences and punishments, for the inspection

of the trustees, at or before the next public examination, when said record shall be destroyed. For gross misconduct or a violent or wilful opposition to his authority, *the master may suspend a pupil from attending the school*, forthwith informing the parent or guardian of the fact, and of the reason of it, and communicating the same to the Trustees through the Chairman or Secretary. But no pupil shall be expelled without the authority of the Trustees."

It is clear from these regulations that a teacher has a right to suspend a pupil from school for misconduct. It is also clear that a teacher has a right to inflict corporal punishment upon a pupil (without reference to his age) when "it shall appear to him imperatively necessary." But as a check upon any hasty and doubtful exercise of discipline, the teacher is required to inform both the parents of a pupil, and the Trustees in case of suspension, and to keep a record, for the inspection of the Trustees, of both the offence and punishment in any case of corporal chastisement.

But there are some who go to the extreme of objecting to all corporal punishment of pupils by the teacher. Upon the same ground should they object to corporal punishment of a child by a parent—an objection contrary to scripture and common sense. The best teacher, like the best parent, will seldom resort to the rod; but there are occasions when it cannot be wisely avoided. It often happens that parents, whose children most need the rod of correction, are the first to object to it. Children that are perfectly governed at home, will seldom, if ever, need the rod of correction, or suspension, or even reproof at school; but children who are irregular or not governed at home, can seldom be governed at school without the rod. But this exercise of discipline should never be done in a passion or under the influence of angry feelings. A teacher should never allow himself to punish a pupil until his mind is calm and his heart free from anger. He should rebuke and chastise in love—showing that he acts from a sense of duty, and from kindness to the pupil punished, as well as for the order and welfare of the whole school. *The Board of Education for the State of Massachusetts* have so clearly and forcibly expressed my views on this subject, that I adopt the following words from their last Annual Report: "The Board has a word to say at this time on the subject of school discipline. There are two extremes in the management of children—one in the line of corporal punishment, the other in that of moral suasion—which are to be avoided. An excess of beating was the special vice of former ages. The strong reaction of public sentiment was sometimes carried to the injudicious extreme of totally discarding the ferule and the rod. Love is the power which was thought to be omnipotent in control. In later years, a healthful medium has been more generally attained. But either because the tendency to the old system of flogging has been increasing, or from other reasons, the subject has come up again in some quarters for renewed discussion. The Board are not of the opinion that scolding and beating are the most efficient modes of government, nor do they believe that large numbers of children can be permanently controlled by any measure of mere love and tact which the largest hearted teacher may possess. There is an infinite love ever yearning over man, but its influence has never yet of itself alone been paramount over the race. In the arrangements of Providence, law, penalty meets us wherever we go. No wisdom or moral force in rulers or administrations was ever sufficient of itself to sustain an orderly government. Nations, States, armies, navies need compulsion, as well as advice and persuasion. They must be under government, and 'influence' as Washington said 'is not government.' If this is true of men, it is specially true of children, who are only men of smaller growth, and more unformed and undisciplined. If a few of them can for a time be managed by a head full of expedients, and a great heart of patience and affection, and where little else beyond management is attempted, masses of them altogether, if progress is expected, must feel the presence of authority and the influence of fear. It is moreover well for children that they should learn to obey and submit themselves, without questioning, to legitimate rule. But irritating remark and excess of penalty should be avoided. The same Scriptures which say 'Children, obey your parents' and 'Chasten thy son while there is hope,' say also, 'Fathers, provoke not your children to wrath.' The counsel applies to school teachers. While they insist on obedience, they should make the school-room pleasant, and the children happy. But when teachers depart from these principles of humanity and justice, when they are suspected of severity and excess of punishment,

care should be taken by parents, and especially by committees, if they must criticise the school management adversely, that they do not weaken the hands of its authority, and by license unconsciously given, multiply occasions for penalty. If children when corrected are allowed to suspect that the public sympathy is with them, and not with the master; that committees look upon him as a tyrant who needs to be restrained, and upon them to some extent as his victims, reprehensible behaviour and moral deterioration will be the consequence. The only safe course is to intrust the teacher with authority and restrain him in the exercise of it. If he abuses the trust, and is incorrigible when advised, let committees exercise the power which the Commonwealth has given them to dismiss him quietly and obtain a better."

3.—*Compulsory Attendance at School.*—In connection with the subject of free schools, that of compulsory attendance at schools has engaged much attention and discussion. It is now generally admitted that each child has as much right to the growth of its mind as of its body; and the more so as he is more distinguished as an intellectual and moral being, than as a mere animal; and as the character of the mind and heart of a child when grown up to maturity, affect more deeply his own happiness and welfare and the interests of society at large than the growth and character of his body. The nakedness and starvation of a child's mind, is, therefore more criminal than the nakedness and starvation of his body; and thus the obligation to educate a child is more imperative than to clothe and feed him. This is clear, whether we reason from the claims of the individual, or from the obligations of parents and of society, or from the will of God as indicated by His Providence and His Word.

The obligations of parents and society are co-extensive with the rights of the individual. To provide for universal education, therefore, is to recognize the highest rights of individual humanity, and to promote the best interests of society; as education is a most potent instrument to prevent crime and develop the original and essential elements of the wealth and civilization of a people; for there is no instance of a people being wealthy and civilized, much less free and great, in the absence of education. The fact that education is a public interest is the ground on which public provision is made for its support. Education—universal education—is a public necessity, as well as public interest. What is the interest of the public is obligatory upon each individual, and that, so far as taxation is concerned, according to the amount of property which is possessed by him and protected for him in the community, and which receives its available value from the collective enterprise and labors of the community as well as of his own. Ex-Governor Boutwell, of Massachusetts, has well remarked, in one of his volumes of excellent school addresses, that "The only rule on which taxes can be levied justly is that the object sought is of public necessity, or manifest public convenience. It quite often happens that men of our own generation are insensible or indifferent to the true relation of the citizen to the cause of education. Some seem to imagine that their interest in schools, and of course their moral obligation to support them, ceases with the education of their own children. This is a great error. The public has no right to levy a tax for the education of any particular child, or family of children; but its right of taxation commences when the education or plan of education is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has children of his own to educate; this may be a reason with some for cheerful payment, but it has in itself no element of a just principle. When, however, the people decide that education is a matter of public concern, their taxation for its promotion rests upon the same foundation as the most important departments of a government. As parents, we have a special interest in our children; as citizens, it is this, that they may be honest, industrious and effective in their labors. This interest we have in all children."

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 of the body—then has such community an undoubted

right to see that none shall be 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 or incendiarism.

In the New England States, especially in that of Massachusetts, this subject has engaged much attention, and laws have been passed for the punishment and prevention of school truancy and absenteeism. By these State Laws, each city or town is authorized to pass by-laws on the subject. Two classes of children are considered by these laws, namely *truants*, that is children who having been sent to school, absent themselves from it without the knowledge of their parents or teachers; and *absentees*, that is children who are never sent to school by their parents and never attend it. The Legislature of Massachusetts, April 30th, 1862, passed the following Act entitled "An Act concerning truant children and absentees from school."

"Be it enacted, &c., as follows :

"SECTION 1.—Each city and town shall make all needful provisions and arrangements concerning habitual truants, and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws suitable penalties not exceeding twenty dollars for any one breach.

"SECTION 2.—Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine."

In each City or Town where this law is carried into effect, special policemen or "truant officers" are appointed, to whom teachers report the names and residence of *truant* pupils, and to whom complaints of absenteeism are made, and whose duty it is to search out all truants and absentees within the prescribed sphere of their labours, and bring them to the Police Court. One of these truant officers in the City of Boston, states: "I have investigated eleven hundred and ninety-one cases during the year, recorded the names of three hundred and twenty-one truants, and obtained proof of two thousand and ninety-nine trancies." The following is the account of the first conviction under the State law concerning *absentees*: "On the 21st of April, 1863, a boy was brought before Justice Maine, of the Police Court, charged with wandering about the streets and public places of the city, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and the charge having been sustained by sufficient evidence, the delinquent was sentenced to the House of Reformation for two years." One of the agents of the Massachusetts Board of Education says: "In a few towns the laws in reference to truants and absentees from school, are faithfully carried out, and with the happiest results, while in others these laws are overlooked or utterly disregarded."

The Superintendent of Public Schools for the City of Boston says in a recent report: "We have four truant officers appointed by the Mayor and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding teachers in suppressing the evil of truancy, and in securing the attendance of absentees from school. The services of those officers have contributed in no small degree to extend the benefits of education to a large class of children who would otherwise have been deprived of its blessings. Indeed, the law which provides for the appointment of the truant officers, and makes children not attending any school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, is now a permanent and an indispensable element of our system of public education."

The following is the benevolent law of the State of Massachusetts in regard to the employment of children in manufacturing establishments—forming the first two sections of the 42nd chapter of the General Statutes:

"Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment, unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment."

"The owner, agent or superintendent of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated; and the school committees in the several cities and towns shall prosecute for all such forfeitures."

Surely the Municipal Councils of the townships, cities, towns and villages in Upper Canada should be invested with as large powers as those of any New England State, that they may protect themselves from the evils of idleness and ignorance; that they may protect helpless children against the cruel neglect and heartlessness of their unnatural parents; that they may secure to all the youth of their respective jurisdictions, and to society at large, the blessings of that education, for which they have provided by the establishment of free schools. The Municipal Councils (especially in townships) might pass by-laws imposing penalties in the form of statute labor, in case fines cannot be collected, upon parents who do not send their children, from five to sixteen years of age, to some public or private school a certain number of months each year.

4.—*Free Schools.*—It has been shown by references on a preceding page, that nearly all the Common Schools in Upper Canada are free—made so, not by Act of Parliament, but by decisions of the rate-payers themselves in the various municipalities. It is worthy of remark that where free schools have been longest established, the system is most highly valued, and most affectionately cherished, as will be seen by the following extracts from the last received Annual Report of the School Committee at Boston:—

"If there is any one cause which has contributed more than any other to produce that remarkable degree of happiness, contentment, and of moral and intellectual elevation which pervade all classes of the people, in our city and commonwealth, that cause is the successful operation of the system of free schools. And the basis of the system is, that the property of *all*, without distinction, shall be applied to the education of *all*. The principle and its operation can hardly be better described than in the following language of Mr. Webster, in the convention of the State in 1820:—

"For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he, himself, have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge, in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We do not, indeed, expect all men to be philosophers, or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge, and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness.

"It is every poor man's undoubted birthright, it is the great blessing which this constitution has secured to him, it is his solace in life, and it may well be his consolation in

death, that his country stands pledged, by the faith which it has plighted to all its citizens, to protect his children from ignorance, barbarism and vice."

The comparative progress and results of free public, and private schools in the City of Boston itself, are clearly set forth in the following forcible language of the city superintendent in his annual report addressed to the school committee :

"How far our system of public instruction supplies the educational wants of all classes in the community, the wealthier as well as the poorer, is a question of much interest and importance. From their first establishment, our schools have been free alike to the children of the high and of the low, and, for the purpose of maintaining them, every man is held subject to taxation in proportion to his property, without regard to the question whether he may or may not choose to avail himself of the advantages which they afford. A system of schools free to all, supported by the property of all, good enough for all, and actually educating the children of all, is an ideal perfection which we may perhaps never expect to become a reality. Private tuition will probably find patronage more or less extensive in every highly educated community. But the public schools, in proportion as they are elevated and improved, take the place of private seminaries, in educating the children of the larger tax-payers; and as the proportion of large tax-payers who send their children to the public schools increases, the means provided for the support of these schools will be more and more liberal. These propositions are fully illustrated in the history of our system of public education. The reason why we can afford to sustain our schools on a scale so liberal, is found in the fact that they are universally patronized by those parents who have the means to educate their children elsewhere. A comparison of the statistics of the public and private schools of Boston for the year 1817, with those for the present year, will exhibit our progress in this respect, which, I think, is without a parallel.

"In the year 1817 the town of Boston was thoroughly canvassed under the direction of the School Committee, to ascertain the actual state of education. The result of this inquiry was presented in a carefully prepared report, which was printed and circulated among the people. From this interesting document it appears that the whole number of children in the eight public schools was 2,365, educated at the cost of about \$22,000. At the same time there were 262 private schools, supported at the expense of the parents, excepting eight, which were maintained by the charity of individuals. The number of pupils in these private schools, was 4,132, and the expense of them, \$49,154. It appears that the number of pupils in the private schools, was 174 per cent. of the number of those in attendance at the public schools, while the cost of the private schools was more than 200 per cent. of the cost of maintaining the public schools. If we turn to the statistics of the present year, we shall find a very different state of things. The whole number of pupils educated at the public expense, is 27,081,—an increase of more than 1,100 per cent. in forty-five years, while the number of pupils in private schools, other than schools of special instruction,—such as commercial schools for teaching book-keeping and penmanship,—is only about 1,400, or 33 per cent. of the number in 1817, and five per cent. of the number in public schools.

"What stronger evidence than that contained in these statistics, can be desired to prove the success of our Common Schools in supplying the educational wants of the whole community? But the comparison of the two systems of education in respect to the cost of tuition, per scholar, exhibits no less striking results. At the former period alluded to, the annual cost per scholar in the public schools, was about ten dollars, and in the private schools, about twelve dollars; now it is fifteen dollars in the former, while it has risen to eighty dollars in the latter. So that while the cost of educating a scholar in the public schools has increased during the last forty-five years only about fifty per cent., the cost in the private schools has increased, in the same time, upwards of six hundred per cent.—Such facts as these need no comment; they speak for themselves.

"The past, at least, is secure. We can look back on the earlier and later history of our school system with a just pride. It owes its origin to the founders of our city, and it has been cherished and enlarged by the successive generations of their descendants. It has grown with our growth, and strengthened with our strength. It has been the principal fountain, humanly speaking, of our social improvement. And while we contemplate with

satisfaction its past history and present prosperity, it becomes us to remember and ever to keep in mind, that to sustain, preserve, and improve it, while we enjoy its blessings, is a sacred duty which the present generation owes to posterity."

Improvements in the Common School Law.—Several provisions of the school law were preparatory to a more matured 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.

I have the honour to be,

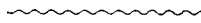
Your Excellency's

Most obedient, humble servant.

E. RYERSON.

Department of Public Instruction
for Upper Canada,
Toronto, July, 1865.

PART II.



STATISTICAL REPORT.

1864.

TABLE A.—The Common

Counties.	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.	\$ cts.
Glengarry	2581 60	10 00	2373 00	5677 05	546 62	195 12	2484 20	
Stormont	1943 00		1977 00	4441 93	726 54	966 23	1251 90	
Dundas	2094 00	55 95	2050 00	5981 23	311 78	57 42	1869 13	
Prescott	2058 00	25 78	2210 00	4414 14		11 65	1130 04	
Russell	893 00	16 00	893 00	2307 70		148 54	1745 64	
Carleton	3542 00	130 20	3462 00	11356 49	1069 68	823 45	2380 57	
Grenville	2353 88	13 75	2297 00	5815 72	352 88	2184 09	3147 37	
Leeds	3649 18	116 00	3605 00	10062 72	1639 99	2855 14	2667 57	
Lanark	3310 50	63 00	3299 00	12248 66	1100 32	1528 10	5561 07	
Renfrew	2327 28	44 25	2084 00	9791 98	157 73	508 21	1932 55	
Frontenac	3049 89	58 00	2964 00	9011 14	1224 68	1214 25	1999 79	
Addington	1972 00	43 05	1972 00	5831 75	617 46	1548 91	1813 18	
Lennox	915 00	40 00	999 00	3457 37	279 40	1022 22	47 74	
Prince Edward	2156 00	93 65	2228 00	9098 79	1498 43	2123 61	888 67	
Hastings	4372 00	101 66	4065 00	16718 62	725 55	2087 80	2448 75	
Northumberland	4030 00	213 33	3415 00	19993 79	981 50	1840 13	3505 74	
Durham	3742 00	164 07	3742 00	17226 17	1836 44	1248 41	3446 64	
Peterborough	2338 50	99 40	2607 00	12060 98	770 82	74 14	7322 05	
Victoria	2575 00	165 15	3298 00	13398 28	125 15	607 00	3394 47	
Ontario	4422 00	305 28	4422 00	24767 32	1088 46	3618 67	6019 92	
York	6667 07	408 47	6750 00	33240 18	2430 72	12207 59	7696 03	
Peel	2982 50	118 02	2933 00	15098 83	2444 59	2197 49	1502 08	
Simcoe	4798 50	286 74	4695 00	26267 37	749 97	854 79	4888 22	
Halton	2452 00	241 73	2423 00	7741 31	2613 89	3843 17	2144 76	
Wentworth	3482 25	188 73	3440 00	12114 11	2637 88	4280 55	5422 98	
Brant	2338 00	137 56	2381 00	12519 04	1851 05	2312 01	1939 46	
Lincoln	2135 00	82 75	2450 00	9068 21	1890 55	2437 02	3957 62	
Welland	2379 33	96 10	2610 00	10321 46	1232 95	2879 00	4142 93	
Haldimand	2453 00	127 75	3116 00	11332 36	887 59	3457 05	354 97	
Norfolk	3239 50	208 62	3337 00	15879 72	1504 64	2131 71	3198 85	
Oxford	4760 00	252 12	4760 00	25418 18	1648 96	4088 19	2427 47	
Waterloo	3532 00	328 99	3900 00	23935 37	1075 54	2003 83	8790 28	
Wellington	5000 50	371 57	6050 00	27929 27	1120 28	2484 19	7140 90	
Grey	4326 73	249 32	6990 00	23468 35	180 14	2205 73	3399 80	
Perth	3749 00	138 55	3710 00	22882 07	257 16	3263 33	1175 09	
Huron	4903 37	531 90	6774 00	34956 03	200 94	541 39	6667 66	
Bruce	3270 00	279 25	3373 00	16399 66	126 22	695 32	3783 34	
Middlesex	6528 50	359 18	6389 00	36891 36	1456 81	3912 00	7401 02	
Elgin	3558 00	233 27	3538 00	17494 27	1844 64	1333 03	3992 77	
Kent	8233 98	223 07	3101 00	18560 02	307 35	1235 79	2744 03	
Lambton	2507 89	344 07	4423 00	19017 97	128 00	688 10	6095 95	
Essex	2326 64	47 88	2301 00	11134 75	158 33	714 62	3986 86	
District of Algoma	166 00				200 00		26 64	
Total	135184 59	7014 16	143406 00	635534 20	41899 63	84413 99	142546 70	
CITIES.								
Toronto	5291 50	219 25	23830 00	1604 83		551 37	1578 70	
Hamilton	2299 50	15 13	14946 63	1460 11	4812 36	1280 43	1442 74	
Kingston	1831 00	114 50	6998 00	1190 51	118 25	3163 61	876 74	
London	1874 50	24 07	8000 00	557 98	2 57	340 15	5394 83	
Ottawa	1769 50	150 70	4994 24	3368 96	18 00	2103 66	8634 14	
Total	12866 00	523 65	58768 87	8182 39	4951 18	7449 22	17922 15	

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

Schools of Upper Canada, 1864.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during '64	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 1864.		Balances.		
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.		\$	cts.
13867	59	9474	48	20	15	790	18	192	47	284	41	10761	69	3105	90
11306	60	8914	94	16	05	1497	70	315	72	444	53	11188	99	117	61
12219	51	8747	29	111	90	657	65	260	11	441	53	10218	48	2001	03
9849	61	6825	61	115	78	150	54	225	25	791	93	8109	11	1740	50
6003	88	3110	23	36	10	101	25	20	41	221	52	3489	56	2514	32
22764	39	18297	78	260	40	1262	89	233	07	271	23	20330	37	2434	02
16164	69	10451	81	96	40	897	32	587	64	825	67	12638	84	3525	85
24595	60	18332	44	238	19	360	95	923	20	1352	42	21812	20	2783	40
27110	65	16709	65	150	82	1920	07	633	53	1003	60	20422	67	6687	98
16840	00	12009	91	191	53	149	63	335	48	919	48	13606	08	3239	94
19521	75	14207	68	119	85	1473	85	324	31	1254	41	17380	10	2141	65
13798	35	9744	56	86	10	824	70	223	73	752	11	11636	20	2162	15
6760	73	5289	24	92	25	664	47	118	66	413	27	6577	89	152	84
18092	15	14251	78	333	28	662	79	423	22	1270	72	16946	79	1145	36
30519	38	21981	93	203	32	2427	04	758	46	1895	05	27265	80	3253	58
33979	49	26607	95	426	66	1713	63	660	90	2200	06	31598	30	2381	19
31405	73	24566	84	328	14	1149	05	532	99	1514	85	28091	87	3313	86
26272	87	14343	84	203	36	1589	05	600	31	989	68	17784	24	7478	63
23563	05	16156	44	330	77	1560	42	350	89	1405	31	19803	82	3759	22
44644	15	30234	52	611	56	3795	44	1133	04	2608	62	38383	13	6280	97
69400	06	44195	98	875	51	8351	14	1205	11	5878	03	60595	77	8804	29
27176	51	21412	98	259	39	2073	83	527	50	2046	11	26319	81	856	70
42540	59	31339	00	672	42	2689	19	656	68	2256	27	37643	56	4897	03
21459	86	16322	82	483	46	1313	10	215	08	1409	80	20244	26	1215	16
31566	50	20019	19	379	38	2855	22	650	18	1535	68	25439	57	6126	93
23478	12	16709	68	445	97	2018	26	450	52	1959	02	21583	45	1894	67
22021	15	15182	79	187	65	2745	89	286	49	1933	57	20386	39	1634	76
23661	77	15283	87	238	24	2669	66	379	53	1643	43	20214	73	3447	04
21728	72	16847	81	255	50	2150	94	275	76	1559	13	21089	14	689	58
29500	04	20618	76	567	42	2207	76	499	42	1907	96	25601	32	3698	72
43354	92	33444	38	619	91	3334	88	1243	68	3947	48	42590	33	764	69
38568	01	27788	19	717	97	3326	56	680	97	2259	82	34773	51	3792	50
50076	71	32076	55	743	14	4901	77	1030	92	3474	55	42316	93	7759	78
40820	07	29257	21	498	64	3627	73	562	99	2754	06	36700	63	4119	44
35173	20	23151	22	327	96	6826	42	563	05	2436	75	33305	40	1869	80
54575	29	36076	97	1176	57	3947	43	1446	85	3831	78	46529	60	8045	69
27926	70	19818	53	558	50	980	48	377	65	1310	93	23046	09	4880	70
62937	87	44893	91	828	14	3826	61	1340	17	3396	17	54285	00	8652	32
31973	98	22364	63	472	80	2612	23	610	90	1906	95	28467	56	3506	42
29405	24	20738	25	615	46	2364	19	779	53	1769	88	26266	31	3138	93
32294	98	20180	83	638	14	2741	69	1412	91	2036	20	27109	82	6185	16
206810	08	12415	88	196	69	2133	70	633	54	1029	62	16408	83	4271	25
392	64	198	00	.....	.....	.....	.....	10	00	5	00	213	00	179	64
1130999	27	832196	50	15791	47	93437	35	24824	95	73126	91	1039377	18	150622	09
38100	65	17221	74	464	20	170	00	1116	31	7393	05	26365	80	6734	85
26236	90	14972	91	2145	31	114	00	804	18	3199	12	21235	56	5001	40
14092	61	6569	03	576	50	4176	20	832	99	1711	20	13665	92	226	69
15694	10	8051	12	153	57	604	70	55	05	1336	35	10155	79	5338	31
21039	20	8247	45	301	40	1848	00	1332	76	1416	21	13145	82	7693	38
110163	46	55062	25	3645	98	6812	90	4141	77	15105	93	84768	83	25394	63

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

Table A.—The Common

TOWNS.	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.
Amherstburgh.....	262 50	52 79	1450 00	772 00	105 19	108 58	79 67
Barrie.....	263 50	34 00	1049 00	134 26		69 02	128 17
Belleville.....	962 20	14 26	3501 19	833 99	14 00		251 00
Berlin.....	231 50	17 90	1789 00	68 65		96 57	133 34
Bowmanville.....	326 00	58 00		1810 76	512 49	19 57	7 87
Brantford.....	745 50	25 50	4920 00	235 84	603 63	710 11	7 12
Brockville.....	502 50	28 43	2500 00	300 00	48 25	83 83	1351 60
Chatham.....	534 50		2500 00	252 50	42 50	267 83	1994 10
Clifton.....	150 00	23 62	900 00	100 00	104 00	19 00	595 89
Cobourg.....	593 00	106 00	2740 00	303 00	553 25	48 10	13 52
Collingwood.....	166 00		1159 00			8 00	362 70
Cornwall.....	239 00		1100 00		19 00	156 87	
Dundas.....	347 50	10 30	1325 00	95 22	627 39	359 03	5 05
Galt.....	368 00		3352 00			11 50	1477 40
Goderich.....	387 00	47 65	3400 00				423 21
Guelph.....	605 50	22 45	2795 83	245 87	1030 50	22 00	12 41
Ingersoll.....	296 00		900 00		418 50	270 32	609 35
Lindsay.....	284 50	5 00	1927 39	491 21		194 31	41 41
Milton.....	212 00	25 00	273 00		256 41	150 68	38 70
Napanee.....	215 50		5779 63	52 12	141 98	16 50	35 48
Niagara.....	242 00		421 67	847 09		641 37	
Oakville.....	173 50		764 50	91 04	96 98	85 24	210 30
Owen Sound.....	265 00		1520 00				2 33
Paris.....	280 50		1571 73	92 82	30 00	85 00	46 34
Perth.....	290 50	40 00	994 91	350 00		678 30	730 78
Peterborough.....	483 00	50 39	1828 00	227 62	974 15	235 64	50
Pictou.....	245 00		900 00		226 76	207 75	80 25
Port Hope.....	499 00		1950 00		900 50	170 16	
Prescott.....	301 50		712 63	458 00	490 56	19 36	8 41
Sandwich.....	118 00		118 00	829 98		243 00	46 91
Sarnia.....	250 00	20 17	1440 00	460 00	370 87		154 16
St. Catharines.....	736 50	35 75	3350 00	468 19		50 00	35 88
St. Mary's.....	333 00	20 00	1554 00			66 89	905 35
St. Thomas.....	195 00	33 00	900 00		462 50	15 00	148 88
Simcoe.....	435 00		1388 83			30 00	
Stratford.....	372 96		1650 00	147 95	4 50	148 50	1324 62
Whitby.....	320 50	16 02	2778 00	55 54		295 58	97 63
Windsor.....	300 00	200 00	2900 00				146 79
Woodstock.....	400 00	20 00	1868 22		787 82	20 00	
Total.....	13933 16	906 23	71971 83	9723 68	8812 73	5603 61	11507 62

Schools of Upper Canada, 1864.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during '64.	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 1864.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2830 73	1933 00	105 58	217 90	153 83	386 16	2796 47	34 26
1677 95	1289 96	102 33	.....	105 45	95 86	1593 60	84 35
5576 64	3618 18	48 02	.....	386 84	1303 37	5356 41	220 23
2336 96	2097 56	35 80	.....	48 10	140 54	2322 00	14 96
2734 69	1831 03	116 00	.....	199 17	309 19	2455 39	279 30
7247 70	5112 92	613 94	.....	265 63	1097 98	7090 47	157 23
4814 61	2465 00	56 86	.....	61 00	715 62	3298 48	1516 13
5591 43	2383 26	56 90	.....	37 66	747 79	3225 61	2365 82
1892 51	945 00	47 25	1 75	77 57	141 77	1213 34	679 17
4856 87	3244 60	212 00	5 50	282 00	611 76	4355 86	1 01
1695 70	600 00	.....	.....	16 01	274 38	890 39	805 31
1505 87	1070 00	20 00	.....	18 84	183 37	1292 21	213 66
2769 49	1812 63	47 80	25 00	163 06	714 58	2763 07	6 42
5208 90	2995 01	.....	.....	240 16	527 44	3762 61	1446 29
4257 86	2420 67	105 80	.....	528 23	740 55	3795 25	462 61
4734 36	3258 00	48 90	768 73	266 58	384 12	4726 33	8 03
2494 17	1159 09	25 02	.....	77 54	234 09	1495 74	998 43
2943 82	1410 31	10 00	1094 10	155 09	128 12	2797 62	146 20
955 79	562 50	50 00	.....	4 88	238 82	856 20	99 59
6241 21	799 72	.....	3551 83	2 60	328 27	4682 42	1558 79
2152 13	2023 42	10 75	.....	11 07	106 89	2152 13	.....
1421 56	1086 97	16 25	.....	40 00	278 34	1421 56	.....
1787 33	1339 71	.....	.....	313 67	126 93	1780 31	7 02
2106 39	1598 32	6 00	5 00	34 83	462 03	2106 18	21
3084 49	2683 49	90 00	.....	172 05	155 25	3080 79	3 70
3799 30	2797 12	115 56	.....	111 70	761 40	3785 78	13 52
1659 76	1218 14	17 35	.....	97 11	227 93	1560 53	99 23
3519 66	2397 75	.....	.....	178 59	534 14	3110 48	409 18
1990 46	1444 99	24 50	.....	166 25	259 00	1894 74	95 72
1355 89	1124 63	.....	.....	86 25	38 61	1249 49	106 40
2695 20	2290 00	42 93	.....	235 33	78 32	2646 63	48 57
4676 32	3483 00	71 50	86 00	298 04	527 28	4465 82	210 50
2879 24	1259 44	54 66	.....	.....	340 71	1654 81	1224 43
1754 38	1175 00	66 00	.....	25 97	279 92	1546 89	207 49
1853 83	1528 83	100 00	.....	.....	225 00	1853 83	.....
3648 56	1803 98	.....	.....	363 21	436 86	2604 05	1044 51
3563 27	2247 12	56 02	425 21	522 34	302 87	3553 56	9 71
3547 79	2177 88	400 00	.....	378 36	98 74	3054 98	492 81
3096 04	2306 66	40 00	.....	83 00	666 38	3096 04	.....
122458 86	76974 89	2813 77	6181 02	6208 01	15210 38	107388 07	15070 79

TABLE A.—The Common

VILLAGES.	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.
Arnprior	100 00		579 52	593 08	176 87	112 38	127 87
Ashburnham	119 00	5 00	219 00		200 00		128 63
Aurora	144 00		340 00		224 14	78 94	6 00
Bath	90 00		100 00		74 00		63 40
Bradford	115 00		1265 00		270 80		67 41
Brampton	288 00	12 50	714 47			1 25	501 74
Brighton	141 00		135 00	700 00			572 90
Caledonia	138 00		935 00		232 51		128 53
Cayuga	90 00		558 50				225 17
Chippewa	131 00		950 00	33 25	32 64	332 90	
Clinton	120 00	23 00	1200 00			161 51	255 92
Colborne	96 00		1218 50			125 26	53 85
Dunnville	152 00		152 00	1000 00			514 25
Elora	125 00	26 25	737 50		33 25	5 00	231 87
Embro	66 00	7 50	150 00	247 36	6 47		158 73
Fergus	131 00	12 00	600 00	69 00	261 50	2 00	114 32
Fort Erie	86 50		500 00	533 49		981 00	87 60
Gananoque	181 00		682 58			86 52	23 28
Hawkesbury	223 00		151 00	500 00	191 69		17 08
Hespeler	72 00	10 00	331 00			56 00	25 00
Holland Landing	73 00	18 00	600 00				20 16
Iroquois	74 00		92 10	102 96	94 01	15 75	50 79
Kemptville	128 00		438 00		148 00		138 05
Kincardine	117 00	11 50	667 52			1 81	
Lanark	72 00		80 00		69 06		
Merrickville	107 50		263 07			87 50	13 00
Mitchell	145 00	6 12	950 00				96 72
Morrisburgh	102 00		102 00	658 00			
Newburgh	140 00	10 00	74 46		108 95	203 54	
Newcastle	123 00	10 00	177 00		47 70		162 30
New Hamburg	104 00	26 00	1200 00		57 61		588 17
Newmarket	167 50	24 90	900 00	163 75	143 28	60 70	213 46
Orangeville	96 00	5 00	99 60	200 00		65 51	
Oshawa	331 00		2225 00		180 17	600 00	
Pembroke	89 86		76 00	478 00	209 75	435 27	
Portsmouth	108 50	18 00	500 00	88 14	63 28	167 73	109 16
Port Dalhousie	159 00	5 00	1250 00		199 33	122 86	250 30
Preston	185 00	5 00	1400 00	92 14	9 23	149 54	666 95
Renfrew	164 00		104 00		117 00		1 73
Smith's Falls	136 00		280 04		151 00		45 83
Southampton	108 00	27 00	525 98			14 50	5 80
Stirling	90 00		325 00				76 39
Strathroy	90 00	31 25	1200 00			364 00	1 00
Streetsville	87 00	5 00	207 00		131 37	1 93	52 50
Thorold	191 50	15 00	1000 00	104 96	247 13	134 26	63 61
Trenton	175 00	33 00	1070 00	276 43		4 24	
Vienna	108 00	10 00	300 24			99 54	
Waterloo	152 00		436 22			2932 55	581 35
Wellington	134 78		242 75		165 25		
Welland	87 00		1150 00		118 22	131 60	
Yorkville	188 00	28 00	570 76			293 64	21 44
Total	6742 14	383 02	30235 81	5940 56	3973 21	7329 28	6462 26

Schools of Upper Canada, 1864.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1864.	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 1864.	Balances.
1689 72	699 62	20 00	532 56		137 54	1689 72	
671 63	425 00	10 00		101 59	114 01	650 60	21 03
793 08	368 14			2 45	334 58	705 17	87 91
327 40	160 00			7 50	114 15	281 65	45 75
1727 21	580 71	10 00	730 45	10 75	340 28	1682 19	45 02
1517 96	820 00	25 00		40 72	246 98	1132 70	385 26
1548 90	865 73			48 17	100 26	1014 16	534 74
1434 04	452 13		700 00	17 36	194 33	1363 82	70 22
873 67	464 00			63 50	344 90	872 40	1 27
1479 79	921 61	8 00	14 00	8 98	156 98	1109 57	370 22
1760 43	900 00	46 00			297 80	1243 80	518 63
1493 61	634 25		708 12	9 13	87 17	1438 67	54 94
1818 25	964 50			57 25	64 67	1086 42	731 83
1158 87	940 00	52 50		21 65	121 03	1135 18	23 69
636 06	492 65	15 00		5 25	62 67	623 67	12 49
1189 82	857 50	40 00		28 81	90 00	1016 31	173 51
2188 59	627 00		1072 00	21 82	110 07	1830 89	357 70
973 38	467 38	1 50	110 00	118 47	117 51	814 86	158 52
1082 77	309 43				707 02	1016 45	66 32
694 00	580 00	20 00		5 25	64 44	669 69	24 31
811 16	630 00	36 00			130 63	796 63	14 63
429 61	284 25			15 75	65 48	365 48	64 13
852 05	580 34	10 36		24 00	72 16	686 86	165 19
797 83	537 92	24 50		24 16	201 95	788 53	9 30
221 06	193 10				27 96	221 06	
471 07	345 85	2 00	16 00	28 33	43 09	435 27	35 80
1197 84	872 00	12 81		28 00	132 44	1045 25	152 69
862 00	400 00			47 13	203 71	650 84	211 16
536 95	323 41	20 00		45 03	148 51	536 95	
520 00	400 00	20 00			100 00	520 00	
1975 78	920 46	52 00	218 02	50 33	77 83	1318 64	657 14
1673 59	1056 30	49 80		53 00	175 67	1335 27	338 32
566 11	340 00	10 00			169 70	519 70	46 41
3336 17	1289 68	30 00	1000 00	4 90	957 00	3281 58	54 59
1288 88	229 00		773 88	237 50	48 50	1288 88	
1054 81	828 81	42 00	1 00	42 01	139 89	1053 71	1 10
1986 49	788 94	10 25		445 52	327 89	1572 60	413 89
2507 86	1605 00	31 50		49 85	167 67	1854 02	653 84
386 73	300 00			28 00	58 73	386 73	
612 87	500 00				70 93	570 93	41 94
681 23	403 75	54 00	100 20		123 33	681 23	
491 39	420 00				71 39	491 39	
1686 25	665 00	62 50	404 45	45 18	341 70	1518 83	167 42
484 85	458 24	10 00		1 00	14 32	483 56	1 29
1766 46	1214 53	35 00			140 55	1390 08	376 38
1553 87	1133 71	66 00	12 00	14 61	186 96	1418 28	140 39
517 78	380 00	20 00			117 78	517 78	
4102 12	1030 00		2932 55		139 57	4102 12	
542 78	425 00			25 00	92 78	542 78	
1486 82	816 00				132 30	948 30	538 52
1099 84	806 58	52 00		2 72	221 86	1083 16	16 68
61566 28	32723 02	898 72	9625 23	1828 67	8708 67	53784 31	7781 97

TABLE A.—The Common

VILLAGES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIE						
	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.....	135184 59	7014 16	143406 00	635534 20	41899 63	84413 99	142546 70
“ Cities	12366 00	523 65	58768 87	8182 39	4651 13	7449 22	17922 15
“ Towns.....	13933 16	906 23	71971 83	9723 68	8812 73	5603 61	11507 62
“ Villages.....	6742 14	383 02	30235 81	5940 66	3973 21	7829 23	6462 26
Grand Total, 1864.....	168225 89	8827 06	304382 51	659380 83	59636 75	105296 10	178438 73
“ 1863.....	158073 54	8854 54	287768 94	631755 54	72680 30	106467 25	167285 87
Increase.....	10152 35		16613 57	27625 29			11152 86
Decrease		27 48			13043 65	1171 15	

Schools of Upper Canada, 1864.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common Schools purposes during '63.	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 1863.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1189090 27	832196 50	15791 47	93437 35	24824 95	73126 91	1039377 18	150622 09
110163 46	55062 25	3645 98	6812 90	4141 77	15105 93	84768 83	25394 68
122453 86	76974 89	2813 77	6181 02	6208 01	15210 38	107388 07	15070 79
61566 28	32723 02	898 72	9625 23	1828 67	8708 67	53784 31	7781 97
1484187 87	996956 66	23149 94	116056 50	37003 40	112151 89	1285318 39	198869 48
1432885 93	987555 53	20775 33	106637 73	34867 79	104610 87	1254447 25	178438 73
51301 89	9401 13	2374 61	9418 77	2135 61	7541 02	30871 14	20430 75

TABLE B.—The Common Schools of Upper Canada, 1864.

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 to 244 days.	Whose days are not reported.		
1	Glengary	5391	4574	191	4765	2491	2274	106	354	774	1132	1078	847	548	32	717	1860
2	Stormont	5101	4278	297	4575	2361	2214	45	536	902	1206	952	704	241	34	708	1656
3	Dundas	5418	4665	407	5072	2596	2476	102	537	934	1207	967	792	288	347	423	1979
4	Prescott	4177	2712	100	2812	1447	1365	6	375	534	623	572	411	281	16	838	960
5	Russell	2401	1399	47	1446	783	663	.....	185	247	317	292	209	153	43	358	535
6	Carleton	8619	6975	332	7307	3838	3469	83	860	1458	1706	1446	1103	675	59	1016	2487
7	Grenville	6001	5052	362	5414	2806	2608	66	627	1062	1331	1089	787	637	81	688	1871
8	Leeds	9716	7958	704	8662	4535	4127	147	958	1658	2023	1703	1380	811	99	986	3001
9	Lanark	8717	6585	394	6979	3690	3289	43	710	1437	1794	1371	1052	584	31	1097	2757
10	Renfrew	6826	4353	177	4530	2429	2101	26	705	998	1222	758	452	305	90	1689	1449
11	Frontenac	7019	5517	205	5722	2945	2777	111	680	991	1411	1120	848	435	187	851	2001
12	Addington	4821	3826	223	4048	2147	1901	31	492	990	1087	716	545	218	.....	833	1296
13	Lennox	2514	2131	233	2364	1134	1230	47	257	523	556	411	255	118	.....	332	726
14	Prince Edward	5328	4468	541	5009	2695	2314	189	485	889	1153	1119	890	473	.....	438	2124
15	Hastings	10903	8768	623	9391	4970	4421	84	1198	1928	2472	1905	1268	620	.....	1241	3295
16	Northumberland	10001	8591	523	9114	4816	4298	92	1096	2042	2538	1867	1185	336	.....	1190	3049
17	Durham	9318	7639	542	8181	4413	3768	88	894	1677	2312	1518	1155	625	.....	852	3052
18	Peterborough	5695	4686	262	4948	2751	2197	51	617	1042	1282	943	632	432	.....	743	1793
19	Victoria	6617	5326	453	5779	3033	2746	36	646	1103	1422	1274	849	485	.....	878	2165
20	Ontario	16951	10004	1006	11010	5928	5082	58	1176	2029	2702	2220	1606	1024	244	828	4257
21	York	15901	12914	1282	14196	7667	6529	190	1551	2815	3581	2698	1982	1320	249	1271	5403
22	Peel	7198	6291	517	6808	3752	3054	131	681	1335	1778	1385	1113	516	.....	586	2494
23	Simcoe	13809	10803	585	11388	6053	5335	55	1373	2409	2806	2165	1517	747	371	2021	3941
24	Halton	5196	4639	409	5048	2783	2265	226	438	976	1360	1024	764	443	43	632	2282
25	Brant	5619	4724	372	5096	2675	2421	78	489	900	1249	965	736	500	257	569	2108
26	Wentworth	8017	6469	398	6867	3627	3240	193	708	1210	1727	1344	921	608	349	707	2572
27	Lincoln	5307	4273	351	4624	2526	2098	126	468	1014	1168	903	613	314	144	663	1518
28	Welland	5905	5011	395	5406	2909	2497	95	695	1243	1489	978	562	238	201	540	1703
29	Haldimand	6399	5680	373	6053	3241	2812	65	659	1268	1499	1200	894	533	.....	641	2254
30	Norfolk	7117	6912	566	7478	3860	3618	172	1052	1642	2222	1830	898	321	4	860	2494
31	Oxford	12218	10428	885	11313	6166	5147	86	1310	2264	2822	2193	1625	957	142	931	4171
32	Waterloo	9197	8225	378	8603	4658	3945	61	714	1710	2244	1870	1408	657	.....	647	3136

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.															
1	962	777	875	898	1103	2415	1559	1307	358	667	2761	147	38	122	56	270	301		50	94
2	891	810	797	819	1206	2309	998	693	195	516	2324	83	23	40	11	33	94			86
3	933	844	1000	1020	987	2409	929	806	412	349	2315	95	33	88	29	91	126			
4	721	512	547	523	474	1257	609	394	99	203	1248	17	18	7	1	45	240	15	26	
5	237	306	246	217	226	611	242	239	69	131	669	31	4	15	11	31	36			
6	1357	1560	1431	1422	1431	3745	1510	1818	602	675	3783	136	45	91	69	298	19	6	8	1
7	876	929	973	1014	1288	2360	1181	960	311	504	2778	47	27	79	33	80	26	18		4
8	1457	1550	1700	1749	2031	4133	1612	1497	340	822	4481	160	86	201	51	119	80		40	590
9	1238	1249	1420	1348	1405	3715	1592	1537	532	557	3416	80	24	57	44	32	403	61	5	53
10	1033	900	1098	786	698	2162	980	934	226	183	2175	37	18	29	10	49	42		24	7
11	1739	1072	1162	972	995	2754	1134	1148	294	527	2697	118	56	55	31	124	308	1	63	136
12	660	679	753	740	862	2203	844	936	253	776	2173	225	38	101	26	51	231	5	14	42
13	357	397	376	364	547	1269	628	639	148	420	1206	142	30	37	23	50	3			32
14	627	794	929	937	1382	3288	1393	1978	758	1156	2966	251	29	87	30	124	163	37	6	99
15	1926	1841	2033	1724	1726	5011	1846	2862	885	1084	4699	239	63	129	48	202	506	12	14	279
16	916	2317	2195	1644	1032	5178	3494	3904	1216	953	5285	223	22	142	41	189	461	32	48	415
17	1542	1714	1690	1847	1380	4824	1820	2901	1476	1141	2710	84	24	189	76	144	330	40	76	106
18	839	986	1166	1021	846	2770	1295	1745	751	479	2393	79	57	43	43	85	35		29	84
19	1139	1201	1217	1029	861	2783	1197	1277	590	616	2806	25	24	49	34	99	533	85	1	70
20	1985	1928	2167	2035	2282	6500	3144	4049	2061	2011	6236	343	158	329	215	685	3456	128	11	290
21	3661	2902	2759	2427	3633	9259	4265	5469	2519	2427	8597	378	204	371	201	688	2160	249	153	696
22	1296	1306	1338	1484	1560	4274	1934	2903	1238	1150	4183	195	85	201	88	288	525	6	40	239
23	2294	2326	2574	1983	1908	5726	2683	3376	1556	1227	6273	138	55	127	76	194	1041	116	63	416
24	786	923	982	869	1211	2228	1712	2028	560	986	3189	170	80	189	132	318	347	137	15	206
25	903	1017	1048	960	1074	3250	1610	2050	826	760	3166	130	45	187	71	244	1447	45	58	189
26	1141	1134	1308	1169	1329	3976	1765	2064	991	934	3387	110	64	132	77	161	1398	31	22	107
27	732	768	857	763	1006	2524	979	1159	517	652	2341	103	21	87	37	83	532	25	16	49
28	924	898	982	1007	1219	3210	1325	1567	740	844	3127	245	69	143	39	215	669	49	47	276
29	1150	1156	1232	1157	1169	3330	1367	1904	709	689	3211	99	33	86	69	161	170		12	30
30	1423	1382	1483	1229	1550	4454	1846	2311	880	933	3686	218	15	183	59	236	1178	93	23	1
31	2000	2032	2068	1870	2476	6473	3001	4552	2443	1935	8758	495	134	293	104	680	1362	582	60	221
32	3006	2010	2123	1236	1168	5248	1872	2644	1294	823	5417	153	99	163	116	184	1079	74	180	270

TABLE B.—The Common Schools of Upper Canada, 1864—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.						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 to 244 days.			
33	Wellington	14600	11908	662	12660	6821	5830	48	1504	2500	3154	2497	1785	974	107	1077	4523
34	Grey	13497	11341	462	11803	6387	5416	24	1714	2747	3008	2206	1385	783	16	1546	3748
35	Perth	12219	9343	431	9774	5322	4452	39	1174	1967	2530	1967	1329	583	210	1265	3443
36	Huron	15604	12448	452	12900	6923	5977	17	1393	2636	3131	2358	1569	1089	419	1601	4422
37	Bruce	9399	8314	261	8575	4590	3985	12	1272	1942	2250	1565	903	308	305	1030	2547
38	Middlesex	18904	15287	1051	16338	8765	7573	78	1756	3166	3914	3257	2691	1381	173	1566	5316
39	Elgin	8465	7406	762	8168	4442	3726	106	867	1650	2011	1720	1271	646	.....	835	3009
40	Kent	7916	6412	517	6929	3819	3110	13	891	1474	1715	1442	957	450	.....	1357	2383
41	Lambton	7850	6610	363	6978	3726	3252	195	863	1490	1825	1430	950	420	.....	603	2210
42	Essex	5599	4396	269	4665	2495	2170	26	638	832	1168	858	561	224	334	694	1523
43	District of Algoma	295	85	.....	85	48	37	9	5	5	8	21	46	.....	40	55	20
Total		353165	289516	19367	308883	164963	143920	3569	35608	62502	78234	60709	43755	23376	4609	38308	120053
CITIES.																	
44	Toronto	10100	7931	72	8003	4162	3841	.....	832	1412	1790	1450	1530	939	.....	200	3561
45	Hamilton	4500	4432	67	4499	2277	2222	171	297	566	1054	900	1101	482	99	.....	2357
45	Kingston	3393	3093	38	3131	1670	1461	.....	123	322	663	754	524	495	.....	129	1620
47	London	3445	3440	66	3506	1825	1681	.....	255	403	594	529	500	1225	.....	.....	1313
48	Ottawa	3500	3003	38	3041	1535	1506	.....	319	590	794	614	490	234	.....	.....	1645
Total		24938	21899	281	22180	11469	10711	171	1826	3293	4895	4247	4145	3425	349	329	10496
TOWNS.																	
40	Amherstburg	555	444	17	461	274	187	.....	32	65	101	73	109	81	.....	20	226
50	Barrie	800	578	12	590	286	304	.....	76	105	161	138	87	23	.....	30	212
51	Belleville	1980	1780	2	1782	953	829	16	182	322	360	488	292	138	.....	52	869

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.	Oth or studies.
	1st class. (lowest.)	2d class.	3d class.	4th class.	5th class.															
33	2430	2588	2529	2201	2169	6733	2941	2826	1849	1335	6605	139	110	178	110	406	7630	143	8	214
34	2677	2544	2772	1921	1399	6391	2712	3615	1768	869	6283	322	412	302	99	690	1065	96	36	173
35	1933	1804	1955	1479	1457	4688	1931	2337	1382	1195	4674	169	74	166	94	126	852	31	.....	156
36	2487	2603	2889	2401	2051	6721	3142	4546	1683	1343	6711	152	109	157	102	340	1148	29	46	376
37	1995	1896	1897	1451	1058	4927	1757	2726	1331	525	3835	52	33	58	24	91	1095	59	19	320
38	3315	2832	2137	2768	3858	9969	4529	6546	2281	2470	1873	269	157	362	214	413	1240	330	118	191
39	1303	7289	1583	975	2368	4993	2430	3400	1412	1:69	4809	312	139	287	127	427	756	37	5	413
40	1381	1284	1238	950	1310	3646	1397	2395	1943	310	3689	183	57	130	53	134	478	29	40	70
41	1585	1141	1327	1150	1342	3429	1857	2051	784	776	3318	76	24	73	42	184	526	2	.....	39
42	1189	897	867	775	693	2123	782	904	453	434	2182	55	17	47	11	32	73	.....	44	5
43	18	16	17	14	29	9	10	.....	.....	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	60114	59114	62740	51448	59303	168687	75745	98557	39840	32034	164035	6701	2862	5817	2832	9006	28269	2548	1430	6536
44	2658	2240	1671	1327	607	6143	3232	6345	2449	2505	4125	163	195	316	243	210	2804	169	1731	81
45	1302	1513	920	477	155	3926	1511	4435	2777	767	3981	91	99	112	72	129	2691	1362	690	3609
46	500	613	469	353	355	1726	1065	1645	795	453	1605	88	157	170	83	187	120	111	725	279
47	970	1458	412	322	230	2624	1572	2587	930	585	2584	33	72	465	56	181	3943	465	475	152
48	860	561	539	392	422	1741	1261	1211	764	679	1503	65	26	50	53	101	1340	.....	.....	215
	6299	6335	4002	2371	1769	16160	8611	16193	7715	5234	14018	460	549	1113	515	811	10998	1987	3621	4336
49	97	96	101	68	59	371	229	214	251	123	316	22	20	13	32	65	289	.....	.....	.....
50	196	143	124	111	67	392	274	215	192	160	330	3	.....	14	20	.....	30	.....	199	.....
51	490	239	370	263	320	1159	770	942	822	452	1103	21	.....	6	.....	335	190	.....	.....	.....

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

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	TOWNS.— <i>Cont'd.</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 to 232 days.	Whose days are not reported.		
52	Berlin	750	727	18	745	390	355	11	75	141	202	186	125	18	65	349	
53	Bowmanville	550	387	.....	387	210	177	56	21	86	107	85	79	9	.....	155
54	Brantford	1778	1718	39	1757	959	798	.....	183	269	429	353	361	162	200	949
55	Brockville	1100	994	41	1035	482	553	.....	58	93	158	153	151	138	284	556
56	Chatham	1000	949	35	984	522	462	.....	109	149	237	170	173	72	24	395
57	Clifton	372	349	11	360	187	173	30	52	79	99	49	65	16	.....	136
58	Cobourg	1055	806	25	831	508	323	162	52	112	191	194	137	145	.....	381
59	Collingwood	500	424	10	434	238	196	.....	32	91	96	67	66	32	.....	153
60	Cornwall	500	417	41	458	250	208	.....	19	24	108	102	119	85	116	196
61	Dundas	750	674	11	685	362	323	97	54	132	173	154	124	128	20	266	
62	Galt	935	785	.....	785	385	400	.....	11	71	297	197	187	112	.....	504
63	Goderich	878	802	14	816	428	388	.....	97	130	190	135	158	106	.....	374
64	Guelph	1260	1238	9	1247	691	556	47	111	336	389	213	168	40	.....	481
65	Ingersoll	550	460	26	486	219	267	37	60	125	126	106	58	11	.....	175
66	Lindsay	700	649	5	654	352	302	.....	82	94	135	141	152	50	7	310
67	Milton	350	246	17	263	143	120	.....	13	29	47	58	64	.....	56	102
68	Napanee	475	478	17	495	252	243	12	59	97	160	100	79	.....	30	193
69	Niagara	584	389	5	394	213	151	.....	43	63	64	57	36	.....	.....	142
70	Oakville	460	441	18	459	248	211	25	61	76	133	106	70	6	125	186	
71	Owen Sound	725	569	12	581	319	262	.....	54	78	137	120	143	49	.....	303
72	Paris	665	622	.....	622	322	300	.....	49	96	216	138	106	15	.....	281
73	Perth	700	617	17	634	333	301	.....	33	90	141	138	183	49	2	311
74	Peterborough	1000	989	63	1052	551	501	104	37	191	302	239	173	110	.....	459
75	Pictou	420	422	3	425	246	179	.....	3	18	22	20	25	327	14	187
76	Port Hope	1075	861	29	890	504	386	59	100	83	110	111	136	300	13	424	
77	Prescott	666	475	17	492	266	226	13	48	94	144	103	65	38	.....	207
78	Sandwich	440	297	.....	297	150	147	.....	36	52	52	67	76	14	.....	133
79	Sarnia	460	355	13	368	200	168	43	45	90	88	80	52	13	100	175	
80	St. Catharines	1637	1537	39	1576	855	721	40	135	179	408	477	287	90	105	747	
81	St. Mary's	867	825	7	832	410	422	.....	165	199	203	130	111	24	.....	268
82	St. Thomas	531	369	35	404	215	139	38	13	80	116	72	80	43	.....	183
83	Simeoe	450	411	30	441	265	176	.....	49	53	94	95	139	11	.....	232

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.																
52	226	228	147	50	44	475	178	601	.....	178	388	11	8	22	25	76	480	143	.....	94	
53	53	108	103	68	50	306	187	306	226	60	242	24	.....	16	.....	.....	16	51	85	.....	24
54	659	441	382	143	131	1629	746	1629	224	494	1590	66	66	131	.....	131	1178	278	18	.....	251
55	166	257	148	219	128	691	441	441	421	264	581	112	112	115	10	112	.....	.....	.....	.....	112
56	258	178	209	152	179	619	389	669	110	165	650	27	46	52	.....	30	.....	.....	30	.....	43
57	113	95	82	55	62	278	141	156	70	80	217	13	4	7	5	35	163	10	.....	.....	100
58	135	184	227	160	122	572	317	384	200	133	558	29	2	27	6	78	.....	21	15	.....	49
59	111	151	137	103	48	279	81	100	53	51	320	2	2	5	3	5	.....	.....	.....	.....	.....
60	85	75	128	96	74	453	366	366	296	110	388	39	12	54	17	55	368	.....	.....	.....	65
61	162	172	127	113	111	542	392	539	335	219	553	102	10	36	7	37	50	48	245	.....	25
62	130	200	168	217	70	535	374	555	.....	140	535	56	.....	40	35	36	.....	63	.....	.....	.....
63	294	143	188	101	90	816	379	522	.....	90	379	40	4	40	30	90	816	50	.....	.....	.....
64	239	245	240	320	70	782	484	487	82	121	681	19	8	9	10	37	52	6	113	.....	.....
65	75	100	107	74	82	380	86	236	80	146	392	7	9	10	6	.....	.....	.....	.....	.....	.....
66	184	148	118	124	80	360	175	205	50	135	415	3	.....	13	12	30	250	.....	198	.....	170
67	45	39	46	67	54	150	110	116	30	34	153	14	26	2	.....	33	.....	.....	.....	.....	.....
68	94	122	114	91	38	230	128	135	31	20	226	.....	.....	.....	.....	14	.....	.....	.....	.....	.....
69	119	102	99	42	33	321	163	163	.....	83	254	2	.....	15	10	33	.....	.....	120	.....	.....
70	158	99	121	79	.....	258	108	156	.....	14	261	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	131	202	158	90	.....	371	248	248	248	.....	298	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	245	142	111	72	52	622	226	605	131	135	605	6	.....	.....	34	.....	.....	.....	.....	.....	.....
73	138	223	118	107	46	528	206	504	130	69	272	3	7	16	14	16	22	.....	.....	.....	.....
74	222	287	338	264	183	893	702	707	248	459	877	28	2	40	43	95	.....	21	30	.....	107
75	82	87	103	95	48	243	168	155	155	75	212	26	4	1	5	.....	.....	.....	.....	.....	.....
76	120	165	100	97	83	273	195	273	85	85	273	19	25	65	18	65	.....	9	.....	.....	.....
77	123	108	107	34	78	299	162	212	142	43	306	16	.....	4	1	28	82	8	38	.....	4
78	73	85	73	44	22	166	103	99	.....	36	164	6	.....	.....	8	.....	.....	60	.....	.....	.....
79	86	79	83	85	15	282	135	183	183	30	183	5	.....	12	4	12	.....	.....	.....	.....	.....
80	438	357	398	268	101	873	590	591	159	136	993	40	.....	81	22	76	555	47	30	.....	.....
81	170	451	116	95	.....	662	395	662	211	141	395	.....	.....	64	.....	.....	121	.....	.....	.....	.....
82	53	79	114	60	111	358	187	305	.....	73	805	20	11	15	14	.....	87	.....	.....	.....	25
83	63	66	94	76	142	421	299	319	76	299	299	46	6	111	33	142	.....	.....	.....	.....	34

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 to 244 days.	Whose days are not reported.		
84	Stratford	726	691	12	703	379	324	.....	35	57	152	145	204	110	.....	174	352
85	Whitby	820	785	31	816	364	452	.....	22	58	165	170	206	165	.....	20	430
86	Windsor	926	559	16	575	305	270	.....	23	67	102	120	222	41	.....	.....	270
87	Woodstock	1011	832	15	847	486	361	36	69	103	196	164	164	151	.....	50	422
	Total	31001	26951	712	27663	14722	12941	826	2443	4262	6567	5716	5217	2626	832	1400	12694
VILLAGES.																	
88	Arnprior.....	350	243	1	244	141	103	9	23	31	45	56	21	68	.....	106	121
89	Ashburnham	250	160	9	169	115	54	14	10	35	45	31	11	37	.....	.....	84
90	Aurora.....	270	221	11	232	122	110	24	26	44	56	54	32	20	.....	.....	83
91	Bath.....	95	81	.....	81	39	42	.....	9	15	23	18	9	9	.....	.....	34
92	Bradford	350	175	4	179	100	79	.....	13	19	29	57	33	23	.....	.....	98
93	Brampton	450	375	.....	375	155	220	.....	16	93	95	80	57	34	.....	.....	203
94	Brighton	342	331	14	345	164	181	.....	53	83	87	57	44	21	.....	11	125
95	Caledonia	250	244	5	249	133	116	15	61	45	58	36	34	15	.....	.....	93
96	Cayuga.....	230	200	1	201	116	85	.....	36	27	22	47	65	4	.....	30	91
97	Chippewa.....	400	387	6	393	195	198	10	52	49	93	62	71	46	.....	20	187
98	Clinton.....	271	271	12	283	137	146	.....	37	57	34	61	43	51	.....	.....	138
99	Colborne	245	137	7	144	74	70	.....	.....	7	39	26	60	12	.....	.....	98
100	Dunnville.....	360	300	19	319	169	150	.....	50	60	70	40	60	39	.....	.....	164
101	Elora.....	420	403	10	413	236	177	.....	39	99	89	84	60	42	.....	.....	175
102	Embro	140	133	18	151	81	70	1	5	30	26	50	40	.....	.....	7	79
103	Fergus	290	252	4	256	168	88	12	23	25	80	57	45	26	.....	.....	124
104	Port Erie.....	250	170	12	182	95	87	.....	12	16	17	19	21	23	74	20	92
105	Gananoque.....	357	250	5	255	115	140	.....	10	32	68	46	61	38	.....	77	177
106	Hawkesbury	304	274	.....	274	148	126	.....	18	59	67	76	36	18	.....	35	114
107	Hespeler.....	250	236	2	238	130	108	.....	21	40	42	48	39	48	.....	.....	119
108	Holland Landing.....	212	198	10	208	103	105	.....	16	37	56	42	46	11	.....	8	86
109	Iroquois	246	106	5	111	71	40	12	8	31	26	22	16	8	.....	.....	41

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.															
84	179	214	142	110	58	421	273	353	100	80	418	4	4	15	1	56	38	85		
85	156	182	151	144	160	614	380	336	165	153	584	36	23	30	55	625	390	300		
86	136	137	112	113	77	369	173	307	134	28	394	12			10	30	209	103		
87	242	794	123	156	132	627	561	547	156	137	661	39	16	46	16	48	829	18	361	
	6746	7324	5927	4646	3245	19625	11520	15526	6337	5191	17874	918	437	1088	464	1899	6667	1521	1885	1130
88	32	39	43	68	62	173	130	168	156	16	170	8	2	5	2	62	244	13		4
89	42	39	44	23	21	88	20	88	88	12	127	6	2	5	1	21				
90	42	45	52	56	37	127	56	88	88	31	154	21	15	14	5	22	232	45		
91	15	17	20	26	3	68	22	13	7	18	59									
92		8	11	23	13	46	36	36	36	36	46	6		4	4	2				52
93		56	195	97	27	199	124	124			199									
94	79	74	66	84	42	266	214	196	18	47	266	10		17	9	42				
95	56	60	57	53	33	249	144	205	96	23	249									
96	60	53	30	20	38	80	80	183	50		201						249			63
97	91	90	89	50	81	318	132	130	36	41	241	23	15	21	8	24	100	63		
98	57	100	40	26	60	226	226	226	226	60	226	14		4	4	60	85	30		
99	54	26	23	36		64	36	36			64									
100	60	70	80	52	57	189	141	189	67	142	200	12	1	4		100				
101	69	93	43	53	60	197	148	260	71	60	188	6								
102	18	40	22	58	13	96	57		70	31	96			12				177		
103	48	37	63	39	51	180	141	177	139	19	220	17	8	15	8	33				5
104	35	27	20	17	14	56	31	37	6	38	52	8		5						37
105	44	62	84	65		146	101	110	110		116									
106	43	56	46	74	50	175	96	111		23	190									
107	73	80	27	22	36	125	36	115	36	36	165	4		3		4	165			
108	13	79	20	42	44	170	90	80		50	170	9	2	7	3					3
109	25	22	21	16	27	80	64	15	13		64	5		12						

TABLE B.—The Common Schools of Upper Canada, 1864—(Continued).

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 to 232 days.			Whose days are not reported.
110	Kemptville.....	264	207	3	210	106	104	11	4	41	48	57	44	16			100
111	Kincardine.....	350	336	10	345	187	159		46	93	104	51	43	9			133
112	Lanark.....	169	85		85	46	39		9	8	22	21	13	12	19		46
113	Merrickville.....	260	233	12	250	141	109	3	22	45	70	66	24	12	11		109
114	Mitchell.....	518	423		423	204	224		26	54	100	140	58	20			180
115	Morrisburgh.....	310	217	6	223	123	100		5	15	80	50	23	50			108
116	Newburgh.....	260	226	13	239	122	117		10	43	39	44	72	31			121
117	Newcastle.....	248	155	4	159	100	59	6	17	26	55	31	23	7			78
118	New Hamburg.....	300	245	3	248	140	108		20	39	46	44	55	44		10	129
119	Newmarket.....	370	304	21	325	180	145	20	37	43	62	60	87	36	20		118
120	Orangeville.....	225	165	3	168	89	79		3	16	37	40	42	23	50		93
121	Oshawa.....	554	513	61	574	288	286		12	31	56	66	83	326			299
122	Pembroke.....	220	204	12	216	112	104	13	18	47	33	43	55	20			75
123	Portsmouth.....	410	305	5	310	164	146	4	32	62	64	55	56	41	30		149
124	Port D'Ansonie.....	300	249	12	261	137	124		20	45	71	51	40	34			167
125	Preston.....	450	421	7	428	224	204	5	17	56	96	73	117	69	5		281
126	Renfrew.....	150	117	7	124	75	49	6	3	9	26	18	27	41	23		55
127	Smith's Falls.....	279	129	1	130	76	60	15		17	36	28	22	27			68
128	Southampton.....	220	201	10	211	106	105		33	29	52	46	43	8	15		86
129	Stirling.....	270	168	3	171	89	82		22	37	39	32	40	1			73
130	Stratroy.....	330	300	6	306	170	136		10	24	62	58	54	93			140
131	Streetsville.....	172	129	8	137	80	57	11	7	25	37	31	20	17	35		70
132	Thorold.....	560	431	9	440	226	214	9	34	64	75	59	53	3	152		201
133	Trenton.....	360	315	1	356	207	149		19	51	96	73	77	43			234
134	Vienna.....	260	226	5	231	111	120		17	36	60	61	41	16			112
135	Waterloo.....	450	362	3	365	191	174		24	71	99	70	74	27			169
136	Wellington.....	150	110	15	125	70	55	25	3	8	11	21	35	47	25		95
137	Welland.....	248	214	15	229	119	110		23	49	37	59	36		19		100
138	Yorkville.....	472	372		372	180	192		34	107	78	57	46	50			181
	Total.....	16461	12559	410	12969	6870	6099	259	1065	2125	2358	2572	2352	1741	256	546	6326

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.															
110	24	47	36	59	44	134	103	101	80	44	134	2	6	3				12		
111	81	134	53	70	23	226	83	83	46	28	156	6	1	2	1	6	3			
112	20	25	32	8		40					40									
113	48	46	62	33	56	133	83	78		41	143		1	1	38			35		
114	86	132	98	56	58	274	93	274	348	58	215	18	5	17	5	53				
115	15	35	30	140	50	200	150	75	15		150	15	1	20	2					
116	30	44	59	71	35	209	165	165	106	106	209	35				200				
117	23	47	32	57		110	67	73		45	107									
118	89	64	32	33	25	135	95	103	27	18	135			14	9	14				
119	44	47	37	86	62	249	139	149	50	118	274			38	8	25	249	124	45	
120	13	39	31	35	20	70	55	20			70					20			16	
121	152	140	120	153	10	651	211	222	158	163	351				7	481	133	37	40	
122	30	51	46	49	37	131	114	20	114	37	158	4		1	5			71		
123	44	50	47	69	54	169	95	93	55	33	179	7	1	3	3	7		60	6	
124	30	53	60	54	35	166	81	145	33	29	176	13			19	63		1		
125	79	173	80	68	26	327	223	211	203	43	326	5	23	13	4	13	370	25	203	
126	19	12	17	25	51	93	90	96	96		85	7								
127	9	19	23	27	23	79	59	59	16	24	108		2							
128	55	46	32	37	41	130	110	110	110	73	110	14	2	5	5	15				
129	50	42	29	27	23	120	35	34			105									
130	30	40	40	12	173	200	63	250	36	18	78	6	5	11	11					
131	32	23	31	27	24	96	65	73		12	103	9	1	15	5					
132	40	82	91	61	71	260	81	106		3	249	3	3			21	25	45		
133	132	123	151	33	83	336	203	135	83	62	256	26	10	20	10	20	165	5	35	
134	39	61	39	24	40	135	99	125		33	123					43				
135	93	63	45	65	79	247	144	144	109	13	365			8		6				
136	8	23	12	37	35	75	31	65		32	72			5					15	
137	56	36	50	47	40	93	46	52		15	130	9	2	6			120			
138	70	122	76	71	33	232	155	207	155	59	227			3	5	89	49		60	
	2407	3115	2435	2549	2037	8716	5042	6865	3153	1820	6347	327	106	316	121	728	2741	459	621	579

TABLE B.—The Common Schools of Upper Canada, 1864—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.							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 to 282 days.	Whose days are not reported.		
139	Total Counties.....	353165	289516	19367	308883	164963	143920	3509	35608	62592	78234	60709	43755	23376	4609	38308	120053
140	“ Cities	24938	21899	281	22180	11469	10711	171	1826	3293	4895	4247	4145	3425	349	229	10496
141	“ Towns.....	31091	26951	712	27663	14722	12941	826	2443	4262	6567	5716	5217	2626	832	1400	12694
142	Villages.....	15461	12559	410	12969	6870	6099	259	1065	2125	2858	2572	2352	1741	256	546	6326
143	Grand Total, 1864...	424565	350925	20770	371695	198024	173671	4765	40942	72272	92554	73244	55469	31168	6046	40483	149569
144	“ 1863...	412367	339817	20991	360808	192990	167818	4923	39239	69828	89998	71949	53473	30750	5571	44975	138036
145	Increase	12198	11108	.....	10887	5034	5853	.....	1703	2444	2556	1295	1996	418	475	.....	.....
146	Decrease.....	.....	.....	221	.....	.....	.....	158	.....	.....	.....	.....	.....	.....	.....	4492	11533

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.															
139	60114	59414	62740	54448	59303	168637	75745	96557	39840	39084	164035	6701	2862	5817	2832	9036	28269	2548	1430	6536
140	6290	6385	4002	2871	1769	16160	8641	16193	7715	5234	14018	460	549	1113	515	811	10908	1987	3621	4336
141	6746	7324	5927	4646	3245	19625	11520	15526	6337	5191	17874	918	437	1088	464	1899	6667	1521	1885	1130
142	2407	3115	2485	2549	2037	8716	5042	5865	3153	1820	8347	327	106	316	121	728	2741	459	521	579
143	75557	76238	75154	64514	66354	213188	100948	134141	57045	51329	204274	8406	3954	8334	3932	12474	48585	6515	7457	12581
144	72249	70971	72687	63312	64834	204507	96550	129838	52298	49472	197531	7466	3864	8021	4068	11332	39354	5518	8654	12094
145	3308	5267	2467	1202	1520	8681	4398	4303	4747	1857	6943	940	90	313	.....	1142	9231	997	.....	487
146	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	136	.....	.....	.....	1197	.....

TABLE C.—THE COMMON SCHOOLS

Counties.	Total.		Religious denominations.													
	Common School Teachers	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Luthera.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other Persnasions.	Not reported.
Total Counties.....	4032	2768	1264	732	411	1239	1178	209	67	15	15	27	60	2	12	65
“ Cities.....	202	66	136	41	67	45	36	4	4	.....	.....	1	.....	.....	.....	4
“ Towns.....	264	106	158	51	53	81	48	8	6	.....	1	2	1	.....	5	8
“ Villages.....	127	71	56	30	13	32	24	6	3	2	.....	2	15	.....	.....	.....
Grand Total, 1864.....	4225	3011	1614	854	544	1397	1286	227	80	17	16	32	76	2	17	77
“ 1863.....	4504	3094	1410	747	504	1316	1313	246	75	26	20	34	81	1	40	101
Increase.....	121	.....	204	107	40	81	.....	.....	5	.....	.....	.....	.....	.....	1	.....
Decrease.....	.....	83	.....	.....	.....	.....	27	19	.....	9	4	2	6	.....	23	24

TABLE D.—THE COMMON SCHOOLS

Counties.	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.	No. Schools at 2½c. per month or less.	KIND.					TITLE.				BUILT DURING THE YEAR.							
							Total No. of Sch'l Houses	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lensed.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total	
Total Counties.....	4070	3988	82	3307	686	.....	1009	430	321	1570	1666	22	3486	375	99	49	45	11	54	11	.....	121
“ Cities.....	52	52	.....	4	11	1	52	21	12	18	1	.....	35	4	13	.....	1	2	.....	.....	.....	3
“ Towns.....	105	105	6	11	2	105	47	18	35	1	4	81	5	16	3	1	2
“ Villages.....	80	80	5	3	2	80	31	15	31	3	75	2	3
Grand Total, 1864.....	307	1225	8	1459	711	55	1246	529	366	1654	1671	26	3677	386	131	52	47	15	56	11	.....	126
“ 1863.....	373	1135	14	1223	834	71	1173	501	335	1633	1675	29	3546	436	111	80	27	9	42	25	.....	104
Increase.....	34	9	.....	231	.....	.....	73	28	31	21	.....	.....	131	.....	20	.....	20	4	15	.....	.....	.....
Decrease.....	58	123	16	4	3	50	28	14	22

OF UPPER CANADA, 1864.

TEACHERS.

Total Holding Certificates.	Certificates.								No. of Scholars who attended Normal School without obtaining Certificates.	No. of Schools in which Teachers were 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.	Average			
	1st Class.	2nd Class.	1st Class.	2nd Class.	3rd Class.								Lowest Salary paid Male Teacher.	Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.
4000	139	263	1179	1970	449	32	15	43	640	31	500	\$ 84	162	\$ 265	\$ 120	\$ 174
145	23	62	54	5	1	57	.....	3	6	52	1300	275	.....	542	.....	280
230	37	25	104	50	14	32	2	12	29	76	800	200	.....	470	.....	236
124	17	8	59	29	11	3	.....	1	14	28	534	180	.....	465	.....	206
4499	216	358	1396	2054	475	124	2	15	64	689	1300	84	162	436	120	224
4365	222	275	1263	2112	493	127	12	22	61	787	1300	84	161	435	130	221
134	.....	83	133	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	3
.....	6	.....	58	18	3	10	7	17	98	.....	.....	.....	.....	10	.....	.....

OF UPPER CANADA, 1864.

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 number of months & days open.	Average number of months and days open.	
																
54788	7853	4253	1500	2023	930	18731	21498	7235	1130	1694	3061	2784	277	3865	42691	17	11 00
4700	1106	1164	49	28	5	905	1443	62	35	31	29	29	.....	51	612	00	12 00
5802	687	1120	164	154	25	1217	2435	187	59	51	98	63	35	107	1282	21	11 29
2893	346	540	127	122	51	693	1014	133	33	28	64	50	14	79	935	22	11 25
68183	9992	7077	1840	2327	1011	19546	26390	7617	1260	1804	3252	2926	326	4102	45522	00	11 03
69262	9697	6318	1765	2250	488	20046	28698	7570	1213	1738	3135	2815	320	4077	44745	04	10 29
.....	295	750	76	77	523	.....	.....	47	47	60	117	111	6	25	776	26	00 04
1079	.....	.....	.....	.....	.....	500	2308	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE E.—THE COMMON SCHOOLS

	No. of schools reported.	No. of schools opened and closed with prayer.	Schools using the Bible and Testament.	NUMBER OF SCHOOLS USING																
				Readers		Spelling Books.		Arithmetics.		Grammars.			Geographies.							
				National.	Various.	Mavor.	Canada.	Sullivan and National.	Various.	National.	Sangster's National.	Various.	Sullivan and National.	Lennie.	Kirkham.	Various.	Sullivan and National.	Morse.	Lovell or Hodgins.	Various.
Total Counties...	3088	1500	2754	3004	24	51	179	2804	559	1125	2808	40	625	2357	493	341	845	892	2036	13
" Cities.....	51	50	50	36	16	.....	.....	36	16	20	35	.....	16	27	.....	24	25	.....	34	.....
" Towns.....	10	85	90	9	12	.....	1	88	16	13	96	1	11	55	9	32	26	15	68	.....
" Villages ...	8	62	58	7	5	.....	4	56	13	10	70	3	2	58	1	13	19	19	51	1
Grand Total, 1874	422	1706	2952	4101	57	51	184	2984	64	1178	3009	44	654	2497	503	410	915	926	2189	19
Do 1863	413	1558	2873	4053	56	174	136	2499	700	1560	2361	71	378	2532	617	407	706	1442	2084	112
Increase.....	95	148	79	51	1	.....	48	40	.....	.....	448	.....	276	.....	.....	3	209	.....	105	.....
Decrease.....	.....	.....	.....	.....	.....	123	.....	.....	96	382	.....	27	.....	35	114	.....	.....	517	.....	93

TABLE F.—THE ROMAN CATHOLIC

	No. of Separate Schools.	RECEIPTS.					EXPENDITURE.			PUPILS AND TIME.												
		Am't of the Legislative Grant paid in 1894.		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.											
Alice, No. 2	1	3	00	32	00	27	00	62	00			14	10	10								
Anderson, 3 & 4	1	33	14					33	14	33	14			4								
Arthur, *	1	41	50	13	48	17	90	421	82	494	70	300	00	27	00	167	70	109	11	40		
"	*2	42	50					42	50	42	50									31		
"	3	35	00			42	50	201	78	279	28	206	45		72	83			158	12	69	
"	6	18	50			41	75	192	83	253	08	176	13		76	95			106	12	17	
"	11					35	00	74	15	109	15	105	00		4	15			62	12		
Bedford, 2	1	29	00			15	25	44	25	31	75			12	50				58	11	27	
Biddulph, 6	1	92	50	7	75	120	00	9	00	229	25	180	00	16	75	32	50		112		62	
Camden East, 15	1	39	00					12	25	51	25	33	25		18	00			36	9	18	
Charlottenb'gh, *	15	12	24					12	24	12	24	12	24									19
"	10	59	00			41	31			100	31	48	00		52	31			31	9	35	
"	17	12	24					65	90	78	14	53	24		24	90			70	10	23	
Culross, 1	1	21	50			27	49			48	99	38	49		10	50			34	7	18	
"	*3	12	00					12	00	12	00											
Cumberland	*6																					
Dalhousie, 7	1	15	50				41	30	56	80	56	80							21	12	12	
Edwardsburgh, 1	1	43	50			127	45	123	77	294	72	265	70		29	02			76	11	37	
"	2	2	44			26	79	18	21	47	44	42	00		5	44			21	6	6	
Ellice, 7	1	89	00			165	07			204	07	196	92		7	15			88	10	36	
Etobicoke, 6	1	12	00			49	03	48	40	109	43	109	43						37	12	11	
Flamboro East, 6	1	32	50			63	00	16	00	111	50	111	50						89	11	20	
Flamboro West, 2	1	9	75			36	61	18	24	114	60	114	60						50	10	16	
Gleneig, 5	1	14	58			160	00	6	00	180	58	89	58		91	00			69	6	26	
"	7	41	13			242	42	11	00	294	55	194	08		100	47			28	8	14	
Grattan, 1	1	10	78					16	78	10	78								53	10	18	
"	3	19	50			100	00	2	80	122	30	8	00		114	30			37	9	6	
Greenock, 1	1	35	50			22	00	38	37	95	87	75	50		20	37			58	12	20	
Grantham, 7	1	41	00					100	00	141	00	123	00		18	00			53	12	30	
Harwich, *	13	11	50					11	50	11	50	11	50									2
Hawkesbury E., 2	1	80	50			72	00	10	00	162	50	120	00		42	50			89	12	61	
"	4	16	50			37	00	1	40	74	90	54	00		20	90			32	9	9	
"	7	37	50			61	81	8	16	107	47	85	50		21	97			73	12	27	
Holland, 3	1	35	00			11	00			46	00	27	00		19	00			65	10	14	
Humberston, 8	1	29	61			156	22	42	37	228	20	198	00	2	00	23	20		120	11	50	
Hungerford, 14	1	21	00			7	00	46	56	74	56	60	00		14	56			22	6	6	
Howard, 9	1	8	93			33	61			92	59	74	00		18	59			46	6	8	
Hullett, *	2	39	50					39	50	39	50	39	50									33
Kingston, 8	1	25	50			109	61	78	12	213	23	146	67	4	00	62	56		46	11	17	
Lancaster, 7	1	2	00					72	00	74	00	72	00		2	00			34	7	9	
"	*11	6	50					6	50	6	50	6	50									
"	13	13	00					27	00	40	00	40	00						31	9	18	
"	14	13	43					132	00	145	43	89	63		55	80			54	9	19	
Lochiel, 10	1	65	50			65	40	549	68	680	58	551	72		128	56			141	9	58	
"	12	17	69			17	60	57	69	92	89	85	10		7	79			60	10	29	
McKillop, U.S.S., 1	1	19	80			312	17			331	97	290	40		41	57			121	11	40	
Maidstone, 3	1	28	50					5	50	34	00	17	00		17	00			47	5	9	
Marlborough, 8	1	14	50					12	00	26	50	21	50		5	00			26	11	15	
Melanathon, 7	1	5	04					5	04	5	04	4	00		1	04			37	10	13	
Minto, 4	1	16	90			232	82	13	15	262	87	200	00		62	87			51	11	28	
Moore, 4	1	6	24			247	47			253	71	168	00		86	71			69	10	18	
	51	1282	99	21	23	2834	03	2499	61	6637	86	5094	10	49	75	1494	01	2636	...	1108		

*No Report.

SEPARATE SCHOOLS OF UPPER CANADA, 1864.

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		14	6	6	1	1											1864		
1	1		1		109	63	49	26	77	23	1	1				7	1		1	1864		
1	1		1		158	93	64	8	64	8	2		34			4	1		1	1863		
1	1		1		108	91	90	10		71									1	1863		
1	1		1		62	32	33	5	2	11			2							1859		
1	1		1		57	25	25	6	4											1859		
1	1		1		112	60	67	20	24	16	3	3	2	6	10	4	1		1	1863		
1	1		1		27	15	30	10	19	10										1862		
1	1		1		31	27	18	8	9											1860		
1	1		1		70	34	19	3	3											1864		
1	1		1		34	12	12	4		5										1861		
																				1864		
																				1861		
1	1		1		21	11	11		2											1860		
					76	58	58	23	33	24	4	2	2							1854		
					21	13	13	5	5	6										1864		
1	1		1		57	31	10	23		2					4	1			1	1856		
1	1		1		37	24	20	9	25	12	2				5	1			1	1842		
1	1		1		54	27	27	14	14	4										1853		
1	1		1																	1864		
1	1		1		69	35	32	7												1864		
1	1		1		28	17	17	14												1863		
1	1		1	1	53	30	31	15	40	15	1				1	1			1	1864		
1	1		1		27	30	12	1												1853		
1	1		1		52	29	10	3							1	1			1	1858		
1	1		1	1	46	35	37	18	18	4	8	2			4	1			1	1855		
																				1862		
1	1		1		89	36	34	18	4	12					3	1			1	1856		
1	1		1		32	17	17	3		3										1867		
1	1		1		73	28	28	25	24	13	2				2	1			1	1853		
1	1		1		65	30	32	2	2											1860		
1	1		1		120	53	60	31	17	26	2		3	6	120					1864		
1	1		1		22	10	8													1859		
1	1		1		46	26	22	11	22	2	2									1863		
																				1860		
1	1		1		46	15	27	4	11											1856		
1	1		1		34	23	16	11	7											1856		
																				1856		
1	1		1		31	21	31	4	2											1859		
1	1		1		54	30	25	6	3											1864		
3	1	2		2	140	12	86	84	39	121	4		1	18	20					1854		
1	1		1		46	29	20	8	3											1861		
1	1		1		118	94	80	65	73	17	2	5	3	10					2	1864		
1	1		1		47	30	10		2	6										1858		
1	1		1		26	6	2													1861		
1	1		1		34	14	12													1864		
1	1		1		51	14	12	4	4	2	1	1	1							1864		
1	1		1		52	34	19	9	9	5				69					1	1864		
43	19	24		2	34	3	2473	1309	1231	548	617	415	36	13	12	83	229	35	10	23		

TABLE F.—THE ROMAN CATHOLIC

	No. of Separate Schools.	RECEIPTS.				EXPENDITURE.				PUPILS AND TIME.		
		Amount of the Legislative Grant paid in 1864.	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.			
Brought over	51	1232 95	21 23	2331 03	2499 61	6637 34	3021 10	49 75	1491 01	2636	1103	
Nepean, 13	1	15 50		16 50	25 39	60 39	60 39			15	9	
Nichol, 1	1	27 00		8 40	102 12	137 52	107 42		39 10	63	32	
Normanby, 2	1	60 00		64 50	4 35	123 85	81 50		41 35	67	37	
"	10	17 50		81 22	6 16	101 88	89 07	1 00	23 81	66	11	
Oxford, 6	1	10 91		21 70	1 36	34 50	31 50			20	11	
Ossida, 6	1	35 01		40 10	403 75	483 85	435 00		48 85	70	23	
Orillia, 1	1	23 50			29 62	63 12	63 12			41	17	
Otonabee, 10	1	38 59		120 00		158 50	148 00		10 50	66	21	
Peel, 8	1	19 60	6 70	303 60	6 70	341 60	163 80	13 40	164 40	93	35	
"	9	24 50		297 00		321 50	27 00		294 50	114	43	
Percy, 5	1	13 00		125 00	1 84	141 84	123 00		16 84	67	13	
Pilkington, 6	1	32 00			35 00	67 00	42 00		25 00	87	36	
Pittsb'gh,*7&9	1	4 24				4 24	4 24				4	
Plantagenet												
North, 9	1	37 50		33 00	9 50	80 00	80 00			56	18	
Proton, 6	1	11 22			8 77	22 99	16 22		6 77	83	21	
Raleigh, 5	1	37 00		102 92		139 92	120 00		19 92	63	27	
"	6	53 50		151 66	16 70	221 86	185 47		36 39	65	33	
Sheffield, 5	1	31 00		27 90		58 90	52 61		6 30	61	27	
Sombra, 6	1	12 65		261 00	4 00	280 65	140 00		140 65	69	20	
Stamford, 7	1	38 72	15 00	40 00	83 38	182 10	147 83	34 00	72	103	42	
Stephou, 5	1	23 00		164 00	21 71	210 71	178 00		32 71	82	22	
Sullivan, *3	1	20 00				20 00	20 00				14	
Sydenham, 7	1	23 26		169 25		192 51	163 00		24 51	55	25	
Thurlow, *20	1	22 00				22 00	22 00					
Toronto Gore, 6	1	21 50		61 26	33 18	115 95	115 67		2	50	16	
Yespra, 7	1	12 00		122 80		134 80	133 50		1 3	32	10	
Wellustly, U.												
S. S., 9 & 10	1	29 00		247 79	4 30	251 68	237 50		41 18	61	33	
"	11	39 00		298 00	4 30	341 30	300 00		41 30	162	63	
Westminster, 13	1	17 00		60 60		77 60	70 00		7 60	35	9	
Williams												
West, 11	1	28 66				28 66	28 66			83	27	
Wilmet, 15	1	59 50		211 76	110 78	373 01	300 00	2 00	71 01	113	55	
"	18	16 50		219 20	6	136 34	103 00		23 34	33	12	
Windsor, 3	1	15 50		78 57	10 50	104 57	102 00		2 57	72	28	
Wolfe Island, 1	1	38 50		194 49	51 20	234 25	259 54		33 71	86	44	
"	4	37 38		233 10		275 51	262 52		13 00	79	30	
"	6	11 77		34 60	15 50	51 27	40 00		11 27	43	11	
"	*11	8 50				8 50	8 50					
Yonge, E. & R. 4&13	1	4 08		12 00	7 92	24 00	21 00		3 00	24	7	
York, 1	1	31 00	7 00		133 21	191 34	149 00	17 00	34 34	74	25	
"	6	34 57		73 30	262 29	370 16	159 50	3 45	207 21	75	35	
"	21	23 50		22 35	89 09	149 94	123 00		21 94	72	29	
"	22	49 00			153 95	202 95	169 35		33 60	117	33	
Total	93	2406 42	49 93	6395 30	4119 24	13270 89	10176 49	120 60	2973 80	5249 11	1138	
CITIES.												
Toronto	7	1751 50	60 25	1604 83	620 49	4037 07	3441 00	134 50	411 57	2453 12	1274	
Hamilton	2	425 50		876 39	619 29	1921 18	1556 63		364 55	928 13	394	
Kingston	3	440 00		1190 51	207 86	1833 37	1140 00	62 00	636 37	850 12	461	
London	7	162 50		557 98	342 72	1063 20	813 74		249 46	534 12	633	
Ottawa	5	987 50		2759 20	2103 66	5800 36	2833 78	40 14	2871 44	1564 12	638	
Total	18	3747 00	60 25	6953 91	3894 02	14660 18	9840 15	236 64	4533 89	6329 12	3505	

*No Report.

SEPARATE SCHOOLS OF UPPER CANADA, 1864—(Continued).

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. of schools using maps.	Apparatus.	Black-boards.			
	Male.	Female.	Male.																		Female.		
43	10	24		3	34	3	2473	1300	1231	548	617	415	36	13	13	32	220	35	10	23			
1	1						74	8	8	4	4												1855
1		1			1		66	43	45	39	43	20	4					6	1				1853
1	1				1		67	20	20	25	13		4										1859
1	1	1			1		60	35	30	13	16												1853
1		1					20	8	6		2												1863
							55	33	33	33	33	5	3	1	1			7					1854
1		1					44	34	34	20	44	12						4	1				1856
1	1						56	33	26	1	1												1860
1		1			1		93	40	40	10	20							4	1				1864
1		1			1		114	50	40	6	5	3		3	3								1864
1		1			1		67	40	50	37	40	40						2	1				1857
1		1					37	75	25	3	30	7						4	1				1857
																							1864
1		1					56	20	24	7	8	1											1861
1		1			1		66	21	30	2	23	4											1861
1		1			1		63	25	23		10	15											1862
1		1			1		68	30	20		10							2	1				1856
1		1			1		61	24	14	3	5	10											1859
1		1			1		69	25	18	8	9												1864
2	1	1		1	1		90	49	60	20	20	16	2	2		10	40	6	1				1862
1		1			1		82	40	34	6	3	20						1	1				1860
																							1862
1		1			1	1	53	27	25	18	20					6	9	3	1				1855
																							1861
1	1				1		50	20	26	20	25	5						8	1				1861
1		1			1		17	12	12	3	1	1											1845
1	1				1		52	48	43	6	3							5	1				1857
1	1				1		162	132	162	31	106					103	6	1					1849
1		1			1		35	11	21	10	9			1				2	1				1840
																							1850
1	1				1	1	83	58	26	6	2	4			1								1845
1	1				1	1	113	113	113	9	30							3	1				1845
1	1				1	1	9	27	23	14								4	1				1859
1		1			1		79	38	37	15	15	8						1	1				1855
1	1				1		86	38	30	12	20												1853
1	1				1		76	40	26	15	5	7						3	1				1863
1		1			1		43	23	23	6	5												1863
																							1864
1		1					24	3	3														1864
1		1			1		55	55	55	15	71							3	1				1857
1		1			1		65	34	18	10	10												1864
1		1			1		52	42	52	30	30	6						7	1				1856
1		1			1		117	49	69	20	44	3		1				5	1				1858
81	33	48		3	62	6	493	2740	2581	833	1356	617	50	25	17	102	351	134	32	48			
28	13	15	13	15	7	7	2453	1307	1395	813	843	288	106	120	60	74	1352	30	7		7		1841
7	1	6				3	895	410	355	347	864	141	21	27	19	67	491	18	2		2		1854
7	2	5	2	5	3	3	609	294	264	227	186	148	59	50	20	64	59	20	3	3	3		1846
3	1	2		1	1		341	390	380	156	343	70	5		4		17	12	1		1		1857
12	7	5	6	4	5	5	1347	683	815	646	207	383	27	20			950	38	5		5		1855
57	24	33	21	25	16	22	5838	3144	3409	2089	2543	1030	218	217	103	1205	2790	118	18	3	18		

TABLE F.—THE ROMAN CATHOLIC

TOWNS.	No. of Separate Schools.	RECEIPTS.					EXPENDITURE.			PUPILS AND TIME.		
		Am't of the Legislative Grant paid in 1864.	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.	\$ cts.	\$ cts.	\$ cts.	\$ cts.			
Amherstb'rg	1	04 50		772 00	105 19	971 69	618 00	27 50	376 19	172	12	83
Barrie Union	1	112 50		134 26	69 02	315 78	300 00	4 73	11 05	204	12	66
Belleuille	1	181 00	14 28	833 99		1129 25	527 35	48 02	553 88	392	12	205
Berlin	1	20 50		63 65	58 25	147 40	144 40		3 00	124	12	
Brantford	1	92 50		235 84	256 23	584 57	478 34		106 23	281	12	123
Brockville	1	140 50		300 00	60 25	500 75	391 50		109 25	284	11	147
Chatham	1	65 50		252 50	82 50	400 50	400 50			126	12	45
Clifton	1	57 00	23 63	190 00	123 00	293 63	245 60	47 28	1 37	146	12	52
Cobourg	1	120 00		170 37	136 00	426 37	397 77	7 34	21 26	156	12	81
Dundas	1	133 50		95 22	507 03	735 75	709 00		35 75	238	12	92
Guelph	3	171 50		245 87	34 41	451 78	438 00	4 00	9 78	329	12	129
Ingersoll	1	63 00			257 00	320 00	320 00			115	12	46
Lindsay	1	113 50		491 21	175 13	779 84	689 39	5 60	185 45	219	12	122
Napanee	1	32 50		52 12	92 25	176 87	175 72		1 15	62	12	31
Niagara	1	58 00		70 00	60 00	188 00	187 63		32	123	12	42
Oakville	1	48 50		55 54	112 61	216 65	200 65	6 00	10 00	127	12	50
Paris	*1	52 50			52 50	52 50						50
Perth	1	84 50	40 00	535 50		690 00	600 00	90 00		176	12	63
Peterborough	1	119 00		237 62	81 00	437 62	435 12		2 50	328	12	136
Pictou	1	64 00			179 60	263 60	243 68		01	88	12	59
Prescott	1	145 50		458 00	227 11	830 61	709 00	24 50	106 11	212	12	100
St. Catharines	1	232 50		468 19	50 00	750 69	433 00		317 69	481	12	232
Stratford	1	35 96		147 95	148 50	332 44	325 08		6 46	165	12	68
Whitby	1	30 50		55 54	269 10	355 14	254 62		100 52	127	12	48
Total	24	2248 96	77 89	5920 40	3034 27	11331 62	9159 20	264 35	1909 97	4777	12	2120
VILLAGES.												
Chippewa	1			32 64	35 25	65 39	35 25		32 64	63	6	
Fergus	1	16 00		69 00	34 00	139 00	97 50		41 50	45	12	19
Fort Erie	1	17 50				17 50	17 50			74	10	23
Merrickville	1	24 50			96 00	120 50	80 00	2 00	38 50	55	12	35
Newmarket	1	38 50		83 00	149 25	270 75	263 00		7 75	76	12	39
Oshawa	1	47 00		180 17		227 17	107 68		119 49	123	12	73
Pembroke	1	18 86		300 00	509 00	822 86	49 00		773 86	79	9	17
Portsmouth	1	40 50		88 14	171 75	300 39	270 81		29 58	93	11	47
Preston	1	27 00		92 14	108 41	227 55	225 00		2 55	73	11	40
Thorold	1	56 50		104 96	143 07	304 53	304 53			161	12	76
Trenton	1	54 00		276 43	4 25	334 68	299 00		35 68	168	12	79
Wellington	*1	56 78				56 78	56 78					15
Total	12	392 14		1226 48	1268 98	2827 60	1804 05	2 00	1081 15	1010	10	463
Grand Total, 1864	147	8794 52	188 07	20501 09	12666 51	42150 19	30279 89	673 69	10436 71	17365	11	8226
Grand Total, 1863	120	8075 54	103 38	13945 72	11684 36	33809 00	25440 82	366 46	8001 72	65859	11	
Increase	27	718 98	84 69	6555 37	982 15	8241 19	5539 07	307 13	2494 99	1506		
Decrease												

No Report.

SEPARATE SCHOOLS OF UPPER CANADA, 1864—(Continued.)

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.	Blackboards.				
	Male.	Female.	Male.																	Female.			
2	1	1		1		172	157	157	53	53	20	14	2	20			14	1	1	1853			
2	1	2		2	1	194	86	82	47	86	14					30	8	1	1	1855			
2	1	2		2	1	392	210	198	89	99	99				14	190	10	1	1	1857			
1	1		1	1	1	124	124	124	34	124	34						8	1	1	1858			
1	1	2		2	1	281	114	153	153	153	21					64	8	1	1	1854			
1	2			1	1	167	70	76	20	20	44						6	1	1	1854			
1	1	1		1	1	119	47	61	29	29	16						8	1	1	1851			
1	1			1	1	146	80	80	25	40	40	6	2			60	10	1	1	1856			
1	1			1	1	156	90	100	60	100	30	5	4	1	30		8	1	1	1858			
2	1	1		1	1	238	188	177	177	177	76	10	8	7	15	50	13	1	1	1858			
3	1	2		2	1	329	100	135	80	95	45	6	6	6	6	52	14	1	1	1854			
2	1	1		1	1	80	54	65	15	36	6	5	3	3			5	1	1	1859			
2	1	1		1	1	319	180	152	70	30	30	3	13	12	30		5	1	1	1855			
1	1			1	1	62	12	30	8	6					14		4	1	1	1858			
1	1			1	1	123	54	49	32	32	8	2					10	1	1	1857			
1	1			1	1	127	56	50	14	48	12						9	3	1	1860			
2	1	1		1	1	176	95	70	55	46	53	3		7		22	13	1	1	1854			
1	1			1	1	328	233	249	165	100	122	10	5	6	30		7	1	1	1851			
1	1			1	1	88	35	48	16	29	9	6	1	5			5	1	1	1841			
2	1	1		1	1	190	120	115	74	70	22	9	4	1	28		10	1	1	1852			
4	1	3		3	1	481	387	318	201	201	32	10	8	8	15	200	8	1	1	1857			
2	1	2		1	1	165	95	98	50	50	30		5	1	6	38	4	1	1	1864			
1	1			1	1	127	61	61	61	61	27	12	12	22	10		4	1	1	1860			
40	20	20	1	12	21	11	4584	2648	2648	1528	1685	790	101	73	99	198	715	185	23	5	18	
1	1			1	1	63	32	56	20	16	6					63	5	1	1	1864			
1	1	1		1	1	45	18	18	9	15							3	1	1	1860			
1	1	1		1	1	33	12	16	6	12	8	2					4	1	1	1859			
1	1	1		1	1	55	22	11	7								3	1	1	1855			
1	1	1		1	1	76	25	30	15	25	16				5		9	1	1	1857			
2	1	2		2	1	124	60	60	30	25	12				7	30	8	1	1	1859			
1	1			1	1	79	60	60	20	20	14	4	1	5				1	1	1864			
1	1			1	1	93	60	50	25	14	11						6	1	1	1859			
1	1			1	1	73	25	26	20	8	15					15	7	1	1	1848			
1	1			1	1	80	50	45	8	8	3	3				25	6	1	1	1853			
1	1			1	1	168	90	126	90	50	6	6	5	4	2		8	1	1	1858			
12	6	6		2	8	5	889	454	498	250	193	91	15	6	9	14	133	59	10	9		
190	83	107	22	42	107	44	16246	8986	9136	4700	5777	2528	354	321	228	519	4019	496	83	8	93	
171	78	93	14	38	86	29	15000	8196	7953	4413	6215	1846	463	377	320	421	2011	442	77	1	85	
19	5	14	8	4	21	15	1246	790	1183	287	682	98	2008	54	6	7	8	
											438	79	56	92

TABLE G.—THE GRAMMAR SCHOOLS

SCHOOLS.		MONEYS.																
COUNTIES.	GRAMMAR SCHOOLS.	RECEIPTS.						EXPENDI										
		Legislat'e Grant		Local Sources.			Total Receipts for Grammar School purposes, for 1864.	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 Balances and other sources.												
No.		\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	
Stormont	1 Cornwall.....	1020	00	20	00	328	50	54	54	1423	04	1328	50	16	50	40	00	
	2 Williamsto'n.	550	00	5	00	180	00	33	00	796	00	750	00	10	00	11	00	
Dundas and Glengary	3 Iroquois.....	397	00			300	00	452	00	27	00	1176	00	849	00	307	00	
	4 L'Orignal.....	325	00			120	00	16	00	461	00	431	00	18	00			
Prescott and Russell.	5 Vankleekhill.	462	00			18	00	120	00	600	00	568	00					
	6 Ottawa.....	1088	00			880	77	4	00	1972	77	1484	81	256	00	24	07	
Carleton.....	7 Metcalfe.....	250	00			50	00	110	00	410	00	410	00					
	8 Brockville.....	898	00			120	00	35	00	1053	00	1018	00	35	00			
Leeds and Grenville.	9 Prescott.....	275	00			347	37	168	19	790	56	700	00	50	00			
	10 Kemptville.....	83	00			15	80	17	00	115	80	115	80					
Leeds and Grenville.	11 Gananoque.....	225	00			336	00			561	00	561	00					
	12 Farmersville.....	250	00			367	16	78	55	32	51	728	22	700	00			
Leeds and Grenville.	13 Merrickville.....	210	00	20	00	20	70	146	60	10	94	408	24	356	60		40	00
	14 Perth.....	750	00			419	00	31	00	1200	00	1200	00					
Leeds and Grenville.	15 Smith's Falls	150	00			244	96	63	00	462	96	450	00				6	00
	16 Lanark.....	205	00			230	00	111	31	546	31	500	00	15	00			
Lanark and Renfrew	17 Renfrew.....	237	00			261	00	48	75	1	75	548	50	500	00			
	18 Carleton Pl.....	180	00					217	00	397	00	397	00					
Lanark and Renfrew	19 Pembroke.....	290	00			147	67	156	50	15	83	520	00	500	00			
	20 Pakenham.....	200	00			83	51	196	49	480	00	480	00					
Frontenac, Lennox, and Addington	21 Kingston.....	630	00					1799	67	800	23	3229	90	2934	37	160	65	
	22 Newburgh.....	555	00	10	00					204	00	769	00	711	22		20	00
Frontenac, Lennox, and Addington	23 Bath.....	250	00			90	00	70	00	90	00	500	00	484	00			
	24 Napanee.....	420	00			3117	00	29	10	100	37	3666	47	720	00	1801	45	
Prince Edw'd	25 Picton.....	525	00			174	50	60	00	759	50	625	00	45	00	9	50	
	26 Consecon.....	243	00					2	00	250	00	495	00	493	00			
Hastings.....	27 Belleville.....	1013	00	20	00	650	84	38	75			1722	59	1500	00	79	12	
	28 Stirling.....	353	00			300	00	79	49	18	50	750	99	550	00	84	39	
Hastings.....	29 Cobourg.....	420	00					659	37			1079	37	1023	37			
	30 Port Hope.....	610	00	70	42	450	00	785	00	70	00	1985	42	1600	00	120	00	
Northumberland and Durham.	31 Bowmanville.....	378	00			189	24	152	76			720	00	720	00			
	32 Brighton.....	275	00			10	00	177	00	3	17	465	17	447	00		3	00
Northumberland and Durham.	33 Colborne.....	345	00			162	00	193	00			700	00	700	00			
	34 Newcastle.....	272	00	10	00	550	00	159	55	540	85	1532	40	1000	00	34	01	
Peterborough	35 Peterborough	646	00	57	61			222	60			926	21	799	99		115	22
	36 Norwood.....	285	00					11	50	558	08	854	58	799	48	16	10	
Victoria.....	37 Lindsay.....	450	00	15	00			100	00	385	00	950	00	650	00	250	00	
	38 Oakwood.....	297	00	11	80			108	00	256	95	673	75	600	00		24	80
Victoria.....	39 Omeme.....	262	00	20	00	67	35	10	00	35	60	394	95	262	00	4	00	
	40 Whitby.....	872	00	14	00	500	00	525	87	49	30	1961	17	1345	00	500	00	
Ontario.....	41 Uxbridge.....	373	00					15	00			388	00	381	00			
	42 Osbawa.....	140	00							600	00	740	00	440	00			
Ontario.....	43 Toronto.....	1362	00			600	00	1305	92			3267	92	2760	00	120	00	
	44 Newmarket.....	492	00	98	50	200	00	189	70	82	40	1062	60	681	70	133	92	
York and Peel.	45 Streetsville.....	294	00	8	00	200	00	90	00	50	23	642	23	490	00	11	94	
	46 Richmond H.	205	00	10	00	200	00	119	62	2	00	536	62	445	00		20	00
York and Peel.	47 Brampton.....	530	00	12	50	200	00	161	50	102	96	1006	96	682	50	237	47	
	48 Weston.....	523	00	9	00	200	00	182	80	9	00	923	80	705	80	200	00	
York and Peel.	49 Markham.....	280	00	16	03	200	00	272	50			768	53	514	50	190	15	
	50 Barrie.....	845	00					352	50	8	17	1205	67	1102	50			
Simcoe.	51 Bradford.....	465	00					360	47	117	06	942	53	725	06			
	52 Collingwood.....	304	00					151	00			425	00	382	00	33	00	

OF UPPER CANADA, 1864.

PUPILS AND TERMS OF ADMISSION.

TURE.			PUPILS AND TERMS OF ADMISSION.									
For Fuel, Books, Con- tingencies, &c.	Total Expenditure for Grammar School pur- poses, for 1864.	Balance over.	Number of Pupils attending during 1864.	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 1864.	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.										
18 00	1403 00	20 04	56	31	11	14	56	14	14			\$6, \$4, \$3.
25 00	796 00		37	18	19		37	20	12	10		\$2.50.
20 00	1126 00		72	36	26	10	60	34	34			\$4, \$3, \$2.
12 00	461 00		38	24	13	1	38	13	13			\$3, \$2.25, \$1.50.
32 00	600 00		34	25	4	5	34	24	24	25		\$3, \$2.25, \$1.50.
131 74	1896 62	76 15	98	87	9	2	98	21	21	7	Trustees	\$7, \$5.
	410 00		15	11	3	1	15	3	3			\$2, and 50c.
	1053 00		33	23	10		31	10	10			\$4, \$3, \$2.
40 56	790 56		61	56	5		61	26	7			75c.
	115 80		13	10	3		12	13	12			\$3, \$2, \$1.68.
	561 00		58	48	10		58	22	22			Free.
13 12	713 13	15 10	54	35	17	2	54	33	33			\$4, \$3.
11 64	408 24		29	25	3	1	29	16				\$3.
	1200 00		90	85	5		75	24	22	9		\$4. [non-res.
6 96	462 96		39	34	5		39	8	8			75c. to res. \$3.75 to
31 31	546 31		79	67	12		30	10	5			75c. to 37½c.
41 00	541 00	7 50	35	32	1	2	26	18	18			75c.
	397 00		67	52	15		45	20	20	12		Free.
20 00	520 60		38	31	5	2	38	22	22			[non-res.
	450 00		31	25	5	1	31	31	31			\$1 to sch. sec. \$1.50
134 88	3229 90		112	92	17	3	112	37	37	5	Queen's College	\$3, \$6, \$4.
37 78	769 00		114	79	22	13	114	50	49			\$4, \$3.
16 00	500 00		36	31		5	8	14	3	2		[\$1.25 non-res.
100 02	2621 47	1045 00	113	84	27	2	113	42	42			Free to Vill. \$3 &
80 00	759 50		54	43	10	1	54	28	28			60c.
2 00	495 00		74	61	12	1	74	47	23			\$3. [Coun. \$3.
103 47	1722 59		155	144	7	4	155	41	41	15	Taxation	Out of Coun. \$4., in
65 00	699 39	51 60	36	34	2		36	18	12			\$2.
56 00	1079 37		47	39		8	8	22	22			\$6.25.
124 58	1985 42		125	105	14	6	125	29	29			\$6 to \$2.
	720 00		106	99	5	2	106	44	44			\$3 to \$1.50.
12 00	462 00	3 17	44	32	10	2	44	31	31			\$3. [res.
	700 00		58	30	25	3	50	20	20			\$1 to res. \$3 to non-
317 76	1421 77	110 63	77	77			30	48	17			\$3 to \$1.50.
11 00	926 21		41	20	19	2	41	19	19			\$3.
39 00	854 58		27	22	5		27	6	6			\$2.
20 00	950 00		23	18	3	2	23	9	6			\$2.
48 95	673 75		71	62	8	1	30	42	12	31		\$3 non-res. [free.
80 00	336 00	8 95	79	63	11	5	41	14	14			non-res \$3 & \$1. res.
51 62	1937 62	23 55	92	56	30	6	92	62	62			\$4. [non res.
	331 00	7 00	55	56	1	1	58	13	13	12		Free to sec. \$3 to
160 00	600 00	140 00	92	61	26	5	92	92	92			\$3.
155 00	3065 00	202 92	180	157	14	9	180	115	108			\$6, \$5, \$4.
21 73	1034 35	28 25	51	29	21	1	46	32	27			\$3.25, \$2.25, \$1.25.
124 29	642 23		49	36	13		42	20	14			\$3, \$1.50, 75c.
47 78	512 78	23 84	41	30	7	4	41	14	14			\$2, \$1.50, 75c.
61 99	1006 96		64	39	17	8	64	29	29	11		free to vill., oth'rs \$2
	923 80		43	30	5	8	35	17	17	2	Head master	\$4, \$3.25 \$2.50.
30 92	767 63	90	43	25	13	5	38	16	16			\$3.
103 17	1205 67		29	23	3	3	28	12	11		[large Coun.	\$5, \$3.
88 24	813 30	129 23	32	12	16	4	30	15	13	2	Trustees & Vil-	\$5.
10 00	425 00		354	35			35	19	15	5	Master	\$4.

TABLE F.—THE GRAMMAR SCHOOLS

SCHOOLS.		MONEYS.																	
COUNTIES.	GRAMMAR SCHOOLS.	RECEIPTS.						EXPENDI-											
		Legislative Grant.		Local Sources.			Total Receipts for Grammar School purposes for 1864.	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.													
N.No.		\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.		
Halton	53 Milton	540	00	13	50	171	00	13	50	733	00	711	00	27	00				
	54 Oakville	485	00	5	07	221	00	50	36	761	43	666	66	20	00	15	07		
	55 Hamilton	822	00			731	00			1553	00	1325	00	42	00	40	00		
Wentworth	56 Ancaster	309	00					108	51	417	51	326	51			10	31		
	57 Dundas	395	00	12	50	413	82	61	63	5	05	888	00	705	52	53	00		
	58 Waterdown	288	00					113	75	470	01	871	76	600	00	52	54		
	59 Brantford	465	00					72	96			537	96	537	96				
Brant	60 Paris	271	00			536	27	63	00			870	27	800	00	8	71		
	61 Scotland	295	00	47	00			34	00	444	47	760	47	625	65	6	59		
	62 Mt. Pleasant	245	00					150	50	186	47	581	97	581	97				
	63 Niagara	450	00	10	00	200	00	446	00	10	00	1116	00	1096	00		20	00	
Lincoln	64 St. Catharines	280	00	10	00	300	00	451	00	61	34	1102	34	896	74		20	00	
	65 Grimsby	225	00	8	18	200	00	345	71	11	82	790	71	699	14	29	00	17	93
	66 Beamsville	200	00	25	00	200	00	145	00	129	36	699	36	645	00	2	00	52	36
	67 Welland	418	25					325	00			743	25	698	25	25	00		
Welland	68 Drummondville	210	00			25	00	400	00	34	44	669	44	610	00	34	44		
	69 Fonthill							157	10			157	10	157	10				
	70 Thorold	460	75	15	00			154	25			630	00	600	00			30	00
Haldimand	71 Caledonia	260	00			75	00	107	25	52	56	494	81	400	00	25	33		
	72 Cayuga	576	00					40	00	225	17	841	17	600	00				
	73 Simcoe	315	00			239	00	30	00			634	00	634	00				
Norfolk	74 Port Dover	278	00					16	00	258	00	550	00	550	00				
	75 Port Rowan	250	00	9	00			310	72	58	18	627	90	469	00			18	00
Oxford	76 Woodstock	1040	00					68	91	11	63	1120	54	1040	00			10	29
	77 Ingersoll*	628	00							33	92	661	92	628	00				
Waterloo	78 Berlin	527	00			200	00	256	50	10	49	993	99	900	50	5	37	17	00
	79 Galt	950	00	29	89	400	00	1102	20	910	76	3392	85	1809	95	148	57	62	20
Wellington	80 Guelph	920	00			215	25	147	75	17	00	1300	00	1280	00	20	00		
	81 Elora	425	00	10	00			157	30	10	00	602	30	532	30			20	00
Grey	82 Owen Sound	925	00					199	00	4	77	1128	77	1000	00				
Perth	83 Stratford	900	00	8	00			175	00	50	40	1133	40	997	00	7	87	22	00
Huron and	84 St. Mary's Bl.	540	00			216	00	14	00			800	00	800	00				
Bruce	85 Goderich	1100	00			400	00	64	00	790	07	2354	07	1100	00	225	33	39	00
	86 Kincaidine	475	00	13	00	382	58	34	50	26	48	931	56	653	94	146	55	63	00
Middlesex	87 London	1185	00					608	59	212	14	2005	63	1970	00				
	88 Strathroy	395	00			105	00					500	00	500	00				
	89 Wardsville	443	00					130	00	27	00	600	00	587	50				
Elgin	90 St. Thomas	650	00			300	00	102	50	6	14	1058	64	885	00	16	56		
	91 Vienna	435	00			562	48			200	00	1197	48	650	00	390	00		
Kent	92 Chatham	950	00					168	50	289	43	1407	93	800	00	125	00		
Lambton	93 Sarnia	825	00	15	00			87	12	32	53	959	65	700	00			30	00
Essex	94 Sandwich	300	00					28	20			328	20	300	00				
	95 Windsor	450	00			150	00					600	00	600	00				
	Grand Total, 1864	44945	00	659	00	15913	19	19353	09	9974	85	90845	11	73258	89	6139	56	1599	65
	" 1863	43523	00	751	26	15636	04	20462	85	8786	12	89159	27	76121	90	3470	37	1825	85
	Increase	1422	00			277	15			1188	73	1685	84			2669	19		
	Decrease			92	26			1109	76					2863	01			226	20

*The Financial statement of Ingersoll is incomplete.

OF UPPER CANADA, 1864—(Continued.)

TURE.			PUPILS AND TERMS OF ADMISSION.									
For Fuel, Books, Con- tingencies, &c.	Total Expenditure for Grammar School, pur- poses, for 1864.	Balance over.	Number of Pupils attending during 1864.	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 C. S. subjects.	Number of new Pupils admitted during 1864.	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.										
738 00	738 00		41	29	11	1	40	19	19			\$3, \$2, \$1.
59 70	761 43		53	37	10	6	53	9	9			\$3.75 to \$1.50.
146 00	1553 00		114	107	4	3	114	60	60			\$3.
62 57	399 39	18 12	49	37	9	3					[amination	75c.
98 06	881 55	6 42	47	35	11	1	47	29	29	26	admitted by ex-	\$6 to 75c.
	652 54	219 22	42	42			42	12	12			\$1.50.
	537 96		52	35	13	4	52	38				\$1.50.
61 56	870 27		25	14	13	1	41	23	23	16		\$3.
29 43	755 67	4 80	73	50	16	7	73	14	14			Free.
	581 97		57	53	4		17	11	11	8		\$2.25.
	1116 00		29	26	3		29	6	6	2	County	\$6, \$4.
165 81	1082 55	19 79	41	34	7		28	15	6	6	Town	\$6, \$4.
44 64	790 71		46	27	17	2	46	13	11			\$4 to \$3.
	699 36		46	38	9	1	46	18	18	4	Section	\$3, \$2, \$1.
20 00	743 25		64	19	43	2	60	30	30			\$5, \$3, \$2.
	644 44	25 00	50	19	26	5	50	41	41			\$6, \$5, \$4.
	157 10		34	11	23		26	34	26	1	Master	\$5, \$4, \$3.50.
	630 00		43	28	7	8	43	16	16			\$4, \$3.
62 84	488 17	6 64	71	54	12	5	58	43	30	71		
239 90	839 90	1 27	70	55	15		70	30	30			\$1.50 non-res.
	634 00		76	59	17		76	20	18			\$4, \$3 non-res.
	550 00		33	32		1	33	15	10			Free.
24 25	511 25	116 65	27	21	6		27	6	6	6		\$1.50.
70 25	1120 54		32	12	16	4	32	11	11	1	Trustees	\$1. [non-res.
33 92	661 92		94	78	16		94	34	28	2		75c. to res., \$3 to
48 55	971 42	22 57	35	21	13	1	35	16	15			\$4, \$3.
157 69	2178 41	1214 44	103	31	13	59	103	39	39	*	Trustees	\$4.
20 00	1300 00		85	74	11		85	31	31	1	Town	75c.
50 00	602 30		59	28	28	3	27	28	28			\$3, \$2, \$1.50.
128 77	1128 77		89	80	8	1	51	30	27			\$1.
106 53	1133 40		71	51	17	3	71	28	28			\$2 and \$1.
	800 00		57	46	10	1	65	25	15			Free.
90 00	1454 33	899 74	59	46	12	1	59	33	26			\$2. [free.
57 73	921 22	10 34	52	44	6	2	52	27	27	21		\$2 to non-res., res.
26 25	1996 25	9 38	61	39	16	6	61	30	30			\$5.
	500 00		46	34	8	4	103	56	30			Free.
12 50	600 00		46	29	12	5	46	24	24			
87 45	989 01	69 63	70	34	30	6	70	28	28			\$1.
157 48	1197 48		59	53	6			17	17			Free. [country.
161 29	1086 39	321 54	76	37	29	10	76	45	45	1	C. S. Trustees	\$2 in Town, \$1 to
60 00	790 00	168 65	33	25	8	33	15	15				\$1.50.
28 14	328 14	06	42	38	2	2	42	27	27			60c.
	600 00		56	51	3	2	56	41	41	27		Free.
4817 92	85816 02	5029 09	5589	4190	1083	316	5053	2484	2165	344		
4492 17	85910 29	3248 98	5352	4013	1046	293	4786	1982	1718	215		
325 75		1780 11	237	177	37	23	267	502	447	129		
	94 27											

*None vacant.

TABLE H.—METEOROLOGICAL STATIONS AT

Under the authority of the Consolidated Grammar School Act, a special grant of \$400 per distribution of the general Grammar School Fund; provision is also made for declared to be *the duty* of the Master to make the prescribed meteorological Senior County Grammar Schools have been established, only 20 have contributed (as will be seen from the following table), make the returns prescribed by law.—stations only from which returns are received.

(The following tables and corresponding returns were sent down to the

NAME OF METEOROLOGICAL STATION.

1	Niagara
2	Hamilton
3	Belleville
4	Barrie
5	Chatham
6	Port Sarnia
7	Milton
8	Cornwall
9	Guelph
10	Whitby
11	Perth
12	Picton
13	Brantford
14	Stratford
15	L'Orignal
16	Ottawa
17	Woodstock
18	Cayuga
19	Peterborough
20	Lindsay

TABLE SHOWING THE NUMBER OF MONTHS THAT METEOROLOGICAL ABSTRACTS

NAME OF METEOROLOGICAL STATION.

1	‡ Niagara
2	‡ Hamilton
3	‡ Belleville
4	‡ Barrie
5	‡ Chatham
6	‡ Port Sarnia
7	‡ Milton
8	‡ Cornwall
9	‡ Guelph
10	‡ Whitby
11	‡ Perth
12	‡ Picton
13	‡ Brantford
14	‡ Stratford
15	‡ L'Orignal
16	‡ Ottawa
17	‡ Woodstock
18	‡ Cayuga
19	‡ Peterborough
20	‡ Lindsay

‡ The returns required by law have only been received in part, or

THE SENIOR COUNTY GRAMMAR SCHOOLS.

annum is made to each Senior County Grammar School, with participation in the the establishment of a Meteorological Station at each of these Senior Schools, and it is returns every month to the Educational Department. Out of the 31 Counties in which the necessary sum of half-price to purchase the necessary instruments, and but few of these Steps, it is hoped, will shortly be taken to enforce the law, or to restrict the grant to those

Committee of the House of Assembly on Emigration at its request.)

No. of Months the station has been established, to December, 1864, inclusive.	No. of Monthly Abstracts received at the Education Office, to Dec., 1864, inclusive.	Character of Abstracts received.		
		Well prepared.	Indifferently prepared.	Badly prepared.
84	18	16	2	...
84	72	69	3	...
84	66	64	2	...
84	21	21	...	...
84	15	...	11	4
84	26	26	...	...
83	3	...	...	3
83	58	58	...	...
76	1	1	...	...
76	51	50	1	...
75	11	16	...	...
75	27	27	...	...
66	34	32	2	...
53	35	35	...	...
40	...	...	...	...
40	10	14	...	...
38	...	...	...	...
34	4	4	...	...
26	...	...	...	...
14	...	...	...	...

HAVE BEEN RECEIVED FROM THE DIFFERENT STATIONS, FOR THE YEAR 1864.

When established.	CHARACTER OF ABSTRACTS RECEIVED.		
	Well prepared.	Indifferently prepared.	Badly prepared.
1858
1858	12	...	...
1858	10	...	...
1858
1858
1858
1858
1858	5	...	...
1858
1858
1858
1858
1858
1858	8	...	...
1859
1860
1861
1861
1862
1862
1862
1863

not at all, from these stations during the year 1864.

TABLE I—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.	In Reading.	In Derivations.	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 Prose and Verse Composition.	Reading Cornelius Nepos, &c.
1	Cornwall.....	56	56	56	56	25	21	35	7	10	35	12	7	.....
2	Williamstown.....	37	32	37	25	37	37	32	15	1	20	25	.....	.....
3	Iroquois.....	72	60	50	72	.....	62	20	13	3	20	5	1	.....
4	L'Orignal.....	38	38	38	36	.....	35	12	3	.....	12	4	2	3
5	Vankleekhill.....	34	34	34	34	.....	4	3	3	.....	3	.....	.....	3
6	Ottawa.....	98	98	98	98	52	52	56	.....	.....	56	56	18	36
7	Metcalfe.....	15	15	.....	15	.....	4	15	1	7	15	5	.....	.....
8	Brockville.....	33	33	33	33	33	31	28	3	.....	28	25	6	.....
9	Prescott.....	61	61	61	61	.....	61	19	5	.....	19	19	6	.....
10	Kemptville.....	13	11	10	12	9	12	3	.....	.....	3	.....	.....	.....
11	Gananoque.....	58	58	.....	.....	.....	32	5	5	.....	5	.....	.....	.....
12	Farmersville.....	54	50	42	34	.....	54	7	6	1	7	7	.....	.....
13	Merrickville.....	29	29	29	29	29	29	14	6	.....	8	.....	.....	.....
14	Perth.....	90	80	80	90	.....	28	74	51	.....	74	5	.....	.....
15	Smith's Falls.....	39	39	39	39	.....	35	21	17	5	21	21	3	3
16	Lanark.....	56	25	56	56	33	33	10	4	.....	9	1	.....	.....
17	Renfrew.....	28	28	28	28	15	12	12	12	.....	12	12	.....	.....
18	Carleton Place.....	67	67	67	60	20	12	18	10	2	18	10	1	16
19	Pembroke.....	38	28	28	28	28	38	14	.....	.....	7	.....	.....	4
20	Packham.....	31	29	31	30	.....	.....	22	4	4	19	4	.....	.....
21	Kingston.....	112	90	68	75	75	112	90	56	28	90	81	.....	.....
22	Newburgh.....	114	114	114	114	91	114	59	30	14	59	15	5	.....
23	Bath.....	33	33	17	17	8	22	12	1	.....	5	2	.....	.....
24	Napanee.....	113	113	113	113	113	113	34	23	9	34	11	4	.....
25	Pictou.....	54	48	54	44	.....	.....	21	17	2	17	3	.....	7
26	Consecon.....	74	74	25	43	.....	20	19	16	.....	5	3	.....	3
27	Bellefleur.....	155	155	155	155	.....	59	52	21	15	26	14	.....	.....
28	Stirling.....	36	36	12	18	.....	26	12	5	.....	3	2	.....	5
29	Cobourg.....	47	47	47	47	47	47	47	30	17	47	36	15	6
30	Port Hope.....	125	125	116	125	75	125	47	19	13	15	47	11	19
31	Bowmanville.....	106	106	106	106	.....	106	40	8	10	20	12	4	20
32	Brighton.....	44	44	44	40	44	44	28	20	.....	8	.....	1	10
33	Colborne.....	58	58	58	58	40	.....	50	40	3	.....	50	4	.....
34	Newcastle.....	52	49	52	49	40	6	21	11	3	21	21	3	.....
35	Peterborough.....	41	41	41	41	41	41	41	36	5	36	5	5	.....
36	Norwood.....	27	16	16	11	.....	.....	18	5	5	6	6	.....	.....
37	Lindsay.....	16	16	16	14	.....	9	15	1	2	2	8	.....	.....
38	Oakwood.....	71	71	71	71	12	27	13	11	2	13	13	.....	.....
39	Omeme.....	52	52	46	46	34	7	26	16	4	24	6	.....	4
40	Whitby.....	92	92	10	92	25	61	56	23	.....	45	39	15	8
41	Uxbridge.....	58	58	58	58	44	52	16	10	6	16	16	.....	.....
42	Oshawa.....	92	92	92	91	68	91	31	25	.....	31	31	.....	4
43	Toronto.....	180	180	180	180	.....	115	142	111	12	142	12	12	4
44	Newmarket.....	50	50	46	50	50	50	28	28	28	28	28	8	4
45	Streetsville.....	49	47	38	48	.....	38	16	11	2	11	3	.....	.....
46	Richmond Hill.....	40	40	30	30	.....	30	18	13	13	13	15	1	.....
47	Frampton.....	64	64	56	64	56	14	36	26	19	36	36	15	.....
48	Weston.....	40	40	40	40	40	.....	36	36	24	36	36	5	.....
49	Markham.....	43	43	31	34	35	20	39	12	1	28	15	10	.....
50	Barrie.....	29	29	29	29	28	28	16	4	.....	16	12	4	.....
51	Bradford.....	32	32	6	6	26	36	22	12	.....	22	.....	.....	.....
52	Collingwood.....	35	35	35	25	35	35	21	17	.....	17	.....	.....	.....
53	Milton.....	41	40	28	41	.....	35	36	36	36	4	.....	.....	7
54	Oakville.....	53	53	53	53	45	45	22	7	5	17	5	1	.....
55	Hamilton.....	114	114	46	92	.....	114	95	79	.....	95	95	11	.....

OF UPPER CANADA, 1864.

OUS BRANCHES OF INSTRUCTION.

Reading Caesar.	Reading Virgil or Ovid.	Reading Cicero.	Reading Horace or Sallust.	Average attendance in Latin.	IN GREEK.						IN FRENCH.					
					Total in Greek.	In Arnold's 1st Book.	In Greek Grammar.	In Written Exercises.	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 Voltaire's Charles XII.
11	7	3	10	24	10	8	10	8	2	2	.....	45	45	37	10	.....
16	25	25	.....	7	20	20	20	20	15	.....	.....	15	15	15	.....	.....
4	1	.....	5	11	4	3	4	4	4	3	1	5	5	.....	.....	4
2	1	.....	1	7	1	.....	1	.....	1	.....	.....	24	24	8	.....	2
.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	3	3	3	1	1
18	18	.....	7	36	16	.....	16	13	8	1	.....	44	44	44	18	18
5	10	.....	2	10	3	2	3	3	1	.....	.....	.....	.....	.....	.....	.....
4	7	3	5	9	8	.....	8	8	8	6	1	7	7	7	.....	4
.....	14	.....	14	10	2	2	2	2	.....	.....	.....	17	17	12	3	3
.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	18	10	4	.....	4
1	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	5	5	5	.....	.....
.....	.....	.....	.....	6	1	1	.....	.....	.....	.....	.....	8	8	8	.....	1
6	6	.....	6	34	12	12	12	3	3	2	.....	58	58	3	.....	14
2	2	.....	1	11	3	2	3	2	2	1	.....	10	10	10	.....	6
5	.....	.....	1	7	2	2	2	1	1	.....	.....	11	11	2	.....	2
.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	10	9	1	10	.....
4	1	1	1	12	3	5	2	2	1	1	.....	15	15	13	.....	2
2	.....	.....	2	9	3	.....	3	.....	.....	2	.....	16	16	16	16	.....
4	.....	.....	.....	15	4	.....	4	.....	2	.....	.....	22	22	22	.....	4
35	21	.....	8	62	29	11	29	19	8	19	.....	43	43	43	16	.....
.....	5	2	15	47	17	3	17	5	14	5	5	57	57	57	10	10
4	1	.....	1	5	2	2	2	2	.....	1	.....	3	.....	.....	3	3
4	2	.....	4	17	2	2	2	2	2	.....	.....	24	24	24	24	.....
2	1	.....	2	10	2	2	2	2	2	.....	.....	8	8	2	.....	.....
2	2	.....	.....	11	2	.....	2	.....	1	.....	.....	4	4	3	.....	3
10	.....	.....	6	35	5	.....	5	5	5	.....	.....	32	24	8	8	.....
3	.....	.....	.....	7	4	3	1	4	.....	.....	.....	9	9	7	9	.....
15	16	.....	3	28	12	.....	12	6	4	.....	.....	3	3	3	3	2
9	8	6	9	36	16	9	7	16	9	2	5	19	19	19	15	7
7	4	.....	2	24	10	7	7	10	3	.....	.....	37	37	17	.....	4
10	4	.....	6	10	2	2	2	1	1	.....	.....	4	4	4	.....	.....
.....	5	1	11	27	12	10	.....	10	7	.....	2	14	14	.....	.....	.....
.....	.....	.....	3	10	7	4	7	7	2	.....	.....	19	14	4	14	.....
.....	5	.....	35	23	35	12	35	12	6	.....	.....	9	9	5	5	5
7	2	.....	1	9	6	.....	6	.....	3	.....	.....	15	12	1	13	2
2	.....	.....	2	12	4	1	1	2	2	.....	.....	15	15	14	.....	1
1	.....	.....	.....	6	1	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
4	2	.....	2	15	2	.....	2	2	2	.....	.....	25	25	11	.....	11
.....	18	5	10	31	18	12	8	5	8	3	2	56	56	16	.....	16
3	.....	.....	1	9	1	1	.....	1	.....	.....	.....	10	10	8	4	5
.....	6	.....	6	15	6	3	6	6	4	1	.....	12	12	12	.....	2
6	14	5	20	82	42	12	42	.....	12	6	4	30	30	30	23	6
12	8	2	8	17	10	.....	10	10	9	3	.....	26	26	26	26	.....
3	3	.....	2	7	3	2	3	2	1	.....	.....	4	4	4	.....	.....
.....	5	.....	1	7	3	.....	3	2	.....	.....	1	13	13	13	.....	2
14	15	3	4	22	19	13	19	19	11	5	.....	39	39	39	39	12
15	19	.....	19	18	19	19	19	19	16	4	4	13	13	10	10	10
7	11	.....	8	22	17	13	17	10	7	4	1	22	22	22	.....	3
5	8	.....	8	15	11	.....	6	6	3	2	.....	14	14	14	.....	11
9	4	.....	8	14	11	11	11	.....	4	2	1	5	5	.....	.....	.....
4	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	8	8	8	8	.....
14	2	.....	5	14	12	6	6	12	6	1	.....	11	11	11	.....	2
.....	1	.....	5	9	5	.....	.....	.....	1	1	1	18	18	15	.....	3
9	9	.....	6	48	14	12	14	14	5	2	1	42	42	42	.....	2

TABLE I.—THE GRAMMAR SCHOOLS

NUMBER OF PUPILS IN THE VARI

N. o.	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 1st Four Rules of Algebra.	In Equations and the higher Algebra.	In Euclid, Bb. I & II.	In Euclid, B. III & IV.	Total in Geography.	In Ancient Geography.	In Modern Geography.	In Canadian Geogra-phy.	Total in History.
1	Cornwall	56	18	18	14	42	5	13	5	13	56	7	56	56
2	Williamstown	32	35	32	12	20	13	22	20	12	35	5	35	28
3	Iroquois	72	50	10	15	57	20	30	5	5	47	5	42	14
4	L'Orignal	38	14	9	13	25	6	8	7	2	38	38	38	35
5	Vankleekhill	34	5	4	21	13	3	2	3	1	34	1	34	34
6	Ottawa	98	29	42	53	45	22	17	24	18	97	20	97	97
7	Metcalfe	15	4	3	5	10	.....	4	.....	3	10	.....	10	12
8	Brockville	33	27	27	4	29	.....	27	6	21	33	28	33	33
9	Prescott	61	16	13	.....	61	.....	16	9	4	58	58	58	61
10	Kemptville	13	2	1	12	1	2	.....	1	.....	12	.....	12	6
11	Gananoque	58	2	6	9	49	2	.....	6	.....	58	.....	58	22
12	Farmersville	52	30	9	10	42	8	22	5	4	46	.....	46	22
13	Merrickville	29	6	6	7	22	4	2	5	1	29	.....	29	29
14	Perth	90	35	17	55	35	20	15	7	10	90	11	90	41
15	Smith's Falls	38	20	31	12	26	8	12	25	6	39	3	39	38
16	Lanark	56	2	2	33	23	.....	2	2	.....	29	1	28	33
17	Renfrew	28	5	5	16	12	5	.....	5	.....	20	.....	20	9
18	Carleton Place	67	35	12	20	47	20	15	6	6	67	4	67	30
19	Pembroke	38	8	8	30	8	3	5	6	2	38	6	38	30
20	Pakenham	31	8	9	5	26	8	7	2	28	.....	28	.....	17
21	Kingston	112	32	63	21	91	12	70	33	30	84	25	68	97
22	Newburgh	114	53	22	54	60	9	44	7	15	114	43	114	91
23	Bath	36	8	5	20	16	.....	8	5	.....	30	.....	30	23
24	Napanee	113	32	19	.....	113	4	28	10	9	110	60	110	113
25	Picton	54	14	7	12	42	1	13	3	4	54	5	54	51
26	Consecon	70	7	2	29	41	2	5	2	.....	74	.....	74	29
27	Belleville	155	32	20	61	94	.....	32	14	6	155	59	155	147
28	Stirling	34	16	3	19	15	9	7	2	1	36	8	28	36
29	Cobourg	47	30	39	.....	47	8	22	16	23	47	47	.....	47
30	Port Hope	115	65	21	30	85	33	32	9	12	125	47	125	125
31	Bowmanville	106	29	20	40	66	12	17	12	8	98	8	98	106
32	Brighton	44	12	11	4	40	4	8	4	7	44	4	40	45
33	Colborne	55	54	22	.....	55	.....	54	3	19	58	40	50	58
34	Newcastle	60	26	22	33	27	11	15	16	6	48	.....	48	52
35	Peterborough	41	35	35	6	35	.....	35	35	.....	41	6	41	41
36	Norwood	27	11	6	17	10	9	2	4	2	27	8	19	27
37	Lindsay	16	8	13	8	8	5	3	8	5	16	6	14	13
38	Oakwood	71	14	5	44	27	9	5	2	3	58	2	58	.....
39	Omamee	79	13	9	36	43	4	9	5	4	29	7	29	43
40	Whitby	92	75	64	12	80	42	33	44	20	92	8	92	92
41	Uxbridge	58	9	11	16	42	5	4	11	.....	56	14	42	33
42	Oshawa	81	52	52	.....	81	21	31	36	16	64	6	64	49
43	Toronto	180	101	98	79	101	40	61	50	48	180	32	180	180
44	Newmarket	50	27	20	5	45	4	23	5	15	50	24	50	45
45	Streetsville	47	10	8	12	35	4	6	8	.....	38	.....	38	23
46	Richmond Hill	40	11	9	16	24	8	3	2	7	29	5	29	35
47	Brampton	58	35	23	.....	58	2	33	11	12	64	12	64	64
48	Weston	43	37	37	.....	43	25	12	15	22	40	40	40	43
49	Markham	43	25	24	12	31	9	16	14	10	40	4	36	42
50	Larrie	22	15	15	6	16	9	6	7	8	22	8	22	22
51	Bradford	32	23	29	14	18	6	17	16	13	32	5	32	32
52	Collingwood	35	25	7	4	31	24	1	7	.....	35	.....	35	35
53	Milton	41	30	24	13	28	12	18	15	9	38	17	38	20
54	Oakville	53	38	7	.....	53	6	32	7	.....	10	5	5	45
55	Hamilton	114	27	24	26	88	10	17	13	11	114	114	99	114

OF UPPER CANADA, 1864—(Continued).

OUS 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 Political Economy.
7			10					56	45	11				
15		28	35	30		30	15	35	20	15				
		14		15		15		52	24	28	12			
35	35	17		36	1	35	35	36	26	10	2			
1	1	20	14	13		13	13	34	20	14	6			
20		97	52	42		42		98	53	40	20	18		
		12		10				15	10	5	2			
15		33						33	22	11		12		
19	61	61	61	58		58	58	61	50	11	12	7		
	2	6		1	1			12	9	3				13
		22	14					58	40	18				
	14	10	10	24		20	4	15	7	8	14	1		
		14						29		29				
11		30		15				90	20	70	3			
3		38		27		27	27	39		39	17			
1		24		25		25	25	56	20	36	9			56
		9	9	15		15	15	28	10	18	2			15
		20	10	23		23	23	67	20	47				
		27	27	28	21	20	28	38	30	8	6	8		
		17		13		13	13	31	15	16	7	1	1	
25	48	76		87	57	46	46	80	60	20	27	7		47
76	76	91	23	55	23	32	32	86	41	45	30		78	
	11	23	21	11	9	8	7	35	18	17	5			
60		50	39	110		110	110	110	90	20	77			113
	8	41		54		54	54	54	54		2			44
3		18	23	44	24	20	20	74	50	24	5			29
59		88		152			35	155	61	94	37			
8	10	20	19	12		12	12	36	18	18	10			12
47		47		25		25		47	16	31		4		
85		125	40	125	40	85		100	40	60	32	15		
16	65	65	65	50		45	40	106	40	66	30	50	52	
5		40	44	44	44	40	40	44	40	4	14			40
12		36	58	58		58		58	50	8	14			
		41	44	39		48		35	22	13	8	7		
35		41		13		13	4	41	21	20		15		19
14		11	3	14		14		23	13	10	6			
6		7	8					16	8	8	4			
				56	50	7	6	61	1	60			71	
7	7	36		34		34	34	63	28	35	12			34
92		92	92	92	15	57	9	40	35	5	61	32	80	
5		23	18	58	3	30	25	58	42	16	13	6	58	
6		56	18	42		42		86	62	24	35	71	92	
32		180	21	78	78	78	78	180	100	80	22	12		
9	45	45	20	46	14	46	46	50	32	18	8			
		23		36	7	36	36	45	13	32	1			
9		35		1				41	20	21	10		19	
15	15	64	13	13	13	13	13	48	43	5	16			
		43		43		43		43	30	13	11	6		
8		36		9		9		24	7	17	6			
8	14	22		22				22	17	5	3	12		
5	5	32						12	7	5	7			
	35	35		15				35	24	11	10	35		
2		20						26	20	6	26			
	45	42						40	15	25	10	1	10	
95	6	114	16	30		30	20	114	72	42	27	114	114	

TABLE I.—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.	In Reading.	In Derivation.	In Composition.	Total in Latin.	In Arnold's 1st Book.	In Arnold's 2nd Book.	In Latin Grammar.	In Latin Exercises and Composition.	In Prosody and Verse Composition.	Reading, Cornelius Nepos, &c.
56	Ancaster.....	45	45	45	37	37	17	11		17	3	3		
57	Dundas.....	47	47	47	47	47	21	15	6	21	21	6	3	
58	Waterdown.....	42	42	42	42	42	15	5	4	6	3			
59	Brantford.....	52	52	40	52	52	50	28		14	13		8	
60	Paris.....	28	25	25	25	25	20	16	4	20	15	3	7	
61	Scotland.....	56	40	56	38	56	26			26	14		20	
62	Mount Pleasant.....	57	57	57	57		15			15	15	4		
63	Niagara.....	29	4	29	29	29	26	10	16	10	20	10	12	
64	St. Catharines.....	41	41	30	41	34	23	23	23	23	28	18		
65	Grimsby.....	46	46	43	41	43	17	3		17	4			
66	Beamsville.....	46	46	46	46	46	15	13		13	15	2		
67	Welland.....	64	60	61	64	52	23	13	13	23	23	6		
68	Drummondville.....	50	47	44	47	46	18	14	7	7	10			
69	Fonthill.....	26	26	26	20	1	8	6	6	2	8	2		
70	Thorold.....	42	41	41	41	41	14	2	5	14	1	2		
71	Caledonia.....	58	58	58	58		19	4	3	6		2		
72	Cayuga.....	70	70	45	70	70	35	25		35	10		25	
73	Simcoe.....	76	76	76	76	76	50	16	16	50	22	22		
74	Port Dover.....	33	33	29	33	33	18	7	5	14	4			
75	Port Rowan.....	27	27	27	27		18	4	10					
76	Woodstock.....	26	15	15	15	21	28	5	1	17	10	6	12	
77	Ingersoll.....	93	91	93	93	83	50	40	10	8	6			
78	Berlin.....	35	35	35	35	35	35	13	6	35	1	1	5	
79	Galt.....	103	103	103	103	103	103	34	21	33	35	11	10	
80	Guelph.....	85	85	85	85	85	40	20	4	40	40	6		
81	Elora.....	59	59	41	59	50	27			21	6	4	15	
82	Owen Sound.....	89	89	89	89	89	23	12		11	11			
83	Stratford.....	67	67	67	67		38			28	9		25	
84	St. Mary's Blanchard.....	57	57	57	57	57	45	20		28	18	6		
85	Goderich.....	48	48	48	48	48	26	8	8	9	15		6	
86	Kincardine.....	52	50	52	52	32	50	17	13	4	17	17	6	
87	London.....	61	61	49	61	49	54	19	5	54	54	13		
88	Stratbroy.....	46	46	46	46	46	13	10		13				
89	Wardsville.....	46	42	44	46	44	18			6	10	10		
90	St. Thomas.....	70	70	70		35	53	20		20	33	1		
91	Vienna.....	59	59	59	59	23	18	12		4	8		6	
92	Chatham.....	76	72	40		50	26	17	1	17	17	3		
93	Sarnia.....	33	25	30	30	25	12	8	2	12	8			
94	Sandwich.....	42	38	42	36		20	7	7	6	6	4		
95	Windsor.....	54	54	54	54	54	33	25	8	33				
	Grand Total, 1864...	5425	5236	4718	4867	2578	3816	2825	1500	497	2102	1339	323	322
	“ “ 1863...	5196	4803	4356	4586	2159	3643	2701	1426	659	1953	1443	363	364
	Increase.....	229	433	362	281	419	173	124	74		149			
	Decrease.....									162		104	40	42

OF UPPER CANADA, 1864—(Continued.)

OUS BRANCHES OF INSTRUCTION.

	Reading Cæsar	Reading Virgil or Ovid.	Reading Cicero.	Reading Horace or Sallust.	Average attendance in Latin.	IN GREEK.						IN FRENCH.				
						Total in Greek.	In Arnold's 1st Book.	In Greek Grammar.	In Written Exercises.	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 Voltaire's Charles XII.
3	3	3	1	12	2	2	2	2	2	1	13	13	13	13	.....
9	3	4	4	16	9	7	9	2	1	1	17	17	17	17	2	
5	5	5	5	9	1	.....	1	1	1	.....	17	17	8	5	8
4	4	2	14	30	15	7	4	5	5	3	38	38	10	10	10	
4	4	1	2	15	3	3	3	3	3	2	6	6	6	.....	4
5	5	1	1	9	3	3	3	3	3	3	33	33	12	21	1	
5	5	14	9	9	4	.....	4	4	4	.....	6	6	6	.....	6
7	7	2	2	16	19	19	19	19	7	2	.....	.....	.....	.....	.....
8	8	2	2	14	14	12	12	14	7	2	14	14	14	.....	14
10	4	4	4	12	3	3	3	3	3	.....	1	1	1	.....	1
3	6	2	2	11	2	2	2	2	1	2	4	4	4	4	4	
5	5	2	2	9	11	5	11	11	6	4	5	5	5	.....	.....
2	2	2	2	9	3	2	2	3	2	1	18	18	18	4	14	
3	3	3	3	7	3	3	3	1	3	1	7	7	7	1	1	
1	1	2	2	10	3	3	3	1	3	.....	11	11	4	.....	.....
10	1	1	1	23	6	5	6	6	5	1	25	25	.....	.....	1
1	34	22	35	14	2	.....	14	8	9	2	32	32	32	12	12
2	4	4	4	10	2	.....	2	2	2	.....	9	9	3	3	.....
5	5	3	17	5	3	3	3	3	3	.....	8	8	4	4	.....
3	3	3	20	4	4	.....	4	4	4	.....	27	27	.....	12	.....
3	8	3	17	4	2	4	4	2	2	2	19	19	5	6	6	
10	7	1	8	76	32	.....	32	2	22	6	61	61	44	.....	13
12	6	6	18	8	8	8	8	8	3	1	38	38	38	38	10	
5	6	2	9	3	3	3	1	1	1	1	18	18	9	9	6	
10	1	1	12	5	4	1	.....	1	.....	.....	46	46	26	10	10
10	10	5	19	4	4	4	4	1	3	.....	3	3	3	.....	.....
10	10	14	21	8	8	8	8	3	8	6	20	20	20	20	.....
6	9	9	16	8	5	3	3	3	.....	.....	8	8	4	.....	4
6	.....	.....	8	4	4	4	4	4	.....	.....	14	14	14	5	5
22	13	3	26	19	17	19	19	8	.....	.....	23	23	5	.....	5
3	.....	.....	6	1	1	.....	.....	.....	.....	.....	11	3	9	.....	3
6	10	3	12	9	5	4	5	5	3	.....	17	17	17	5	9
14	9	1	26	24	.....	20	.....	18	1	1	30	30	15	30	10
6	1	2	11	.....	.....	.....	.....	.....	.....	.....	13	13	.....	.....	3
4	6	1	12	4	2	3	4	1	1	1	35	35	35	35	19	
5	2	4	7	7	7	7	7	7	3	.....	14	14	14	.....	4
4	4	.....	12	3	3	.....	3	.....	.....	.....	25	25	25	25	1
6	4	.....	22	.....	.....	.....	.....	.....	.....	.....	40	40	40	.....	5
497	497	82	454	726	362	624	425	350	124	48	1729	1693	1186	569	370
402	486	38	525	711	402	558	402	353	120	60	1610	1549	1165	526	419
35	11	44	15	66	23	4	119	144	21	43
.....	71	40	3	12	49

TABLE I.—THE GRAMMAR SCHOOLS

NUMBER OF PUPILS IN THE VARI

No.	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 1st Four Rules of Algebra.	In Equations and the higher Algebra.	In Euclid, Bb, I & II.	In Euclid, B, III & IV.	Total in Geography.	In Ancient Geography.	In Modern Geography.	In Canadian Geography.	Total in History.
56	Ancaster.....	45	5	8	22	23	2	3	4	4	38	14	38	36	43
57	Dundas.....	47	47	11	.....	47	20	27	5	6	47	11	47	47	47
58	Waterdown.	42	18	.....	25	17	.....	18	.....	.....	42	15	42	42	42
59	Brantford.....	52	52	37	.....	52	.....	52	20	17	52	22	30	.....	52
60	Paris.....	41	22	17	.....	41	13	9	14	3	23	23	23	.....	23
61	Scotland.....	44	22	8	14	30	8	14	5	3	43	.....	43	21	26
62	Mount Pleasant.....	57	33	14	8	49	.....	33	14	.....	57	14	57	.....	57
63	Niagara.....	29	14	16	3	26	4	10	12	4	29	7	22	.....	29
64	St. Catharines.....	41	27	27	7	34	.....	27	23	4	41	24	41	41	41
65	Grimsby.....	46	16	8	8	38	5	11	4	4	41	4	41	25	16
66	Beamsville.....	46	21	14	.....	46	3	18	6	8	46	2	46	46	46
67	Welland.....	61	22	15	24	37	8	14	8	7	61	23	61	.....	56
68	Drummondville.....	50	27	14	7	43	2	25	6	8	46	3	43	.....	48
69	Fonthill.....	23	11	2	12	11	5	6	1	1	18	2	16	3	14
70	Thorold.....	40	9	14	6	34	4	5	6	8	41	.....	41	41	26
71	Caledonia.....	58	17	11	.....	58	10	7	9	2	58	.....	58	58	58
72	Cayuga.....	70	25	20	30	40	10	15	11	9	70	40	70	70	70
73	Simcoe.....	76	54	33	26	50	19	35	20	13	76	9	76	.....	76
74	Port Dover.....	33	25	17	4	29	21	4	13	4	33	3	30	.....	31
75	Port Rowan.....	27	2	2	2	25	.....	2	2	.....	27	.....	27	.....	14
76	Woodstock.....	20	4	10	2	18	.....	4	6	4	15	8	15	15	25
77	Ingersoll.....	86	25	14	36	50	11	14	2	12	60	.....	60	.....	68
78	Berlin.....	35	28	29	10	25	8	20	12	17	30	18	30	12	35
79	Galt.....	103	77	43	64	39	37	40	29	14	97	14	97	61	78
80	Guelph.....	85	25	32	28	57	10	15	21	11	85	40	85	.....	85
81	Elora.....	59	14	13	9	50	3	11	8	5	59	9	59	.....	52
82	Owen Sound.....	89	22	24	26	63	4	18	8	16	89	42	89	89	89
83	Stratford.....	67	23	18	13	54	4	19	4	14	69	17	68	68	68
84	St. Mary's Blanchard..	57	57	50	18	39	28	29	16	14	57	57	57	57	57
85	Goderich.....	50	12	15	.....	50	.....	12	5	10	48	11	48	48	48
86	Kincardine.....	52	20	6	21	31	4	16	2	4	50	12	50	50	52
87	London.....	61	35	36	28	33	13	22	22	14	53	26	49	45	61
88	Strathroy.....	46	15	8	20	26	10	5	6	2	46	.....	46	.....	46
89	Wardsville.....	44	13	30	28	16	5	8	20	10	46	26	44	18	45
90	St. Thomas.....	70	60	55	.....	70	20	40	30	25	.....	.....	.....	.....	50
91	Vienna.....	59	30	9	.....	59	19	11	6	3	59	.....	59	.....	59
92	Chatham.....	76	76	16	4	72	6	70	8	8	74	40	74	74	70
93	Sarnia.....	30	8	10	4	26	4	4	6	4	31	31	31	31	28
94	Sandwich.....	37	12	5	3	34	7	5	5	.....	42	.....	42	.....	30
95	Windsor.....	56	36	14	6	50	31	5	14	.....	48	6	48	48	51
	Grand Total, 1864....	5387	2503	1765	1513	3874	867	1637	1018	747	4963	1346	4740	2966	4649
	“ “ 1863.....	5089	2492	1764	1547	3496	945	1589	884	871	4738	1357	4295	2699	4196
	Increase.....	298	11	1	.....	378	.....	48	134	.....	225	9	445	267	453
	Decrease.....	.....	.....	.....	34	.....	78	.....	.....	124	.....	.....	.....	.....	.....

OF UPPER CANADA, 1864—(Continued.)

OUS 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 Political Economy.
2		41	41					41	20	21			19	
11		47		15	4	11	4	47	47		5	47	22	
15	33	42	20	15	15			42	20	22	5			
12		48						52	35	17	30	52		
20		23	23	21				28	6	22				
		15	11	28		28	28	36	20	16	6		56	28
15		57						57	50	7				
		29		26	26	26	26	29	20	9	1	26		26
34	34	41		34	34	34	34	30	20	10				
3		14		38		38		46	33	13	5			
2		46	46	5			5	48	30	16	13	21		
23		56	54	41		41	41	61	45	16	60			
11	28	17		45				11	5	6	28			
2	1	13	3	20	7	13	13	20	8	12	3			
2		24		41		41		34	32	2	7			41
	58	6		30		30	30	58	30	28	8			
40	30	70	70	70		70	70	70	50	20	47			70
18		76		70	6	52	52	76	40	36	46			
4		26		25		25	25	29	20	9	11			
3			11	12	12	12	12	27	25	2	11	9	12	
12	12	15	15	15	15	15	15	8	5	3	10			
53	22	64		49	24	20	24	94	40	54	20			
10		35								15				
14	2	78	61	46		46	26	91	25	66	8	13		
40		85		22		22	22	85	51	34	19	52	11	25
2	4	50		50		50	2	59	53	6	2			
10	27	56		36			36	81	40	41	33			
17		68						66	34	32	19			
20		57						57	33	24				
11		20	11	48		48	48	38	38		17	2		
4		15	32	32		32	32	52	30	22	19	12	52	32
26		35	26	61	32	29	29	61	43	18	24	36		29
	46	46	6	14		1		46	30	16	20			
16	16	29	16	18	18	18	18			6				
		50	50	20		20	20	40	25	15				
	59	59						38	19	19	10			
70		72		45	45	30	45	50	40	10	24			
16		10	12	31	5	26	26	30	20	10	2			30
4		30	30	36		36	36	23	11	12	10			36
		51	51					56	45	11	3		56	
1411	875	3833	1488	2911	609	2185	1633	4786	2794	1992	1248	675	902	670
1154	665	3111	1484	2664	560	2288	451	4595	2453	2044	1145	474	557	942
257	210	722	4	247	49		103	191	341		103	201	345	
										52				272

TABLE K.—THE GRAMMAR SCHOOLS

No.	THE GRAMMAR SCHOOLS.	MASTERS.					Estimated value of School-house and site.
		HEAD MASTERS AND THEIR QUALIFICATIONS.	Number of Masters engaged.	Date of appointment of Head or Classical Master.	Annual Salaries.		
					Head Master	Assist. Master.	
1	Cornwall.....	Rev. H. W. Davies, <i>M.A., Trinity Coll., Toronto</i>	2	1858	\$ 1000	\$ 400	\$ 1800
2	Williamstown.....	W. M. McLennan, <i>A.B., Queen's Coll., Kingston</i>	1	1864	750	.....	2700
3	Iroquois.....	W. A. Whitney, <i>M.A., Victoria Coll., Cobourg</i>	3	1860	700	200	2500
4	L'Orignal.....	Alex. McNaughton*.....	1	1853	666	.....	800
5	Vankieckhill.....	Spencer A. Jones, <i>Certificate</i>	1	1860	568	.....	800
6	Ottawa.....	John Thorburn, <i>M.A., McGill Coll., Montreal</i>	4	1862	1000	600	rented
7	Metcalfe.....	J. Morrison, <i>A.M., Certificate</i>	1	1863	410	.....	.....
8	Brockville.....	J. J. Dunlop, <i>A.M., Trinity Coll., Dublin</i>	2	1854	640	400	.....
9	Prescott.....	J. Wilson Jolly, <i>Certificate</i>	1	1863	700	.....	600
10	Kemptville.....	Paraclete Sheldon, <i>M.A., Vermont</i>	1	1864	400	.....	300
11	Gananoque.....	J. Lawton Bradbury, <i>B.A., Trinity Coll., Toronto</i>	1	1864	600	.....	6400
12	Farmersville.....	H. S. Tarbell, <i>A.B., Queens Coll., Kingston</i>	1	1862	700	.....	6000
13	Merrickville.....	Silas Minor, <i>M.A.</i>	1	1863	346	.....	.....
14	Perth.....	J. W. Burke, <i>A.B., Trinity Coll., Dublin</i>	2	1864	600	400	5000
15	Smith's Falls.....	David Lennox, <i>A.M., Queen's Coll., Kingston</i>	1	1863	600	.....	.....
16	Lanark.....	Peter McLaren, <i>B.A., Queen's Coll., Kingston</i>	2	1859	500	160	600
17	Renfrew.....	Benjamin Freer, <i>Certificate</i>	1	1860	500	.....	1000
18	Carleton Place.....	William Tytler, <i>B.A., University of Toronto</i>	1	1863	500	.....	800
19	Pembroke.....	Alfred McClatchie, <i>B.A., Victoria Coll., Cobourg</i>	1	1864	500	.....	800
20	Pakenham.....	James Smith, <i>M.A., Marischal Coll., Aberdeen</i>	1	1864	480	.....	1400
21	Kingston.....	Samuel Woods, <i>M.A., University of Toronto</i>	3	1862	.....	.....	5000
22	Newburgh.....	John Campbell.....	2	1864	750	400	3600
23	Bath.....	George Milligan, <i>A.B., Queen's Coll., Kingston</i>	1	1864	584	.....	1500
24	Napanee.....	Robert Phillips, <i>Certificate</i>	2	1855	700	320	800
25	Pictou.....	F. F. McNab, <i>A.B., Queen's Coll., Kingston</i>	1	1861	700	.....	1000
26	Consecon.....	W. E. Scott, <i>B.A., Victoria Coll., Cobourg</i>	2	1861	500	400	1500
27	Belleville.....	Alexander Burdon*.....	2	1840	1000	500	8400
28	Stirling.....	E. Baldwin Frelick, <i>A.B., Queen's Coll., Kingston</i>	1	1864	550	.....	400
29	Cobourg.....	F. W. Barron, <i>M.A., University of Toronto</i>	1	1859	1200	.....	2400
30	Port Hope.....	John Gordon, <i>Certificate</i>	2	1856	1000	600	4000
31	Bowmanville.....	Rev. Geo. Blair, <i>M.A., Glasgow</i>	3	1863	720	330	12000
32	Brighton.....	W. R. Carr, <i>B.A., Wesleyan University</i>	1	1864	600	.....	1600
33	Colborne.....	James B. Dixon, <i>M.A., Wesleyan University</i>	1	1856	700	.....	4000
34	Newcastle.....	Wm. Lumsden, <i>M.A., Victoria Coll., Cobourg</i>	1	1864	600	.....	.....
35	Peterborough.....	John King, <i>A.M., Trinity Coll., Dublin</i>	1	1864	800	.....	24000
36	Norwood.....	Arthur C. Verner, <i>A.B., Trinity Coll., Dublin</i>	1	1863	550	.....	2000
37	Lindsay.....	Robert Hudspeth, <i>Certificate</i>	1	1861	500	.....	4000
38	Oakwood.....	George Young, <i>B.A., Victoria Coll., Cobourg</i>	2	1863	600	350	2000
39	Omenee.....	John Shaw, <i>Certificate</i>	1	1863	600	.....	1200
40	Whitby.....	Thomas Kirkland, <i>Certificate</i>	2	1863	800	400	2000
41	Uxbridge.....	John Thomson, <i>A.B., Queen's Coll., Kingston</i>	1	1864	480	.....	500
42	Oshawa.....	William McCabe, <i>LL.B.</i>	3	1864	800	400	6000
43	Toronto.....	Rev. A. Wickson, <i>LL.D., University of Toronto</i>	4	1864	1200	520	.....
44	Newmarket.....	S. Arthur Marling, <i>M.A., University of Toronto</i>	1	1854	817	.....	2000
45	Streetsville.....	George Wright, <i>B.A.</i>	1	1862	400	.....	1200
46	Richmond Hill.....	L. H. Evans, <i>B.A., Trinity Coll., Toronto</i>	1	1862	600	.....	1200
47	Brampton.....	John Seath, <i>B.A., Queen's University, Ireland</i>	2	1862	650	100†	1100
48	Weston.....	Rev. J. E. Logan, <i>M.A. Victoria Coll., Cobourg</i>	1	1857	600	.....	10000
49	Markham.....	Henry H. Hutton, <i>M.A., Victoria College, Cobourg</i>	1	1864	.....	.....	600
50	Barrie.....	Rev. W. Checkley, <i>B.A., Trinity Coll. Dublin</i>	2	1864	925	200	.....
51	Bradford.....	Robert Dobson, <i>Certificate</i>	1	1864	.....	.....	1000
52	Collingwood.....	Robert Rodgers, <i>Certificate</i>	1	1864	450	.....	.....
53	Milton.....	Robert Matheson, <i>B.A., University of Toronto</i>	1	1862	711	.....	.....

OF UPPER CANADA—(Continued).

MISCELLANEOUS INFORMATION.

Schools in which the Bible is used.	Schools in which there are daily prayers.	Number of months open in 1864, 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, 1864.	Number of Pupils who obtained Honors or Scholarships at matriculation, 1864.	Names of Universities at which Pupils were matriculated, 1864.	Number of Pupils who passed the Law Society Examination, 1864.	Number of Pupils who passed the Examination as Students of Surveying, 1864.
1	1	12	1	15	2	1	.....	\$ 360	.....	15	1	.....	McGill	1	.....
1	1	11	1	15	2	1	.....	.....	.....	15	.....	.....	.....	.....	.....
1	1	12	1	15	2	1	Part	300	.....	5	2	.....	Toronto, Victoria	.....	.....
1	1	12	1	8	2	1	Part	60	.....	.....	1	.....	McGill	.....	.....
1	1	12	1	6	2	1	.....	60	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	25	2	1	1	600	1	25	.....	.....	.....	1	.....
1	1	12	1	10	1	1	Part	.....	.....	10	.....	.....	.....	.....	.....
1	1	12	1	10	1	1	.....	30	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	10	1	1	Part	100	.....	5	.....	.....	.....	.....	.....
1	1	2	1	27	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	18	3	1	1	400	p'tly	.....	.....	.....	.....	.....	.....
1	1	12	1	.....	2	1	Part	200	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	11	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	12	1	1	.....	137	.....	.....	1	.....	Queen's	.....	.....
1	1	12	1	31	2	1	Part	.....	.....	.....	.....	.....	.....	1	.....
1	1	12	1	17	1	1	Part	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	12	1	1	.....	125	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	20	2	1	1	250	1	20	2	.....	McGill, Queen's	.....	.....
1	1	12	1	.....	2	1	.....	100	1	.....	.....	.....	.....	.....	.....
1	1	12	1	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	22	1	1	.....	350	1	23	7	4	Queen's	.....	.....
1	1	12	1	16	2	1	.....	50	.....	26	1	1	Toronto	.....	.....
1	1	12	1	14	2	1	.....	90	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	12	2	1	Part	150	.....	.....	2	.....	Toronto	.....	.....
1	1	12	1	10	2	1	Part	300	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	12	3	1	.....	50	.....	.....	1	.....	Victoria	.....	.....
1	1	12	1	11	1	1	Part	1600	.....	26	.....	.....	.....	.....	.....
1	1	12	1	8	1	1	.....	20	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	20	1	1	.....	100	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	30	2	1	.....	640	1	.....	1	1	Toronto	1	.....
1	1	12	1	40	2	1	1	1400	1	.....	.....	.....	.....	.....	.....
1	1	12	1	25	1	1	.....	100	.....	9	.....	.....	.....	.....	.....
1	1	12	1	6	2	1	1	.....	.....	.....	1	.....	Queen's	.....	.....
1	1	12	1	5	4	1	Part	100	1	19	1	.....	Victoria	.....	.....
1	1	12	1	20	2	1	.....	.....	.....	13	1	.....	Toronto	.....	.....
1	1	12	1	10	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	10	2	1	Part	.....	.....	7	1	.....	McGill	.....	.....
1	1	12	1	11	1	1	1	206	1	32	.....	.....	.....	.....	.....
1	1	12	1	10	2	1	Part	75	.....	47	.....	.....	.....	.....	.....
1	1	12	1	8	.....	1	Part	400	1	24	3	3	Toronto	.....	.....
1	1	12	1	20	.....	1	.....	40	p'tly	30	.....	.....	.....	.....	.....
1	1	12	1	10	2	1	.....	.....	1	.....	1	.....	Victoria	.....	.....
1	1	12	1	9	.....	1	.....	1500	1	26	5	3	Toronto, Queen's	.....	.....
1	1	12	1	42	2	1	1	1000	p'tly	.....	1	.....	Toronto	.....	.....
1	1	12	1	10	2	1	.....	.....	.....	24	.....	.....	.....	.....	.....
1	1	12	1	12	1	1	.....	300	1	15	.....	.....	.....	.....	.....
1	1	12	1	17	2	1	Part	200	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	11	1	1	.....	200	.....	6	4	1	Toronto, McGill	.....	.....
1	1	12	1	18	2	1	1	250	.....	19	2	1	Toronto	.....	.....
1	1	12	1	8	2	1	Part	200	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	8	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	12	1	11	.....	1	1	100	.....	6	.....	.....	.....	.....	.....

TABLE K.—THE GRAMMAR SCHOOLS

No.	THE GRAMMAR AND SCHOOLS	MASTERS.					Estimated value of School-house and Site.
		HEAD MASTERS AND THEIR QUALIFICATIONS.	Number of Masters engaged.	Date of appointment of Head or Classical Master.	Annual Salaries.		
					Head Master.	Assist. Master.	
54	Oakville.....	W. B. Fleming, <i>B.A., University of Toronto.</i>	1	1864	800	4	3000
55	Hamilton.....	J. M. Buchan, <i>B.A., University of Toronto</i>	4	1863	800	475	.....
56	Ancaster.....	James Shier, <i>B.A., Queen's University, Ireland.</i>	2	1864	600	200	.....
57	Dundas.....	J. J. Flynn, <i>B.A., Queen's University, Ireland.</i>	1	1864	700	.....	12000
58	Waterdown.....	Arnoldus Miller, <i>Certificate.</i>	2	1864	600	360	3000
59	Brantford.....	William Richardson, <i>B.A., Trinity Coll., Toronto.</i>	1	1864	600	.....	4000
60	Paris.....	J. W. Acres, <i>B.A., Trinity Coll., Toronto.</i>	2	1857	800	400	8000
61	Scotland.....	F. S. Haight, <i>M.A., Williams Coll., Mass.</i>	1	1862	600	.....	500
62	Mount Pleasant.....	W. T. Briggs, <i>B.A., Trinity Coll., Toronto.</i>	1	1863	500	.....	3000
63	Niagara.....	Rev. H. N. Phillips*	2	1853	800	200	700
64	St. Catharines.....	Charles Camidge, <i>Certificate</i>	1	1864	.....	.....	4000
65	Grimsby.....	Daniel Campbell, <i>Certificate.</i>	1	1857	700	.....	700
66	Beamsville.....	J. Howard Hunter, <i>M.A., University of Toronto.</i>	1	1861	650	.....	.....
67	Welland.....	James Hodgson, <i>Certificate.</i>	1	1860	906	.....	300
68	Drummondville.....	.....	1	.....	.....	.....	3000
69	Fonthill.....	Henry de la Matter, <i>Certificate.</i>	1	1864	500	.....	.....
70	Thorold.....	John McNeely, <i>M.A., Trinity Coll., Toronto.</i>	1	.....	600	.....	.....
71	Caledonia.....	James Turnbull, <i>B.A., University of Toronto.</i>	1	1862	600	.....	300
72	Cayuga.....	William Sinclair, <i>B.A., University of Toronto.</i>	1	1862	600	.....	1500
73	Simcoe.....	Rev. J. G. Mullholland, <i>M.A., Trinity Coll., Dublin.</i>	1	1857	1000	.....	.....
74	Port Dover.....	James Lumsden, <i>M.A., Aberdeen</i>	1	1863	550	.....	7500
75	Port Rowan.....	T. A. Hall, <i>M.A., Acadia Coll., Nova Scotia.</i>	1	1862	450	.....	350
76	Woodstock.....	George Strauchon, <i>Certificate.</i>	1	1846	1014	.....	3500
77	Ingersoll.....	James W. Connor, <i>B.A., University of Toronto.</i>	1	1864	600	.....	9000
78	Berlin.....	David Ormiston, <i>B.A., University of Toronto.</i>	2	1863	800	80	.....
79	Galt.....	William Tassie, <i>M.A., University of Toronto.</i>	6	1853	1200	500	3000
80	Guelp.....	John K. Johnson, <i>B.A., Trinity Coll., Dublin.</i>	2	1862	800	540	.....
81	Elora.....	Rev. J. G. Macgregor.....	2	1853	726	160	1350
82	Owen Sound.....	J. Preston, <i>Certificate.</i>	2	1862	700	300	5000
83	Stratford.....	C. J. Macgregor, <i>M.A., University of Toronto.</i>	1	1855	900	.....	4000
84	St. Mary's Blain.....	Joseph Legott, <i>Certificate</i>	1	1864	800	.....	8000
85	Goderich.....	John Haldan, Jr.*	1	1844	1100	.....	600
86	Kincardine.....	Albert Andrews, <i>Certificate.</i>	1	1860	600	.....	1000
87	London.....	Rev. Benjamin Bayly, <i>A.B., Trinity Coll., Dublin.</i>	2	1841	1200	600	200
88	Strathroy.....	R. W. Young, <i>Certificate.</i>	1	1864	500	.....	2500
89	Wardsville.....	T. A. Bryce, <i>M.A., Glasgow.</i>	1	1863	600	.....	3000
90	St. Thomas.....	L. Younghusband, <i>M.A., Acadia Coll., Nova Scotia.</i>	1	1862	800	.....	400
91	Vienna.....	Edgar Frisby, <i>M.A., University of Toronto.</i>	1	1864	600	.....	3000
92	Chatham.....	Alex. McBain, <i>M.A., Queen's Coll., Kingston</i>	1	1862	800	.....	7800
93	Sarnia.....	Alex. Campbell, <i>B.A., Queen's Coll., Kingston.</i>	1	1863	700	.....	19000
94	Sandwich.....	M. McKillop, <i>M.A., University of Vermont.</i>	1	1863	600	.....	.....
95	Windsor.....	Archd. McSween, <i>A.M., Acadia Coll., N. S.</i>	1	1864	600	.....	.....
Grand Total, 1864.....			139	32 in 64	691	362	.....
" 1864.....			141	26 in 63	675	355	.....
Increase.....			.....	6	16	7	.....
Decrease.....			2	.....	.....	.....	.....

*Appointed under the old law

OF UPPER CANADA—(Continued.)

MISCELLANEOUS INFORMATION.

Schools in which the Bible is used.		Number of months open in 1864, including prescribed vacations.	Schools united with Com. Schools.		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 1864.	Number of Pupils who obtained Honors or Scholarships at matriculation, 1864.	Names of Universities at which Pupils were matriculated, 1864.	Number of Pupils who passed the Law Society's Examination, 1864.	Number of Pupils who passed the Examination as students of Surveying, 1864.
Schools in which there are daily prayers.	Number of Maps in each School.		Number of Globes in each School.											
1	1	12	1	2	1	1	1000	20	1	1	Toronto	1		
1	1	12	1	12	4	1	1	7	2	1	Toronto	1		
1	1	12	1	12	2	1		1	1	1	Michigan			
1	1	12	1	14	2	1		16	2	1	Toronto			
1	1	12	1	18	1	1	1							
1	1	12	1	28	2	1	500	1	2	2	Toronto	1		
1	1	12	1	13	1	1								
1	1	12	1	12	1	1	Part	237	26					
1	1	12	1	17	1	1	100		1		Victoria			
1	1	12	9	Case	1	1		14						
1	1	12	20	1	1	1		22						
1	1	12	13	2	1	1	Part	106	29					
1	1	12	1	5	1	1								
1	1	12	1	1	2	1	100		5		4 Toronto, 1 Victoria.			
1	1	12	1	8	1	1				1	Toronto			
1	1	12	1	12	2	1	Part		20	1	Trinity			
1	1	12	1	18	3	1	Part		1	1	Buffalo			
1	1	12	1	18	1	1	Part	25	1	3	Toronto			
1	1	12	1	14	1	1	75	16			1 Toronto, 2 Montreal.			
1	1	12	1	10	1	1	Part	25	20	1	Toronto			
1	1	12	1	14	1	1	175	10						
1	1	12	1	37	3	1		1	9					
1	1	12	1	15	1	1								
1	1	12	28	5	1	1	1	600	1	35	1	Toronto		
1	1	12	1	28	2	1								
1	1	12	40	3	1	1	Part		16					
1	1	12	1	20	1	1	250	12						
1	1	12	1	15	2	1			22					
1	1	12	1	16	1	1			30	2	2	Toronto		
1	1	12	22	2	1	1	2000	13	1		Montreal		2	
1	1	12	1	16	1	1	Part							
1	1	12	23	1	1	1	100						2	
1	1	12	1	10	1	1	1	2500	40					
1	1	12	1	14	2	1								
1	1	12	30	2	1	1	250		1	1	Toronto		1	
1	1	12	1	15	2	1			6					
1	1	12	23	1	1	1	200		1	1	Toronto			
1	1	12	1	18	2	1	45		13	1	Trinity			
1	1	12	1	12	1	1								
1	1	12	1	24	1	1	45		16					
68	83	11m.26d.	60	1417	131	93	15 sets, 24 parts.	21	850	67	27	Toronto 36, Queen's 12, Montreal 9, Victoria 16, Trinity 2, Buffalo 1, Michigan 1.	12	
63	81	11m.24d.	56	1423	135	93	13 sets, 31 parts.	25	882	70	38		13	
5	2	2 days.	4				2 sets, 7 parts.	4	23	3	11		1	

† In town Hall. ‡ For past time.

TABLE L.—THE NORMAL SCHOOL FOR UPPER CANADA, 1864.
 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 30th Session, inclusive	4482	2506	1976	501	268	233	3981	2238	1743	49	36	13	2086	1502	584	1236	586	650
Thirty-first Session, 1864.....	171	78	93	15	5	10	156	73	83	.....	.....	.....	84	49	35	46	19	27
Thirty-second Session, 1864.....	172	77	95	12	7	5	160	70	90	.....	.....	.....	61	39	22	71	27	44
Grand Total	4825	2661	2164	528	280	248	*4297	2381	1916	49	36	13	2231	1590	641	1353	632	721

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.						
From the 1st to the 30th Session, inclusive	2194	1332	862	\$44369 50	718	466	252	250	191	59	420	313	107	1837	990	847
Thirty-first Session, 1864.....	.....	.....	.....	.....	46	13	28	7	5	2	.....	.....	.....	82	43	40
Thirty-second Session, 1864.....	.....	.....	.....	.....	31	13	18	7	5	2	.....	.....	.....	101	48	53
Grand Total.....	2194	1332	862	\$44369 50	795	497	298	264	201	63	420	313	107	*2020	1080	940

* 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 column of the above table. The number of certificates actually valid on 31st December, 1864, was 1410.

TABLE L.—THE NORMAL SCHOOL FOR UPPER CANADA, 1864.—Continued.

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

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Glengarry		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Addington.		Lennox.		Prince Edward.																
	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.															
From the 1st to the 30th Session, inclusive.....	30	16	14	34	24	10	15	13	2	18	12	6	14	8	6	55	47	8	33	27	6	45	26	19	82	74	8	13	11	2	39	18	21	30	25	5	22	16	6	103	88	15	
Thirty-first Session, 1864.....	1	...	1	1	...	1	2	2	...	1	5	3	1	1	1	1	1	1	1
Thirty-second Session, 1864.....	1	1	...	1	1	...	1	1	1	1	1	1	1	1	1	
Grand Total.....	31	16	15	36	25	11	18	16	2	20	12	8	14	8	6	56	48	9	34	28	6	51	29	22	88	78	10	13	11	2	41	19	22	30	25	5	24	16	8	105	90	15	

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

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Hastings.		Northum- berland.		Durham.		Peterboro'		Victoria.		Ontario.		York.		Peel.		Simcoe.		Haldon.		Wentworth.		Brant.		Lincoln.																
	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 30th Session, in- clusive.....	61	54	7	53	43	10	142	101	41	28	25	3	30	26	4	186	120	66	1258	492	766	143	108	35	76	57	19	111	54	57	193	67	126	110	52	58	96	46	48		
Thirty-first Session, 1864.....	2	2	...	6	6	5	1	2	...	2	1	1	...	11	7	4	49	9	40	5	3	3	2	2	1	4	1	4	3	3	1	14	9	2	2	6	2	4	
Thirty-second Session, 1864.....	1	1	...	2	...	4	4	1	1	...	11	7	4	50	11	39	3	2	1	4	4	2	2	5	1	4	15	1	14	2	2	1	1	6	4	2
Grand Total.....	62	55	7	57	45	12	152	110	42	30	25	5	32	28	4	208	134	74	1357	512	845	151	113	38	84	62	22	120	56	64	211	69	142	115	55	60	108	54	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.		Crey.		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.																		
	From the 1st to the 30th Session, inclusive.....	123	65	58	35	25	70	21	117	65	49	33	26	7	82	47	35	20	8	12	46	32	14	44	35	9	26	20	6	180		99	81	68	52	16	42	21	21	34	19	15	16	10	6	3981		
Thirty-first Session, 1864.....	3	3	3	3	3	3	3	7	5	2	3	1	1	2	3	2	1	1	3	2	1	4	4	1	4	1	1	1	2	1	1	7	4	4	4	4	3	1	2	1	1	1	1	1	1	1	156	
Thirty-second Session, 1864.....	2	1	3	3	3	3	3	4	2	2	3	3	1	2	2	1	6	5	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	160
Grand Total	125	66	59	66	41	25	75	40	26	128	75	53	37	29	8	92	55	37	23	9	14	55	39	16	49	40	9	27	21	6	197	108	89	73	57	16	47	22	25	39	21	18	16	10	6	4297		

* 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 Eng-land.			Roman Catho-lics.			Presbyterians.			Methodists.			Baptists.			Congrega-tion-alists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciplos.			Other Persua-sions.					
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.						
	From the 1st to the 30th Session inclusive	3981	2237	1744	654	339	315	166	90	76	1102	617	485	1391	800	591	337	200	137	168	67	101	1	1	1	37	29	8	4	4	4	7	4	3	24	11	13	90	75	15		
Thirty-first Session, 1864.....	156	73	83	36	17	19	6	2	4	47	24	23	55	28	27	3	3	3	4	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	2	3
Thirty-second Session, 1864.....	160	70	90	34	12	22	10	4	6	33	15	18	53	20	33	9	6	3	11	5	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	6	2
Grand Total.....	4297	2380	1917	724	368	356	182	96	86	1182	656	526	1499	848	651	349	206	143	183	72	111	2	2	2	38	30	8	4	4	4	7	4	3	24	11	13	103	83	20			

TABLE M.—THE OTHER EDUCATIONAL INSTITUTIONS OF UPPER CANADA, 1864.

COUNTIES.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.				TOTAL.			
	Number of Colleges.	Number of Students.	Annual Income, or Legislative Aid.	Amount received from Fees.	No. of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Academies, and Private Sch'ls.	Total Students and Pupils.	Total amount received from Fees, or Legis- lative Aid.
			\$ c.	\$ c.				\$ c.				\$ c.
Total Counties					92	1458	9	94 7627 00		92	1458	7627 00
“ Cities.....	11	1200	110000 00	40000 00	44	1630	11	141 22500 00		55	2830	172500 00
“ Towns	5	620	40000 00	4000 00	85	2278	11	108 15580 00		90	2898	59580 00
„ Villages					34	452	10	33 3064 00		34	452	3064 00
Grand Total, 1864..	16	1820	150000 00	44000 00	255	5818	10	376 48771 00		271	7838	242771 00
“ 1863..	16	1820	150000 00	44000 00	340	6653	9	497 58218 00		356	8472	252218 00
Increase							1					
Decrease.....					85	835	...	121 9447 00		85	835	9447 00

TABLE N.—STATEMENT No. 1.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1864.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR,						
COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			Total number of Volumes sup- plied in 1864.	No. of Volumes taken out dur- ing the year.	No. of separate applications for books during the year.
	Amount of Local Appropriation for 1864.	Amount of Legislative Apportionment for 1864.	Value of Books sent in 1864.			
	\$ c.	\$ c.	\$ c.			
<i>Prescott :</i>						
Alfred, Township, Nos. 1 and 5.....	9 78	9 78	19 56	31	Not reported.	
<i>Carleton :</i>						
Gloucester, No. 9.....	8 00	8 00	16 00	45	...	...
<i>Leeds :</i>						
Lansdowne Front, No. 14.....	6 00	6 00	12 00	44	...	...
<i>Lanark :</i>						
Lavant, No. 1.....	6 00	6 00	12 00	29	...	...
<i>Northumberland & Durham :</i>						
United Counties' Council.....	30 00	30 00	60 00	145	331	116
<i>Durham :</i>						
Cartwright, No. 3.....	12 00	12 00	24 00	61	56	60
<i>Victoria :</i>						
County Jail.....	10 00	10 00	20 00	37	...	...
<i>Ontario :</i>						
Brock No. 5.....	10 50	10 50	21 00	50	49	20
Thorah, Township.....	20 00	20 00	40 00	41	...	...
<i>York :</i>						
Whitchurch, No. 11.....	10 00	10 00	20 00	54	...	...
<i>Halton :</i>						
Esquesing, No. 12.....	75 00	75 00	150 00	264	...	...
<i>Wentworth :</i>						
Beverley, No. 7.....	25 00	25 00	50 00	70	616	70
<i>Brant :</i>						
Brantford, No. 18.....	30 00	30 00	60 00	147	42	30
Dumfries South, No. 14.....	25 00	25 00	50 00	84	204	45
Scotland Grammar School.....	20 00	20 00	40 00	49	...	...
<i>Haldimand :</i>						
Seneca, No. 2.....	8 50	8 50	17 00	74	81	60
" No. 13.....	8 00	8 00	16 00	42	...	..
<i>Norfolk :</i>						
Charlotteville, No. 6.....	21 16	21 16	42 32	95	...	...

<i>Oxford :</i>	Zorra, East, No. 9.....	10 00	10 00	20 00	41	83	37
<i>Wellington :</i>	Eramosa, No. 7.....	8 00	8 00	16 00	40	39	21
	Garafraxa, No. 6.....	6 00	6 00	12 00	22	50	30
	Nichol and Garafraxa, U. S. S., No. 6.....	25 00	25 00	50 00	71	1139	30
	Pilkington, No. 5.....	25 00	25 00	50 00	48	850	108
<i>Grey :</i>	Sydenham, No. 5.....	17 00	17 00	34 00	49	150	20
<i>Perth :</i>	Elma, No. 2.....	10 00	10 00	20 00	27	...	30
	Fullarton, No. 1.....	10 00	10 00	20 00	42	...	25
<i>Huron :</i>	Hay, Township.....	100 00	100 00	200 00	286	176	89
<i>Bruce :</i>	Carrick, No. 9.....	24 00	24 00	48 00	85	6	...
	Elderslie, No. 4.....	6 00	6 00	12 00	38	...	...
	Huron, No. 7.....	10 00	10 00	20 00	29	150	50
	Kincardine, No. 4.....	15 00	15 00	30 00	68	806	81
<i>Middlesex :</i>	Mosa, No. 5.....	52 61	52 61	105 22	146	114	69
<i>Cities :</i>	Hamilton, B. S. T.....	90 00	90 00	180 00	244	7000	2000
<i>Towns :</i>	Bowmanville, U. B. S. T.....	51 50	51 50	103 00	313	...	...
	Port Hope, B. G. S. T.....	70 42	70 42	140 84	210	180	375
	Windsor, B. S. T.....	100 00	100 00	200 00	240	...	...
		\$965 47	965 47	1930 94	3361	...	...

TABLE N.—STATEMENT No. 2.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1864—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.	Miscellaneous.		Sunday School Libraries.		Other Public Libraries.		Total School and Public Libraries in Upper Canada	
	Amount of local appropriation for 1864.	Amount of legislative appropriation for 1864.	Value of books sent in 1864.	Value of books sent in former years.	Total value of books sent.	No. of volumes taken out during the year.	No. of separate applications for books during the year.	Libraries.	Volumes.	Libraries.			Volumes.	Libraries.	Volumes.	Libraries.	Volumes.			
																		Libraries.	Volumes.	Libraries.	Volumes.
\$	cts.	\$	cts.	\$	cts.															
Glengarry			200 00	200 00	1	454	360		9	1050				10	1504					
Stormont			560 00	560 00	3	1144		15	1480					20	2934					
Dundas			800 00	800 00	1	1401		25	2133			2	310	27	3616					
Prescott	9 78	9 78	19 56	912 00	4	1819		26	3676			3	1650	33	7145					
Russell			652 37	652 37	4	1270	57	28	10	900			1	800	15	2970				
Carleton	8 00	8 00	16 00	1907 02	14	3901	491	300	27	3478			2	180	43	7559				
Grenville			876 00	876 00	5	1809	127	67	23	3924			1	579	29	5312				
Leeds	6 00	6 00	12 00	973 10	15	2023	795	288	69	6567			3	350	87	8940				
Lanark	6 00	6 00	12 00	4345 80	38	8819	5364	1093	56	7000			30	5500	124	21319				
Renfrew			1475 72	1475 72	17	2872	414	224	18	1610			3	850	38	5332				
Frontenac			574 77	574 77	6	1188	218	215	30	3683			3	950	39	5821				
Addington			400 00	400 00	1	630			25	4153			2	630	28	5413				
Lennox			720 00	720 00	2	1556			14	1282			4	350	20	3183				
Prince Edward			1227 60	1227 60	10	2264	236	105	38	4361			2	900	50	7525				
Hastings			2751 84	2751 84	20	5280	609	496	37	4381			3	957	60	10618				
Northumberland			4196 00	4280 00	29	8572	1819	614	78	9471			6	2580	113	20623				
Durham	42 00	42 00	84 00	1140 57	17	2747	731	390	57	7393			3	450	77	10590				
Peterboro'			3275 56	3275 56	21	6804	255	125	29	3150			6	1319	56	11273				
Victoria	10 00	10 00	20 00	550 24	33	3198	2956	892	26	2270			3	360	62	5828				
Ontario	30 50	30 50	61 00	4470 12	45	7874	3701	473	46	6564			6	2900	77	17338				
York	10 00	10 00	20 00	8210 09	69	14662	7680	1848	95	12513			23	5645	187	32820				
Peel			4563 66	4563 66	52	8095	4937	1856	39	6385			3	680	94	15160				
Simcoe			3504 20	3504 20	28	6588	1544	517	36	5911			7	2156	71	14655				
Halton	75 00	75 00	150 00	758 34	9	1614	1250	245	33	7630			11	3126	53	12370				
Wentworth	25 00	25 00	50 00	1650 00	13	3493	2465	577	53	8172			9	2366	75	14031				
Brant	75 00	75 00	150 00	612 44	11	2060	588	101	47	6794			3	2276	61	11130				
Lincoln			2474 50	2474 50	17	4289	1501	287	41	5427			3	2016	61	11732				
Welland			920 00	920 00	11	1870	773	108	50	6995			3	1516	64	10381				
Haldimand	16 50	16 50	33 00	3134 10	32	5523	1194	671	46	4908			3	2370	81	12801				

Norfolk.....	21 16	21 16	42 32	809 04	851 36	11	1655	217	50	66	6831	5	1200	82	9686	
Oxford	10 00	10 00	20 00	5062 72	5082 72	36	9874	6341	1525	88	10904	4	990	128	21768	
Waterloo				1910 87	1910 87	13	3528	1396	401	21	2919	12	1600	46	8047	
Wellington	64 00	64 00	128 00	3468 41	3596 41	39	6746	8683	1544	53	6825	10	2607	102	16178	
Grey	17 00	17 00	34 00	2732 40	2766 40	20	5404	621	319	21	2132	16	1963	57	9499	
Perth.....	20 00	20 00	40 00	2705 62	2745 62	29	5293	1216	695	34	4141	15	1788	78	11222	
Huron.....	100 00	100 00	200 00	4929 10	5129 10	48	8604	2731	843	36	4289	15	2059	99	14952	
Bruce	55 00	55 00	110 00	764 60	874 60	15	1724	2184	329	24	2123	2	325	41	4172	
Middlesex.....	52 61	52 61	105 22	3349 24	3954 46	50	7051	1664	597	66	7820	12	4692	128	19563	
Elgin.....				1633 28	1633 28	12	3160	287	258	57	5503	8	1205	77	9868	
Kent.....				3590 00	3590 00	29	6953	2000	1403	36	4718	6	1450	71	13121	
Lambton				3009 41	3009 41	19	4297	709	612	37	3030	8	1390	64	8717	
Essex				1304 00	1304 00	5	2429			11	3350	10	1040	26	6819	
Total.....	653 55	653 55	1307 10	93604 73	94911 83	834	180537				1648	207846	272	66157	2754	454540
Counties	653 55	653 55	1307 10	93604 73	94911 83	834	180537				1648	207846	272	66157	2754	454540
Cities.....	90 00	90 00	180 00	8657 87	8837 87	9	13600				75	26310	18	54450	102	94360
Towns.....	221 92	221 92	443 84	5976 38	6420 22	34	9170				201	53298	50	34681	285	97149
Villages.....				2703 65	2703 65	20	5176				144	29963	39	17317	203	52456
Total for 1864.....	965 47	965 47	1930 94	110942 63	112873 57	897	203483				2068	317417	379	172605	3344	698505
" 1863.....	1888 70	1888 70	3777 40	107165 23	110942 63	551	205122				2020	314184	377	172497	2948	691803
Increase				3777 40	1930 94	346	3361				48	3232	2	108	396	6702
Decrease	923 23	923 33	1846 46													

TABLE N.—STATEMENT NO. 3.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1864.—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 1853 to 1864 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.	Agricultural 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	2557	32390
1858.....	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	84	8045	15632
1859.....	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	172	12089	21397
1860.....	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	142	20194	29266
1861.....	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	117	26931	33419
1862.....	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	112	29760	35359
1863.....	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	112	32890	39164
1864.....	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	57	33381	36742
Totals...	208483	36316	14121	2597	5593	4367	1867	12001	1446	756	8620	20348	16406	23762	57767	2516	165847	374330
Deduct volumes returned for exchange, &c.....																		616
Volumes sent to Mechanics' Institutes, &c., not included in the above.....																		373714 8293
Grand Total, Library Books, &c., despatched up to 31st December, 1864..																		382007

TABLE O.—Maps, Apparatus and Prize Books supplied by the Department to Grammar and Common Schools, during 1864.

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 15.

TABLE P. — The Superannuated or Worn-out Common School Teachers, 1864

No.	NAME.	Age in 1864.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st to 31st Dec., 1864, deducting subscriptions.	No.	NAME.	Age in 1864.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st to 31st Dec., 1864, deducting subscriptions.
1	John McAuley.....	32	22	22 95	90	J. Carruthers.....	79	24	25 40
3	Robert Mason.....	34	23	16 90	91	Not heard from.....			
4	Magnus Swanson.....	31	18	18 05	92	Emily Cozens.....	59	27	29 07
6	Donald Currie.....	76	18	18 05	93	William Dermott.....	66	13	11 93
8	John O'Connor.....	91	35	21 63	95	Hugh Hagan.....	46	18½	18 66
11	Thomas J. Graff.....	57	18	18 05	96	Walter Hick.....	76	25	26 62
13	James Burton.....	68	25	26 62	97	J. Higginbotham.....	73	22	22 95
14	Henry Gough.....	79	30	32 75	100	Not heard from.....			
15	James Breakenridge.....	60	32	17 60	101	William Leonard.....	79	13	11 93
16	John Gillon.....	32	25½	27 24	102	R. McLeod.....	64	17	16 83
17	Robert C. Mills.....	78	23	24 17	106	R. Williams.....	69	14½	13 77
19	Peter Stewart.....	31	22	22 95	107	Daniel Wing.....	61	26	27 85
20	David Thompson.....	75	28	42 55	109	William Kane.....	82	36	40 10
21	John Price.....	72	24	25 40	110	Wathew Devereux.....	67	23	24 17
22	William Gordon.....	77	30	32 75	111	Michael O'Kane.....	72	20½	21 12
23	Crawford Rainey.....	53	17	16 83	112	Not heard from.....			
24	Benjamin Warren.....	30	27	29 07	114	Alexander Jenkins.....	70	18	18 05
25	Thomas McMaster.....	68	20	20 50	115	Isabella Kennedy.....	62	22	22 95
26	Resumed teaching.....				116	Henry Livesley.....	78	22	12 85
27	William McEdward.....	74	26½	29 68	117	William Millar.....	79	17	8 25
28	Withdrawn.....				118	Robert Beattie.....	69	20½	21 12
29	George Fieldhouse.....	78	30	32 75	119	John L. Biggar.....	72	25	26 63
31	John McKenzie.....	73	17½	17 45	120	William Corry.....	74	17	16 83
35	Donald McDonald.....	78	13	11 93	121	Marianne Edrington.....	53	20	20 50
38	James Brennan.....	30	35	38 88	122	Peter Fitzpatrick.....	72	23	24 12
40	William M. Hynes.....	70	34	37 65	123	James Guthrie.....	73	14	13 15
41	Jane Johnston.....	60	21	21 73	125	Woodus Johnson.....	71	19	19 28
42	W. R. Thornhill.....	66	22	22 95	126	James Kehoe.....	62	19	19 28
43	William Irvine.....	32	17½	17 44	127	William Leahy.....	75	12	10 70
45	John Fletcher.....	56	18	18 05	128	James McQueen.....	57	22½	23 57
46	John B. Emons.....	68	27	29 07	129	John Miskelly.....	66	12½	11 32
47	John Nowlan.....	73	24	25 40	132	Nicholas Fagan.....	70	16	11 93
48	W. P. Huston.....	30	23	13 52	135	Andrew Power.....	46	13	16 83
49	George Reynolds.....	69	28½	30 92	136	James Ramsay.....	59	17	16 83
51	William Martin.....	73	14	13 15	137	Catharine Snyder.....	55	18	18 05
52	Not heard from.....				139	John Tucker.....	71	21	21 73
53	Michael Koen.....	73	25½	27 23	140	John Brown.....	66	26	27 85
54	Alexander Miller.....	78	28½	30 92	141	John Monaghan.....	60	15	14 38
55	John Donald.....	65	20½	21 11	142	Richard Youmans.....	60	20	20 50
56	Angus McDonell.....	69	33½	37 05	144	William Ferguson.....	64	24	25 40
57	Resumed teaching.....				145	Thomas Flanagan.....	67	20	20 50
59	Gilbert McAuley.....	34	18	18 05	146	Patrick Jones.....	75	36	40 10
60	Gideon Gibson.....	79	19	19 28	147	Jessie Loomis.....	73	19	19 28
61	William Begg.....	70	17	16 83	148	Edward Ryan.....	73	25	26 62
63	Donald McDougall.....	64	14	13 15	149	Daniel Sheehan.....	80	20	20 50
65	Patrick McKee.....	91	17	9 48	150	Clement L. Clarke.....	67	19½	19 89
71	Thomas White.....	74	23	25 10	152	Not heard from.....			
72	Joshua Webster.....	70	22½	22 95	154	Robert Lucas.....	72	13	11 93
73	Norman McLeod.....	72	16	15 60	155	Alexander Middleton.....	65	20	20 50
74	Samuel P. Stiles.....	30	40	45 00	156	George Miller.....	81	12	10 70
75	M. Kineborough.....	34	31	52 91	157	Jeremiah O'Leary.....	64	22	21 73
77	Not heard from.....				159	A. McCormick.....	67	16	15 60
78	William Foster.....	64	22	22 95	160	John Dewar.....	83	16	15 60
79	William Glasford.....	54	18	18 66	161	Thomas Baldwin.....	66	13	11 93
80	John Hoyt.....	91	25½	26 62	162	James Bodfish.....	61	20	20 50
81	William Powers.....	65	30	32 75	163	Anne Jackson.....	73	21	21 73
82	John Vert.....	54	21½	22 35	164	William Mitchell.....	69	26	27 85
83	William Benson.....	67	23	24 17	165	E. Redmond.....	64	27	30 30
84	William Kearns.....	72	25	26 62	166	William Hildyard.....	58	19	19 28
86	James Leys.....	72	17	16 83	167	Michael Murphy.....	76	7	4 57
87	John Healy.....	75	26	27 85	168	John McKenna.....	55	18½	18 27
88	Hector McRae.....	68	20	20 50	169	Mary Richards.....	69	33	36 42

Table P.—Continued.

No.	NAME.	Age in 1864.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st to 31st Dec, 1864, deducting subscriptions.	No.	NAME.	Age in 1864.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st to 31st Dec, 1864, deducting subscriptions.
170	W. B. P. Williams	60	9	7 02	195	John McGarvey	75	20	20 50
171	Julius Ansley	60	18	18 05	196	Joseph D. Thomson	55	14	13 15
172	Thomas Baker	69	19	19 28	198	Henry Bartley	57	23	24 17
173	Thomas Buchanan	59	20	20 50	199	John Cameron	60	15	14 38
174	Matthew M. Hutchins	57	22	22 95	200	Melinda Clarke	54	15½	15 00
175	John Muir	61	21	22 66	201	James Brown	59	27½	29 68
177	Not heard from				202	Daniel Callaghan	67	30	32 75
178	Helen McLaren	53	21	21 73	203	William Hull	59	28½	30 91
179	Ralph McCallum	55	23	24 17	204	John McNamara	75	13	11 93
180	Edward Potts	69	23	24 17	205	Resumed teaching			
181	Alexander McFarling	71	21	12 18	206	James Robinson	49	18	18 05
182	Daniel D. Barrett	60	19	19 28	207	Jane Tyndall	60	21	21 73
183	William Clarke	68	12	10 70	208	William Bell	63	11	9 48
184	John Dods	59	21	21 73	209	William Brown	46	13	11 93
185	John Gilson	81	34	37 65	210	James Armstrong	51	25	26 62
186	P. G. Mulhern	64	29	31 53	211	C. F. Mozier	55	27	29 07
188	Thomas Sanders	72	30	32 75	212	Eliza Barber	46	18½	18 67
189	George Townley	74	19	19 28	213	D Livingston	69	9	7 03
190	George Weston	66	22½	23 57	214	J. MacFarlane	58	27	93 85
191	John Williams	79	30	32 75	215	James MacKay	53	25	93 75
192	Edmund Bradburne	56	25	26 62	216	J. C. Van Every	61	20	20 50
193	Robert Hamilton	71	15	14 35	217	Benjamin Woods	64	29	31 53
194	John McDonnell	64	14	13 15					

Net amount of Pensions paid in 1864.....\$3,611 07.

NOTE.—When the number is omitted the Pensioner is dead.

TABLE P.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.			RELIGIOUS DENOMINATIONS.	NATIVES OF		
Glengarry	14	Peel	7	Church of England and Episcopalian 73	Ireland	103
Stormont.....	9	Simcoe.....	9	Church of Scotland and Presbyterian 59	Scotland.....	60
Dundas.....	7	Halton.....	2	Church of Rome.....	England	23
Prescott.....	5	Wentworth.....	4	Methodist.....	Upper Canada.....	16
Carleton	10	Brant	3	Methodist.....	United States.....	9
Grenville.....	11	Lincoln	6	Baptist.....	Lower Canada.....	2
Leeds.....	12	Welland.....	4	Congregationalist.....	Wales.....	1
Lanark	18	Haldimand.....	1	"Protestant".....	Nova Scotia.....	2
Renfrew	2	Norfolk	4	Universalist.....	New Brunswick.....	1
Frontenac	7	Oxford.....	3	Society of Friends.....		
Addington	4	Wellington	5	Christian Disciple		
Prince Edward	6	Grey	1	Second Advent.....	Total.....	217
Hastings.....	6	Perth	1	Not given.....		
Northumberland.....	7	Huron	3	Total.....		
Durham.....	1	Middlesex.....	5			
Peterborough	9	Elgin	4			
Victoria	5	Kent.....	4			
Ontario.....	5	Essex.....	3			
York.....	9	Lambton	1			
Total.....	217					

Of the 217 teachers admitted to the Fund, 48 died during or before 1864, 7 were not heard from, 3 resumed teaching, and 1 withdrew from the Fund. Of the remaining 158, the average length of service as Common School Teachers in Upper Canada was 21½ years. The average age of each pensioner in 1864 was 68 years. Of the 217 teachers admitted to the Fund, there have been 206 males and 11 females.

TABLE Q.—THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA, 1864.

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.	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, 1864.	TOTAL. Grand Total—Legislative Aid and local sources, 1864.
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Normal and Model Schools, & Superannuated Teachers.	Total Legislative Aid, 1864.	For Common School purposes.	For Public School 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.				
Glengarry.....	2581 60	550 00	15 00	244 71	3391 31	2373 00	15 00	.....	2388 00	9128 99	11516 99	14908 30
Stormont.....	1943 00	.....	.....	171 67	2114 67	1977 00	.....	.....	1977 00	7386 60	9363 60	11478 27
Dundas.....	2094 00	397 00	55 95	75 57	2622 52	2050 00	55 95	.....	2105 95	7963 61	10069 56	12692 08
Prescott.....	2058 00	1022 00	25 78	91 82	3197 60	2210 00	25 78	4 00	2239 78	5804 05	8043 83	11241 43	
Russell.....	893 00	.....	16 00	.....	909 00	893 00	16 00	.....	909 00	4185 88	5094 88	6003 88
Carleton.....	3542 00	250 00	130 20	92 71	4014 91	3462 00	130 20	4 00	3596 20	15659 99	19256 19	23271 10	
Grenville.....	2353 88	.....	13 75	122 41	2499 04	2297 00	13 75	9 00	2319 75	11486 31	13806 06	16296 10
Leeds.....	3649 18	250 00	116 00	140 15	4155 33	3605 00	116 00	.....	3721 00	17587 64	21308 64	25463 97
Eanark.....	3310 50	483 00	63 00	261 07	4117 57	3299 00	63 00	8 00	3370 00	20872 15	24242 15	28359 72	
Renfrew.....	2327 28	.....	44 25	56 92	2428 45	2084 00	44 25	.....	2128 25	12346 22	14474 47	16902 92
Frontenac.....	3049 89	.....	58 00	157 19	3265 08	2964 00	58 00	.....	3022 00	13391 86	16413 86	19678 94
Addington.....	1972 00	.....	43 05	155 13	2170 18	1972 00	43 05	.....	2015 05	9768 25	11783 30	13953 48
Lennox.....	915 00	.....	40 00	32 75	987 75	999 00	40 00	.....	1039 00	4766 73	5805 73	6793 48
Prince Edward.....	2156 00	243 00	93 65	114 75	2607 40	2228 00	93 65	.....	2321 65	13772 85	16094 50	18699 90
Hastings.....	4372 00	.....	101 66	142 65	4616 31	4065 00	101 66	.....	4166 66	21879 06	26045 72	30662 03
Northumberland.....	4030 00	.....	213 33	79 87	4323 20	3415 00	213 33	.....	3628 33	26107 83	29736 16	34059 36
Durham.....	3742 00	.....	164 07	36 10	3942 17	3742 00	164 07	8 00	3914 07	23593 59	27507 66	31449 83
Peterborough.....	2338 50	285 00	99 40	118 06	2840 96	2607 00	99 40	.....	2706 40	20698 15	23404 55	26245 51
Victoria.....	2575 00	559 00	196 95	73 76	3404 71	3298 00	196 95	.....	3494 95	17805 85	21300 80	24705 51
Ontario.....	4422 00	373 00	305 28	37 95	5138 23	4422 00	305 28	4 00	4731 28	35204 59	39935 87	45074 10	
York.....	6667 07	1399 00	443 50	168 62	8678 19	6750 00	443 50	4 00	7197 50	56316 94	63514 44	72192 63	
Peel.....	2982 50	.....	118 02	100 38	3200 90	2933 00	118 02	.....	3051 02	21024 97	24075 99	27276 89
Simcoe.....	4798 50	.....	286 74	193 49	5278 73	4695 00	286 74	4 00	4985 74	32473 61	37459 35	42738 08
Halton.....	2452 00	.....	241 73	15 60	2709 33	2423 00	241 73	.....	2664 73	16865 21	19529 94	22239 27
Wentworth.....	3482 25	597 90	193 73	54 16	4327 14	3440 00	193 73	4 00	3637 73	24954 06	28591 79	32918 93	
Brant.....	2338 00	480 00	184 56	158 23	3160 79	2381 00	184 56	.....	2565 56	19252 44	21818 00	24978 79
Lincoln.....	2135 00	425 00	110 93	104 67	2775 60	2450 00	110 93	.....	2560 93	18274 36	20835 29	23610 89
Welland.....	2379 83	210 00	96 10	63 35	2748 78	2610 00	96 10	.....	2706 10	19096 78	21802 88	24551 66
Haldimand.....	2453 00	.....	127 75	59 98	2640 73	3116 00	127 75	.....	3243 75	15904 22	19147 97	21788 70

Norfolk	3259 50	528 00	217 62	62 72	4047 84	3337 00	217 62	.....	3554 62	23138 20	26692 82	30740 66
Oxford	4760 00	.....	252 12	50 81	5062 93	4760 00	252 12	.....	5012 12	33330 63	33342 80	43405 73
Waterloo	3532 00	.....	328 99	.....	3860 99	3900 00	328 99	5 00	4233 99	30476 03	34710 02	38571 01
Wellington	5000 50	.....	371 57	52 32	5424 39	6050 00	371 57	.....	6421 57	38232 07	44704 64	50129 03
Grey	4326 73	.....	249 32	34 88	4611 93	6990 00	249 32	4 00	7243 32	29004 70	36248 02	40859 95
Perth	3749 00	.....	138 55	29 68	3917 23	3710 00	138 55	.....	3848 55	27439 10	31287 65	35204 88
Huron	4903 37	.....	531 90	54 16	5489 43	6774 00	531 90	.....	7305 90	41834 12	49140 02	54629 45
Bruce	3270 00	.....	279 25	.....	3549 25	3373 00	279 25	4 00	3656 25	20725 29	24331 54	27930 79
Middlesex	6528 50	443 00	359 18	64 28	7394 96	6389 00	359 18	.....	6748 18	49459 01	56207 19	63602 15
Elgin	3538 00	.....	233 27	57 82	3829 09	3538 00	233 27	.....	3771 27	24431 44	28202 71	32031 80
Kent	3233 98	.....	223 07	11 93	3468 98	3101 00	223 07	.....	3324 07	22624 12	25948 19	29417 17
Lambton	2597 89	.....	344 07	25 08	2967 04	4423 00	344 07	.....	4767 07	25555 95	30353 02	33320 06
Essex	2326 64	.....	47 88	44 67	2419 19	2301 00	47 88	.....	2348 88	15956 68	18305 56	20724 75
District of Algoma	166 00	.....	.....	.....	166 00	.....	.....	.....	.....	226 64	226 64	392 64
Total.....	135184 59	8494 00	7175 17	3611 07	154464 83	143406 06	7175 17	62 00	150643 17	906591 74	1057234 91	1211699 74

CITIES.												
Toronto	5291 50	1362 00	219 25	.....	6872 75	23830 00	219 25	10 00	24059 25	5446 57	29505 82	36378 57
Hamilton	2299 50	822 00	15 13	.....	3136 63	14946 63	15 13	.....	14961 76	9691 51	24653 27	27789 90
Kingston	1631 00	956 00	114 50	.....	2700 50	6998 00	114 50	.....	7112 50	7334 51	14947 01	17647 51
London	1374 50	1185 00	24 07	.....	2583 57	8000 00	24 07	.....	3024 07	7092 19	15116 26	17699 83
Ottawa	1769 50	1088 00	150 70	.....	3008 20	4994 24	150 70	.....	5144 94	14858 83	20003 77	23011 97
Total.....	12366 00	5412 00	523 65	.....	18301 65	58768 87	523 65	10 00	59302 52	44923 61	104226 13	122527 78

TOWNS.												
Amherstburg	262 50	.....	52 79	.....	315 29	1450 00	52 79	.....	1502 79	1012 65	2515 44	2830 73
Barrie	263 50	845 00	34 00	.....	1142 50	1049 00	34 00	.....	1083 00	658 12	1741 12	2883 62
Bellefleur	962 20	1013 00	34 26	.....	2009 46	3501 19	34 26	.....	3535 45	1754 32	5289 77	7299 23
Burlington	231 50	527 00	17 90	.....	776 40	1789 00	17 90	.....	1806 90	747 65	2534 55	3330 95
Downmanville	326 00	378 00	58 00	.....	762 00	.....	58 00	.....	58 00	2634 69	2892 69	3454 60
Brantford	745 50	465 00	25 50	.....	1236 00	4920 00	25 50	.....	4945 50	1604 16	6549 66	7785 66
Brockville	502 50	898 00	28 43	.....	1428 93	2500 00	28 43	.....	2523 43	1910 25	4433 68	5867 61
Chatham	534 50	950 00	.....	.....	1484 50	2500 00	.....	.....	2500 00	3014 86	5514 86	6999 36
Clifton	150 00	.....	23 62	.....	173 62	900 00	23 62	.....	923 62	795 27	1718 89	1892 51
Cobourg	593 00	745 00	106 00	.....	1444 00	2740 00	106 00	.....	2846 00	1471 24	4317 24	5761 24
Collingwood	166 00	304 00	.....	.....	470 00	1159 00	.....	.....	1159 00	491 70	1650 70	2120 70
Cornwall	239 00	1020 00	20 00	.....	1279 00	1100 00	20 00	.....	1120 00	529 91	1649 91	2928 91
Dundas	347 50	395 00	22 80	.....	765 30	1325 00	22 80	.....	1347 30	1063 89	2411 69	3176 99
Galt	363 00	950 00	29 89	.....	1347 89	3352 00	29 89	4 00	3385 89	3871 97	7257 86	8605 75
Goderich	387 00	1100 00	47 65	.....	1534 65	3400 00	47 65	.....	3447 65	1629 63	5077 28	6611 93
Guelph	605 50	920 00	22 45	.....	1547 95	2795 63	22 45	.....	2818 08	1668 33	4486 41	6034 36
Ingersoll	296 00	628 00	.....	.....	924 00	900 00	.....	.....	900 00	1332 09	2332 09	3156 09
Lindsay	284 50	450 00	20 00	.....	754 50	1927 39	20 00	.....	1947 39	1191 93	3139 32	3893 82

TABLE Q.—THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA, 1864—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.

TOWNS.	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, 1864.	TOTAL. Grand Total—Legislative Aid and local sources, 1864.
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Normal and Model Schools and Superannuated Teachers.	Total Legislative Aid, 1864.	For Common School purposes	For Public School 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.
Milton	212 00	540 00	38 50		790 50	273 00						
Napanee	215 50	420 00			635 50	5779 63	38 50		311 50	591 79	903 29	1693 79
Niagara	242 00	450 00	10 00		702 00	421 67	10 00		5779 63	3492 55	9272 18	9907 68
Oakville	173 50	485 00	5 07		663 57	764 50	5 07		431 67	2134 46	2566 13	3268 13
Owen Sound	265 00	925 00			1190 00	1520 00			769 57	749 85	1519 42	2182 99
Paris	280 50	271 00			551 50	1571 73			1520 00	206 10	1726 10	2916 10
Perth	290 50	550 00	40 00		880 50	994 91	40 00		1571 73	853 43	2425 16	2976 66
Peterborough	483 00	646 00	108 00		1237 00	1828 00	108 00		1034 91	2169 08	3203 99	4084 49
Pictou	245 00	525 00			770 00	900 00			1936 00	1552 51	3488 51	4725 51
Port Hope	499 00	610 00	70 42		1179 42	1950 00	70 42		900 00	749 26	1649 26	2419 26
Prescott	301 50	275 00			576 50	712 63			2020 42	2305 24	4325 66	5505 08
Sandwich	118 00	550 00			668 00	118 00			712 63	1491 89	2204 52	2731 02
Sarnia	250 00	825 00	35 17		1110 17	1440 00	35 17		118 00	1148 09	1266 09	1934 09
St. Catharine's	736 50	280 00	45 75		1062 25	3350 00	45 75		1475 17	1069 51	2544 68	3654 85
St. Mary's	333 00	540 00	20 00		893 00	1554 00	20 00		3395 75	1320 66	4716 41	5778 66
St. Thomas	195 00	650 00	33 00		878 00	900 00	33 00		1574 00	1212 24	2786 24	3679 24
Simcoe	435 00	665 00			1100 00	1388 83			933 00	1002 02	1935 02	2813 02
Stratford	372 96	900 00	8 00		1280 96	1650 00	8 00		1388 83	349 00	1737 83	2837 83
Whitby	320 50	872 00	30 02		1222 52	2775 00	30 02		1658 00	1843 00	3501 00	4781 96
Windsor	300 00	450 00	200 00		950 00	2900 00	200 00		2808 02	1493 90	4301 92	5524 44
Woodstock	400 00	1040 00	20 00		1460 00	1868 72	20 00		3100 00	97 79	3197 79	4147 79
Total	13933 16	24057 00	1207 22		39197 38	71971 83	1207 22	4 00	73183 05	54083 39	127266 44	166463 82

VILLAGES.

Arnprior	100 00			100 00	579 52			579 52	1010 20	1589 72	1689 72
Ashburnham	119 00		5 00	124 00	219 00	5 00		224 00	323 63	547 63	671 63
Aurora	144 00			144 00	340 00			340 00	309 08	649 08	793 08
Bath	90 00	250 00		340 00	100 00			100 00	337 40	487 40	827 40
Bradford	115 00	465 00		580 00	1265 00			1265 00	347 21	1612 21	2192 21
Brampton	288 00	530 00	25 00	843 00	714 47	25 00		739 47	942 45	1682 92	2525 92
Brighton	141 00	275 00		416 00	135 00			135 00	1463 07	1598 07	2014 07
Caledonia	138 00	460 00		598 00	935 00			935 00	595 85	1530 85	2128 85
Cayuga	90 00	576 00		666 00	558 50			558 50	490 34	1048 84	1714 84
Chippewa	131 00			131 00	950 00			950 00	398 79	1348 79	1479 79
Clinton	120 00		23 00	143 00	1200 00	23 00		1223 00	394 43	1617 43	1760 43
Colborne	96 00	345 00		441 00	1218 50			1218 50	534 11	1752 61	2193 61
Dunville	152 00			152 00	152 00			152 00	1514 25	1666 25	1818 25
Elora	125 00	779 00	36 25	940 25	737 50	36 25		773 75	401 17	1174 92	2115 17
Embro	66 00		7 50	73 50	150 00	7 50		157 50	405 06	562 56	636 06
Fergus	131 00		12 00	143 00	600 00	12 00		612 00	454 82	1046 82	1189 82
Fort Erie	86 50			86 50	500 00			500 00	1602 09	2102 09	2188 59
Gananoque	181 00	225 00		406 00	682 58			682 58	445 80	1128 88	1534 88
Hawkesbury	223 00			223 00	151 00			151 00	708 77	859 77	1082 77
Hespeler	72 00		10 00	82 00	531 00	10 00		541 00	71 00	611 00	693 00
Holland Landing	173 00		18 00	191 00	600 00	18 00		618 00	2 16	620 16	811 16
Iroquois	74 00			74 00	92 10			92 10	1042 51	1134 61	1208 61
Kemptville	128 00	83 00		211 00	438 00			438 00	318 85	756 85	967 85
Kincardine	117 00	475 00	24 50	616 50	667 52	24 50		692 02	420 87	1112 89	1729 39
Lanark	72 00	205 00		277 00	80 00			80 00	410 37	490 37	767 37
Merrickville	107 50	200 00	20 00	327 50	263 07	20 00		283 07	258 74	541 81	849 31
Mitchell	145 00		6 12	151 12	950 00	6 12		956 12	90 60	1046 72	1197 84
Morrisburgh	102 00			102 00	102 00			102 00	658 00	760 00	862 00
Newburgh	140 00	555 00	20 00	715 00	74 46	20 00		94 46	496 49	590 95	1305 95
Newcastle	123 00	272 00	20 00	415 00	177 00	20 00		197 00	1440 40	1637 40	2052 40
New Hamburg	104 00		26 00	130 00	1200 00	26 00		1226 00	619 78	1845 78	1975 78
Newmarket	167 50	492 00	123 40	782 90	900 00	123 40		1023 40	929 89	1953 29	2736 19
Orangeville	96 00		5 00	101 00	99 60	5 00		104 60	360 51	465 11	566 11
Oshawa	331 00	140 00		471 00	2225 00			2225 00	1380 17	3605 17	4076 17
Pembroke	89 86	200 00		289 86	76 00			76 00	1443 02	1519 02	1808 88
Portsmouth	108 50		18 00	126 50	500 00	18 00		518 00	410 31	928 31	1054 81
Port Dalhousie	159 00		5 00	164 00	1250 00	5 00		1255 00	567 49	1822 49	1986 49
Preston	185 00		5 00	190 00	1400 00	5 00		1405 00	912 86	2317 86	2507 86
Renfrew	164 00	237 00		401 00	104 00			104 00	430 23	534 23	935 23
Smith's Falls	136 00	250 00		386 00	280 04			280 04	507 79	787 83	1173 83
Southampton	108 00		27 00	135 00	525 98	27 00		552 98		552 98	687 98
Stirling	90 00	353 00		443 00	325 00			325 00	474 38	799 38	1242 38
Strathroy	90 00	395 00	31 25	516 25	1200 00	31 25		1231 25	438 75	1670 00	2186 25
Streetsville	87 00	294 00	13 00	394 00	207 00	13 00	10 00	230 00	513 08	743 08	1137 08
Thorold	191 50	460 75	30 00	682 25	1000 00	30 00		1030 00	674 21	1704 21	2386 46
Trenton	175 00		33 00	208 00	1070 00	33 00		1103 00	247 67	1350 67	1558 67

TABLE Q.—THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA, 1864—(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, 1864.	TOTAL. Grand Total—Legislative Aid and local sources, 1864.
	For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Normal and Model Schools & Superannuated Teachers.	Total Legislative Aid, 1864.	For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to Superannuated Teachers' Fund.	Total from local sources as an equivalent.				
Vienna	\$ 108 00	cts. 00	\$ 435 00	cts. 00	\$ 10 00	cts. 00	\$ 300 24	cts. 00	\$ 310 24	\$ 852 02	\$ 1162 26	\$ 1715 26	
Waterloo.....	152 00				152 00	438 22			438 22	3513 90	3950 12	4102 12	
Wellington	134 78				134 78	242 75			242 75	165 25	408 00	542 78	
Welland	87 00		626 25		713 25	1150 00			1150 00	249 82	1399 82	2113 07	
Yorkville.....	188 00		26 00		214 00	570 76	26 00		596 76	289 08	885 84	1099 84	
Total	6742 14	9578 00	580 02		16900 16	30235 81	580 02	10 00	30825 83	32898 72	63724 55	80624 71	
Grammar School Inspection		705 00	Normal & Mo- del Schools..	99 55	1182 93		Normal and Model Schools	99 55	109 55	3993 81	4103 36	16790 84	
Grand Total, 1864.....	168225 89	48246 00	9595 61	15484 00	241551 50	304382 51	9595 61	86 00	314064 12	1042491 27	1356555 39	1598106 89	
“ 1863	158073 54	50645 71	9833 73	16411 00	234963 98	287768 94	9833 73	175 00	297777 67	1018534 03	1316311 70	1551275 68	
Increase	10152 35				6587 52	16613 57			16286 45	23957 24	40243 69	46831 21	
Decrease		2399 71	238 12	927 00			238 12	89 00					

TABLE R.—EDUCATIONAL SUMMARY FOR THE YEAR 1864.

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.			Balances Unexpended.	Total amount available for Educa- tional purposes during 1864.	
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School pur- poses during 1864.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School pur- poses during 1864.	Number of other Educa- tional Institutions.	Number of their Pupils.	Amount received by other Educational In- stitutions during 1864.	Amount expended for Superannu- ated Teachers, Normal School, Normal School Students.	Total Number of Educa- tional Institutions.	Total number of pupils attending them.			Total amount expended for Educational pur- poses during 1864.
Glengarry	72	4765	10761 69	1	37	796 00				244 71	73	4802	11802 40	3105 90	14908 30
Stormont	75	5033	12481 20	1	56	1403 00	4	110	1500 00	171 67	80	5199	15555 87	351 31	15907 18
Dundas	73	5406	11234 80	1	72	1176 00	4	120	1500 00	75 57	78	5598	13986 37	2276 32	16262 69
Prescott	63	3086	9125 56	2	72	1296 00				95 82	65	3158	10517 38	1806 82	12324 20
Russell	23	1446	3489 56								25	1446	3489 56	2514 32	6003 88
Carleton	113	7307	20330 37	1	15	410 00				96 71	114	7322	20837 08	2434 02	23271 10
Grenville	89	6366	15655 71	3	103	1304 60	4	80	400 00	131 41	96	6549	17491 72	3822 56	21314 28
Leeds	155	9952	25925 54	3	145	2327 12	2	16	240 00	140 15	160	10113	28632 81	4473 15	33105 96
Lanark	121	7828	24295 45	5	306	3089 27				269 07	126	8134	27653 79	6733 62	34387 41
Renfrew	96	5114	16971 39	2	73	1061 00	4	60	80 00	56 92	102	5247	18169 31	3247 44	21416 75
Frontenac	103	6032	18433 81				1	14	70 00	157 19	104	6046	18661 00	2142 75	20803 75
Addington	72	4368	12454 80	2	150	1269 00	1	40	150 00	155 13	75	4553	14028 93	2207 90	16236 83
Lennox	44	2859	11260 31	1	113	2621 47	2	30	185 00	32 75	47	3002	14099 53	2786 63	16886 16
Prince Edward	82	5559	19050 10	2	123	1254 50	3	89	592 00	114 75	92	5776	21011 35	1244 69	22255 94
Hastings	141	11700	34531 88	2	191	2421 98	3	359	12950 00	142 65	146	12250	50046 51	3665 80	53712 31
Northumberland	120	10434	35406 99	3	149	2566 37	14	429	15082 00	79 87	137	11012	56135 23	2975 05	59110 28
Durham	99	9617	34177 74	3	308	4127 19	10	250	580 00	44 10	112	10175	38929 03	4112 97	43042 00
Peterborough	70	6169	22220 62	2	68	1780 79	2	30	500 00	118 06	74	6267	24619 47	7523 18	32142 65
Victoria	87	6433	22601 45	3	173	2009 75	3	85	505 00	73 76	93	6691	25189 96	3914 37	29104 33
Ontario	112	12400	45218 32	3	242	2918 62	1	23	84 00	40 95	116	12665	48261 89	6495 82	54757 71
York	144	15333	64516 00	4	178	3629 56	16	186	2006 00	172 62	164	15697	70324 18	9361 19	79685 37
Peel	78	7320	27936 07	2	113	1649 19	4	50	478 00	110 38	84	7483	30173 64	1243 25	31416 89
Simcoe	148	12591	41809 74	3	96	2443 97	7	94	677 00	197 49	158	12781	45128 20	5960 94	51089 14
Halton	59	5770	22522 02	2	94	1499 43	8	176	1071 00	15 60	69	6040	25108 05	1315 19	26423 24
Wentworth	76	7552	28202 64	3	138	1933 51	4	80	295 00	58 16	83	7770	30489 31	6377 11	36866 42
Brant	67	7475	30780 10	4	210	2745 87	9	201	2042 00	158 23	80	7886	35726 20	2056 91	37783 11

TABLE R.—EDUCATIONAL SUMMARY FOR THE YEAR 1864.—Continued.

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for Superannuat'd Teachers, Normal School, Normal School Students.	GRAND TOTAL.			Balances Unexpended.	Total amount available for Educational purposes during 1864.
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1864.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1864.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1864.		Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1864.		
		\$ cts.			\$ cts.			\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Lincoln.....	76	6855	28576 94	4	162	3688 62	9	182	852 00	104 67	89	7199	33222 23	2278 94	35501 17
Welland.....	89	7010	26706 91	4	191	2382 79	9	166	710 00	63 35	102	7367	29863 05	5794 03	35657 08
Haldimand.....	80	6822	24411 78	2	141	1528 07	1	25	200 00	59 98	83	6988	26199 83	1450 81	27650 64
Norfolk.....	105	7919	27655 15	3	136	2045 25	9	94	896 00	62 72	117	8149	30659 12	3815 37	34474 49
Oxford.....	113	12797	47805 68	2	126	1782 46	13	779	12385 00	50 81	123	13702	62023 95	1775 51	63799 46
Waterloo.....	96	11412	48802 59	2	138	3149 83	5	57	520 00	9 00	103	11607	52481 42	7826 05	60307 47
Wellington.....	144	14744	49714 45	2	144	2256 30	16	295	2934 00	52 32	162	15183	54957 07	7965 01	62922 08
Grey.....	167	12384	38480 94	1	89	1128 77	2	40	200 00	38 88	170	12513	39848 59	4126 46	43975 05
Perth.....	96	11737	38609 51	2	128	1933 40	8	130	1560 00	29 68	106	11995	42132 59	4291 33	46423 92
Huron.....	144	13999	51568 65	1	59	1454 33	9	109	983 00	54 16	154	14167	54060 14	9924 67	63984 81
Bruce.....	114	9132	24515 90	1	52	921 22	2	20	295 00	4 00	117	9204	25736 12	4900 34	30636 46
Middlesex.....	187	16644	55803 83	2	92	1100 00	12	202	605 00	64 28	201	16938	57573 11	8820 29	66393 40
Elgin.....	101	8803	30532 23	2	129	2186 49	3	38	224 00	57 82	106	8970	33000 54	3783 54	36734 08
Kent.....	101	7913	29491 92	1	76	1086 39				11 93	102	7989	30590 24	5826 29	36416 53
Lambton.....	99	7346	29756 45	1	33	790 00	1	30	50 00	25 08	101	7409	30621 53	6403 38	37024 91
Essex.....	76	5998	23509 77	2	98	1178 14	6	119	6870 00	44 67	84	6215	31602 58	4904 72	36507 30
District of Algoma.....	1	85	213 00								1	85	213 00	179 64	392 64
CITIES.															
Toronto.....	16	8003	26365 80	1	180	3065 00	20	1254	87825 00	10 00	37	9437	117265 80	6937 77	124203 57
Hamilton.....	8	4499	21235 50	1	114	1553 00	9	336	16635 00		18	4949	39423 50	5001 40	44424 90
Kingston.....	11	3131	13865 92	1	112	3554 90	17	760	36970 00		29	4003	54390 82	226 69	54617 51
London.....	7	3506	10155 79	1	61	1996 25	2	130	15435 00		10	3697	27587 04	5547 69	33134 73
Ottawa.....	10	3041	13145 82	1	98	1896 62	7	350	15635 00		18	3489	30677 44	7969 53	38646 97

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 1864 inclusive. Compiled from Returns in the Educational Department.

SUBJECTS COMPARED.		1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.
No										
1	Population of Upper Canada.....	486055			622570			725879		803493
2	Population between the ages of five and sixteen years.....	141143		183539	202913	204580	230975	241102	253364	259258
3	Colleges in operation.....	5		5	5	5	6	6	7	7
4	County Grammar Schools.....	25		25	31	32	32	33	39	57
5	Academies and Private Schools reported.....	44		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	2736	3589	2727	2800	2871	3059
8	Total Roman Catholic Separate Schools.....									
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	
10	Grand Total Educational Establishments in operation in Upper Canada.....									252
11	Total Students attending Colleges and Universities.....	1795		2700	2837	2706	2863	2958	3076	3349
12	Total Pupils attending County Grammar Schools.....	No Reports		No Reports	No Reports	No Reports	700	740	773	684
13	Total Pupils attending Academies and Private Schools.....	"		"	"	"	1000	1115	1120	2070
14	Total Students and Pupils attending Normal and Model Schools for Upper Canada.....	"		"	"	"	1831	2345	3648	4663
15	Total Pupils attending the Common Schools of Upper Canada.....	65978		96756	110002	101912	124829	130739	138465	
16	Total Pupils attending the Roman Catholic Separate Schools.....									
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools.....	65978		96756	110002	101912	128360	135195	144406	159678
18	Total Amount paid for the Salaries of Common and Separate School Teachers in Upper Canada*.....	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276	\$353912	\$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*.....	"		"	"	"	"	"	"	
21	Total Amount paid for Grammar School Masters' Salaries*.....	"		"	"	"	"	"	"	\$410472
22	Total Amount paid for the erection or repairs of Grammar School Houses*.....	"		"	"	"	"	"	"	No Reports
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.....									
26	Total Male do do.....				2860	2925	3028	3177	3209	3476
27	Total Female do do.....						2365	2507	2505	2697
28	Average number of months each Common School has been kept open by a qualified Teacher.....						663	670	704	779
				7½	8	8½	8½	9	9½	9½

No Reports for this year were received in consequence of a change in the School Law.

TABLE S, 1864—Continued.

Nos.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.
1	950551	953239									1396091			
2	258607	262755	268957	277912	297623	311816	324888	360578	362085	373589	384980	103302	412367	424565
3	7	8	8	9	10	12	12	12	13	13	13	13	16	16
4	54	60	64	64	65	61	72	75	81	88	86	91	95	95
5	175	181	186	206	307	267	276	301	321	305	337	342	340	255
6	2	3	3	3	3	3	3	4	4	4	4	4	3	3
7	2935	2992	3093	3200	3284	3391	3631	3772	3848	3854	3910	3995	4013	4077
8	16	18	32	44	41	81	100	94	105	115	109	109	120	147
9	855	901	1052	1117	1211	1263	1707	1936	2315	2602	2903	3111	3228	3459
10	3239	3262	3386	3526	3710	3815	4094	4258	4372	4379	4459	4554	4587	4595
11	632	751	756	806	1100	1335	1335	1335	1373	1373	1373	1373	1820	1820
12	2191	2643	3221	4287	3726	3386	4073	4459	4381	4546	4765	4982	5352	5589
13	4557	5684	4440	5473	7584	6220	6523	6372	6182	6408	7361	6784	6653	5818
14	356	645	735	622	643	772	746	777	718	700	700	700	700	700
15	168159	179587	194736	204168	222979	243935	262673	283692	288598	301104	316287	329033	344949	354330
16					4885	7210	9964	9991	12994	14708	13631	14700	15859	17365
17	175895	189310	203888	215356	240917	262858	285314	306626	314246	328839	344117	357572	375333	385722
18	\$391308	\$428948	\$489764	\$578868	\$680108	\$779680	\$860232	\$777616	\$859325	\$895591	\$918113	\$959776	\$987555	\$990956
19	\$77336	\$100366	\$128072	\$175472	\$219164	\$298428	\$351926	\$265519	\$250721	\$264183	\$273305	\$272217	\$266892	\$288362
20	\$468644	\$529314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135	\$1110046	\$1159774	\$1191418	\$1231993	\$1254447	\$1285318
21	Included	in other	Education	al Instit'ns.	\$46255	\$47659	\$57552	\$52940	\$61564	\$64005	\$71034	\$73211	\$76121	\$75854
\$5711					\$8311	\$10708	\$2368	\$7930	\$4234	\$7502	\$3470	\$6139		
23	\$131336	\$147956	\$150104	\$174016	\$204754	\$192014	\$214849	\$219979	\$210042	\$218632	\$209421	\$222534	\$287768	\$269668
24	\$599980	\$677270	\$767940	\$928356	\$1155992	\$1326092	\$1495267	\$1318922	\$1389582	\$1448448	\$1476107	\$1535240	\$1621806	\$1636979
25	3277	3388	3539	3539	3565	3689	4083	4202	4235	4281	4336	4406	4504	4625
26	2551	2541	2601	2508	2568	2622	2787	2965	3115	3100	3031	3115	3094	3011
27	726	847	938	1031	997	1067	1296	1237	1120	1181	1305	1410	1614	1614
28	9 $\frac{1}{2}$	91	9 $\frac{1}{2}$	9 $\frac{3}{4}$	9 $\frac{3}{4}$	10	10	10 $\frac{1}{2}$	10 $\frac{1}{2}$	10 $\frac{1}{2}$	10 $\frac{3}{4}$	10 $\frac{3}{4}$	11 $\frac{1}{10}$	11 $\frac{1}{10}$

* Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$1,840,877 for Educational purposes during 1864; and for 1863, \$1,803,493—the increase in 1864 being \$37,384.

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, 1864.

LEGISLATIVE APPOINTMENT TO COMMON AND SEPARATE SCHOOLS.					
MUNICIPALITIES.	Amount Paid.*	Amount Unpaid.	Amount of Apportionment for 1864.		
			To Common Schools.	To Separate Schools.	Total.
<i>Counties.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry.....	2647 60	15 00	2330 00	282 60	2662 60
Stormont.....	1943 00		1943 00		1943 00
Dundas.....	2074 00		2074 00		2074 00
Prescott.....	1706 00		1527 00	179 00	1706 00
Russell.....	817 00		817 00		817 00
Carleton.....	3488 00		3462 00	26 00	3488 00
Greenville.....	2356 06		2297 00	59 06	2356 06
Leeds.....	3621 95		3605 00	16 95	3621 95
Lanark.....	3283 00		3268 00	15 00	3283 00
Renfrew.....	2195 72		2129 00	66 72	2195 72
Frontenac.....	2990 24	19 00	2853 00	151 24	3009 24
Addington.....	1983 00	21 00	1923 00	81 00	2004 00
Lennox.....	915 00		915 00		915 00
Prince Edward.....	2156 00		2156 00		2156 00
Hastings.....	4298 00	14 00	4269 00	43 00	4312 00
Northumberland.....	4030 00		4012 00	18 00	4030 00
Durham.....	3742 00		3742 00		3742 00
Peterborough.....	2339 00		2300 00	39 00	2339 00
Victoria.....	2520 00	7 00	2527 00		2527 00
Ontario.....	4422 00		4422 00		4422 00
York.....	6706 44		6502 00	204 44	6706 44
Peel.....	2483 00		2461 00	22 00	2483 00
Simcoe.....	4805 33		4763 90	42 33	4805 33
Halton.....	2452 00		2452 00		2452 00
Wentworth.....	3494 27		3440 00	54 27	3494 27
Brant.....	2338 00	132 00	2470 00		2470 00
Lincoln.....	2142 00		2094 00	48 00	2142 00
Welland.....	2410 95		2311 00	99 95	2410 95
Haldimand.....	2452 00		2418 00	34 00	2452 00
Norfolk.....	3206 00		3189 00	17 00	3206 00
Oxford.....	4760 00		4760 00		4760 00
Waterloo.....	3530 00		3397 00	133 00	3530 00
Wellington.....	5086 06		4743 00	343 06	5086 06
Grey.....	4342 14		4081 00	261 14	4342 14
Perth.....	3748 00		3710 00	38 00	3748 00
Huron.....	4879 72		4794 00	85 72	4879 72
Bruce.....	3103 00		3043 00	60 00	3103 00
Middlesex.....	6503 64		6391 00	112 64	6503 64
Elgin.....	3538 00		3538 00		3538 00
Kent.....	3193 00	10 00	3093 00	110 00	3203 00
Lambton.....	2637 64		2579 00	58 64	2637 64
Essex.....	2290 00	25 00	2265 00	50 00	2315 00
District of Algoma.....	218 00		218 00		218 00
Total.....	133846 76	243 00	131338 00	2751 76	134089 76
<i>Cities.</i>					
Toronto.....	5377 00		3540 00	1837 00	5377 00
Hamilton.....	2291 00		1874 00	417 00	2291 00
Kingston.....	1649 00		1191 00	458 00	1649 00
London.....	1385 00		1212 00	173 00	1385 00
Ottawa.....	1760 00		802 00	958 00	1760 00
Total.....	12462 00		8619 00	3843 00	12462 00

* Paid up to August, 1865.

TABLE T.—The Grants to Common and Separate Schools in Upper Canada, 1864.—*Continued.*

LEGISLATIVE APPOINTMENT TO COMMON AND SEPARATE SCHOOLS.					
MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1864.		
			To Common Schools.	To Separate Schools.	Total.
<i>Towns.</i>	\$ cts.	cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh.....	276 00	.....	168 00	108 00	276 00
Barrie.....	255 00	.....	151 00	104 00	255 00
Belleville.....	753 00	.....	564 00	189 00	753 00
Berlin.....	234 00	.....	211 00	23 00	234 00
Bowmanville.....	326 00	.....	326 00	.....	326 00
Brantford.....	748 00	.....	653 00	95 00	748 00
Brockville.....	493 00	.....	362 00	131 00	493 00
Chatham.....	534 00	.....	469 00	65 00	534 00
Clifton.....	155 00	.....	93 09	62 00	155 90
Cobourg.....	597 00	.....	473 00	124 00	597 00
Collingwood.....	166 00	.....	166 00	.....	166 00
Cornwall.....	239 00	.....	239 00	.....	239 00
Dundas.....	342 00	.....	214 00	128 00	342 00
Galt.....	368 00	.....	368 00	.....	368 00
Goderich.....	387 00	.....	387 00	.....	387 00
Guelph.....	609 00	.....	434 00	175 00	609 00
Ingersoll.....	304 00	.....	233 00	71 00	304 00
Lindsay.....	228 00	.....	122 00	106 00	228 00
Milton.....	108 00	.....	108 00	.....	108 00
Niagara.....	248 00	.....	184 00	64 00	248 00
Oakville.....	174 00	.....	125 00	49 00	174 00
Owen Sound.....	265 00	.....	265 00	.....	265 00
Paris.....	284 00	.....	228 00	56 00	284 00
Perth.....	295 00	.....	226 00	69 00	295 00
Peterborough.....	477 00	.....	364 00	113 00	477 00
Pictou.....	248 00	.....	181 00	67 00	248 00
Port Hope.....	499 00	.....	499 00	.....	499 00
Prescott.....	310 00	.....	156 00	154 00	310 00
Sandwich.....	118 00	.....	118 00	.....	118 00
Sarnia.....	250 00	.....	250 00	.....	250 00
St. Catharines.....	754 00	.....	504 00	250 00	754 00
St. Marys Blanchard.....	333 00	.....	333 00	.....	333 00
St. Thomas.....	195 00	.....	195 00	.....	195 00
Simcoe.....	222 00	.....	222 00	.....	222 00
Stratford.....	337 00	.....	337 00	.....	337 00
Whitby.....	323 00	.....	290 00	33 00	323 00
Windsor.....	300 00	.....	300 00	.....	300 00
Woodstock.....	400 00	.....	400 00	.....	400 00
Total.....	13154 00	.....	10918 00	2236 00	13154 00
<i>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 02	.....	195 00	.....	195 00
Brighton.....	141 00	.....	141 00	.....	141 00
Caledonia.....	138 00	.....	138 00	.....	138 00
Cayuga.....	90 00	.....	90 00	.....	90 00
Chippewa.....	131 00	.....	131 00	.....	131 00
Clinton.....	120 00	.....	120 00	.....	120 00
Colborne.....	96 00	.....	96 00	.....	96 00
Dunville.....	152 00	.....	152 00	.....	152 00
Elora.....	125 00	.....	125 00	.....	125 00
Embrow.....	66 00	.....	66 00	.....	66 00

TABLE T.—The Grants to Common and Separate Schools in Upper Canada, 1864.—Continued.

LEGISLATIVE APPORTIONMENT TO COMMON AND SEPARATE SCHOOLS.					
MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1864.		
			To Common Schools.	To Separate Schools.	Total.
			\$ cts.	\$ cts.	\$ cts.
<i>Villages.—Continued.</i>					
Fergus.....	134 00		115 00	19 00	134 00
Fort Erie.....	84 00		69 00	15 00	84 00
Gananoque.....	181 00		181 00		181 00
Hawkesbury.....	151 00		151 00		151 00
Hespeler.....	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		83 00	25 00	108 00
Mitchell.....	145 00		145 00		145 00
Morrisburgh.....	102 00		102 00		102 00
Napanee.....	212 00		183 00	29 00	212 00
Newburgh.....	140 00		140 00		140 00
Newcastle.....	123 00		123 00		123 00
New Hamburg.....	104 00		104 00		104 00
Newmarket.....	168 00		129 00	39 00	168 00
Orangeville.....	96 00		96 00		96 00
Oshawa.....	241 00		191 00	50 00	241 00
Pembroke.....	120 82		76 00	44 82	120 82
Portsmouth.....	107 00		68 00	39 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.....	87 00		87 00		87 00
Thorold.....	193 00		135 00	58 00	193 00
Trenton.....	167 00		121 00	46 00	167 00
Vienna.....	108 00		108 00		108 00
Waterloo.....	152 00		152 00		152 00
Wellington.....	97 00		78 00	19 00	97 00
Wolland.....	87 00		87 00		87 00
Yorkville.....	188 00		188 00		188 00
Total.....	6545 00		6136 00	409 82	6545 82
RECAPITULATION.					
Counties and Districts.....	133846 76	243 00	131333 00	2751 76	134089 76
Cities.....	12462 00		8619 00	3843 00	12462 00
Towns.....	13154 00		10918 00	2236 00	13154 00
Villages.....	6545 00		6136 00	409 82	6545 82
Total.....	166007 76	243 00	157011 00	9240 58	166251 58

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT FOR 1864.

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

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

1864.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
Jan. 1 to Dec. 31	By sundry payments to the following Municipalities:	\$ cts.	\$ cts.	TOWNS—Continued.	\$ cts.	\$ cts.
	COUNTIES.			Galt	368 00	
	Stormont, Dundas and Glen- garry.....	6397 00		Goderich	387 00	
	Prescott and Russell.....	2779 00		Guelph	431 00	
	Carleton	3462 00		Ingersoll	233 00	
	Leeds and Grenville	5942 10		Lindsay	171 00	
	Lanark and Renfrew.....	5426 00		Milton	212 00	
	Frontenac, Lennox and Ad- dington.....	5667 00		Niagara	184 00	
	Prince Edward.....	2156 00		Oakville.....	125 00	
	Hastings.....	4269 00		Owen Sound.....	265 00	
	Northumberland & Durham..	7754 00		Paris	228 00	
	Peterborough	2300 00		Perth	228 00	
	Victoria	2520 00		Peterborough.....	364 00	
	Ontario	4422 00		Picton	131 00	
	York and Peel.....	9463 00		Port Hope.....	499 00	
	Simcoe.....	4763 00		Prescott	156 00	
	Halton	2452 00		Sandwich	118 00	
	Wentworth.....	3140 00		Sarnia	250 00	
	Brant	2338 00		St. Catharines.....	504 00	
	Lincoln.....	2094 00		St. Thomas.....	195 00	
	Welland	2311 00		Stratford.....	337 00	
	Haldimand.....	2418 00		Simcoe	435 00	
	Norfolk.....	3189 00		Whitby	290 00	
	Oxford	4760 00		Windsor	300 00	
	Waterloo.....	3397 00		Woodstock.....	400 00	
	Wellington.....	4743 00				11168 20
	Grey.....	4081 00		VILLAGES.		
	Perth.....	3710 00		Arnprior.....	100 00	
	Huron and Bruce.....	7862 07		Ashburnham	119 00	
	Middlesex	6391 00		Aurora	144 00	
	Elgin.....	3538 00		Bath	90 00	
	Kent.....	3093 00		Bradford	115 00	
	Lambton.....	2579 00		Brampton.....	288 00	
	Essex.....	2265 00		Brighton.....	141 00	
	District of Algoma.....	208 00	132189 17	Caledonia.....	133 00	
	CITIES.			Cayuga	90 00	
	Toronto	3540 00		Chippewa	131 00	
	Hamilton	1874 00		Clinton	120 00	
	Kingston.....	1191 00		Colborne.....	96 00	
	London.....	1212 00		Dunnville.....	152 00	
	Ottawa.....	802 00	8619 00	Elora.....	125 00	
	TOWNS.			Embro.....	66 00	
	Amherstburgh	168 00		Fergus	115 00	
	Barrie	151 00		Fort Erie.....	69 00	
	Belleville.....	781 20		Gananoque.....	181 00	
	Berlin	211 00		Hawkesbury.....	223 00	
	Bowmanville	326 00		Hespeler	72 00	
	Brantford.....	653 00		Holland Landing	173 00	
	Brookville	362 00		Iroquois	74 00	
	Chatham.....	469 00		Kemptville	128 00	
	Clifton	93 00		Kincardine	117 00	
	Cobourg	473 00		Lanark	72 00	
	Collingwood	166 00		Merrickville.....	83 00	
	Cornwall.....	239 00		Mitchell.....	145 00	
	Dundas.....	214 00		Morrisburgh	102 00	
				Napanee.....	153 00	
				Newburgh	140 00	
				Newcastle.....	123 00	
				New Hamburg.....	104 00	
				Newmarket.....	129 00	
				Orangeville.....	96 00	
				Oshawa	284 00	

TABLE U.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued).

(Statement No. 1.—Continued.)

1864.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
Jan. 1 to Dec. 31	VILLAGES—(Continued).	\$	cts.	VILLAGES—(Continued).	\$	cts.
	Pembroke.....	76	00	Wellington.....	78	00
	Portsmouth.....	68	00	Welland.....	87	00
	Port Dalhousie.....	159	00	Yorkville.....	188	00
	Preston.....	158	00			6866 00
	Renfrew.....	164	00			158842 37
	Smith's Falls.....	136	00	By amount of balance on hand 30th June, remitted to the Honorable Receiver General.....		3774 65
	Southampton.....	108	00			162617 02
	Stirling.....	90	00	By Balance.....		124 87
	St. Mary's.....	333	00			162741 89
	Strathroy.....	90	00			
	Streetsville.....	87	00			
	Thorold.....	135	00			
	Trenton.....	121	00			
	Vienna.....	108	00			
	Waterloo.....	152	00			
1864.	RECEIPTS.			AMOUNT.		
January 1 to December 31	To Balance unexpended, per account of 1863.....			\$	cts.	\$
	To proportion of Warrants for this service.....			3774	65	4885
				152421	42	
				1660	00	
						157856
						07
						162741
						89

STATEMENT NO. 2.—THE POOR SCHOOL FUND.

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

1864.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
Jan. 1 to Dec. 31.	By payments to various coun- ties in aid of the following schools:	\$	cts.	Hastings:	\$	cts.
	Stormont, Dundas and Glen- garry:			Marmora, No. 6.....	20	00
	Winchester, No. 14.....	20	00	Monteagle.....	16	00
	Carleton:		20 00	Frontenac, Lennox and Ad- dington:		60 00
	Marlborough, No. 9 and 12	30	00	Barrie and Anglesea, No. 3	10	00
	Do No. 11.....	20	00	Barrie, No. 4.....	10	00
	Lanark and Renfrew:		50 00	Bedford, No. 4.....	25	00
	Alice, No. 1.....	25	00	Victoria.....		45 00
	Darling, No. 1 and 4.....	12	00	Carden, No. 6.....	25	00
	Bathurst, No. 13.....	15	00	Laxton, No. 1.....	30	00
	Ross, Nos. 2, 3 & 8, \$25 each	75	00			55 00
	Westmeath, No. 4.....	12	00	Norfolk:		35 00
	Do No. 10 and 11.....	24	00	Charlottville, No. 3.....	35	00
	Hastings:		163 00	Grey:		35 00
	Pangor.....	24	00	Normanby, No 12.....	15	00
				Huron and Bruce:		15 00
				Albemarle No. 1.....	30	00

STATEMENT NO. 2.—THE POOR SCHOOL FUND—(Continued).

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

1864.	RECEIPTS.	AMOUNT.
Jan. 1 to Dec. 31.	<i>Huron and Bruce:</i> Brant, No. 8..... 12 00 Bruce & Kincairdine, No. 4..... 30 00 Do do No. 5..... 25 00 Culross, No. 1..... 12 00 Greenock, No. 1..... 12 00 Do No. 6..... 12 00 Huron, No. 2..... 25 00 <i>Kent:</i> Harwich, No. 13..... 30 00	\$ cts. \$ cts. 12 00 30 00 25 00 12 00 12 00 12 00 25 00 158 00 30 00 30 00
	<i>District of Algoma:</i> Sault St. Marie for 1863 ... By amount of balance on hand, 30th June, remitted to the Honorable Receiver General..... By balance unexpended....	\$ cts. \$ cts. 50 00 50 00 681 00 1242 93 1923 93 736 93 2660 86
1864.		AMOUNT.
January 1	To balance unexpended, per account of 1864..	\$ cts. \$ cts. 1417 93
July	To proportion of Warrants for this service.....	1242 93
		2660 86

STATEMENT NO. 3.—ROMAN CATHOLIC SEPARATE SCHOOL APPOINTMENT.

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

1864.	RECEIPTS.	AMOUNT.	1864.	EXPENDITURE	AMOUNT.
Jan. 1... Dec. 31.	To balance unexpended as per account of 1863.....	\$ cts. \$ cts. 4274 71	Jan. 1 to Dec. 31.	By Sundry payments on account of 1863 and 1864, as detailed in table F.	\$ cts. \$ cts.
July.....	To proportion of Warrant for this service.....	4399 00		Cities.....	3747 00
		8673 71		Towns.....	2248 96
Dec. 31.	To Balance.....	230 06		Villages.....	392 14
		8903 77		School Sections.....	2406 42
				By Amount of Balance on hand 30th June, remitted to Honorable Receiver General.....	8794 52
					109 25
					8903 77

STATEMENT NO. 4.—THE GRAMMAR SCHOOL FUND.

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

1864.	RECEIPTS.	AMOUNT.	1864.	EXPENDITURE.	AMOUNT.
Jan. 1... Jan..... July.....	To Balance unexpended as per account of 1863..... To Proportion of Warrant for this service... Do do	cts. \$ cts. 3257 34 22332 00 28862 00 51194 00	Jan. 1 to Dec. 31.	By Sundry Payments on account of the apportionment for 1863 and 1864, as per Table G,	\$ cts. 44945 00
				County Carleton for Richmond, 1863.....	129 00
				By Balance on hand 30th June, remitted to the Hon. Receiver General.....	45074 00
					6981 34
				By Balance unexpended...	52055 34
					2396 00
					54451 34

STATEMENT No. 5.—THE GRAMMAR SCHOOL INSPECTION AND EXAMINATION FOR CERTIFICATES.

U. C. Consolidated Statutes, Chapter 64, Section 120, Sub-section 1.

1864.		RECEIPTS.		AMOUNT.		1864.		EXPENDITURE.		AMOUNT.	
		\$	cts.	\$	cts.			\$	cts.	\$	cts.
Jan. 1...	To Balance unexpended per account of 1863.....		403	54			Jan. 1 to Dec. 31..	By T. J. Robertson, Esq., M.A., Chairman of Com. Examiners for 1864.....	80	00	
	Less, not charged in September..		20	00				By Rev. W. F. Checkley, B.A., balance for 1863, as Inspector of Grammar Schools	600	00	
Jan.....	To proportion of Warrant for this service...	1000	00					By Frances L. Checkley, Esq., as Examiner for the years 1863-4.....	25	00	
July.....	do do do	1000	00					By Balance on hand 30th June remitted to Honorable Receiver General.....			743 54
					2000 00			By Balance unexpended.....			1448 54
											935 00
											2383 54
					2383 54						2383 54

STATEMENT No. 6.—THE NORMAL AND MODEL SCHOOLS.

U. C. Consolidated Statutes, 23 Victoria, Chapter 64, Sections 119 and 120.

1864.		RECEIPTS.		AMOUNT.		1864.		EXPENDITURE.		AMOUNT.	
		\$	cts.	\$	cts.			\$	cts.	\$	cts.
Jan. 1...	To Balance unexpended per account of 1863...			473	48	Jan. 1 to Dec. 31..	By Salaries and Wages....	9988	00		
Jan.....	" Proportion of Warrant for this service...	3000	00				" Books, Apparatus and School requisites.....	1296	60		
June.....	" "	1385	43				" Printing.....	274	43		
July.....	" "	10340	00				" Light, Water and Fuel	1231	25		
					14925 43		" Premium on Insurance..	490	50		
	" Model School Fees and other receipts,—						" Furniture, repairs to roof, furnace, &c., and contingencies	2048	13		
	January to June.....	2284	89				" Aid granted to two Students for previous Sessions.....	42	50		15371 41
	July to December.....	1770	03				" Expenses of Ground and Gardener's Wages...			594	88
					4054 92					15966 29	
							" Amount of Receipts for July to December, remitted to Receiver General.....			1770	03
							" Balance unexpended....			17736	32
					19453 83					1717	51
										19453	83

STATEMENT No. 7.—PUBLIC SCHOOL LIBRARIES, MAPS, APPARATUS AND PRIZE BOOKS.

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

1864.		RECEIPTS.		AMOUNT.		1864.		EXPENDITURE.		AMOUNT.	
		\$	cts.	\$	cts.			\$	cts.	\$	cts.
Jan. 1...	To Balance unexpended per account of 1863...			6543	57	Jan. 1 to Dec. 31..	By Books and Maps purchased in London, Edinburgh, New York, and Boston, including exchange and duty.....	5398	76		
July.....	“ Proportion of Warrant for this service...			7000	00		“ Books purchased in Montreal.....	472	75		
Jan. 1...	“ Net amount received from Municipalities, school sections, &c., for libraries, as per Table N.....	965	47				“ Books, Maps, Map Mounting and Coloring Globes and other school apparatus in Toronto....	11261	26		
Dec. 31..	Received for Library, entered in Table of 1863	5	00	970	47		“ Paid for Freight, Cartage, Printing, Boxes, Wrapping Paper, Fittings, Fuel, Insurance, Packing, Salaries and miscellaneous expenses, including Publishers' packing charges: On account of 1864.....	4303	95		
	“ Net amount received from Municipalities, School Sections, &c., for Maps, Apparatus, and Prizes, as per Table O.....			8630	14		On account of years previous	1400	00	5703	95
	“ sales in Depository of Text-books and articles at Catalogue Prices, for school purposes, during the year			3483	55					22836	72
				13084	16		“ Amount of Balance on hand 30th June, remitted to the Honorable Receiver General	2724	56		
	To Balance.....			26627	73		“ Amount of Receipts 1st July to 31st December, remitted to the Honorable Receiver General....	5277	04	8001	60
				4210	59						
				30838	32					30838	32

STATEMENT No. 8.—SUPERANNUATED TEACHERS.

(U. C. Consolidated Statutes, Chapter 64, Section 120).

1864.		RECEIPTS.		AMOUNT.		1864.		EXPENDITURE.		AMOUNT.	
		\$	cts.	\$	cts.			\$	cts.	\$	cts.
Jan. 1 to Dec. 31..	To Proportion of Warrants for this service.	4339	75			Jan. 1...	By Balance per account of 1863.....			219	45
	“ Subscriptions from teachers during the year.....	138	00	4527	75	Jan. 1 to Dec. 31..	“ By Payments during the year on account of 1863 and 1864, as per Table P.....	3611	07		
							“ Subscriptions returned to teachers on withdrawing.....	123	00	3734	07
							“ Remitted to Honorable Receiver General receipts from 1st July to 31st December.			90	00
										4043	52
							By Balance.....			484	23
				4527	75					4527	75

TABLE U.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT FOR UPPER CANADA.—*Continued.*

STATEMENT No. 11.—Departmental Balance Sheet for the year ending 31st December, 1864.

RECEIPTS.					SERVICE.	EXPENDITURE.				
Balance on hand 1st Jan., 1864.	Cash Receipts 1864.	From Hon. Receiver General.	Over-ex-pended 31st Dec. 1864.	Total.		Over-ex-pended 1st Jan.	Pay-ments, 1864.	Remitted Hon. Receiver General.	Balance on hand 31st Dec. 1864.	Total.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
4885 82		157856 07		162741 89	No. 1.—Common School Grant		158842 37	3774 65	124 87	162741 89
1417 93		1242 93		2660 86	No. 2.—Poor School Fund		681 00	1242 93	736 93	2660 86
4271 71		4399 00	230 06	8903 77	No. 3.—Roman Catholic Separate Schools		8794 52	109 25		8903 77
3257 34		51194 00		54451 34	No. 4.—Grammar School Fund		45074 00	6981 34	2396 00	54451 34
383 54		2000 00		2383 54	No. 5.—Grammar School Inspection		705 00	743 54	935 00	2383 54
473 48	4054 92	14925 43		19453 83	No. 6.—Normal and Model Schools		15966 29	1770 03	1717 51	19453 83
6543 57	13084 16	7000 00	4210 59	30838 32	No. 7.—Libraries, Maps and Apparatus		22836 72	8001 60		30838 32
	138 00	4339 75		4527 75	No. 8.—Superannuated Teachers	219 45	3734 07	90 09	484 23	4527 75
558 81	161 85	2903 86		3624 52	No. 9.—Journal of Education		2326 62	7 90	1290 00	3624 52
1236 49	1 00	2000 00		3237 49	No. 10.—Educational Museum and Library		1109 62	584 81	1543 06	3237 49
23031 69	17439 93	247911 04	4440 63	292823 31		219 45	260070 21	23306 05	9227 60	292823 31

APPENDICES TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS
IN
UPPER CANADA,
For the Year 1864.

APPENDIX A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1864.

I. COUNTY OF GLENGARRY.

1. *The Reverend Duncan Cameron, Lochiel.*—In transmitting my Annual Report for this municipality, I may state that two schools were opened during the year; one Common School in Section No 13, and one Separate School in Section No. 12. Of the 20 schools in the township, all were in operation during the year except School Section No. 10 in the Village of Alexandria, where there are two well conducted Separate Schools. The attendance of scholars is generally larger and more regular than last year. One reason for this improvement is, that we have more free schools in the township than in former years. The cause of education is progressing amongst us, although there is room for great improvement yet. One feature of this improvement is the weekly and monthly exercise in English composition. For instance, the teacher requires a description of a house, horse, cow, sheep, &c., &c., to be given in writing. This piece of composition is generally written on Saturday, and given to the teacher on Monday to be examined and corrected. By this means, the teacher and pupils see what correction has been necessary; what mistakes must be guarded against in future, and what progress is made weekly or monthly in this indispensable branch of education. In visiting the schools of the township, I have seen excellent pieces of composition both in Common and Separate Schools. By such a course the pupil is not only theoretically taught how to spell, write and compose, but the theory is carried into practice in the weekly and monthly exercises. I am sorry to say, that such a course is not followed by all the teachers, but hope that soon such will be the case. It is not enough for one to have pen and paper; we should be able to use them whenever circumstances require it. The Revised Programme for County Boards is duly observed. All the questions are taken down in writing by the candidates, and answered in writing.

2. *Hector McRae, Esquire, Charlottenburgh.*—I am happy to state, that the schools in this township, with a few exceptions, maintain a healthy and progressive condition. The exceptions are those sections which still continue miserable hovels of school-houses; school-houses in which pupils are huddled together not to receive any comfort whilst studying their lessons, but in lieu thereof, they meet in houses so depressing to their juvenile minds that the most ardent and assiduous teacher will find it impossible to draw the attention of the pupils with any alacrity to the studies of the day. And what is more deplorable, although the Trustees of those dilapidated school-hovels are quite sensible of the daily misery that pupils and teachers have to endure, still they turn a deaf ear to all that I or any other friend of education can urge or say to them on a want that can be so easily remedied. The parsimonious inclinations of many Trustees and constituents are the greatest barriers to school advancement and improvement; the God-Mammon is their creed, consequently a few dollars extracted out of their pockets for the erection of a school-house or for any requisite school apparatus, is to them an excruciating torture not to be endured if they can possibly help it. As I have before stated, if we had commodious school-houses and requisite school apparatus, combined with free schools, there would be indeed a very diminutive number of non-attendants in this township. But until niggardly Trustees and constituents are compelled to erect suitable and convenient school-houses to attract the attention and ensure the comfort of pupils as well as of efficient teachers, our school system with all its noble efficacy will prove in a great measure a failure. The general regulations in regard to religious instruction are not followed in any of the schools in this township. The Revised Programme for County Board examinations is observed, but the questions are not printed. The few schools in which prizes have been distributed show that considerable influence can be derived from the system.

3. *Angus McDonell, Esquire, Kenyon.*—I have great pleasure in stating that, with the exception of School Section No. 14, all the schools in this township have been in good working order and have been well attended during the most part of the year. The result was, that out of 1207 children of school age in this township, 1198 received a good share of education during the past year. This shows clearly that parents esteem highly the present school law, so much so that they seem to be always ready to avail themselves of the advantages which its provisions afford. The free school system is thoroughly adopted this year. The Trustees are generally inclined to employ good teachers, yet I regret to say that many of the large school-houses which had been lately built in this township are still without maps. But I must mention that this neglect of duty on the part of the Trustees has not occurred through the want of will, but through the want of means. Accept my thanks for your prompt answer to all my queries relating both to Common and Separate Schools during the past year.

II. COUNTY OF STORMONT.

4. *The Reverend Alexander Matheson, Osnabruck.*—Were I only able to do so conscientiously, it would be exceedingly gratifying to me, to give a more flattering account of the progress of education in our township. Many things tend to impede the successful working of our excellent system. There is still a great want in this section of the Province, of able and experienced teachers. This arises, principally, I believe, from the fact that there is really no inducement, in the most of our sections, for competent teachers to offer their services. With much regret I say it, yet it is the truth, that many Trustees employ the teacher who will agree to accept the lowest amount of remuneration. There is also, a great lack of maps, and apparatus, which are so essential to the teacher in the discharge of his duty. But while I cannot help referring to these things which are the dark side of the picture, I am happy to be able to present a bright side also. During the last year a great step has been taken in the right direction, in the way of building. Five excellent new school-houses have been built in this township. In Aultsville, a new brick school-house has been built, 42 feet by 30, with walls 11 feet high, and well finished inside, which reflects much honor on the Trustees and rate-payers of Section No. 4. It is by far the best in the township. In Section No. 3, an excellent brick house has been finished, neat and commodious. It is valued at \$450. Sections Nos. 6 and 15 have built good substantial frame houses filled in with brick, and well painted. The rate-payers of Section No. 20, have also built a good log school-house. In all these, the desks and seats are of the latest and most approved style. I am sorry to say, that owing to circumstances, over which I had no control, I did not succeed in giving so many visits and lectures as last year. I intend, however, God willing, to commence this work immediately.

With a desire to furnish the most competent teachers possible, the County Board is making a gradual progress upward in the standard of qualification for teachers. The examination papers are printed according to the revised programme. For minor details regarding our schools, I refer you to the accompanying report. With all the light and progress of the present age, we have still not a few parents and guardians who are indifferent to the education of their children. It is a very difficult thing to impress upon their minds a sense of the responsibility that devolves upon them. I hope, however, that there is a gradual improvement going on amongst us. In closing these remarks, I cannot but express my gratitude to you, Sir, for the kindly manner, and the readiness with which you have given me any information desired during the four years that I have been honored to hold the office of Local Superintendent in this township. May you have light and wisdom from on high to guide you in your efforts to advance the cause of education; and may the time soon come when knowledge shall cover the earth as the waters cover the sea.

5. *The Reverend D. Gordon, Roxborough.*—From my Annual Report you have a general view of the condition of the schools under my supervision. It affords me much pleasure to state that education is making good progress in the Township of Roxborough. And while I can upon the whole speak favorably of the progress of education amongst us, yet, I grieve to say that we meet with many unnecessary discouragements, such as the blanks in my report point out. The majority of the children reported as attending no school, are those of Roman Catholics, especially French Canadian parents, whose indifference is the main cause of their children's non-attendance. I find, also, that it is next to impossible to get the people to make any effort towards procuring the necessary maps, apparatus, prize-books, etc., etc., so as to accomplish the grand end of our admirable system. I still hope, however, to accomplish more, in this direction, during the coming year.

III. COUNTY OF DUNDAS.

6. *John J. McLaughlin, Esquire, Williamsburgh.*—In transmitting to you my Report of the last year, I have little of importance to add to those of my former reports. Those who employ good teachers receive the benefit of thorough instruction; and those who do not, receive all they can anticipate, and that is but little, and perhaps that little is too much of the kind. There is labour in sowing good seed, but when tares are sown with the wheat, what must the labor be to him who undertakes to eradicate the one, without preventing the growth of the other? To these remarks, it may be replied, "Do not all teachers undergo a thorough examination before receiving authority to teach?" This is true; but many who stand a very creditable examination, are worse, if possible, than useless, when they get the charge of a school. Many adopt school teaching as a mere temporary employment, preferable only because more remunerative than manual labor, but merely as a means for obtaining some ulterior end. Such teachers think only of dollars and cents, not of the responsible duties of their office; they would gladly cast teaching to the winds at any moment, if the means of accomplishing their favourite wish would only present itself. Such teachers are mere public nuisances; and yet they find employment because they accept what most sections are willing to give, and that is but little; still, that little is too much for such services. We never shall have the youthful mind thoroughly cultivated so long as Trustees offer from six to twelve dollars per month, which of course would only be accepted by some cumberers of the ground. Every one knows that a good article of any kind brings a good price, and no one offers any objections to pay it; but most people think education alone is an exception to the general rule. They will not be persuaded to offer liberal wages to teachers, hence the deplorable condition of some of the schools. I am glad, however, to be able to state that there are some excellent teachers in this Township, whose names I would gladly mention here, were it not for reasons which I do not consider prudent to state. There is no movement in this Township about a public library, municipal funds find other channels, perhaps more remunerative to the public purse and more congenial to the public mind; this is greatly to be regretted. You will see from my report that a very small number of the schools under my supervision are opened with prayer, notwithstanding all that has been said on this important matter. You will also observe that there are teachers of certain religious orders, who uniformly open and close their schools with prayer, and there are others who as uniformly do not open and close with prayer. I am persuaded, however, that this fault rests with the Trustees. I believe that an extorted prayer is no prayer at all, or

is equivalent to none, and may as well be dispensed with ; it is a glaring mark of unrenovated humanity when teachers neglect this important duty, yet it may do good to the public when a man appears in his true character. The *Journal of Education* still retains its influence, and is gladly received by all who are capable of appreciating its merits.

IV. COUNTY OF RUSSELL.

7. *Samuel Barnard, Esquire, Cumberland.*—The separate school report is not as full as desirable. A union of the Grammar and Common Schools has taken place, and an efficient staff of teachers is employed, so that the prospect of the schools rising to a higher standard than heretofore is very encouraging. It also gives me great pleasure to report that preparations are being made to build a large, substantial and suitable school-house. Such a school-house is undoubtedly very much needed. I believe the revised programme for County Board Examinations is observed, and the questions are printed. I was delayed by the Trustees of some of the sections in getting some of the statistics necessary to fill up my annual report. In some cases it is difficult to get Trustees to do their duty, and in several cases I had to return their reports. Neither Trustees, parents, nor teachers appear to take the deep interest which they ought to take in libraries in their sections. Only five of the sections have books in circulation. Prizes were given in only two instances in individual schools. Eight of the schools were opened with prayer, and eight made use of the scriptures. As usual, a sad irregularity in attendance on the part of pupils is reported. This has a very bad influence on the plans and efforts of the teachers. Various causes have been assigned, such as distance from school, inability to spare and send the children to school, and especially carelessness on the part of parents. Some blame may perhaps rest on the teachers in not making every effort to secure a larger and more regular attendance. Some blame may also rest on the Superintendent in not referring to this in his public lectures. The *Journal of Education* is thankfully received, and its valuable information very much appreciated.

8. *James McCaul, Esquire, Clarence.*—I have the honor to report that I have visited all the schools in this township since my appointment as Local Superintendent of Schools, and have found that all the schools have made satisfactory progress during the past year. The average attendance is not what it should be, for you will perceive from my report that at least one-fourth of the children of school age do not attend any school, and many of those that do are very irregular in their attendance, and often those nearest the school-house are more irregular than those at a distance, so that the irregular attendance must be attributed to the negligence of parents and guardians. There are three libraries in the township, viz., in S. S. Nos. 1 and 2, and in Union S. S. No. 3. The Trustees of School Section, No. 1, omitted making any returns respecting the library ; but I know that the books are properly taken care of, as I have examined the state of the libraries every time I visited the schools, directing the teacher's attention to any volume I found without a cover. The *Journal of Education* is regularly received in all the sections, and is highly appreciated. In all the English schools the scriptures are read daily, and nearly all are opened and closed with prayer. In all the French schools religious instruction is given, and they are opened and closed with prayer. I was delayed in making my report by the Trustees of some of the sections neglecting to fill up their annual reports properly, as I had, in some instances, to return them for correction. There are now comfortable and commodious schoolhouses in all the sections with one exception, owing to the Municipal Council appropriating some of the Clergy Reserve moneys to each section, to aid them in erecting new school-houses.

9. *The Reverend George W. White, Cambridge and Russell.*—In sending you the remarks which are expected to follow the Annual Report of a Local Superintendent, having had the oversight of the schools of the Townships of Cambridge and Russell for so short a time, I cannot be expected to express any very decided opinion as to their advancement. I must speak of them as I found them. You will see by the report, that those pursuing the higher branches of study are comparatively few ; but then the same may be said of all portions of the country recently settled. Parents needing the assistance of their children cannot spare them very long, or send them to school very regularly, so that few gain more than a knowledge of the rudiments. Still there are in the Township of Russell some schools, whose reports shew a fair average in the higher branches ; and it is to be hoped that, as the other parts of the township become more settled and prosperous, the same results will follow. And although little can be said about the state of education in the Township of Cambridge,

as the meagre report will show, still it must be remembered that the greater part of it is in the hands of a few land speculators, and consequently it is very sparsely settled. Indeed, it may safely be said that there would be no schools of any kind in Cambridge, were it not for the school system, which causes the absent holders of land to contribute, by municipal taxation, to the support of education. You will notice but two schools open during the past year, and one of these but a little more than half of it. Another, No. 4, was organized some time ago, but a teacher has not been engaged as yet. In giving my opinion as to the non-attendance of some of the children, I should first of all give the usual answer, "indifference of parents." But there are other reasons; some live at a very great distance from the school, making it impossible for the small children to attend. The parents of others cannot provide suitable clothes for them. And again, it is my opinion, that, as everything good has its drawbacks, the non-attendance of children may be often found to result from the fact of the schools being free. Parents do not feel the loss of that which costs them nothing, and thus they often defeat the good intentions of those who have no direct interest in the school, but who desire only that none shall be deprived of the advantages of an education. If some method could be devised to secure the attendance of all, it would be a great satisfaction to those who pay largely for the education of their neighbor's children. I cannot answer the question as to the manner of conducting the examination of teachers at the County Board, as the great distance, 60 miles, and my numerous professional engagements prevented my attending them. Both superintendents and teachers have hitherto felt this to be a great inconvenience; however, it is to be hoped, it will soon be remedied, as a Grammar School has lately been opened in the Township of Cumberland, and doubtless the County of Russell will, ere long, have its own Board. No prizes worth mentioning have been awarded. It is to be hoped that the township competitive examinations, which are found to work so well in some of the neighbouring townships, will soon be adopted.

V. COUNTY OF CARLETON.

10. *The Reverend William Lochead, Gloucester.*—The schools of the Township of Gloucester now number nineteen. To these schools I have paid 56 visits, averaging three to each, and have delivered upwards of twenty addresses. The schools have been in operation during an average of 11 months and 10 days. They have been taught by 11 men at an average salary of \$260 each; and by eight women at an average salary of \$150 each. A Protestant Separate School was formed and existed eight months. It has now ceased to exist as a Separate School. A new section has been established embracing the principal families of the Separate School. No. 1 has been converted into a Roman Catholic Separate School. The adjoining sections, Nos. 2 and 4 in Gloucester, and No. 3 in Osgoode, must be greatly weakened, in consequence of so many Roman Catholics in these sections separating from them to unite with section No. 1. It remains to be seen whether they can exist, except under female teachers and at a small salary. I regret that I have to report 276 children of school age who do not attend any school, during any portion of the year, being upwards of one-fourth of the whole number of children living in the township between the ages of five and 16 years. And again I regret to have to report that of the number 1,116 actually enrolled as scholars, an average attendance of about 447 only is reached, shewing an average attendance of between four and five months for each scholar, while the school has been open between 11 and 12 months. To remedy this evil, some are of opinion, that as the law compels men who have property and no children, to furnish the means of educating the children of the section in which they reside, so the law should also compel those who have children, to send them to school, during a certain number of months each year while they remain of school age. Upon the whole, I believe, the cause of education is making steady progress.

11. *The Reverend James Whyte, Osgoode.*—The Report which I herewith transmit speaks for itself. It shows general progress, but, at the same time, illustrates the saying, "Whosoever hath, to him shall be given, and whosoever hath not, from him shall be taken, even that which he seemeth to have." The schools which have been well attended to by Trustees and teachers, and which have consequently been in a prosperous condition, are becoming more and more so year by year; whereas the schools which have been neglected are becoming every year, in some respects, worse. Prizes were given in two of the schools at least, with good results. The results would be still better were reward cards, or something similar, given to each of the unsuccessful competitors. Public examinations are becoming

more frequent in one section of the township. The privilege of a library is one that has not been generally appreciated. I understand that the books are being called in by the Council in order that they may be examined, and repairs and additions made before being issued again. The revised programme for County Board examinations is followed, and the questions are printed. These questions, however, are changed about every two years. The general regulations for religious instruction are not observed as they ought to be; this depends very much on the character of the teacher. In the Annual Reports which I receive, the usual reason assigned for non-attendance of pupils is "indifference of parents." This is, however, by no means the only cause. Let the Trustees perform their part in providing the school with an efficient teacher, and give him the proper encouragement, and let the teacher take a hearty interest in the educational welfare of his pupils, employing kindly and systematically the best methods of teaching, and the indifference of parents will not be mentioned so frequently as the only cause. How often do we hear something like this said, "under the last master we had to force our children to school; but now they cry if they are not allowed to go." All our schools were free last year except one which had a rate-bill of only 12½ cents. Nearly all were taught twelve months. All are provided with black-boards, and all have maps except one. Three of our teachers had third-class certificates from the County Board. Five of them had the benefit of a Normal School training. The average salary is \$204. Our third annual public examination of all the schools of the township was highly satisfactory—our County M. P. being present, as well as the Reeve and Township Council, and all taking a lively interest in the proceedings. A number of prizes were given by the friends of education in the neighborhood besides those given by the Township Council. The exhibition was very creditable to all parties. I cannot conclude these remarks without referring to an event which will, I trust, exercise a highly beneficial influence on this section of the country—the establishment of an Educational Institute for Central Canada. The Institute was fully organized in January last, and the programme of its first meeting—to take place in Ottawa in August—agreed upon.

12. *The Reverend C. F. Emery, Fitzroy.*—All the schools in Fitzroy Township have been well attended with one exception; in this case incompetency of the teacher was the cause. I have observed a considerable awakening to the importance of education this last year, which I chiefly attribute to the true principle of educating more generally adopted in the place of the pernicious system of cramming. Several superior teachers have been added to our numbers, whose value has been acknowledged by an increase of their salary for the present year.

13. *The Reverend William Lothead, Marlborough.*—There are 12 Common Schools and one Roman Catholic Separate School in this township. Of these, Section No 12 was in operation only four months, the school-house having been burnt in the great and general conflagration that raged in this township during three weeks in the months of July and August last. The average length of time during which the schools were kept open was 10 months and 14 days. I paid to these schools 35 visits and made 14 addresses. Most of the sections are poor, and suffering the consequences of poverty. Two new school-houses have been erected during the year, one log building costing one hundred dollars, and one stone school-house for Section No. 5, at the Village of Burritt's Rapids, costing upwards of one thousand dollars. It does the section great credit; there is no such school-house seen in the richer adjoining townships. It encourages us to hope that, as the country improves in material wealth, that improvement will tell on our educational and religious institutions.

VI. COUNTY OF GRENVILLE.

14. *Robert E. Brown, Esquire, Augusta.*—Since my appointment to office in June last, I have visited each of the schools once; and not knowing by personal inspection their condition previous to that time, I am unprepared to state the proficiency the pupils have made during the year. My predecessor, the late respected James Clapperton, who had filled the office for several years, visited the schools in April; and his remarks in the Visitors' Book afford evidence that some of the schools were progressing in a manner very satisfactory. Since the beginning of the year the Trustees of several sections have secured the services of teachers, who, I learn by inquiry, are giving every satisfaction in their respective schools that could be desired. I purpose visiting the schools again as soon as practicable; and I trust that I may have it in my power to verify the reputation those teachers have acquired for themselves. The neglect or apathy on the part of some teachers respecting quarterly examin-

ations is very culpable. I shall not fail hereafter to urge upon them its importance; and also other duties which undoubtedly would tend to enhance the interests of the schools. The Trustees of some sections might be blamed in regard to School Reports, were it not for their willingness to do the best they can. I do not attach any wilful neglect to them for the manner in which their Annual Report is filled up; they require both instruction and assistance in adjusting the financial part; which I intend to give them when practicable to do so. Respecting a uniform series of text books, there might be something done for the improvement of schools, if Trustees will act upon the suggestions which I shall not fail to make them. There are other matters I purposely guard against adverting to, until I shall have an opportunity of speaking advisedly.

15. *William B. Imrie, Esquire, Edwardsburgh.*—The most pleasing feature in my Annual Report this year is that the whole of the schools within my charge are *free*, and that as a natural consequence the attendance has been large. The Clergy Reserve Fund was formerly equally divided among the schools; now it is apportioned like other school moneys, according to attendance,—a change which will doubtless stimulate parents to send their children more steadily during the whole year. The next and most commendable improvement is that several sections have re-engaged their teachers, greatly to the advantage of the pupils and to the reputation of the teachers. There are of course Trustees who act very differently, being too desirous of lessening their taxes by engaging cheap teachers; but as they too are beginning to see with what painful results they do this, I anticipate in this respect a much better state of things for the future. As regards school requisites, viz. : maps, apparatus and prize books, I regret to have to state there is great destitution. Many have promised, and I trust will apply to the Department for some or all of these, and I am quite sure all ought to do so, since I know of none who are not perfectly able, many, if not all, having a sufficient sum of money on hand which ought to be devoted to that purpose. Next to procuring the services of a good teacher, I do not know of anything which would so well repay them, or tend more to aid and encourage children in an enlightened and successful prosecution of their studies. One new school-house (stone) has been erected during the year. It was much needed,—the old one being neither safe nor comfortable. Several of the same description yet remain, though I must add that the people generally are anxious for better ones, and I hope they will get them. School meetings are conducted much more quietly and regularly than they used to be, and the whole of the business connected with schools has been so much improved, that my intercourse with Trustees and others has really become a source of pleasure to me. The teachers have been examined from a printed programme according to the Regulations, and I think, on the whole, more satisfactorily. In numbers, the supply, at present, is greater than the demand; but first-class teachers holding Normal School certificates, are much required. As I have had occasion to say before at my stated examination of the schools, I never deliver what might be called a regular lecture upon education; my plan being, after I have thoroughly inspected the state of the school, simply to give utterance to such remarks of a practical character as may be thought suitable to the comprehension of the pupils, and the nature of the proceedings. This, I find, answers every purpose and seems to give satisfaction. In conclusion, I have to add, that, upon the whole, I consider much progress has been made, the status of the teachers is higher, and the education of the young better cared for.

VII. COUNTY OF LEEDS.

16. *Henry Lillie, Esquire, Yonge Front.*—The schools in this township, as a whole, are not in so prosperous a condition as I could wish, though there are a few honorable exceptions. I am happy to say these are exerting a valuable influence in our township. One of the drawbacks is that several of the sections are too small, so that the Trustees are unwilling to employ any but cheap teachers, for fear of entailing a heavy expense on the section. In most of these sections female teachers are employed, of whom only a small proportion are properly qualified. I find it invariably the case that when good practical teachers are employed, the attendance is much larger in proportion to the number of scholars residing in the section. I have found it extremely difficult in some instances to make the trustees and parents realize the importance and advantage of employing experienced practical teachers. They do not seem to understand that such teachers are calculated, not only to create an interest in the school and thereby induce a much larger attendance, but that the pupils will improve much faster under their tuition. In my first visits to some of the schools during the past year I observed that several of the teachers

attached too little importance to thorough teaching, especially in some of the more common branches. Upon such I have not failed to express the necessity of being energetic and practical in order to succeed. I may remark here, that in my last visits I observed a marked improvement with most in this particular. I found it extremely difficult at first to induce the Trustees and others to attend the examinations of schools and other visits. An apathy and want of interest in the advancement of the schools seemed to pervade the public mind. The inhabitants assigned as a reason for their indifference, that, heretofore the most of the Local Superintendents took no trouble to give notice of their visits, and very seldom gave any kind of a lecture. I think such neglect ought not to be tolerated. I would suggest that our County Councils weigh well the responsibility of appointing Local Superintendents. I fear too many have been appointed as political favorites, without due regard to their qualifications for the office. None but a competent man should be selected; one whose experience and practice will enable him to discharge the duties devolving upon him with efficiency. I was not remiss in my duty in giving the required lectures to the various schools, and, in most cases during my last visits, with very good attendance. I trust they will prove beneficial to the schools, and that our Local Superintendents in future will not neglect so important a duty. The most of the sections have comfortable school-houses, but only a few of them are provided with proper maps and apparatus. Some of them have not even a black-board. I have endeavored to impress upon the teachers the propriety of furnishing the schools with proper facilities for illustrating many of the branches which the pupils are learning. I think it a liberal provision of the Educational Department to furnish prize and library books by having only one half the value of them remitted. The free school system, I am happy to state, is becoming more and more popular in this township. The majority of the schools, I believe, are free, and the rest are nearly so. One Section No. 4 (a populous one) has voted a tax of only ten cents per annum on each pupil. Notwithstanding the fact that most of the sections have adopted the free system, there is still considerable opposition to it, owing to the prejudices and selfishness of those who are the most wealthy, and who have few or no children to send. These seem to be destitute of that philanthropy and public spirit which characterize those who aim at the elevation of their country or their posterity. The sentiment is becoming very generally embraced, that the expenses of educating our youth should be defrayed by the property of the country. It is my humble opinion that a legislative enactment establishing a free school in each section, would be hailed with general satisfaction throughout the Province, and would prevent much of the bickering and local contention which now exist. There are but few children returned as not attending any school. The principal reason assigned for non-attendance is indifference or neglect on the part of parents. I think if good, earnest minded teachers were employed in every school, this neglect would be greatly remedied. The new course of study recommended is adopted by only some of the teachers—those who are best qualified,—and in part by others. I find teachers generally hesitate to introduce any improvement with which they are not familiar, and which they did not learn while attending school. If a greater discrimination were shown in the selection of teachers by Trustees, I think others would strive the harder to improve. The regulations in regard to religious instruction are but partially observed. The Bible or Testament is used or read in only one or two sections. Prizes have been distributed in but one or two instances, and these have been quite limited—such as teachers voluntarily presented to the pupils. The want of interest on the part of Trustees generally in this particular, as well as in visiting schools, is too apparent. Much good might be effected in this direction. I regret to report there are only two or three libraries in this township, and these contain only a limited number of volumes. The revised programme for the County Board Examinations is adopted, and the questions are printed. I have much pleasure in stating that the examinations are becoming more and more thorough. The examination in Circuit No. 1, in January last, will doubtless leave the impression, that those who wish to procure certificates must be well qualified. The *Journal of Education* has been received in every case except one. I think it is doing much good, but is not so generally read as could be desired.

17. *C. Lee Ripley, Esquire, Crosby South.*—I report eleven schools in this township, ten of which are in operation at present. In Section No. 4, the Trustees think it not advisable to continue the school through the winter season, on account of the distance the pupils have to travel to the school. In Sections Nos. 5, 6, 9, and 16, prizes have been given with a good result. There is no school library in this township. The reason assigned for

non-attendance is neglect. Section No. 15 (formed seven years ago), opened the school in September last, in a vacant house purchased by the Trustees, which makes a very comfortable school-house. The schools are all conducted upon the free school system, with the exception of one, which raised \$28.20 by rate on pupils, and \$103.03 by Trustees' tax. The free school system appears to be appreciated in this township, and I am of the opinion that the time is not far distant when all our schools will be conducted upon that principle. Taking all matters into consideration, the schools in this township are progressing favorably, and in some sections the Trustees are manifesting a disposition to improve their schools by the selection of good teachers. Still, I am sorry to say, that in some sections money seems to be the object; so that in such sections it is only the cheapest teachers that are employed. I found only one school in the township with maps. I think that each school should be supplied with the map of Canada at least. The revised programme for County Board Examinations is observed, and the questions are printed. In conclusion, Reverend Sir, permit me to return my thanks for the promptness and despatch with which my correspondence, during the past years, has been answered. I trust that you may long be spared to preside over the Educational Department of Upper Canada.

18. *The Reverend John Carroll, Leeds and Lansdowne Front.*—There appears by reports 60 children who are not attending any school, and the reason assigned in some reports is indifference of parents. With this reason I do not altogether agree, because parents are often constrained to keep their children from school to aid them in their farm and domestic occupations. From the reports it appears that the general regulations with regard to religious instructions are carried out in about one-half of the schools. The revised programme for County Board Examinations is followed, but the papers are not printed, and the candidates are required to give their answers in writing. These examinations are generally hurried through, four or five hours being the time usually occupied, and it appears to me a matter of impossibility to test the qualifications of teachers in so short a space of time. The reports state that the books in the libraries are labelled and numbered, and the regulations strictly observed.

VIII. COUNTY OF LANARK.

19. *The Reverend John Bell Worrell, M.A., Elmsley North.*—I am about to remove, and so must necessarily vacate the office of Local Superintendent, which I have held for fifteen years. It may not, therefore, be unbecoming in me to take advantage of my Annual Report, to briefly give in my unbiassed testimony to the working of the school law. During the long time I have held the office, I have grown to take a great interest in the schools and the scholars in the Township. Almost every boy and girl is known to me. I have witnessed the good which the school system has done, and the improvement which it has wrought. I have no hesitation in avowing that I regard the National School system as a great blessing to the Province. But, I, by no means, think it insusceptible of improvement. I must report now what I have written before, that I should be glad to see the religious element more powerful than it is. "Religio" bears the first place in the common school motto, but no one could honestly say that this is its position in the school-working. I really can see no reason, except sectarian jealousy, why religious denominations should not have the power to establish their Separate Schools, especially in Cities, Towns and Villages, and remain working in harmony with the school system. At any rate it must be confessed that a religious education is the best; and the only ground of defence that all education is not so, is the divided state of our population. On another point I think the school law susceptible of improvement, *i. e.*, in enacting that all schools should be free, and in some way compelling the attendance of children of a certain age. So it is in Prussia, and I don't think it infringes on the liberty of the population. And lastly in regard to the office of Local Superintendent. At the Teachers' convention last year, the present system of having Township Superintendents was unanimously condemned, and I think properly. I believe County Superintendents would be much more efficient, and especially if the post was given to first class teachers, of not less than 10 years' standing. This would tend to make the honor of the office not dependent on municipal elections, and would ensure a fit person for what is, if properly filled, a very important post. I beg of you to believe that these remarks are offered in a good spirit.

20. *J. A. Murdoch, Esquire, Drummond, Bathurst, Lanark, Dalhousie, Sherbrooke*

North, Lavant, Darling.—During the year the schools have been nearly all in active operation; and one new section has been started in the Township of Dalhousie. Some new school-houses have been built, and steps are being taken to erect several others forthwith. As a superior description of school-houses has been scattered over these Townships since our school laws came into force, the children are now much better accommodated than formerly; and the attendance is yearly becoming more numerous. I am, sorry, however, to say, that in two or three Sections, there are buildings of the most miserable description, still used as school-houses. In these the children are sadly straitened for room, and cannot study with any degree of comfort. These are to be found in places where the farmers appear to be in comfortable circumstances, and are quite able, if they choose, to build a good school-house. When a visitor enters one of these narrow, low-roofed structures, of old standing, and crammed to excess by children, he finds he has entered a vitiated atmosphere, and soon wishes himself out again. It is surprising that parents should prove so very indifferent to the health and comfort of their children. Both the Perth and Lanark Sections of the Board of Public Instruction use the Revised Programme, and for the first time made use of printed questions at the last semi-annual examination. On the whole, our schools are progressing favorably. The inhabitants have had time to experience the working of the School Act, and very few disputes arise nowadays. The free school system still gains ground as the best and cheapest mode of supporting a school. In a short time no other mode will in all probability be adopted. Even in those Sections which still retain a rate bill, it is merely nominal.

21. *The Reverend Solomon Mylne, Montague.*—I have the honor to report that 17 schools were in operation in this Township, for 1864. Some Sections are large, and the teachers in these are very good; but in most cases the Sections are small, and the qualifications of the teachers consequently inferior. The attendance of the pupils I consider, under all the circumstances, very good. Nearly all the Sections have adopted the free school system. We examined the teachers on the last occasion by means of printed papers. I am sorry to add, that, although the New Testament is read in nearly all the schools, few of them are opened with prayer. From my growing acquaintance with the parents and teachers, I am hopeful as to the progress of education among us.

22. *The Reverend John McKinnon, Beckwith.*—The want of interest in the education of their children on the part of parents, is the only apparent cause of non-attendance of such children, for as much as the schools in the Township are nearly all free, and there are very few very poor people. I believe the Sacred Scriptures are read in most, if not in all of the schools; but in a manner so formal, as not to produce the desired effect. I am not aware that religious instruction is imparted by any Minister in the schools. In short, I have a strong conviction that our school system, with all its excellencies in other respects, does not meet the moral and religious wants of the youth who attend our schools. When I say this, I confess I know not what remedy can be applied in our mixed community. The Revised Programme for the examination of teachers is observed; but an oral examination takes place at the July meeting of the Board. I am sorry to say that the libraries that do exist are in a very neglected state, and the books seldom read.

23. *The Reverend Alexander Mann, Pakenham.*—During the last year some schools in this Township were taught with distinguished ability and success. The services of the teachers were also duly appreciated by the parties chiefly interested. Others were conducted in a creditable manner, the masters' duties having been discharged faithfully and efficiently. With respect to partial failures as compared with former years, these resulted not so much from lack of scholarship on the part of the teacher, as from want of tact in conducting the business of the class-room. It may be added that, in the cases to which reference is made, the schools had, on various occasions, been in charge of excellent teachers. As regards school libraries, they do not seem to have been serving the purpose for which they were procured. Few books were read in the course of last year. It appears to me, however, that the case would have been different had local regulations been strictly observed. Sufficient means have not uniformly been used for the preservation of the books. Some of them are not covered, while others require to be re-bound. In reference to the non-attendance of children of school age, various causes might be assigned for their absence. It may be that in some instances it proceeded from indifference on the part of

parents and guardians. I think, however, that the chief causes were that some children were too young to go to school on account of the distance of the school-house from their houses. And others more advanced in years, were engaged in agricultural labor, family circumstances rendering this necessary. So far as teachers were concerned, the rules in regard to religious instruction were observed. Others do not seem to have found it expedient to avail themselves of the facilities afforded in this matter, by provisions of the Common School Act. They attended to this duty either privately or in the Sunday Schools. The Revised Programme for County Board examinations was observed, but the questions were not printed.

IX. COUNTY OF RENFREW.

24. *The Reverend Thomas S. Campbell, Wilberforce.*—On the whole the schools under my charge have retrograded rather than improved during the past year, both as regards attendance and efficiency. The teachers in their reports attributed the non-attendance to the negligence of parents; but in my opinion, other causes might be assigned, such as the extreme poverty of many families, and the prevalence of contagious disorders, small-pox and scarlet fever, during the past nine months. The inefficiency of which I complain is only manifest in some sections under my charge, and it is to be attributed to the fact, that the Trustees in these sections have engaged what they are pleased to call a "cheap teacher," and as a material consequence have, at the same time, obtained an inferior one. It seems to me that an improvement might be made by abolishing altogether "third-class certificates," and thus get rid of those teachers of whom I complain, and who are doing more harm than good in the sections where they are employed. In our County Board examinations we follow the revised programme, but our questions are not printed. We intend, however, to introduce written ones at our next meeting in June. In concluding, I have to thank your department for the promptness and courtesy with which my communications have been replied to during the past year.

25. *The Reverend Michael Byrne, Bromley, Grattan, Algona and Brudenell.*—The principal remarks I have to make are regarding that part of the School Law which provides for the qualification of teachers, and which appears to me to be far from satisfactory. By the present state of the law the teacher is obliged to hold his license to teach completely at the pleasure of the Board of Public Instruction. This body grants certificates of qualification for three months, for a year, for two years, and sometimes till annulled, and when they see fit they annul every teacher's certificate within the jurisdiction of the Board. My object in making these remarks is not to accuse the County Board of Instruction of abusing the powers with which they are invested, but to bring to your notice the many inconveniences, and apparently unnecessary ones, to which the practice of such a law subjects the teacher. When it is found that the aspirant to the office of lawyer or physician has successfully undergone a due course of studies, he receives from the proper authorities his diploma, which he is certain of retaining through life. It is so with the mechanic who, after a regular apprenticeship, obtains his Indentures, goes to work at his trade with the certitude that there is no law in the country which can reduce him back again to the state of an apprentice. Not so, however, with the teacher, how excellent soever he may be; for should he fail in obtaining a renewal of his license, he is reduced to the condition of a pupil instead of a teacher. To me this appears radically wrong; for when a person stands before the Board for examination, he is then and there found either to be qualified or not; if qualified, it does not appear a very extraordinary privilege that he should obtain licence to teach *ad libitum*; but if found to lack the necessary qualifications, it is evident he should be rejected without hesitation. Would not such a course supersede the necessity of the never-ending examinations to which the teacher, at present, is subjected? And would it not raise his condition to a more satisfactory and better standard than he now obtains? By the operation of this law many of the teachers of this county are frequently put to great inconvenience; those living in Brudenell, for example, are at least forty miles from Renfrew, where the Board meets in June and December, at one time the heat is often excessive; at the other, the roads are often next to impassable. Then there are no railroads, no travelling by canals or rivers, no public vehicles by which to make such a journey. The poor teacher, whose salary is from one hundred and sixty to two hundred dollars a year, is obliged, in order to have his licence renewed, to hire, out of his own small means, a private conveyance, and pay his own expenses during a journey of three days which

it takes to go and return. Should such a journey, made at so great a sacrifice, be any improvement either to the teacher or the youth committed to his charge, that might be judged a good reason for imposing it on him. But no, he goes before the Board, answers the same questions he has so frequently answered before, and receives a renewal of the necessary license to teach.

26. *George Brown, Esquire, Admaston.*—I have much pleasure in reporting that the Common Schools in Admaston, are making progress and doing much good. There is no doubt that the whole school population is not reaping the benefit of our noble system of education; but it must be remembered that this Township is large and thinly settled. The school sections are large, otherwise the people would not be able to support the schools. The people are also generally in poor circumstances, and some of them are placed at such a considerable distance from the school-house, and their children are so poorly clad that they cannot send them to school; but when they can, they almost universally embrace the opportunity afforded them, by our excellent school system, of educating their children. Under all these circumstances, therefore, I think I am fully justified in stating that the schools in this Township, are making progress under the able management (I am proud to say) of as intelligent and industrious teachers, as can be found in any Township in the backwoods. And although the inhabitants are of different religious opinions, and from different countries, the utmost unanimity prevails amongst them regarding their school matters, and consequently we are not cramped and weakened by separate schools. In consequence of the almost universal failure of the crops last year, in this part of the Province, the people are very much reduced in circumstances, and many are in want of the common necessaries of life; the payment, therefore, of their school-taxes is this year a heavy burden; and they have applied to me to bring their case under your notice, and crave that you would have the goodness to grant them some assistance from the poor school fund, for which they say they will ever remain grateful.

27. *The Reverend William Tomblin, Alice and Pembroke.*—The cause of education is progressing in these Townships as well as can be expected, when we consider the circumstances of most of the people, arising from the failure of crops, &c. In the newly settled Township of Alice, many of the larger children have to be kept at home to work, and during some seasons others have to stay within doors, for want of shoes and clothes. Distance and the state of the roads also operate on the attendance. In winter some of the children may be seen coming to school on snow-shoes, for want of beaten roads. Maps have been ordered for two of the schools in that Township. Nothing has been done in either Township, in the way of libraries. The Board of Public Instruction follows the revised programme, but uses written questions. Of late the examinations have been much stricter than formerly. Notwithstanding this, some of the teachers have taken higher certificates, thus manifesting a purpose to advance with the times.

28. *James Johnston, Esquire, Horton.*—It would afford me much pleasure could I only conscientiously give a more flattering account of our schools. I find there are some drawbacks to the successful working of our admirable school system. There is a great want of able and experienced teachers. This arises chiefly from the want of enlightened and liberal views on the part of many of our Trustees, and people; instead of looking upon the best teacher as the cheapest, they look upon the cheapest teacher as the best. But while I cannot help referring to these things, I am obliged to say that, during the past year, not a few of our schools have made a decided improvement. The free school system is becoming more popular, and I think the time is not far distant when it will prevail in this Township. The revised programme for County Board examinations is observed, but the questions are not printed. The returns of our school moneys are not very correct, some of the poorest and newest sections not having Trustees capable of arranging their financial accounts. If the report is sent back, it is likely to be returned more unintelligible than ever. If I carry it back, the probability is that the person knowing most about it is at a distance in the woods, and that all the auditors can tell is, that they believe every thing to be done honestly. In this respect I hope there will be improvement. Our Sunday Schools and libraries are very low. Some visible good has followed the delivery of public lectures; though, unfortunately, the persons most needing their influence are difficult to be reached. Prizes have been awarded on a small scale, and have had a good effect. The cause of non-attendance is the neglect of parents. But I trust to see this done away under the free school system. We had 10

schools in full operation during almost the whole of last year, and have raised another for the present year. On the whole it is very encouraging to find improvement in this township.

X. COUNTY OF FRONTENAC.

29. *George Malone, Esquire, Wolfe Island.*—The schools in this township, 17 in number, (14 Common and 3 Separate), are all in a fair state of efficiency. There is no new feature to claim anything special from me, except that in Section No. 1, or Garden Island, the proprietors, Messrs. Colvin and Breck, have erected a very commodious and handsome school-house entirely at their own expense, and have furnished it with maps and other school necessaries. Here also is a good Sunday School Library, kept in the the best order under the care of the junior partner, Mr. Breck, who takes a lively and active part in promoting the education and interests of the people of the Island. It would be well for society if more such examples of *talking little* and *doing much* were found amongst us. In Separate School No. 6, the teacher, by a permit from me, taught during the first six months; but not having attended the summer examination of teachers, she was disqualified for the last half-year. I think the rigor latterly pursued by the Board of this County in framing questions for the examination of teachers has had a salutary effect in its operation.

30. *The Reverend Thomas S. Chambers, Storrington.*—The interests of education in this township are making favorable progress. There is a commendable degree of attention paid by many to this important individual and public boon. This appreciation of it has been evinced, among other ways, by the erection of neat, substantial and commodious school-houses in place of the old fashioned, dilapidated buildings formerly occupied. Some of these new structures are highly tasty, and creditable to the heads, hearts and purses of the parties concerned. There are some individuals, however, who underestimate the benefits arising from this valuable attainment, and suffer their children to grow up in lamentable ignorance. I have sometimes wished that regular attendance at school within certain specified ages, except in special cases, was made compulsory by law; for many parents, for the sake of a little aggrandizement, do serious damage to the future prospects of their offspring, and inflict a grievous wrong upon society. A good mental training on the part of the masses would serve as a powerful means for the production of a healthy moral tone, and would raise society in the scale of being. An intelligent people have ever been a liberty-loving, energetic and prosperous people. It would be a happy day for our beloved land if this precious boon were sufficiently prized, and ardently and diligently sought after by all its youthful inhabitants. In reference to the non-attendance of some children of school age, as noticed in the reports, various reasons may be assigned; some exculpatory and others not. During the past season, I believe the chief causes operating to keep parties from school were the lack of due interest on the part of parents; inability to provide suitable outfits for the children; the hardness of the times, rendering it necessary in some instances to take advantage of the services of every one capable of rendering a helping hand; distance from school; and also the unacceptableness in a few cases of some of the teachers employed. You will observe by the Report that the attendance taken as a whole was by no means unsatisfactory. In regard to the provision made for religious instruction, I may say that, as far as known to me, it was not in a single instance taken advantage of. Parental and Sunday School instruction, pastoral catechising from house to house, and the public means of grace are deemed sufficient to meet the requirements of the case. At least these are all the appliances of a religious nature that can conveniently and advantageously be brought to bear upon the young in this section of the country. In our public examinations at the County Board we follow in the main the revised programme, and furnish each applicant with a printed copy of the questions. The kind of certificate granted depends on the proportional number of answers given. Third class certificates are at a discount, being given only in special cases, and with limited conditions. I have much pleasure in reporting that the examinations are conducted in a most thorough and sifting manner. The number of would-be teachers became so great (as many as two or so for every school within our bounds) that it was absolutely needful to weed out the incompetent ones, and not suffer the interests of education to be sacrificed for their advantage. The practice of licensing parties to teach, who were not sufficiently qualified, was a serious detriment to the profession; for such individuals were generally willing to assume the duties and responsibilities of that office for the sake of a recompense very inadequate to one properly qualified. This improved method of conducting matters, which was inaugurated somewhat more than a year ago, is

certain to operate most effectually for the promotion of the interests of education in this part of the Province. We have, I am sorry to say, no Common School or public libraries in this township. As for prizes, I may say that they were made use of in some instances, and with beneficial effect, in the way of improving the attendance, and exciting a commendable degree of emulation among the pupils. The expense in the most of the cases that came under my cognizance was borne, not by the Trustees, but by the teachers themselves. In School Section No. 3, the Trustees purchased books sufficient to supply one to each pupil. The best publications were selected as prizes for the most deserving. In this way all jealousy and unpleasant feeling were avoided. I am fully persuaded that money, judiciously laid out in prizes, would prove of invaluable service to the interests of education. I intend to give more prominence to this matter in my intercourse with teachers, trustees and parents. You will observe by the Report that very little has been done as yet in the way of lecturing. I propose, before my term of office expires, to call a public meeting in each section under my supervision, and address the people on this important matter. Much good may be effected in this way. There are some other subjects which I would very much like to notice, but my remarks are already too extended. I must, therefore, sum up by expressing the hope that a spirit of enlightened, liberal and devoted attention to the educational requirements of our juvenile population may animate our rulers, teachers, trustees and parents; so that we may enjoy the honorable distinction of being a wise, happy, peaceful and united people.

31. *John Canniny, Esquire, Olden.*—I beg to make a few remarks in regard to what, in my opinion, retards the progress of our excellent system of National Education. It is in consequence of the neglect of sections in not choosing proper men for Trustees. I have found some trouble in one section where one of the Trustees is an educated man, and the other two are not. The educated man gets the name of being a self-willed man, and the other two are determined he shall not have his own way; so they pulled against each other to the detriment of their school. I hope things will be better now, as we have a new Trustee. Still I have the pleasure of informing you that education is progressing, and also that there is a greater desire in the minds of parents to keep their children a longer time at school. My report will show you that we have had three schools in operation during the last year, and we have two more new school-houses finished, in one of which school is at present going on, it being the only one now open in Olden, the teacher having a permit from me until the next meeting of the Board. In relation to the non-attendance of children in some of our sections, I generally find it where the parents are very poor. But worse than poverty is their indifference whether their children are educated or not. There were no prizes in any of the schools, nor are there any libraries. There is a Sunday School Library of about 50 volumes of old, worn out books, received from a Methodist Episcopal Minister at a very small cost. I hope that in a short time we shall have a better one.

XI. COUNTY OF ADDINGTON.

32. *William Cunningham, Esquire, Camden East.*—From the Annual Report for this township for the year 1864, which I had the honor to forward to you by the last mail, you will perceive that there has been an increase of 31 in the average daily attendance of children at the Common Schools, when compared with 1863. The receipts from all sources for educational purposes, you will perceive, have amounted to the sum of \$4,461.82, being much less than the receipts for the year 1863. This falling off in the receipts is probably owing to the fact that the past year has been one of the most ruinous on record, as far as the agricultural interests of the country are concerned. I believe it has been ascertained that no part of the province suffered so severely as did this district. And it is a well-known fact that in rural districts the educational interests suffer in a corresponding ratio with the agricultural. There is, on the part of many Trustees, a desire to “cut the coat according to the cloth.” In looking over my report when filled up, I could not but feel regret at seeing so many negative replies to your queries. It is discouraging to reflect that in this township with its *seven* villages, and so many spires pointing Heavenward, we have not one Common School Library to report. In many instances, I have tried to get tablet lessons, copy lines, and other requisites introduced, but all to no purpose. I believe the distance at which we are situated from the place where such things are to be had, is one great reason why we do not get them. The Local Superintendent might indeed for accommodation keep many things on hand which are indispensable, were it even for the maintenance of his office.

I believe, if the provisions contained in the 32nd section of the School Act were carried out, and if, instead of having this Township cut up, as at present into sections, we had a Central Board of Trustees for the whole Township, it would be an effectual remedy for many grievances, and teachers would be placed beyond the reach of individual persecution. The schools would all be free, and the Township Council would assume the collecting of the rates in connexion with the taxes, and children would have the privilege of attending the nearest school. As matters stand at present, many of our school-houses are unworthy of the name; Trustees take no delight in making the school attractive, their duties being in many instances discharged reluctantly. No person thinks of planting shade trees, or ornamenting the school grounds. On the contrary, the school-houses generally have the most uninviting appearance, being generally built at some cross road or other rocky spot as bleak and barren as when it emerged from chaos. Is it any wonder then that with a school population of more than 1900, and with 1672 names on the registers, that the average attendance for the year was only 602, thus for each child at school leaving more than two at home? It has ever seemed to me, that in order to build up a national character, to engender a love for home and early associations, the school-house should have some charm about it. It should be made attractive; for my own part there is no more pleasing reflection than to think of the sylvan walks adjacent to the old school-house, far away in the British Islands. If the money spent on tobacco and intoxicating liquors was spent in building school-houses, purchasing libraries, maps, and other requisites, our country would soon be great indeed, in an educational point of view. There is no question more productive of contention than that of rate bills. I see from the minutes of the Annual Meetings, that the inhabitants of our section have passed the unlawful resolution of fixing a rate on every child, regardless whether they attend school or not. Any person can see the effect such arbitrary measures would have if carried out. It must I think be admitted that the free school system has the preference over all others. Nevertheless there are places where it comes hard on some individuals, such as in small Villages where the greater part of the property may be held by one or two individuals. In such places the highest salary is paid and the burden borne by those who have little direct benefit from the school. On the whole, I cannot but admire the wisdom of our Legislators in giving to each section the power of legislating for itself, so long as Townships are divided into sections. After three years' experience in the working of the system, and hearing much in reference to legislative enactments and modifications, I believe that trying to frame a law to meet the exigencies of every case, and be in harmony with every man's wishes, and interests would be analogous to seeking for perpetual motion. I have no hesitation in saying that all the opposition which our educational system meets with, springs from bigotry and selfishness; and just as long as these propensities form such powerful ingredients in man's constitution, so long will there be difficulties to contend with.

33. *F. H. Smith, Esquire, Kaladar & Anglesea.*—In reference to the inquiries suggested in my report, I have the honor to state that, prizes are granted but seldom, consequently the effect is imperceptible. Religious instruction in our schools is not strictly attended to. The Revised Programme for the examination of teachers is strictly observed, and all the questions are printed. There are no libraries in this locality. I regret to state that the schools in this locality are not as prosperous as I could wish. This may in a great measure arise from the inability and unwillingness of the people to employ duly qualified teachers. The school-houses with one or two exceptions, are good; the poorest, situated in section No. 1, Anglesea, was burned last fall. The free school system is generally adopted, which is, I think, as it should be. But with our at present poor population, you cannot expect any very great results from this locality. We have in prospect the organization of one or two more schools, viz: in the Townships of Denbigh, Abinger and Clarendon. The Rev. Mr. Suttror, who is stationed on the Denbigh Mission, is taking an active part in getting them in operation; these will be between 50 and 60 miles from this place. Thus you see the country is opening up, which will increase the demand for school apparatus.

34. *S. D. Clark, Esquire, Ernestown.*—I have but few general observations to make. The attendance has slightly diminished. This, I think, is owing to the pressure of the times in that part of the country. But while this has been the case as regards the attendance, there are observable some signs of improvement in other respects. The number of

first-class teachers employed, has nearly doubled that of other years. There has been quite a large increase in the more advanced classes. A general disposition seems to be manifesting itself to employ none but efficient and well qualified teachers; and I think the County Board are doing all they reasonably can to give only such permission to teach in the County.

35. *C. Skene, Esquire, Amherst Island.*—I am happy to be able to report favorably of the general progress made by the pupils, which from the care and diligence of the teachers would be greater but for that apparently unavoidable bane to Country schools, viz:—children being kept at home whenever there is any work they can be put to. Since I sent in my return, I delivered a short address, open to the public, to the pupils attending the schools. This I did in the Township Hall, and was glad to see it well filled, it being a convenient time for the people to attend. After the address, some observations were made by different parties. Amongst others, the Reeve, Wm. Percival, Esquire, handsomely made the offer of \$10 out of his own pocket for prizes, on condition that a like sum should be made up by the school sections. The prizes are to be given at a general competitive examination of all the schools. To carry out this idea would, I fear, be very difficult, and dissatisfaction and heart-burning would be the consequence. I have not since had an opportunity of seeing Mr. Percival, or of bringing the Trustees together; but I have no doubt he will be willing that the sum should be divided amongst the schools, and I shall lose no time in having it settled. Independently of this offer of Mr. Percival, it gives me great pleasure to be able to state that, at the request of the trustees and teacher, I made an extra visit to one school, and at this visit I was empowered by one of the trustees, John McGinnis, Esquire, to promise on his part a very handsome sum to be given by him in prizes this year. I am mistaken if the trustees in the other sections do not also make an effort to get up prizes, and I anticipate great success and progress in the schools this season.

XII. COUNTY OF LENNOX.

36. *Archibald Mackay, Esquire, Fredericksburgh North.*—The new course of study as published by the Journal of Education, is only very partially observed, and indeed no notice is taken of it in any of the returns save one. In two cases, sections 14 and 15, the teachers, although one is a Wesleyan Methodist and the other a Presbyterian do not report as opening their schools with prayer. The National Reading Book is the one generally adopted by the different schools under my direction this year. The Spelling Book superseded is the principal one in that branch used, save in two cases, one Cobb's and one Carpenter's. Kirkham's Grammar appears to be the one generally adopted, and the National Arithmetic. I regret the general use of Morse's Geography. Lovell's, a superior one, being only used in two schools under my supervision.

XIII. COUNTY OF PRINCE EDWARD.

37. *The Reverend R. C. Swinton, County of Prince Edward.*—I send you a brief report of my labors as Local Superintendent of Schools for this County, for the year ending March 31st, 1865. During the first half year I visited the schools, and examined, more or less fully, into the state of each. I found all the schools of the County in operation. The next half year I paid a second visit, and got over all with the exception of a few in Hillier and Ameliasburgh, which, on account of stormy weather, I was hindered from visiting. I had communication, however, with the teachers of these unvisited schools, so that I was able to form an opinion in regard to them. I examined the pupils on all the appointed studies, and in each school gave an address. In these addresses I was always careful to impart moral and religious instruction. I also lectured about 30 times on education in different parts of the country. I tried to deal faithfully with the people; but whether or no my lectures did any good, time alone will tell. An infinitude of other duties pressed upon me: such as, receiving reports from teachers and Trustees, apportioning school moneys, attending and addressing teachers' meetings, consulting with teachers, settling differences in sections, advising with teachers privately, and attending the meetings of the examining Boards, all of which I aimed at doing conscientiously. As to the schools, they are, all things considered, in a pretty fair state; though, of course, there is great room for improvement. Many of our teachers are well qualified; but there are others of both sexes who, I humbly think, have mistaken their

vocation. The salaries paid are, with few exceptions, generally small; which is a great pity, as it is the cause of many good teachers giving up the work. I am sorry to say we have very few Normal School trained teachers; but the few we have, as a general rule, stand at the top of the profession. The examining Board met regularly during the year, and, as far as possible, followed the course laid down for its guidance. It has been the aim of the Board during the year gradually to raise the standard of qualification in those applying for license as teachers. At the last two meetings a third of the applicants was rejected. I fear religious instruction is not much attended to in our schools. The greater part of the young people, however, attend Sunday Schools. Very few of the schools are opened with prayer, and the Scriptures are not very generally read. The giving of prizes is a thing almost unknown among us. Libraries are not very common, and those which do exist are not very much read. To myself my year's experience has been a very valuable one. I know I have come far short of my duty; but amid other pressing duties, I have tried to do as well as I could. I pray that God may bless my humble efforts to advance the cause of education in this county. This cause I know you have deeply at heart. Upper Canada is under a deep debt of obligation to you, and I trust you will long be spared to discharge the duties of the office you so ably fill, and that the people of this country may become, through the formative influences of its noble educational system, an intelligent, law-abiding and virtuous people.

XIV. COUNTY OF HASTINGS.

38. *Thomas S. Agar, Esquire, North Riding, County of Hastings.*—The schools during the past year have steadily increased in their daily average attendance. The gross daily average attendance for the half-year ending June, 1864, was 1819.15; for the same period in 1863, it was 1712.43, being an increase on 1863 of 106.73. For the half-year ending December 1864, the gross daily average attendance was 1547.05; for the same period in 1863, it was 1264.49, being an increase on 1863 of 282.56. I attribute this increase, in a great measure, to holding public township examinations, and to the distribution of prizes. I had township examinations twice during the past year; they were well attended, and the greatest interest was manifested in the proceedings, not only by the teachers and pupils, but also by the parents and public generally. The Township Councils of Madoc, Huntingdon and Rawdon, each contributed \$10 for prizes; as did also the Honorable B. Flint for Elzevir, and A. L. Bogart, Esq., for Hungerford. For three years past the harvests in this part of the country have been very unfavorable, particularly that of last year, and I fully expected that the attendance on the schools would be much lessened; such, however, was not the case. I have now under my superintendence several good schools, conducted by superior teachers. These schools are kept open during the entire year, and as a consequence, the parents reap the advantage in the improvement of their children. In contrast to these there are many sections in which the schools are kept open only six months in the year, and other sections in which the teacher is frequently changed; in both these cases the result is injurious to the children. I think the examples given at the township examinations will have the effect of convincing Trustees and parents that a good teacher and a constant school are essential to the education of their children. The revised programme for the examination of teachers is enforced and the questions are all printed. I have, during the past year, urged upon teachers the necessity of carrying into effect the order and classification of studies prescribed for the Common Schools of Upper Canada, and have little doubt the result will be beneficial. I have great pleasure in stating that I have received a letter from the Honorable Billa Flint, M. L. C., in which he announces his intention of giving ten dollars for prizes to Common Schools to each municipality in the Trenton Division, on condition that each municipality contributes a like amount. The prizes are to be contended for at public Township examinations during the ensuing summer. I think there can be little doubt that the Municipal Councils of North Hastings will gladly avail themselves of Mr. Flint's very liberal offer.

39. *Frederick H. Rous, Esquire, South Riding, County of Hastings.*—With regard to the observance of the programme of studies prescribed by the Department, you will find an affirmative answer in very few indeed. Upon a close investigation I have found scarcely any schools in which it has been strictly acted upon; and during my late visits I have been bringing the matter closely under the notice of our teachers, and endeavoring to secure that it shall be closely adhered to by all. The more I see of our schools, the more fully am I convinced that the great desideratum at the present time is greater *thoroughness* in teaching; and the

particular excellence of this programme appears to me to lie in its requiring the perfect mastery of one book before commencing another. It is scarcely too much to say, that, if it were *fully* carried out in all our schools, the time spent in them would be doubled in value. Although great advance has been made in this respect, there are still many of our schools where the reading classes are generally at work upon *books that they do not understand*. A slovenly style of reading is thus formed, proper emphasis and modulation are entirely overlooked, and even correct articulation scarcely attempted; besides which the thinking powers of the pupils remain untrained and undeveloped, a wealth of latent mental power is left dormant, and the rich stock of ideas to be gathered from the lessons is almost wholly lost. I hope another year to report progress in this particular. With regard to religious instructions, it is carried on to just the extent that the Trustees secure teachers of genuine and earnest religious *feeling*. The influence of such teachers is very powerful and effective; though often silent,—perhaps often *because* silent: our *great* Teacher is empathically represented as having “left us an *example* that we should follow in his steps.” I wish to express my entire concurrence and satisfaction with the tone adopted by you on this subject in your recent pamphlet on the Separate School agitation. It is a great error to assume that religious instruction is not given because a stated time is not set apart for it,—and no one of the ISMS happens to be inculcated. We have not now a Separate School in South Hastings,—none where a special creed is taught,—and, I believe, *none where religious instruction is not given*. Our County Board examinations of teachers continue to be conducted by printed questions and written answers. Since this plan was inaugurated an entire revolution has taken place in the character and qualifications of our teachers. We should be sorry indeed to revert to the old plan of *viva voce* examinations. I will forward with this a set of the questions used at the last examinations. We now act upon the plan of preparing one set of questions for all classes; they include some easy—some less so—and a few difficult ones. We allow 20 marks for *entire* correctness in each paper, granting third class certificates to those who obtain one-third of the total possible number of marks,—second class for one-half,—and first class for two-thirds. This plan is simple, is easily worked, and appears to answer well. We continue to experience some difficulty from the too great facility with which testimonials of moral character are obtained, both from ministers and magistrates. Of our three Township Libraries, one has been in so bad a state for some time past, that for nearly two years the books have not been lent out; and another is so run down, that they have not been available during the present winter; in the third the books are in a better state of preservation, but they have not been a great deal used. Is it not extremely desirable that, whenever a grant is made from the Department towards any library, a previous declaration shall be required from the municipality, stating that a by-law has been passed setting aside a certain sum—say for instance 5 per cent annually on the invoiced value of the books, for the purpose of repairing old, and procuring new publications? So much of this amount as might be expended in new works, being supplemented by a similar grant from the Department, would secure a moderate but perhaps sufficient sum towards replenishing and gradually increasing the library. If some arrangement of this kind is not made, I very much fear that the Legislative Library grants will, to a great extent, be wasted. On the subject of prizes there is nothing new to report. A few have been distributed in some of the larger sections, and generally strike me as indications of intellectual activity in such sections; but I do not estimate at a very high rate, their value in *producing* such activity. I have just been making a comparison of the South Hastings Schools, in some particulars, as they were during the first year of my superintendence, and the one just past—say the years 1859 and 1864 respectively. Some of the items may be worth noting down here, as indicating the progress of our Common School system in this County. The total number of brick and stone school-houses in 1859, was 8, and by 1864 had increased to 16; the number of log-houses having been reduced in that period from 11 to 7. The amount paid for building and repairing school-houses in 1859, was about \$1700, and in 1864 it had increased to \$2500. The sum thus spent is, however, a less important criterion of progress, perhaps, than the salaries paid to teachers. The latter item shows an increase of about one-fifth, or from \$12,400 to \$15,000; the number of teachers having been reduced in the meantime, by abolishing three or four small sections, and incorporating them with larger ones. The average salary paid to male teachers (without board) has increased from \$260 to \$283; and that paid to female teachers from \$164 to \$188. The total number of teachers “boarding round” has been reduced from 28 in 1859, to 6 in

1864!! The number of free schools in 1859 was 37, and in 1864 it had increased to 47. The number is still larger for the present year, probably not more than 6 or 8 schools still adhering to the principle of a rate bill. The average attendance increased in the above period from 1420 to 1600. On examining into the number of pupils studying particular branches, the result is still more gratifying; the increase during this period of five years, being as follows:—

	IN 1859.	IN 1860.			
In Arithmetic, from.....	1760	to 2700	or 53	per cent.	
“ Grammar, “	800	“ 1100	“ 37	“	
“ Geography, “	1200	“ 1840	“ 61	“	
“ History, “	440	“ 610	“ 39	“	
“ Writing, “	1680	“ 2600	“ 55	“	
Book-keeping, Geometry and Algebra, from....	208	“ 311	“ 50	“	

The number of teachers holding second and third class certificates was reduced during the above period from 49 to 35, a corresponding increase having taken place in the number of first-class and Normal School teachers. At the same time the standard of attainments has been so much raised that a third class certificate of the present time, is nearly equal to a second class of 1859, and a second class of this year to a first of the former year.

XV. COUNTY OF DURHAM.

40. *W. T. Boate, Esquire, County of Durham.*—You will perceive that the amount collected for Common School purposes is considerably less than in 1863. This diminution of expenditure has not, however, affected our schools injuriously, as you will see that the average attendance is larger than last year, although a less number of schools is reported. During the past year 71 schools, over two-thirds of the whole number in the County, were free. The free school system appears, on the whole, to be gaining ground; the main objection urged against it is that although the actual number of pupils is increased where it is adopted, the average is not proportionally augmented, the attendance becoming more irregular where a rate bill is charged, the pupil, if present at all during the month, is sure to attend as often as possible, for the parents feel that non-attendance causes them a pecuniary loss; whereas under the free school system any trifle is too often deemed sufficient to excuse the absence of the child. The inconvenience arising to teachers from this source can scarcely be estimated; enough to say that it more than anything else, retards the progress of the school, since when the attendance is irregular, classification becomes impossible. Could not some measure be devised to check this evil? Surely when people are compelled, *volens volens*, to support schools, they have a right to demand that the object aimed at be carried out, and this is not done where the most ignorant portion of the community, the very ones for whose benefit the system was inaugurated, are allowed to absent themselves at will from the school room, and grow up in ignorance and its usual concomitant, vice. A measure providing for the compulsory attendance, for at least six months in the year at our Common Schools of all children of school age, would be the greatest boon our legislators could confer upon the rising generation. Such a measure could not be deemed despotic, for it would only compel parents to discharge positive duties which they owe alike to their children and to the state.

The number of children not attending any school whatever during the past year is reported as 852. The Trustees almost unanimously report indifference of parents as the cause of non-attendance. There are many other reasons however for their absence. When there is a large family of children and the parents are poor, the assistance of the elder ones is required at home, and thus they come into the list of non-attendants. In other cases where the children reside at a great distance from the school-house, the smaller ones are kept at home; and in some cases it is to be regretted that children are detained from school on account of their parents having some ground of complaint, real or imaginary against the teacher. Under these circumstances, which will always occur to a greater or less extent, the number of pupils actually attending school is as large as could reasonably be expected, although the duration of their attendance is certainly far from satisfactory. A majority of the Trustees report that the general regulations with regard to religious instruction are observed; but they must misapprehend the question, for no single instance has come under

my notice of any clergyman availing himself of the provision which allows him the use of the school-room on Friday afternoons for the purpose of communicating religious instruction. There is a very large number of Sunday schools in the County: and ample provision is made for religious instruction in them, so that clergymen deem it unnecessary for them to avail themselves of a privilege, the use of which might create unpleasantness. Our County Board Examinations are fully up to the standard in the Revised Programme. The examination lasts two days, and the candidate is examined both from printed papers and orally. Every exertion is made to raise the standard of qualification, and during the past year several applicants for certificates have been rejected, while many others have received certificates of a lower grade than they previously held. The great difficulty, however, in obtaining teachers of a superior grade of qualifications is that the salaries paid are so small that it does not pay a person with the education that a first class teacher must have to remain in the profession. Thus, year after year our best teachers leave us for the practice of Law, Medicine or Divinity; and the teacher's place, which should be filled by men of mature minds and wide experience, is continually taken up as a mere stepping stone to something else by persons who lack both skill and experience. This is the greatest evil connected with our system, and it is to be feared that it cannot be remedied in any way unless by an improvement of the public sentiment on this matter which is now generally speaking, far from what it ought to be. Although some Trustees are willing to pay a reasonable salary, the majority make cheapness their criterion of merit; and even when salaries are at their best, a first-class teacher is not nearly so well paid as a salesman in a store who has not a tithe either of his scholarship or of his responsibility. Although love of the work induces some men to remain in it even though underpaid, the majority of teachers under the present state of affairs, only wait for a good chance to abandon their profession. With regard to the Common School Libraries there is little to be said. Most of them are small, and as no additions have been made to them, the books, as a necessary consequence are very little read, and the influence exerted by them is necessarily slight. The regulations with regard to covering and labelling the books are, so far as my observation extends, adhered to. Eighteen schools are reported as having distributed prizes during the year. Only in one or two cases have they failed to prove a powerful stimulant to exertion on the part of the pupils, and these cases have been owing to an injudicious method of distribution. In most instances class lists have been kept and the prizes distributed in accordance with the marks obtained by the pupils. It would be well if the Trustees of every section would appropriate ten dollars annually for the purpose of purchasing books, &c., for distribution. Owing to serious illness, I have, during the past year, employed an assistant, Mr. Fox, to aid in the examination of schools and to deliver lectures on Education, for on reference to the Trustees reports you will see that credit is given for 217 visits and 64 evening lectures. Most of the visits have exceeded three hours in length, and in some schools the best part of two days has been taken up with the examination. Although there are still some non-progressive teachers in our schools, a fair share of improvement has been made during the past year. Most of our teachers are zealous and anxious to improve. Although the weather was very unfavourable, over seventy of them attended the County Convention held in September last, and the exercises were kept up with great spirit for two days. There are also two Township Conventions, in connexion with one of which, organized at Orono by Mr. Fox, four public lectures were delivered during the past year, at each of which there was a very large attendance of the general public. These institutions cannot but be productive of great good. Public evening lectures were delivered during the year whenever audiences could be got together. In many cases no lectures were delivered because there were none present to listen to them, but no school has been examined without an address being made to the children at the close. As my failing health has compelled me to resign the office of County Superintendent, this is the last report which I shall have the pleasure of addressing to you, and in giving up my connection with the cause of education, a cause to which I have devoted my whole life, I can only express my fervent hope that in the future, as in the past, this great cause may continue to progress and prosper in our land. Until every child residing in the County is brought under the influence of our excellent Common Schools, which, even now, under your skillful management, have attained a degree of perfection elsewhere unequalled. Accept my thanks for the kind courtesy and ready attention which I have always received from you

during my four years' tenure of office, and my best wishes for your continued prosperity, and that of the noble system of which you are the founder.

XVI. COUNTY OF PETERBORO'.

41. *John Rose, Esquire, Dummer.*—The attendance of two of our schools has not been so good in the past year as usual, one cause being the teachers not having that practical, influential method of teaching, indispensably necessary in a teacher. In some instances it is indifference of parents. Not much religious instruction has been given in many, if any of our Common Schools. The distribution of prizes exerts a very good influence where it is observed. The Revised Programme for the County Board Examination of teachers is observed, and the questions are printed. I think it would be a very important step toward improvement, were it made imperative on Trustees to visit the schools more often, and to see that Public Examinations were held more frequently. I know that some of the Trustees visit their schools probably once a year, about the month of March; and for the rest of the year teachers and scholars have to do the best they can. There are other Trustees who do not visit their schools at all. In regard to Public Examinations, I am assured it would be a great incentive to improvement if the parents attended. In sections where the parents do attend the examination of the children, the results are very encouraging.

42. *The Reverend M. A. Farrar, Asphodel.*—The condition of the schools in Asphodel is, on the whole very satisfactory, and the cause of education is in a state of healthy progress. At the same time, there is in many respects room for improvement. The school houses in many cases are too small and low, and of course ill-adapted to secure the well-being, and to develop the mental activity of the pupils. I have strongly represented these evils to Trustees, and, I trust, with some effect. I hope also in time, and with perseverance, to overcome the tendency which exists in several sections, to hire cheap teachers simply because they are cheap; but I fear this will be a work of time, and a result which can only be achieved by subjecting holders of Trusteeships to a protracted course of enlightenment. The cause of non-attendance is indifference of parents. The general regulations in regard to religious instruction, are only partially followed. The Revised Programme for County Board Examinations is observed, but the questions are not printed. One or two schools possess a very small library, but it appears to be of very small use, in fact, not in circulation. In my lectures I have specially insisted on the utility of libraries, and I hope yet to get an effective reform set on foot in this particular. I am persuaded that with the earnest co-operation of teachers, section libraries would be of signal benefit. Prizes have been distributed in only a few schools. I have not yet been able to decide what has been the effect of their distribution. A good deal depends on the discretion of the distributors themselves, and their mode of performing that duty; but I am disposed to think that, if done with impartiality and judgment, prizes giving would be of *great service* to the interest of schools for many reasons. The Honorable Billa Flint, in a letter addressed to me recently, proposes to give \$10 to each Township in my superintendency (on condition that the sum of \$40 be secured from all sources), the amount to be distributed in the shape of prize books. He suggests that there should be a central meeting point for the schools of each Township, and that the prizes should be distributed after a public competition. This is, it seems to me, an excellent idea; and not more excellent than generous in the donor. I have just heard that Mr. Flint has extended his gift to all the Townships in the Trent Division. I have been obliged to postpone my lectures till January and February of the present year.

43. *William Rea, Esquire, Belmont.*—I have much pleasure in stating that there are unmistakable indications of educational advancement in this Township. In most sections teachers are employed who are well qualified to discharge the important duties devolving upon them. In some of the schools the attendance of some of the pupils is irregular, owing to the distance at which they reside from their respective school-houses; this is the general reason assigned by Trustees for non-attendance in their Annual Reports. The Holy Scriptures are read in all the schools under my superintendence. I am in favor of the Bible being read in all our schools without any comment from the teacher. There are two new school-houses in course of erection this year, which will have a good effect, as it

will afford an opportunity for some children to attend school who are at present quite unable to do so, owing to distance.

44. *The Reverend Francis Andrews, Otonabee.*—You will see from the moneys expended in the Township for Common School Education, that the Common School is prized in the Township. The attendance this year at the schools compares favorably with that of former years. There is, perhaps, a tendency to the division of large, healthy sections, which is injurious, as one large healthy section is far better than two or three weak, struggling ones. There is also, perhaps, an injury to the schools from the character of the Trustees elected by the people. A man is generally chosen as Trustee not from his fitness to promote and further the interests of education, but from some other local interest. Thus, instead of advancing education, he proves only a drag. There also seems to be a mania for cheap education; and thus, if teachers can be got at a low salary, it matters not as to their fitness or unfitness to teach. This arises from the great number of teachers, and also from the low standard of qualification needed to go out upon the field to teach. A higher standard of qualification is needed, which will lessen the number of teachers, and allow those who engage in the work a better remuneration. Those who might desire separate schools are, I think, not now very ardent after them. They see the only one in this Township weak and struggling, and whilst the others around it are healthy and flourishing, those who sustain it are more heavily burdened, have more trouble and a worse class of teachers.

XVII. COUNTY OF VICTORIA.

45. *Richard Delaney, Esquire, Carden.*—The cause of the non-attendance of the children at school this year, is owing to the great calamity that visited this Township last summer, that is, the great fire which consumed all before it. So great was the fire at one time, that I expected nothing else but that the whole country would be left a wilderness. But I am happy to say that notwithstanding this sad visitation, the settlers, like true Spartans, are not at all daunted, and as good Christians, trust to a merciful Providence to bless the labour of their hands for the next year. Last year there were four schools open (as you will see by my report) and two new school-houses built, and I expect another to be erected this summer. It was indeed a great blessing that none of the school-houses were burned. Nevertheless it will press very heavily on the rate-payers to pay school and other taxes, owing to bad crops and low prices. The Municipal Council behaves very liberally, giving all the Clergy Reserve money, coming to the Township, to the different sections to enable the Trustees to build new school-houses and pay teachers in old sections. In almost all the schools religious instruction is given and with the best results. Sunday School is well attended in some of the sections. The *Journal of Education* is highly prized by the Trustees, and a great many others borrow it to read, as it contains a great deal of interesting and beautiful reading. I am sorry to have to complain again about the way Trustees are elected. Very often a man of merit is overlooked, and a most ignorant and carelessly indifferent man put in his place; and I attribute this to a sectarian principle fostered by a few fanatics in the section. But I hope the dawn of better days is approaching when the rising generations, educated in the same schools, are taught to love and practice charity towards each other, when man will allow his fellow man to worship God according to his conscience, then will merit have its reward; then will the founders of the common school system be amply rewarded for their exertions. Let us therefore leave no stone unturned to accomplish this grand object; for we may never expect peace, quietness or prosperity in a country where the people are not educated; then will men spend their leisure hours over books instead of in taverns, where all the evils and misfortunes of man come from. In conclusion, I earnestly hope you will grant something towards buying maps and libraries for the section. The rate-payers would be willing to tax themselves for the purchase of the above articles, only for the misfortune of having their crops all destroyed by the great fire last summer. But I sincerely hope that my next annual report will be more favourable. I wish you, Reverend and dear Doctor, a long life for the good of education and the welfare of the children of the poor.

46. *Samuel Irwin, Esquire, Mariposa.*—You will observe by the report that of the 5,028 children of school age in this Township, there are 160 that do not attend any school; the alleged cause of non-attendance in most cases being carelessness or indifference of parents. I think, however, distance from school prevents young children from attending. Some in-

stances have come under my notice, where children have to travel as much as three miles to get to the school, belonging to the section in which they live, while within a mile from where they live is a school belonging to the adjoining section. I will endeavour, however, to have this evil remedied by a proper arrangement of the boundaries of sections, to which, I think, the Council will attend in a short time. There are four parts of Union Sections in this Township, the school-houses belonging to each of which are situate in adjoining Townships. The general regulations with regard to religious instruction are observed in a majority of the schools, with good results in most cases. The revised programme for the examination of Teachers of the County Board is observed, and the questions are printed. Generally speaking the libraries are in a fair state of preservation. In a few cases I find they are not open to the public. This, I hope, will not be long the case. I find, however, that the readers are confined to a few in each section. I have no means of knowing what good has been done by these libraries; but I should suppose their influence to be highly beneficial. We have had no teacher holding lower than a second class certificate employed in any of our schools during the year, which fact is a partial guarantee for the efficiency of our schools. Many of our school-houses, however, are unfit to teach children in, there being no ventilation, except, I believe in a single instance, and in most cases the desks being attached to the wall with a seat running round to correspond, leaving the pupils with their backs to the teacher; a position, which, if not productive of mischief on the part of the pupil, tends to idleness at least. However, notwithstanding these drawbacks, there are many of the schools in a healthy condition; and I trust that in the course of a few years those hovels, now called school-houses, will have disappeared, and that large and well-ventilated buildings will have taken their places; when the want of room, and a sickening atmosphere will no longer paralyse the energies of both teacher and pupil.

47. *Jeremiah O'Leary, Esquire, Ops.*—I am happy to be able to state that a decided improvement is manifesting itself, as well in the management of the schools, as in the efficiency and standing of the teachers. Third class teachers are disappearing, and their places are being supplied by first class ones. The Board of Public Instruction for the Lindsay Circuit, are doing all they can to raise the standard of qualification of teachers, by adhering more closely to the programme laid down by the Provincial Board than formerly. You will perceive by my Report that two brick school-houses were built in the Township of Ops last year, and preparations are being made to build another brick school-house this year, and it affords me much pleasure to state that the Municipal Council of Ops act very liberally in aiding the good work, having in 1864 passed a By-law guaranteeing to pay, out of the Municipal funds of the Township, the one-fourth of the expense of building any brick, frame, or stone school-house that will be built in the Township; and to ensure buildings of a good description, it is a condition in the By-law that the school-house for which aid is granted shall not cost less than four hundred dollars. I consider this a step in the right direction, and if other Municipalities would do likewise, the old log School-houses would soon disappear. The amounts still due teachers, and for building, repairs, &c., appearing in my report, will, no doubt, to you seem very large; but this is owing to the fact that the taxes in this County are not collected until the month of February or March in each year; and I am prepared to assure you that ample provisions are made by assessment, to liquidate all those debts so soon as the taxes shall be collected, and that they will then be paid. I regret that I cannot report more favourably of the state of the schools as respects maps, object lessons and libraries. Yet the trustees of two schools were induced to procure some maps during the past year, and I hope a few more will follow their example this year. I think it would be a decided improvement in the school laws if local trustees were altogether set aside, and general Township Boards elected instead. I have been endeavouring to persuade the people here to do so, but I find them so wedded to the old system, that I fear I cannot succeed. I have to report further that I find from the returns of the proceedings of the Annual School meetings, that all have this year adopted the free system.

XVIII. COUNTY OF ONTARIO.

48. *The Reverend James T. Dowling, Uxbridge.*—The people of the County sections do not seem sufficiently awakened to a sense of the importance of regular attendance on the part of their children; hence, when corn or potatoes are to be hoed or berries to be picked, the school is neglected and the future forgotten. Several of the teachers have expressed

to me their great discouragement from this source, and I cannot wonder at it. Though the first half-year has usually the largest attendance and more advanced scholars, their absence during the busy season is a serious drawback to them and to the general advancement of education. Were it of any use, I could enter my solemn protest against the present school accommodation in this township. Most of the houses are too small, miserably ventilated, and there are but two or three playgrounds. There is just one rotary swing, and no other provision of that kind. Maps, globes, object lessons and other illustrative apparatus are very much needed. Many of the people seem to think that if they have a teacher, he can work whether they furnish him tools or not. I have not yet been able to begin my intended course of lectures, but hope soon to do so. I have, however, delivered short addresses to the schools at nearly every visit. I find quite a different class of people in those sections where there are libraries open to the public; more intelligence and liberality of views on every subject. Prize distribution stimulates to greater effort where adopted. Religious instruction is mainly left to the Sunday Schools, of which there are several in the township, and I think a large majority of the children attend them.

49. *The Reverend R. Macarthur, Reach.*—There are very few children of school age who do not attend any school. So far well. And yet from my own knowledge, I am aware that there are sections where parents and Trustees are culpably indifferent to the education of the young. The attendance in some sections is miserably small, on account of dissatisfaction arising in the minds of some parents against the teacher. But happily these cases are few. The general regulations in regard to religious instruction are very much neglected. Indeed, though in two or three sections, according to report, they are followed, yet the results are, as far as I know, unappreciable. The County Board prepared printed questions during the past year, and examined upwards of ninety candidates for certificates for Common School teaching, the greater part of whom were successful in obtaining them. The reports on Libraries shew a great defect in our school furnishings, as also in apparatus, such as globes, geometrical forms, object and tablet lessons. Prizes have not been generally distributed among the pupils during the year, but where they have been distributed, they appear to have had a stimulating effect on the recipients of them and also on the school generally. There are to my mind some very glaring and radical defects in the present school system, one of which only I shall take the liberty of mentioning; and that is, entrusting the interests of education of each County to the Municipal Council thereof. While some Councils may be competent and solicitous to discharge their duties as regards the educational interests of their Counties, very many, it is to be feared, sacrifice these very important interests to political and partisan purposes. And I would humbly propose that the examination of teachers and of *Local Superintendents too*, as well as the appointment to office of the latter, should be transferred to the Board of Public Instruction, or some Board appointed by them.

50. *Alfred Wyatt, Esquire, Brock.*—In 1863, 1298 names were entered on the school registers; in 1864, 1473 names were enrolled, being an increase of 175. This shows that our educational advantages are more and more appreciated by the community at large; especially when we consider that, owing to the general depression, the farmers are contracting their hired labor, and as a necessary consequence drawing more heavily from their domestic resources. During the fall of the year a Grammar School was established in connection with one of the Common Schools. I have therefore reported the average attendance separately. The causes of the non-attendance of so many children 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. A small library was obtained from the Department by the Trustees of school-section No. 5, and many of the inhabitants have availed themselves of its advantages. Should a new edition of the School Manual be issued, I think a few directions for the proper discharging of the duties of School Auditors would be very acceptable, for I find that very few of the section accounts are properly audited. I am not aware that any of the clergy avail themselves of the privilege of giving religious instruction in any of the Common Schools.

XIX. COUNTY OF YORK.

51. *Duncan McCallum, Esquire, Vaughan.*—I am happy to say that the "free"

school is gaining ground with us. We have twelve out of eighteen schools free, and all were open during the whole year. I regret to say that some of them are not what I could wish; nevertheless, on the whole they are doing well. Our teachers, so far as scholastic knowledge is concerned, are well up to the mark; all hold first-class certificates except one, who holds a second class. I am sorry to say that salaries are falling; this is to be attributed to the failure of the wheat crop more than to anything else. Most of our people are desirous that their children should have the benefit of a good school training; still the number not attending any school is large; negligence on the part of parents, I think, is the cause of this. Our libraries have done a good work; and I think it is time (from the appearance of many of them) that they were replenished, say with one hundred volumes each, and I have no doubt this could be easily accomplished, but for the "hard times." Most of our schools are opened and closed with prayer and reading the scriptures. As to the influence of prizes given in schools, I cannot say that I am prepared to give an opinion.

52. *William Watson, Esquire, York.*—It gives me pleasure to be able to report favorably of school matters in this Township. In most of the sections the libraries have been well patronized, but in some, considerable indifference is still exhibited; on the whole they exert a favorable influence. Prizes have been given in five of the Common, and in one of the Roman Catholic Separate Schools. I regret that we were unable to get up, during the year, a competition similar to that of 1863, feeling assured that the results thereof were plainly visible in the renewed impetus it gave to a laudable ambition to excel among the several schools. The Trustees in some instances remarked that their schools made more improvement in the four months preceding that examination than in the previous nine months. Lovell's Geography is generally used, but not largely, as we are satisfied that oral lectures on the maps are by far the best and most expeditious means of imparting geographical instruction to the junior, and perhaps to all the children in our Common Schools, because they have a tendency to impress on the memory whatever is important, and to avoid extraneous matter. As to Grammar, we have invariably found, when it is taught to beginners orally, that generally dry and uninteresting study becomes comparatively agreeable, and the technical difficulties are more easily surmounted. The *Journal of Education* is generally read and approved of, and exerts a salutary influence. With a few exceptions, and those chiefly where females are employed, I have found order and proper subordination, and I find that there is obviously a steady and progressive improvement in our schools and school-houses. In some of the sections nearest Toronto the teachers complain that many of their most prominent and intelligent pupils are too early removed to the colleges and other high schools in the city: the very children whose attendance is most calculated to render their calling agreeable. To the faithful, painstaking and laudably ambitious teacher this must be discouraging, as it tends to keep him in comparative obscurity, and in some instances leads to his abandoning the profession. The children also are usually sufferers by these too early changes. I believe there are no schools superior to our well-conducted Common Schools for the work assigned them.

53. *The Reverend William Bell, M.A., Scarboro'.*—But a small percentage of children in this township are not under instruction, and they, chiefly from accidental causes. With regard to religious instruction, I find a prevailing disposition among parents and others to encourage it, and the regulations respecting it are generally observed. In all our schools but one, the proceedings are opened and closed with prayer, and in all without exception the Bible or New Testament is daily read. In some of them the Ten Commandments and the Lord's Prayer are recited weekly, and as the course of reading lessons contains sketches of Bible History, it may fairly be maintained that at least a foundation of religious instruction is laid in the schools. The revised programme of County Board examinations is strictly observed. A great deal of pains is taken in the preparation of the questions on the various subjects, and the raising of the standard of qualification, and the increasing of the efficiency of teachers, are objects steadily kept in view. In this respect it is believed that the United Counties of York and Peel will compare favorably with any others in the Province. I regret to say that there is as yet no school library in the township. I have, several times, brought the subject before the public in my lectures, and in some instances committees have been formed to collect subscriptions, and take the necessary steps for procuring one; but I am able to report nothing as yet accomplished. Perhaps the existence

of Denominational and Sunday School Libraries has helped to make the reading public less sensible of the want of them in the Common Schools. Prizes are usually distributed every year in one or more of the schools, and I think the general tendency is good. I prefer that, in such cases, something, however small, should be given by way of encouragement to every child in the school. It is possible still to mark the distinction between *prizes* for proficiency, *rewards* for diligence, and mere tokens of encouragement. Upon the whole the prospects of education in Scarboro' have improved. Six school-houses out of eleven are now of brick and stone, commodious, improved in architectural appearance and in comfort, and furnished with the modern desks and seats. Similar improvements are also contemplated in other sections. The teachers are generally painstaking and efficient, and but few, comparatively, of the young are now not under instruction. About a year ago we had a township examination of competitors from each of the schools. The Township Council kindly granted the sum of £4 to defray expenses and purchase prizes; to which the Local Superintendent added a silver medal costing six dollars, for the best general scholar. Thirty-four pupils were present and a goodly number of spectators; and notwithstanding some disappointments, the whole went off satisfactorily.

XX. COUNTY OF PEEL.

54. *William I. Pinney, Esquire, Toronto.*—On the occasion of my first year of office, I scarcely feel in a position to offer any extended remarks on the progress of education in this township. The schools are, generally speaking, in a satisfactory condition. There is a disposition to employ none but first class teachers, while, however, the salaries are being lowered. The free school is adopted in most of the sections, obviating, as it does, the old difficulty of collecting the rate bills. The form of the Trustees' Annual Report appears to me unnecessarily full; and I am persuaded that many of the returns are for statistical purposes utterly worthless. Many of the answers—especially those in reference to libraries and the school population—are often bare guesses, not approaching any approximate estimate. And certain particulars.—such as the number of school-houses, and the year in which a school was first opened in the section, could, on being ascertained, be registered in a book kept for that purpose by the School Superintendent. Any step of the kind would simplify the form of the report; and the less elaborate the return, the more accurate would be the information given on essential heads. More certainty, I think, should be given to the financial part of the report, which would be secured by the Trustees furnishing the Local Superintendent annually with a detailed statement of the receipts and disbursements, as well as of the remaining liabilities and assets, certified as correct by the auditors. Again it appears to me that we are in a position for the introduction of a uniform series of first class text books in the Common Schools of the Province.

XXI. COUNTY OF SIMCOE.

55. *The Reverend A. Stewart, M.A., Orillia.*—There were five schools under my superintendence during the past year. One of these is a separate school, the teacher of which holds a certificate from the County Board. I am glad to be able to report progress generally in these schools. Two of them are in a very healthy and prosperous condition. All the school-houses are in good order, and the supply of maps and school apparatus nearly as great as required. There have been no prizes given during the year. The efficiency of the school in the Village of Orillia is well sustained under the able management of the teacher, Mr. Mallock, and the attendance throughout the year was large. In rural districts the inducement to call into requisition the services of children of school age is very great; and it is always found that where there is a thoroughly efficient teacher, children will be anxious to attend school, and parents will manage to send them. Of course there are cases of total indifference about the education of their children by persons who have had no education themselves. The revised programme for examinations is faithfully observed by the County Board, who are endeavoring as much as possible to raise the standard of the teachers whom they license. At their last meeting a resolution was adopted not to license to the separate and entire charge of a school, unless the applicant was eighteen years of age if a male, and seventeen if a female; as it was considered that under these ages, there could be no efficient control exercised in the management of the

school. The disposition on the part of Trustees to engage young teachers in preference to those more experienced, is much to be regretted. In some cases this is done for the sake of economy, but in many instances it arises from the efforts made by interested parties to thrust out efficient and experienced teachers in order to make way for some youthful relative, who, with great difficulty, comes up to the requirements for a third class certificate. This, of course, can be kept in check by the rate-payers of each school section, but it may prove a great evil, if not guarded against.

56. *The Reverend Alexander Henderson, B. A., Mono.*—In offering a few remarks on the progress of education in the schools under my supervision, I am sorry to state that there are only three first class among twelve teachers; and that these receive but a small salary each. The second and third class teachers receive as much as the first class, being hired without any regard to their *class* or *grade*, and being employed because they offer their services for a small sum. Within the Township there is not a stone, a brick, or a frame school-house; but generally the old log buildings, which the first settlers of the township erected, are still used, and are very uncomfortable during the winter, but are much better suited for the summer on account of their numerous apertures giving excellent ventilation. In some of the schools prizes are distributed, and the effect is comparatively good. The Revised Programme and printed questions are used at the County Board. With regard to religious instruction, I have to state that it is but little attended to. In many parts of the township there are no Sunday Schools within reach of the children, so that these children, with the exception of some families, are brought up without religious instruction, which they do not get at home, cannot get at a Sunday School, and cannot get at the Common School of their section, because not taught there, and it is not taught there because nobody in the section puts himself forward to demand such an observance in the school; and should such an attempt be made in some sections, the *vet.* of a single Romanist is of sufficient force to exclude the custom of Bible-reading and of opening and closing the school with prayer,* so that the little privilege which the law allows for religious instruction is not observed nor even attempted to be observed in such cases. Providence has highly favored some by placing them in positions where they enjoy better advantages and are taught the truths most needful; but for this instruction they have not to thank the School Law of their native land. The sure consequence of this *defective instruction* thus given to the youth of the country, and which is a legitimate child of the Law, is to make them excellent Arithmeticians, ready writers, clear reasoners, with a smattering of General History, in short, what, here in the country, we call “good scholars;” but such as could not answer the simple question ‘what must you do to be saved?’ But the Law provides that the Clergyman of any religious denomination, or his authorized representative, shall have a right to instruct the children of his Church in their school-house at least once a week. With regard to this, there is no Clergyman but is well aware that employing representatives for this purpose is impracticable; then one Clergyman with a whole township under his care is at liberty to visit twelve or fifteen schools once a week, after four o’clock, P.M., and instruct the children of his Church in each one of these schools. Now it seems to me that, in order to give instructions over so vast an area, and in so short a time, he would require the wings of Pegasus, or the voice of Stentor. Fewer lessons in religious knowledge can not be thought sufficient. Such a privilege, then, given to Clergymen is but a bitter mockery of their devotedness. If Roman Catholics have Separate Schools in which they teach their religious tenets, why should not Protestants be allowed the Bible as a class book? The present privilege of religious instruction *practically* taken out of

* The writer of this report, though a Local Superintendent, shows an utter ignorance of the Canadian School System, as to the reading of the Bible and religious instruction in the schools. He quotes an objection, which has been made to the National School System in Ireland, [where he has probably learned it] but has no application to the Canadian System, which does not give a *veto* to a Roman Catholic, or any other private individual, or number of individuals, as to the use of the Bible in a school. Our law requires that no pupil shall be *compelled to be present* at any religious exercise, or to read from any religious book against the wishes of his parent or guardian expressed in writing. The Reports of several other Local Superintendents—such as those of the Reverend John Gray, of Oro, of the Reverend John Flood, of Dunn, Montlon and Sherbrooke, of the Reverend S. Benson Kelley, of Oxford East, &c., &c., furnish a practical refutation of the statements and objections made by Mr. Henderson.

the hands of Protestants, and given to Romanists will, not many years hence, tell in favor of that zealous people.

57. *The Reverend A. J. Fidler, Tecumseth.*—I beg to state that the Common Schools of this township, are in a tolerably prosperous condition. The attendance of pupils is fair, considering the circumstances of many of the rate-payers, condition of the roads at certain seasons of the year, &c., &c. The regulations with regard to religious instruction are not usually observed. The influence produced by the circulation of the books of the libraries is not perceptible to any extent; owing, I imagine, to the fact that the one ruling object seems to be to amass money, or to realize property: hence the books are not much read. Perhaps, as the County becomes older, a change may, in this respect, be looked for.

58. *The Reverend John Gray, Oro.*—It affords me much pleasure to be able to inform you, that of the five chief causes of non-attendance at school in this quarter, viz: lack of suitable clothing, unpropitious weather, distance from school, value of the youthful labor on the farm, and indifference, the last and most objectionable of the whole, is losing more and more of its influence for evil, and is perceptibly descending from a maximum of power to a minimum. Indeed, some ingenious mechanic might, by using "indifference" in lieu of mercury, construct a very amusing and instructive educational thermometer for the province. The municipal institutions of the land have done and are doing much towards the promotion of education, just as education has been necessary for their efficiency, the one acting and reacting on the other, and rendering their harmonious co-operation essential to the proper working of the political machinery. The formula recommended in the body of the Report for getting the estimated adult population is not suitable for rural districts. Three-and-a-half or four would furnish more reliable statistics. It is exceedingly difficult to get a correct account of the general population or of the children of school age, and I doubt the correctness of the figures furnished by school Trustees, and embodied in my Report. The easiest and simplest plan for obtaining this information would be to add two columns to the Assessor's Roll, for the general population and for those of school age. In all the schools under my charge religious instruction is directly or indirectly communicated, devotional exercises are practised, the Bible is read in all except two, and the morality of the teachers, as well as their general conduct, creditable to the office which they fill. The revised programme is strictly followed by the County Board, but the questions are not printed, lest, by means of the machinery of secret societies, they should find their way surreptitiously into the hands of the teachers. A large number of questions are prepared by the Secretary of the Board, as well as by others, and out of these a selection is made at each meeting of the Board. This plan is found to work well. At each meeting a friendly conversation is held regarding the best mode of raising the educational standard, and at the last meeting in January, resolutions were passed to the following effect; that no female teacher be granted a certificate under 17, and no male under 18 years of age; and that in future no third class certificate be given for a longer period than from one meeting of the Board till the next. The one resolution was passed with the view of stopping the influx of young girls of 16, and even 13, who have been lately applying for examination, and of young lads of 16 and 17; and the other had for its ultimate object the rooting out of third class certificates, by rendering them troublesome and difficult to obtain. In investigating a case of misconduct on the part of a teacher, the Board found it difficult to act from the want of a form of process and from a defect in the Act, which grants no authority to the Board to summon witnesses authoritatively, or to examine them under oath. It, moreover, gives a Local Superintendent power to suspend a teacher till the next meeting of the Board, but does not authorize the Board to continue the suspension, should it be found necessary to postpone the investigation. It has only power to annul, which might be a harsh and inexpedient proceeding under the circumstances. The Library is divided into sections, and placed with trustworthy persons in convenient parts of the township, in order that the whole township may have easy access to its contents. It is well patronised during the winter, but in the summer agricultural pursuits absorb the time of all. To maintain such an institution in an efficient state, a yearly grant for books is needed; and unless this be done, the interest soon ceases. I have long advocated the bestowal of prizes in connection with our school system, as calculated to promote healthy emulation and to afford that degree of stimulus and encouragement so necessary to the youthful mind; but in a comparatively poor and remote district like this, it is difficult to persuade Trustees to

expend money on anything except what they deem essential to the bare working of the educational machinery. The various scholastic agencies have been carried on with comparative smoothness, and any difficulties that have arisen have been settled, principally by a little judicious and soothing counsel, except in one case where arbitration was necessary. During the past year other pressing matters have prevented me from giving that full attention to the oversight of the schools which I desired; and accordingly, after some consideration, principally lest the same thing should again occur, I resolved on retiring from office at the close of this month. This determination has been come to with great regret, and with the desire of the teachers and township officials that I should continue. But ere parting from you, sir, I take the liberty of expressing my high sense of the uniform courtesy, kindness and urbanity that have characterised your correspondence with me, and of hoping that you may be long spared to preside over a department, in connection with which many generations of Canadians will yet arise and call you blessed, as they read in the history of their country of your arduous, energetic and useful labors in the cause of education.

59. *William Harvey, Esquire, Flos.*—The general cause of non-attendance is distance from school. In some cases carelessness of parents is assigned as the cause, but from my experience, I would say that this is the exception. The roads through a large portion of this township are bad, being mostly through a partially cleared country. The school sections are so large that in some cases children would have to travel five, six, and even seven miles to the school-house of the section to which they belong, and, in fact, to any school-house. Prizes were distributed in two of the schools last year, which, I would say, produced very beneficial results. In fact, in a pecuniary point of view, the money expended in prize books is well invested, as the premiums distributed at each examination tend greatly to cause the children to make the best use of their time at school.

60. *The Reverend A. Maclellan, Tossorontio.*—Since the first of June last, we have had an additional school in operation. It is situated in a comparatively newly settled part of the township; yet securing the site, providing the means, building the house, engaging a teacher and the practical operations of the school, were easy, agreeable and successful duties. The other sections have generally failed in turning to a profitable account, their accumulated advantages of a long establishment. There were serious difficulties and stubborn obstacles in the way. In the course of another year, if highly favored, they may secure partial amends for the losses sustained in 1864. To wipe out the effects of a little mismanagement in the work of a short period in a public school requires much time and unusual skill and practice; and hence the necessity of the exercise of great caution on the part of those whose duty, interest and privilege it is to prevent such an evil, as well as to secure readily and apply promptly an effectual remedy where it has been detected. A few weeks ago an appointment was made in each section for a short examination and a lecture. Two of these were filled; but a cold and stormy day prevented a similar result in the case of the other two. These will be attended to next month. In connection with that disappointment it has occurred to me that winter is the proper season for our public school lectures, as the attendance is then invariably better. Some efforts have been made for the distribution of prizes next year (1865). The result so far has been very encouraging. It is my firm impression now, that, if there be any obstacles in the way, it will not be on the part of those who should be foremost in urging, helping and encouraging such efforts—the Trustees. If it be my lot to report in 1865, I hope I shall be enabled to state, that prizes are agreeably and profitably distributed in all our schools. There are objections to, and difficulties connected with the distribution of prizes in our County Schools. To avoid these, it is proposed to give the prizes according to the attendance, and a book to every pupil in the school. We have not even one Public Library. It may be a very easy matter to establish a very good one; but I do not for one moment think that it would be an easy matter to make it generally serviceable. The latter is the great difficulty. Its removal will require time; and the annual distribution of books among the children attending our schools, and successful efforts to induce them to read these books, would be a great and sure help. Please allow me to embrace this favorable opportunity of correcting a mistake in my last Report. It is this. One of the causes given for non-attendance was “the want of aptness to learn.” If this means that the children in this locality are not apt to learn it is very different from what I intended. What I meant is this. Some teachers, whil

discharging their important and responsible duties in the school-room, are apt to forget that their pupils are children, and that even they themselves were once children. More comfortable school-rooms and more profitable teaching would overcome several of the causes of non-attendance. The Revised Programme for County Board Examinations is observed, and the questions are printed. It appears that the general regulations in regard to religious instruction are not followed.

XXII. COUNTY OF HALTON.

61. *Robert Menzies, Esquire, Nassagaweya.*—In this municipality there are one hundred and two children reported as not attending any school, which I can attribute to nothing but the carelessness of parents, as all our schools are free. The general regulations in regard to religious instructions are followed with benefit in my opinion. The Revised Programme for County Board Examinations is observed and the examination questions are printed. The Common School Library of this municipality was recalled from the different sections in 1864 by the Municipal Council, who then presented the books equally divided to the different sections. The indifference of the people led the Councillors to this step, being persuaded that they would take more interest in the library when it became their own property. We have had prizes distributed in only three of our schools; but from the good effect which I have witnessed from these, I shall endeavour to persuade the Trustees and teachers to have them in all our schools.

XXIII.- COUNTY OF WENTWORTH.

62. *The Reverend John Porteous, Beverley.*—The regulations in regard to religious instruction are substantially followed, but I have no means of knowing with what results. The programme for County Board examinations is observed, and the questions have always been printed in the County since 1850. The Common School library is managed according to law in each of the two sections where one exists. I think that the distribution of prizes meets with increasing favor, from which I would infer that the effects must be esteemed beneficial; I am decidedly in favor of giving prizes. The principal difficulty appears to be in the apportionment of them so that there may be no just accusation of partiality, and that the children themselves may understand the plan of marking merit, and see that it is properly carried out. I think the only new thing in connexion with education, in this Township, is the establishment, last year, of a Teachers' Association, which meets six times annually. The only meeting I have been able to attend was interesting and improving. Indifference of parents, distance from school, and poverty, are the reasons generally assigned by Trustees for the non-attendance of children. You will see, with pleasure, the increase of Free Schools.

63. *The Reverend George Cheyne, Binbrook and Saltfleet.*—I have much pleasure in stating that almost all the schools in these Townships have been in efficient operation during the year, those in Binbrook little short of the average of twelve months, and those in Saltfleet eleven and a half; though it will be observed that the average attendance in both Townships has been somewhat smaller. There is no doubt that the present system is gradually advancing the cause of education, and raising the standard of it. The Board of Public Instruction for the County observes the revised programme of examination, and the teachers are generally well qualified. The number holding first class certificates is increased; and in giving certificates between meetings of the Board, I follow the programme and give certificates only to such as I believe would pass the Board, and of the same class as they would obtain from the Board. If unqualified teachers receive certificates they will, no doubt, teach at a lower salary, and some Trustees will engage them on that account; but I think Trustees are more desirous now than formerly to employ teachers well qualified, though they should have to pay a little more; they discover that it is more advantageous in the end. Trustees look to and depend upon the Board of Public Instruction and the Local Superintendent to give certificates to those only who are properly qualified, and a great responsibility therefore rests on them. The causes of non-attendance are pretty much the same; though indifference may prevail to some extent, the principal reasons are the employment at home of those who have already obtained a fair education, and distance from school of the very young. Prizes, I think, where judiciously given, are beneficial by stimulating to diligence; but sometimes they are injurious, and give rise to dissatisfaction

and bad feeling. There is a School Section Library in one section only in Saltfleet, viz, No. 7. In three sections in Binbrook, Nos. 2, 5, and 6, the books seem to have been well read, and no doubt the inhabitants who read them will be improved in information and intelligence. By the praiseworthy efforts of the Trustees, an excellent, commodious brick school-house has been erected and well fitted up in School Section No. 5, Saltfleet, on the plan of the Ward School-houses in the City of Hamilton. I have nothing further to write but to remark that the youth of the country, through the excellent system of education established, enjoy advantages unsurpassed by any country; and the people, almost invariably, are availing themselves of it; and the happiest results, through the blessing of God, may be expected to arise from it, if they are guided by the Scriptures of truth, and influenced by the fear of the Lord. It will be seen that in most of the schools in these Townships the Word of God is read, and where it is not read it is merely through the neglect of the teachers.

64. *The Reverend George A. Bull, M.A., Barton.*—I have pleasure in speaking very favorably of five out of the six schools in this Township; the exception is owing to a very bad school-house, with as bad internal arrangements, both of which are now being improved. The attendance of school children, during last year, was very good. There is a general desire to have two new sections formed; meetings have been held, and petitions are being prepared, with this view, to be presented to the Township Council. This addition to the present number will, I trust, be the means of showing a very marked increase of school children in the next year. There is no addition to our libraries. We can only speak of one which is old and well used, in No. 4. There seems to be no desire to obtain more, the reason, perhaps, is owing to the cheap newspaper literature; it abounds in daily and weekly publications, secular and religious, Canadian and American, and contains news on war and politics, discoveries in Art and science, history and religion. I have, however, freely spoken of the immense value of good books and trust we may yet obtain supplies from your well selected stock. We have great reason to fear cheap publications, books or newspapers, filled, as they generally are, with much that is exceptionable to good sense and morals; but with well chosen libraries in our country, we may have an antidote for the poison. You will observe that the Bible and prayers are used in our schools, but religious instruction is not given as allowed by the School Act. Clergymen in the country can scarcely find time for doing so; it is a necessary work, but their whole work is necessary; their field of labor is so extensive that very seldom can they attend to the work of religious instruction in schools. Prizes have been given during the last year in nearly all the schools. I am not aware of any ill effect, though I am disposed to fear it in small rural sections, but not so much in towns or cities.

65. *Alexander Bethune, Esquire, M.D., Glanford.*—I have much pleasure in being able to inform you that there has been an increase of nearly one-ninth over the average attendance in this township of the year before, which shows that the schools are improving to a certain extent. All the schools were free during the past year, and all the sections were well pleased with the system, except section No. 2, which comprises the Village of Mount Hope. In this section there are several large farmers upon whom the school tax falls pretty heavily, and as the village is chiefly composed of laborers and mechanics who own small properties and pay little or no taxes, the farmers grumbled and were dissatisfied with the system. They said the chief objection they had to the system was, that there was no compulsory law to make people send their children a certain number of days in each month to school, and therefore when there was no rate bill the attendance was so irregular that the condition of the school was injured by it. At the annual school meeting it was therefore proposed to impose a rate bill again, which, after a very exciting contest, was carried. With regard to the other questions usually answered in the general remarks, there has been no change. In reviewing the progress of the schools for the past year, I think that as the attendance has increased, and judging from the visits I have made, there is a good prospect for the cause of education throughout the township.

XXIV. COUNTY OF BRANT.

66. *Robert A. Dee, Esquire, Onondaga.*—The cause of non-attendance in some cases is indifference of parents; in other cases the cause is not known. There is little or no religious

instruction given in the schools, except the reading of the Bible in some of them. The Revised Programme is observed, and the questions are printed at the County Board. I think there are 600 volumes in this Township; you perhaps find in some sections they have reported the whole number instead of their share. The books are covered and labelled, and they exert a good influence. Prizes were distributed in one school, and they had the effect of making the pupils more diligent at school. The parents contributed the money to purchase the books for prizes. The schools in this Township (with the exception of No. 2 which was never in a good condition) have not done as well this year as usual; this is not due to the school system, but to difficulties in the sections; in No. 6 the number of children has diminished, which accounts for the school not being as large as formerly. In No. 6 there is a rate bill, for they are all farmers; but the large majority in this Township prefer the free system. If the Grammar could be made more simple and more practical, I think it would be more generally studied and used in after life by the pupils of the Common Schools. The Board of Instruction for the County, I think, does its best to have as good teachers as possible.

67. *The Reverend John Armour, Burford.*—The principal cause of non-attendance is the carelessness and indifference of parents. Where there were 14 out of 22 schools, "free schools," in such sections, parents were verily guilty. Where the rate bill exists some parents owing to poverty, may not be able to send their children. In No. 8, we have a large section and two school-rooms, but the rate bill; and here out of 195, there are 77 who attend no school. As to the regulations concerning religious instruction, there does not appear to be any systematic clerical instruction given in our Township. There are 10 schools which open and close with prayer, and 18 which read the Bible or Testament. The principal means of religious instruction in this Township are the Sabbath Schools. There are 18 Sunday Schools reported, and I know of others which are not reported. This is the principal source of biblical instruction. The Revised Programme is observed by the County Board, and the questions are printed. The books are covered and labelled in two schools, and not in one. The libraries exert an important influence on the intelligence and morals of the neighbourhood. They put a quantity of good reading matter into the people's hands, and help to counteract the pernicious reading that abounds.

XXV. COUNTY OF LINCOLN.

68. *S. Woolverton, Esquire, M. D., Grimsby.*—I would desire to bring to your notice a subject of vital importance relative to the prosperity of our Common Schools; one which at the present time is awaking considerable interest in the community; and one which I think calls for especial attention on the part of our Legislature. I refer to the "County Board of Public Instruction" as at present constituted. If we would have good schools, we must have good teachers; and if we would have good teachers, they must undergo an efficient examination relating to their training and proficiency; and this we can never expect to be the case so long as our "Examining Board" remains as at present constituted. It cannot be expected in the nature of things, that the simple "status" of a Grammar School Trustee will make an individual an efficient examiner of a candidate for Common School teaching. But how shall this state of affairs be improved or changed so as to give the three necessary qualifications to the "County Board of Examiners," which are efficiency, convenience and cheapness. Having considered several plans and suggestions, let me state that the one which will best meet the above indications in my view, is simply as follows; let the Grammar School Teachers of the County, together with the Superintendent of each locality or township constitute the "Board of Examiners" for each respective County; three of these together with one Local Superintendent might constitute a "Quorum." The Board might have its Sessions in every Township in the County, so that convenience would be secured; and their meetings might take place during the Grammar School vacations, thus not interfering with the professional duties of the Grammar School teachers. And with regard to cheapness I have no doubt that it would cost the Counties less than does the present plan; for the Grammar School Teachers no doubt would very gladly embrace the opportunity of adding a little to their respective salaries; besides these advantages, I think the plan proposed would have a healthy influence upon the Grammar Schools themselves, in exciting a laudable emulation among the teachers, and fostering a higher and a more uniform standard of Education.

69. *The Reverend Benjamin W. Rogers, Niagara.*—The cause of general education in

this Township is not as prosperous as could be desired; still some progress is being made in most of the schools. Section No. 9 has been closed during the past year; the chief reasons being, the smallness of the population, and the distance children have to go to attend. The great non-attendance of children in this Township is truly deplorable, and may be traced almost entirely to gross negligence on the part of guardians and parents. It is a great pity for the children's sake and for the interests of the community in general, that this is not remedied in some way. There are no public school libraries in the Township; a great want that ought to be supplied at once. I am using my influence for this end. There is only one free school, and that is the best attended and the most prosperous of all the schools. The revised programme is used for the examination of teachers. In thus submitting my first annual report, I beg to congratulate you on the great success which has crowned your efforts in promoting the cause of education in Upper Canada. Long may your valuable life be spared, and your rare talents be devoted to extending so noble a work.

XXVI. COUNTY OF WELLAND.

70. *The Reverend D. McLeod, M. A., Willoughby.*—I regret that in a part of the Country so long settled, I am unable to give a more encouraging account of the progress of education. For the whole Township there is returned a school population of only 402, and of this number, about 20 per cent attend no school whatever. Where reasons have been given for their non-attendance, it has been the stereotyped one, "indifference of parents," which I suppose is pretty near the true one; but the great irregularity of those children who do attend, is owing to the badness of the roads, as well as to the almost universal practice of engaging children in the farm work, when they ought to be going to school. The teachers, I may add, as a rule, discharge their duties with faithfulness and zeal. Some have the great difficulty to contend with, of having many children in school of German descent who can hardly speak English. All the schools are either opened or closed with the prescribed form of prayers, and in all of them save one the Bible is regularly read. The examination questions of the Board of Education are printed and only used once, and as much of the examination as practicable is conducted on paper. Strenuous exertions are made to have the examinations as strict as possible; so that no candidates are licensed who do not, at the examination, give promise of being successful teachers. I regret to say there are no School or Municipal Libraries in the Township. It is indeed lamentable that, when such great inducements are offered by the department, we are still without them. Prizes were distributed in two sections, and the influence of the distribution was beneficial. There can be no greater, at any rate no more efficacious incitement to proficiency in study, to punctuality and good conduct, than a liberal, and above all, an *impartial* distribution of prizes to pupils who are *really deserving* of them. All the Trustees' Reports answered in the affirmative to the question as to the regular receipt of the *Journal of Education*, except that for No. 2; but I take it for granted, as a negative answer was given, the omission must have been an oversight, and the valuable periodical is regularly received and read.

71. *M. F. Haney, Esquire, M. D., Humberstone.*—The general regulations in regard to religious instructions have not been carried out in full, I am sorry to say, the Holy Scriptures having been read in many of the schools, while in most of them the form of prayer recommended has been omitted. The revised programme for the County Board is observed, and the questions are printed. As regards the statistics in respect to the Common School Libraries, the Trustees' reports have been so defective, bearing upon the same, that I can report nothing in addition to what appears on the general report. But little has been done in the schools during the year, in the distribution of prizes; but so far as the practice has been adopted, I believe the results have been satisfactory. Annual Salaries of teachers have been about the same as the preceding year, and the time the several schools have been kept open about the same. One excellent brick school-house has been built during the year. With regard to school-houses, I can truly say that I believe, for substantiality, beauty and commodiousness, Humberstone stands first in the County. But little has been done by way of purchasing maps, apparatus, &c.; one or two schools however have obtained the national maps, and celestial and terrestrial globes. There seems to be much greater interest taken in the schools than heretofore. There is a desire both on the part of the Trustees and of the people to get good teachers instead of cheap ones. Trustees should select for teachers those whose moral and religious influences will be for good. A teacher whose morals are exception-

able is a positive injury. We are creatures of imitation, and children especially will adopt more or less the habits and manners of those who are placed over them. Who, therefore, can calculate the amount of evil an unprincipled teacher may do. "*Religio, Scientia, Libertas*" is a noble motto, and should be thoroughly learned and understood by every teacher in the land. By all means should morals be blended with science; correctness and thoroughness are also to be aimed at. And here I bring a charge against our Educational institutions. Do not many young men go forth to teach well qualified so far as science is concerned, but whose English is decidedly bad? I have met with teachers whose attainments were superior in everything but their language. Is there not too much attention paid to the mathematics, and not enough to the forms of speech? Is it right that a high standard in Arithmetic, for example, should compensate for defects in language? For my part, I believe that no person should be entitled to a degree in Arts, or to a first class certificate whose language is full of mispronunciations and grammatical errors. I like to hear the English language spoken in all its purity. I do not like to hear "*done*" and "*seen*" used for the past tense of "*do*" and "*see*," nor do I like to hear "*news*," "*duty*" and "*institution*" pronounced "*noos*," "*dooty*" and "*institootion*," and "*but what*" used for a conjunction. I should like to see our fair Canada one of the first Countries in the world so far as education is concerned. I should like to hear every little boy and girl throughout the land speak correctly. Let us be preeminently an English speaking people. If our Educational institutions would insist that none shall go from their portals recommended to teach, except those who are critically correct in their language, and Local Superintendents and County Boards of Public Instruction should insist upon this as a necessary qualification, a great change in the speech of the country would soon be visible. I am aware that as a people we do not read enough good English literature. If Milton, Shakespeare, Addison, Macaulay and our English reviews were read more instead of the "*New York Ledger*," and other sheets of the same sort, (which are pouring their polluted streams into the great artery of youthful life, disqualifying it to assimilate the wholesome food afforded by our institutions of learning), it would develop more markedly those traits of character which redound to the honor of our people and the glory of our Country.

72. *The Reverend John Baxter, Bertie.*—You will perceive by my Annual Report, that the attendance of the pupils at school in this Township is increasing, which is to be attributed, I conceive, not only to the increasing number of months the schools are kept open, but also to the number of free schools in the various sections. I believe the regulations are generally observed. I very much regret the want of effort on the part of Trustees to procure from the Department suitable libraries. The amount of debts contracted by some of the sections will be met by local assessment. The want of public attention to promote education in or among the youth is to be deplored. As Local Superintendent I try to show the importance of doing all we can every year.

73. *The Reverend George Bell, Stamford.*—The reasons assigned for non-attendance are "*carelessness*," "*negligence*," and "*want of clothes*." The majority of the returns answer the question respecting the observance of the regulations on religious instruction in the affirmative, but I think with a misapprehension of its meaning. I am not aware that the general regulations are fully observed in any of the schools, while some religious instruction is imparted in nearly all. In the County of Welland the Revised Programme for the examination of teachers is observed, and the questions are printed. The schools of the Township are generally prosperous and efficiently taught. Two have been much improved during the year. The mode of paying the School Fund is sometimes a hardship to teachers, especially in the case of Union Sections. To obtain the small amount of the Fund the teacher, after getting his orders signed by the Trustees, has to make annually two journeys to each Local Superintendent concerned, and then two to each Township Treasurer. If some certain and safe way could be devised of having the fund paid directly to the Trustees, it would be a saving of trouble to the teachers.

74. *Alexander Reid, Esquire, Crowland.*—That portion of this Township, in which I noted in my Annual Report, that a private school had been taught in 1864, has, since the 25th of last December, been legally constituted a new school section, and numbered eight, a By-law having been passed by the Council of this Township in the month of June, of last year, to that effect. Various causes are assigned by Trustees in respect to the non-attendance of children at school. Some assign the bad state of the roads, some, the

services of the children being required at home, and others assign the indifference of the parents themselves, which last I suspect, in the majority of cases, to be the true cause. It is gratifying to note that the Sacred Scriptures have been used in every school in this Township, during the past year; and that out of seven schools five are opened or closed with prayer, which goes far to disprove the statements of some, that our system of education is "godless." There is no instance of religious instruction having been imparted after school hours, and I have no hesitation in saying that I do not regret the fact, believing that another time and place is much more suitable for imparting the necessary religious instruction. The Revised Programme is rigidly adhered to in the examination of teachers by the Board of this County. The examination questions are printed, but not to the utter exclusion of oral examination. The various sections in this Township remain fearfully inert in regard to the matter of school libraries, thus foregoing a great source of pleasure and information. An impetus has been given during last year to the distribution of prizes. five out of seven schools having participated, and so far as my knowledge extends, with beneficial effects; and when it has the effect of stirring up a spirit of generous emulation and friendly striving, great good must inevitably be the result. I am happy to state that, on the whole, the status of the schools is becoming more elevated, and the system of instruction imparted more thorough in its character.

XXVII. COUNTY OF HALDIMAND.

75. *The Reverend John Flood, Dunn, Moulton and Sherbrooke.*—It is much to be regretted that there is still a considerable number of children who do not attend any school. Indifference of parents is partly the cause of this; in some cases it is drunkenness, in others it is poverty, and often it is distance from the school-house. In many instances however, it is because the children do not like a teacher who insists upon their being diligent in committing to memory before and after school hours. The regulations in regard to religious instruction are partly followed in many of the schools; and the effect is evidently very good. The schools in which they are observed continue in every respect in an improving course, while those in which they are neglected soon begin sadly to decline in spite of every effort which is made for their advancement. And here I would remark that it seems to me some people speak very unfairly in representing our Common Schools as if a clergyman cannot teach religion in them as much as in private ones. I find that, as a clergyman, even where I am not superintendent, I can go into Common Schools and teach a great amount of religion; for, as a clergyman, I am visitor by the School Act, but I have no such authority to enter a private school, and the teacher in it may prevent me from saying a single word. At the examinations by the County Board, the revised programme is observed, and the questions are printed. We have only one section in which there is a school library; and I think that it has a great influence for good. The crops in this part of the country were very inferior last summer; and the people are not able to expend as much as they could wish in improving the minds of their children. I hope that prosperity may return; and then I am sure every section will soon be furnished with many of your excellent books.

76. *Henry Bogue, Esquire, Walpole.*—In accordance with your instructions, I beg leave to submit a few general remarks. As my appointment only took place last October, I have had barely time to make more than one visit to each school under my charge before the holidays arrived; and since that time, I have been busily engaged in preparing my annual Report, apportioning the County assessment, &c., amidst my other daily avocations; so that I confess my precise knowledge regarding the various schools is not what I could wish it to be. When visiting the schools my aim chiefly was to ascertain the literary and scientific standing of each, and take notes on these departments, and when I could conscientiously speak well of them, I did so before all the school; and when not well satisfied, I endeavoured to make some remarks on the advantages of education, how much better knowledge is than ignorance, as much so as light is preferable to darkness; then by degrees touching slightly upon the main defects of the school and its management. It is a difficult thing as you well know to bluntly find fault with one who is perhaps doing according to the best of his abilities, while those abilities are confessedly small. In doing so you belittle all that he has in the world perhaps, and perhaps ruin his prospects and situation. A clamor will at once be raised against the Superintendent as doing that master infinite

injury. This being my chief aim, the libraries did not in every case get that scrutiny that they deserved, as this is a point on which you lay considerable stress, I believe. In answer to the query of column 57, the answers in the various section Reports were, negligence on the part of parents and guardians, and distance from the school-house. I believe this answer is in accordance with the truth. So far as my knowledge extends in this matter, there is but a small fraction of the children who do not attend in the winter time at least. In the summer time, all whose labour is available on the farm are utilized. Therefore, in the summer, there will be a larger number who do not attend. But, I believe, in this township there is not much to complain of on that score. Two days ago, I chanced to call at four different schools, three of which seemed to be literally crammed, fairly filled up to the very door. The thought immediately struck me what good can so many children do in so small a place under the charge of one person. In fact the main thing wanted in this township is better school accommodation. The school-houses in general are deplorable, low, dilapidated, contracted, generally close up to the roadside, firewood scattered from the house door to the middle of the high way. The general regulations in regard to religious instruction are observed in some schools punctually and with marked good effect. These are the minority, I am sorry to say, and in others they are not observed at all; while a few make a feeble attempt without any good discernible. The Revised Programme for County Boards of Public Instruction is adhered to in all its requirements, and has been so for two or three past examinations. The Board met on the 4th of January and continued the examination for three days; it was close and stringent. Four or five first classes were granted out of about thirty, the remainder being nearly all 2nd class. The books of the libraries are for the most part covered, labelled, and numbered, yet I do not think that the regulations are strictly observed. This does not seem to be a reading community. Books are not much sought after, or read. I believe, newspapers and the very poorest kind of novels are read to a considerable extent, especially the former. The influence, therefore, that the Public School Libraries shed here, is very inconsiderable, I believe. The Sunday School Libraries are very much ahead of the others. The books are taken out by the children to a large extent and read, and the volumes are numerous in some of them. The influence of the Sunday School Libraries I have reason to think, is considerable. In one or two schools prizes have been given at the last examinations, but the result is not specified. My observations on the results of prize giving are rather against the system than for it. In a community such as this, where all do not get prizes at the distribution, there is a deal of murmuring and grumbling at the prize givers. A first prize is generally claimed by several in a school, and the disappointed ones frequently blame somebody for partiality. Their chagrin goes home, parents are offended, school authorities are questioned about these prizes in no very agreeable manner. In this Township there is too much equality and forwardness and selfwill to abide by the decision of any discreet person. In fact few like to undergo the ordeal of awarding prizes. Now does not seem to be an opportune time for giving prizes here.

77. *Joseph W. Snell, Esquire, Rainham.*—While there are but few children who have attended no school, there are many who have attended very irregularly. I am well satisfied that much, though not all, of this evil arises from a want of full confidence in the capacity and fitness of the teacher, and I think that want of confidence has generally had some foundation, for I have observed that where we have well qualified, enterprising teachers, the attendance is much improved. Many of our Common School teachers, I may say the majority of them, qualify themselves to pass the board in the common branches of an English education, but many of them, at least, have no broad comprehensive views of their duties and responsibilities as teachers. The Art—the Science, if I may so speak,—of teaching, they have never made the subject of deep thought, much less of study. Yet this is really of as much importance as any other part of a teachers education. How, then, can such teachers be successful? The Normal School is designed to remedy this state of things, but the remedy must necessarily be slow. I have thought that some, perhaps much good might be effected by the distribution, from the Department, of some thorough practical work on teaching. Even as a parent I have received much benefit in reading a work on that subject (Abbot's). Probably a work better adapted to the purpose might be written or compiled, or it may be such an one is already published. In a matter of such importance I would like to see it made obligatory upon every teacher to have read the book before applying for a certificate.

I know that theory alone will not make a good teacher, and I know how difficult it is for one man to carry out the theory of another; but I know, too, that it is very important that a teacher should have clear and distinct views of his duties, and of the principles which should guide him, and I know that, in any business, a good theory is much better than none at all or a poor one. I might explain wherein I think an equal improvement is desirable in those home influences which may do so much to promote the education of our children, but that is a matter not within the reach of the Department. The regulations respecting religious instruction are partially followed out. I think the result must necessarily be, that where these regulations are carried out by a truly religious person, a benefit will accrue, and probably not otherwise. The revised programme for County Boards is used by the Board of this County. The books in the libraries of this township are all numbered, generally covered, and in reasonably good condition; they exert, however, very little influence because very little read, our population being largely German. Only in two instances were prizes given. I think the schools were the best in the Township; however, I do not think that that was the result of the prizes; the prizes were the result of the enterprise of the teachers. In both cases prizes were given to all the pupils, not upon the basis of the greatest number of successful recitations, but upon the basis of general diligence and good behavior, bearing in mind adaptation to age, &c. I think the influence was good. Most of the prizes were books that could hardly fail to prove useful to the children who received them.

78. *Thomas C. Pinckett, Esquire, Canborough.*—The general remarks are but few. With respect to the non-attendance of children at the schools, I think the indifference of parents is growing much less than formerly. I see by the trustees' reports that there are very few that have not availed themselves of the benefit of the schools. Respecting the regulations for religious instruction, they are not attended to in any of the schools. The revised programme for our County Board examination is observed and the questions are printed. There are no libraries in this township.

79. *The Reverend James Black, Seneca.*—All the schools of this township have been in vigorous operation during the past year, and, with one or two exceptions, have been making decided progress. Almost all the teachers employed were active, intelligent, and well qualified to discharge the duties of their profession, and engaged in the work of teaching with a pleasing enthusiasm. One or two schools which I formerly regarded as the poorest in the township had, during the past year, been so stimulated and improved by thorough and efficient teachers, as now to rank among the best. The attendance has been large at the schools of those sections which have adopted the Free School system, but comparatively small where that system has not been adopted. In this township the number of children attending school during no part of the year is very small, and I know of no cause for the non-attendance of that small number except the indifference of parents and guardians. The revised programme for County Board examinations is observed, and all the questions are printed. The Board has decided to grant no more third class certificates, except in very special cases. I am confident that the standard of qualification now maintained by the Board of this County is not lower than that maintained by any other Board in the Province. During the past year only a small number of prizes have been given in the schools under my charge. In former years the distribution of prizes frequently produced dissatisfaction and jealousy, and on this account the practice of distributing them has generally been discontinued. I think, however, that premiums judiciously given would stimulate the pupils to greater exertion, and result in their more rapid progress. I am happy to be able to say that in another of our sections the work of erecting a new school house has commenced. We have already several which are an honor to the township, and I trust that before long this will be the case with all. The greatest evils which I see in connection with our schools here are the frequent change of teachers, and the disposition of trustees to engage those who can be obtained for the lowest salary, rather than those who are the best qualified, but, notwithstanding these and other drawbacks, I am convinced that the cause of education is making rapid progress.

XXVIII. COUNTY OF NORFOLK.

80. *Charles S. Harris, Esquire, Middleton.*—I consider the schools to be in a healthy condition and to be prospering as well as could be expected, considering the length of time

they are kept open during the year. I am sorry that so many of them are only open six months as you will notice by my report. The cause of non-attendance is principally owing to indifference of parents as heretofore. I am sorry to see that the regulations in regard to religious instruction are not more universally carried out, there being only three schools reported as fulfilling this requirement. The Revised Programme for County Board Examination is carried out and the questions are printed. There were prizes distributed in four schools, with what results I am unable to state.

81. *James Covernton, Esquire, Charlotteville.*—I am not justified in the expression of unconditional satisfaction at the state of progress my report develops; because one half-year exhibits a falling off in the attendance, as contrasted with a similar period in 1863, of ten per cent., and because about one third of the entire school population between the ages of 5 and 16, have not attended the Common Schools, 1347 being entered of school age, and only 875 of that number shown to have been in the schools. Many of the Trustees make no return of the number not attending any school, nor have I, where they have failed in making the record, attempted to remedy their perhaps deliberate omission, because I do not know what number had access to other schools for tuition. A comparison of the numbers of the school population and of the pupils attending, displays this lamentable disparity, a disparity the more to be deplored because, in school sections where the largest amount of taxation is levied upon the agriculturists, and the smaller upon those that possess a numerical majority, a degree of bitterness is created which is materially increased by the knowledge that free schools do not secure, even an occasional attendance of more than two thirds of the school population. In one Union school section with this Township (the house being in another Township) a free school has been maintained for some time, a *very efficient* teacher employed, and retained throughout the year with admirable results, in respect to the proficiency of the pupils; and yet there were only 61 names entered on the register out of a school population of 94. I was informed there was no private school within 10 or 12 miles, and certainly no Superior Common School within accessible distance. It is to be hoped that in future legislation on Common School affairs, some practical clause or clauses touching this matter may be introduced. If it were enacted that Free Schools should be universal provided 9-10ths of the school population availed themselves of such free schools, there is reason to hope that those, whose opposition arises out of pecuniary considerations, would be induced to take larger than mere surface views of the question, and merge their discontent at the existing practical inequality of the operation of this mode for aiding in defraying the expenses of Common Schools, as soon as they were satisfied that the great majority, say 9-10ths of the rising generation, were availing themselves of and profiting by free schools. In a thoroughly free Country like ours, no directly coercive measure, even if enacted to force attendance on Free Schools, could be made available for practical utility, but this qualification to Free Schools might, I think be made, viz: that provided during any current month of the year it could be shown at its termination, that less than 9-10ths of the school population had been in attendance, then and in that case a charge of 25 or 12½ cents for that month be substituted; all the warm advocates of Free Schools would experience an additional incentive to urge on their careless neighbours, the necessity of sending all their children of proper age to profit by the great advantage placed within their reach. You will perceive that great fluctuations exist respecting teachers' salaries; and that instances occur when both a male and female teacher have accepted employment at rates of remuneration below those awarded to domestics, bearing in mind the constancy of occupation for the latter, and the uncertainty of steady engagement for the former. I would again beg leave to suggest that the principle introduced in the Common School Law of fixing the *minimum* remuneration that can be offered to Local Superintendents, should be so extended as to state the lowest salary Trustees can give to first, second or third class male or female teachers, instead of leaving it to be decided as it is at present in too many instances, by a desire on the part of Trustees to profit by an excess of school teachers over schools. Three fourths of the teachers engaged in tuition in this Township were employed without any change in the course of the year. It should be observed by me in extenuation of the damaging fact that the half yearly averages have not increased but the reverse; that lumbering operations of an unprecedented extent, have been carried on in various parts of the Township throughout the

past year; and that, in consequence, many boys able to drive teams have been withdrawn from the schools for that purpose.

82. *The Reverend J. VanLoon, Townsend.*—Taking the Township as a whole, there is a gradual progress in every feature of our Common Schools, with one exception: that in some few of the sections, instead of raising the salary of teachers, there is a tendency to lower it, altogether on account of the stinginess in monetary affairs; and yet the standard of qualification is going upwards. During the last year one new school house of brick has been built, and furnished with a complete set of maps and apparatus, in section No. 4 (formerly a union section, but now, in consequence of a change in three or four sections, entirely within the Township), and is occupied by a very competent first class teacher. There has been, within the last year, a very marked interest manifested on the part of parents, which shows itself in increased attendance at the quarterly examinations, which are generally made very pleasant to the pupils by both teachers and parents, who, in most cases, treat the children with a very pleasant repast and pic-nic. We have at the present time twenty-one schools within the Township. These are nearly all kept in operation during the year with an aggregate attendance of 14,468, making an average of about 1234. About two-thirds of these schools have more or less pupils sufficiently advanced to require first class teachers, of whom we have not as yet a sufficient number. Every measure and inducement is adopted by the County Board to encourage suitable qualifications for teachers. Upon the whole our advancement is a sufficient ground for gratitude and thanksgiving to the great providential source of all our blessings, and to you, Sir, under God, for your efficiency and diligence in founding and executing a system so well adapted to our wants as a province.

XXIX. COUNTY OF OXFORD.

83. *William Graham, Esquire, Zorra West.*—The cause of Common School education is steadily advancing in this Township. Since the old sections have been altered in the Township the change for good has become apparent. One new brick school-house has been erected, and from the changes that have taken place in the sections, others of necessity must soon be which will greatly advance Common School education in this Township. On my last round of visiting the schools, greater interest than usual was manifested both by trustees and parents in the searching examination of the classes, and the lectures given on the occasion. We have a few excellent schools, especially Nos. 4, 6, 3, 2 and 10. These are progressing finely and are becoming a stimulus to neighboring schools. In a few of the sections the *Journal of Education* is not received, the reason for which I am not prepared to give. It is to be regretted that in two or three of the school sections there is an indifference on the part of the parents in sending their children to school. It is true in some cases poverty and distance may be pleaded; but in my opinion the true cause is that they are not sufficiently impressed with the necessity of giving their children an education. I am endeavouring in my lectures to impress them, as far as possible, with this necessity. The revised programme for County Board examinations is observed and the questions are printed. The books are covered, labelled and numbered, and the regulations are strictly observed. I am particular, in my visits, to have the above carefully attended to. The influence exerted by the library is salutary and beneficial in its results. It is very desirable that a greater amount of the religious element should be enjoyed by both trustees and teachers. I have pointed out the importance and necessity of this to both in my connexion with the schools, and I hope it will be more strictly attended to in the future. Indeed the results are visible. I am opposed to the frequent changing of teachers for the reason that I have witnessed its bad effects in several instances; and I am also opposed to employing persons incompetent to fulfil the duties of their office. However, the County Board has taken a step in the right direction in this matter, the result of which will, no doubt, be beneficially felt throughout the various school sections in the County of Oxford.

84. *The Reverend William Donald, Norwich North.*—I am sorry that I cannot speak of any great improvement in educational matters in this township, still there is manifest improvement, although it is not at all what we could wish it to be. The community is gradually becoming impressed with the value of education. Parents exhibit a deeper interest in schools than heretofore. This increasing interest makes itself apparent in many ways in a better attendance at public school lectures, in an increasing solicitude about everything that relates to the welfare of the section, in a greater willingness to pay a liberal salary to

good teachers, and above all in the greater regularity of the children's attendance at school. To the indifference of parents, however, the great evil of irregular attendance is to be mainly attributed. It will be observed that the returns in regard to the library are very meagre. This is to be accounted for by the fact that a recently formed "Farmers and Mechanics Institute" whose membership is drawn from all parts of the township, made application to have the public school library put under the care of their librarian, the books still to be obtained by the inhabitants of all the school sections in North Norwich, on the same terms as formerly. The Township Council, with my full approbation, granted this request, with the understanding that if the authorities of any section preferred to have their share of the books kept within their own limits, their wishes should be respected. So far, only one section has expressed this wish. I am happy to be able to state that the library seems to be accomplishing much more good than formerly. The books are nearly all covered and in a good condition.

85. *The Reverend J. Benson Kellogg, Oxford East.*—I have very little information to impart at present, this being my first year of office, and during the summer I was absent from home. I have, however, visited all the schools and examined them thoroughly once, most of them twice, and some of them oftener; and on the whole I find them in a much more advanced state than I had anticipated. I was somewhat prejudiced against the Common School education of the country until brought personally into connection with it; but now I am very hopeful that when the system is vigorously and fairly worked it will give to the great mass of our people an education befitting their station and circumstances in life. I find in my intercourse with parents and teachers that they are both a little too fond of forcing upon the children the "ies" and the "ologies" and of allowing correct reading and writing and spelling and the simple rules of Arithmetic to be considered of minor importance. They seem to forget that the great principle in all learning is contained in the latin maxim *multum non multa*, in effect much, in number not many things, plants, however small, grow and bear much fruit. This desire for a superstructure without a solid foundation will, I have no doubt, arrest itself as knowledge becomes more widely disseminated and true education more thoroughly understood. Two or three of the schools under my superintendence are very admirably conducted. The present teachers have been for a length of time connected with them, and the improvement of the scholars is rapid and thorough. The Bible, I am happy to say, is read in all the schools, and in six out of the seven the days' work is begun and ended with prayer. Several of the sections have libraries, but I fear they are of little practical use as the books are but seldom asked for. There have been no prizes given during the past year in any of the schools. This year we hope to do better. We have applied to the Township Council for a grant of \$25 for this purpose, the prizes to be awarded at a general examination of all the schools in the township, and I have no doubt we shall obtain it. It is my intention, D.V., to spend a portion of my yearly stipend as Local Superintendent in this way, hoping it may have the desired effect of stimulating both teachers and scholars to increased exertions. Could I afford it, I would gladly give it all for this object. I hope another year to be permitted to give you a fuller and more connected statement of the progress of education in this township, and of the causes which operate against it.

86. *The Reverend John Gerrie, Blandford and Zorra East.*—In looking back a few years there is a very marked improvement in many respects. In the majority of sections in Blandford and East Zorra we have now excellent school-houses, and a number of them well supplied with maps and illustrations, and a good selection of useful books in the libraries; although, owing to the failure of the crops, in many districts of late years, there has not been the disposition among the people to expend money in the purchase of books that could be wished. There are still, however, considerable drawbacks to the prosperity of our schools, one of the greatest of which is the continual change of teachers. Many of the teachers have some ulterior object in view, they are perhaps good scholars in some of the higher branches, and get a first class certificate; they then teach for a few years till they can save a few hundred dollars, and then they are off to law, or surgery, or divinity. They are adepts at algebra, or geometry, or something else, but their knowledge of men and things and even of the English language is often very deficient. They have not the art of guiding and directing the young mind. They have not learned to teach; and before they have had time to improve by experience they get dissatisfied, or the people are dissatisfied with

them, and they are off to something else. Some other young man works a few difficult problems in the higher branches, gets a certificate and thinks he can teach a Common School, for which important vocation he may be totally unqualified. Still we have some very efficient teachers, but two or three of the very best we had, and who had been teaching several years, have left this year and engaged in other pursuits. It is questionable whether the plan of calling in all second class certificates every year is the best that could be adopted, and County Boards will need to exercise their judgment and discretion, perhaps, by oral examinations or otherwise in respect to lads who have a facility at mathematical problems while they are miserably ill-qualified for directing the studies of a Common School. I am happy to say that the number who attend no school is much diminished within these few years, and there will this year be an additional school at Blandford, which was very much needed. I have at length resigned the office of Local Superintendent, my age and other duties admonishing me to leave it to younger and more efficient hands; but I shall ever feel a deep interest in the prosperity of day and Sabbath Schools, with which I have had much to do for over half a century. I hope that you may be long spared and enabled to labor with success and honor in your high and important position.

87. *Gilbert Telfer, Esquire, Oxford North.*—In my report you will see that a good many children over five years, attend no school, the reasons given being, “negligence of parents,” and “too young to travel the distance the school-house is from them.” There are no School Libraries. The general regulations in regard to religious instruction are not followed. The revised programme for the County Board examinations is observed, and the questions are printed. There were prizes distributed in one School Section; I think they had a good influence.

XXX.—COUNTY OF WATERLOO.

88. *I. L. Bowman, Esquire, Waterloo.*—Whilst there are features in my report which are very discouraging, still there are also those which are not less encouraging. You will notice in the report the great disparity in the average attendance in the different School Sections; this arises principally from the inequality of their size, Waterloo Township having originally been very irregularly laid out, rendered a just and equal division of it into School Sections very difficult. Some sections are much too large while others are quite too small. Some sections are two and even three times the size of others, consequently, in order to afford equal educational facilities to all the pupils of the different sections of the township, the rate-payers of some of the School Sections must pay more than double the amount of taxes on the same valuation than those of the other sections pay. This has been a source of a good deal of dissatisfaction in the township. Several of the School Sections have presented petitions to the Council to have the matter remedied. But, notwithstanding this and many other drawbacks, I have much pleasure in apprising you of the fact that the cause of education is still progressing in this section of the country, and that its blessings and advantages are being more fully appreciated. Teachers are generally pretty fairly paid, and Trustees are beginning to be more particular about the qualifications of the teachers they employ than they formerly were. It is becoming very difficult for a third class teacher to obtain a situation as teacher at all. At present there is only one-third class teacher employed in this township. The County Board of Public Instruction hold their examinations semi-annually. They are chiefly conducted in writing. The Revised Programme is strictly observed, and the questions are printed. The examinations are careful and thorough. The standard of qualification of teachers is gradually being raised, which has not only proved highly beneficial to the teachers and schools of Waterloo Township but also to the educational interests of the county generally.

XXXI. COUNTY OF WELLINGTON.

89. *A. Dingwall Fordyce, Esquire, North Riding, County Wellington.*—During the year several new school-houses have been opened. Two of these, in section 4—Pilkington, and 7—Peel, were referred to in my last Report. The former is built of stone, the latter of brick; both are handsome and commodious, and the latter is ornamented by a belfry. Unmingled satisfaction accompanied the opening of the school in Pilkington, which was celebrated by a social meeting at which \$50 at least were realized for providing a library. In the case of the other, where the want of a good school-house was still

greater, no such celebration took place ; but I trust a better state of feeling may soon prevail there than what has arisen ostensibly out of the erection of this school-house. A very neat painted frame school-house has been erected also in section No. 3 Peel, adorned in like manner by a belfry ; and a school-house has been erected in Section No. 8, Maryborough, and union sections established with part of Peel both there and in section No. 12, Maryborough and Peel ; school in the latter being carried on at present in rented premises. Several of the Annual Reports show that preparations are in progress for the erection of school-houses in *new* sections. In several of the larger schools it has been found necessary to employ an assistant to the teacher, whose time was too much occupied with the attention he required to give to the least advanced scholars. This has been the case in the Villages of Salem (5--Nichol and Pilkington) Glenallan (2 Peel) and Drayton (4 Peel and Maryboro'), I find the teachers are anxious for improvement and availing themselves of such means as come within their reach. In several schools I find Reid's Dictionary in use, at least by the teacher ; and I do not know that a more general use of that work where it was desired and could be introduced would be inconsistent with the regulations respecting unauthorized text books. It probably meets more fully a want which is not met by any of those really sanctioned. The state of matters respecting adherence to the employment of such is not greatly changed yet ; but I am glad to find a reduction in the cost of Lovell's Geography—which at all events removes to a great extent the difficulty complained of on that score—other cases are, I believe, exceptional. I last year found a work on philosophy in use, an American work (Lutter's I believe), and the teachers' explanation was, that there was *none* authorized, and he did not know a better. The scholars appeared to be gaining valuable information, although not in a strictly legitimate manner perhaps. Teachers, through the unhappy state of affairs in the United States, have considerable facilities afforded them for increasing their own stock of books at a moderate outlay ; and some do so, where no public library is available, or none containing a very general selection of books. I find only one school reporting an addition to its section library during the past season. I wish all would be stirred up to taking measures to secure so valuable a boon at so comparatively light an outlay. In the 90 schools under my charge, only 25 are provided with libraries ; and *ten* of these are in one township (Garafraxa) which, with praiseworthy propriety, a few years ago made a grant to all the schools in operation for this specific purpose. Two sections in the township, and no more, are still without a library ; one of these has not been long established, and the library provided for the other and procured from the Educational Department was destroyed by fire before it had been unpacked and has never been replaced. I hope, however, both may soon be on the same footing as the rest. The attendance at the schools during the season has been generally good, at least comparatively so. There are unquestionable obstacles in many cases in the unopened state of the roads in remote sections :—making it, as was remarked in one of the reports, impossible for young children to go to school unless the older ones happened to be going—and in some places the high price of wild land causes many lots to be unoccupied and adds to the difficulty. Poorly provided with winter clothing, and liable to such additional drawbacks, the attendance in some localities, is very indifferent and unsteady ; otherwise it has been tolerably fair, while in most cases it *might*, with a little care, be much better. I am glad to think that there are no more schools that are actually kept open short of the whole year than there are. I know it is far from a wise procedure, and yet it is occasionally decided on at an annual school meeting. I think, in general, the state of the schools has been in advance of former years, and the Board of Public Instruction has determined to be stricter in examination than it used to be. It has also resolved to admit no applicants under 16 years of age, considering that age quite early enough to commence teaching. Previously the time of the Board was unreasonably occupied by those who had no intention, immediately, (if ever) to teach ; and with examination of answers to printed questions the delay would be greater than with oral examinations. The teachers' salaries have not varied greatly. In one case lately, when consenting to what appeared to be a reasonable application for the formation of a union section, I felt a measure of regret on account of two sections, which were weakened by the alteration, having just concluded on raising the salaries of their teachers and retaining them. There is so much desire for change, without any real ground, as I believe, for it, that it is refreshing when instances of a different spirit are manifested. In the present year (1865) as many as 22 new teachers are employed, that is, such as have not

taught in the Riding before, 15 who were teaching last year have moved to other sections, and 3 are engaged who had taught formerly; so that 40 schools out of 90 have changed their teachers. Surely many of these changes might have been beneficially avoided; while the teachers employed may possibly be as efficient, the loss to the schools owing to the change will and must in many cases be felt. In a few instances I trust improved results may follow the change as respects both parties. The increase in the number of Roman Catholic Separate Schools under the arrangement which came into operation a year ago, as well as the additional facilities afforded to those previously in operation, deserves notice. The feature of the law which I believe appears most objectionable to the Trustees of mixed schools affected by the change, and also to Roman Catholics themselves who did not *heartily* enter into the movement, is the power to draw scholars not by a travelled road, but across swamps or whatever other obstacles may exist a distance of *three* miles, which in many cases would make *five* by the road that would have to be travelled to reach the school. Besides this it is found awkward and troublesome to know what they can safely reckon upon for support, when the Trustees of a *Mixed* School in a Roman Catholic Separate School neighbourhood, wish to engage a teacher in the beginning of the year, and cannot tell before the First of March how far their expectations will be realized, while the supporters of the Roman Catholic Separate School who wish to withdraw from it, must signify their intention by the second Wednesday in January—placing the advantage clearly in favor of the Roman Catholic School. The two schools which were newly established in the Township of Peel, under this alteration of the school law, have been carried on with considerable zeal and efficiency: also, that in the Village of Arthur (in Section No. 1), although the latter was very poorly off for accommodation in the rented premises which were occupied. Another school has since been established, as you will see, in Section No. 12, Peel, and I presume, is now in operation. The mixed schools, out of which the scholars attending the separate school have been drawn, have likewise been continued, although two at least have been very materially weakened. In the case of one of these there is, with a small attendance and not adequate support, one partially redeeming feature indicated by the answer to the question “How many children not attending any school.” The answer is “We do not think they are *any* now.” If this applies equally to the additional school that has been established,—setting aside what appear to be reasonable grievances on the points alluded to, and that the attendance at the separate school also becomes more regular and consequently under proper management, progress is more discernible than at the mixed school when all were together—there may after all be some alleviation to the feeling of regret that schools which were doing well and working harmoniously, have been crippled by the action taken, and the ability for each to sustain a really efficient school lessened. It is of course my duty to do all I can for the school whatever it be, to stir the people up to the importance of educating their children; and for this purpose it is my intention to deliver school lectures in the separate schools, as well as in the others:—the nearest approach to this having been an intimation to the teacher of a separate school, that I was to deliver a lecture in the adjoining school-house, to which as many of the supporters of his school as could attend were invited. He did so himself at all events.

XXXII. COUNTY OF PERTH.

90. *The Reverend A. E. Miller, Wallace.*—I have the honor to inform you that the schools under my jurisdiction are, with a few exceptions, progressing favorably. Considering the short time the Township has been settled, and the poverty of the settlers, the schools are much better than I expected to find them. The school-houses though mostly built of logs, are generally comfortable, and many of them are provided with maps and tablet lessons. There is a Township library which is divided among the school sections, and as far as I could ascertain from those in charge of these libraries, the lighter works are sought after by both parents and children. It is much to be regretted that in the selection of books, more attention was not paid to the choice of books within the comprehension of the generality of readers. I find here as elsewhere in Canada, this is a matter much neglected, and hence a large number of books are found on the library shelves which are never read. Irregularity of attendance is a prevalent evil here, owing to the badness of the roads at certain seasons of the year, to the want of suitable clothing, keeping the children at home because they are useful about the house and farm; but principally through the ignorance and indifference of the parents, who being generally uneducated

do not fully appreciate the value of regular attendance at school. In the schools where prizes are distributed I think the children take more interest in their studies, and attend more regularly. I omitted to mention that the library books are labelled and covered with cloth. Seeing the importance of having a better class of teachers than there is at present generally employed, the County Board has raised the standard. The examinations are in writing, and two-thirds of the marks required must be obtained by every Candidate or no certificate is given. Very few unlimited first-class certificates are granted, second-class are granted for two years, third-class for one, not renewable. This course, I believe, will have a very beneficial influence. Since my appointment I have been unable to give lectures at night, and it is almost impossible to get the parents to attend during the day. I intend however in the course of the year to deliver lectures at night in every school section. I find that the Trustees under the present school section system do not take as much interest in the schools as they should, the strife very often about the employment of a teacher is about all the interest, if it can be so called, that they take in the schools. The frequent change of teachers too is a serious drawback to many of the schools. This year, however, there have not been many changes. As to the religious instruction of the children, I know of no clergyman but myself who attends to this matter, and this is confined to children of my own denomination, although other children who choose to attend are not excluded. It is to be hoped with advancing civilization and increased material prosperity, most of the evils above referred to will be removed.

91. *The Reverend Robert Hamilton, Fullerton.*—I am glad to say there is more interest taken in the education of the young than there was a few years ago in this Township. There is now a desire to get comfortable school-houses. The log buildings, are now forsaken in many sections, and the frame or brick ones entered. I am glad to see something like rivalry in this matter of educational progress. We have still a great lack of school apparatus in nearly all the sections; but there are some enterprising persons rising up, who will do something for the further advancement of education by providing facilities.

XXXIII. COUNTY OF HURON.

92. *Cyrus Carroll, Esquire, Howick.*—I find it necessary to remark that in many cases, Trustees are not competent to fill up their Reports properly. As I had felt much inconvenience on this account last year, I have requested teachers to assist their Trustees in making out their Reports, and I am happy to notice some improvement in the papers received this year. There is a defect still, and I have had no little amount of labour and anxiety before obtaining sufficient information for my Annual Report, and this accounts for the delay. It seems cruel to elect men Trustees who are incompetent, from want of education or otherwise, and to compel them, *volens-volens*, to serve; and after they have done their best, to fine them for sending me an incomplete or incorrect Report. It is my intention to prepare a paper on book keeping for the next examination of teachers and to make the items such that, when properly arranged, they shall show a good example of Trustees' accounts of Receipts and Expenditures, and much the same as is required in practice. I shall request them in the event of getting employment to assist the Trustees in making out their Reports, and to promise to keep a note of the manner in which they do it. Of course, I would not require or expect that they should become responsible for the accuracy of the answers given, but would require them to fill every column, and begin with such as the Trustees could answer immediately, and direct the Trustees as to what information might be required of them, and when the Trustees had obtained it, to complete the Report and hand it to them. If I can in any way or by any means get Reports that shall be accurate in all respects, I shall deem myself very fortunate, and shall publish the result in the Journal of Education for the public benefit. I am sure your experience must have been such as to call loudly for some reform in this respect. Of course, I assume that all Local Superintendents will send you Reports without delay or inaccuracy, if they can obtain proper Reports from the Trustees, and without inflicting a fine on them for their ignorance. I have much pleasure in stating that first meetings have been held and Trustees elected in School Sections Nos. 3 and 13, and I have no doubt school will be kept in each of these sections during at least a portion of this year. School has been kept continuously in all the other sections except only No. 16, Howick, and Grey. A new school-house has been erected and finished in this section during the last year, and I now expect school will

be kept the whole year. I had the pleasure of addressing a meeting last month in the new school-house. The object of the meeting was to provide funds for a library. About (\$20) twenty dollars were raised for that purpose. This of course will be added to from time to time. The cause of non-attendance generally is the *bad roads*, and distances to be travelled. Irregular attendance is from the same cause and the poverty of the parents. The general regulations for religious instruction are followed, and, I believe, with great benefit both to the moral and religious characters of pupils. The questions for examination of teachers are printed. I would recommend that Boards of Education be required by law to elect their Chairman annually, the same person being eligible to reelection by his consent. Were this the case a Chairman may be changed without giving or taking offence. This is a reform much needed.

93. *The Reverend William Barr, Ashfield.*—I have little to say regarding the questions to be answered in these general remarks, having only held the office of Local Superintendent for the Township of Ashfield since October last. First of all as regards the influence of prizes on the pupils, I would remark that, as far as my knowledge extends, no prizes, strictly speaking, have been distributed at any of the schools. I was present at two of these schools, before I was appointed to this office, when public examinations took place, and on these occasions the Trustees of both Schools had furnished themselves with a sufficient quantity of books to give one to each child present on the occasion. The children seemed to have a momentary gratification in getting possession of a book, but beyond that I could not see any good result. Religious instruction is but partially attended to by the teachers. This subject, however, will in the future occupy my attention when visiting the several schools in the Township. The Revised Programme is observed by the County Board, and the questions are printed. In school section No. 8, a library has been recently established, and the teacher has now got through the operation of covering, labelling and numbering the books. There are very few libraries indeed in this Township; and from my present limited experience, I can say nothing of the influence they exert on the communities around. These matters D. V., will all demand my attention in the future.

94. *The Reverend John Stewart, Hullett, McKillop, Morris and Turnberry.*—All the schools under my superintendance have been in operation during the whole year, with the exception of the Roman Catholic Separate Schools in Hullett and McKillop, both of which were closed for a few weeks. School sections Nos. 2, 3, 4 and 6 in the Township of McKillop, Nos. 1, 9, and 5 in the Township of Hullett, United School Section No. 4 in the Township of Morris and United School Section No. 4 in the Township of Turnberry are efficiently conducted. Three of the teachers hold first class Provincial certificates, and the remainder, with one exception, hold first class certificates from the County Board. The Trustees also, of said sections, appear to co-operate with their teachers by the punctual discharge of their duties. The rest of the schools under my supervision are not, I am sorry to say, in so prosperous a condition as the above. The principal reasons are irregularity of attendance owing to indifference on the part of parents and guardians, and the want of commodious and properly furnished school-rooms. Trustees are also remiss in the discharge of their duties, and do not take a sufficient interest in the quarterly examinations. I hope, however, to be able to report more favorably in future.

95. *R. D. Bonis, Esquire, Hay, Osborne and Stephen.*—I regret that it is not in my power to make my returns as complete as I desire. However, it is but fair to state that in this respect an improvement has been made by the Trustees, particularly in the financial reports, which I consider to be, with very few exceptions, entirely reliable. These portions of the annual school report, which are taken from the school registers, may be looked upon as strictly accurate; but I think in many instances the Trustees have understated the population, particularly the adult population; and as respects the number of those of school age who are reported as not attending any school, the Trustees are in the practice of deducting the number on the register from the whole school population, and retaining the difference under that head; and I was disposed to believe that if the errors in taking an account of the school population were added to the non-resident attendance, there would be found very few indeed of school age who do not attend school at least some part of the year. The library returns are defective; for I am aware that a library has been placed in

every school section in those townships, but as they are not in all cases under the control of the Trustees, no notice has been taken of them in some of the Annual Reports.

XXXIV. COUNTY OF BRUCE.

96. *John Eckford, Esquire, Brant, Carrick, Culross, Greenock, Elderslie and Saugeen.*—The financial statistics in my Annual Reports are, I believe, very correct. It was often no easy matter some years ago to make out reliable returns from the blotted and blundered reports of Trustees. They are now generally clear and satisfactory—an improvement resulting mainly from the employment of auditors, and in some measure also from the fact that in several sections some of our young men, who have been better instructed than were many of their seniors, now hold office as Trustees and Secretary-treasurers. The returns in columns headed “children not attending any school” are very incomplete, and the numbers, when given, are not always to be depended on as perfectly accurate. This must be the case when the numbers on the registers are subtracted from the estimated—perhaps roughly estimated number of children of school age. Be it observed also that I find a few not at school in their own, but in the neighboring sections. In forming a correct opinion on the subject of school attendance, it is also to be taken into account that in these new townships comparatively few continue at school when arrived at the ages of 14 or 15 years. These may be set down as not attending any school; but let it not be supposed that their instruction has been neglected, or that they have not previously obtained a fair education. But why are so many thus early, and in some cases earlier, withdrawn? Not, as I sometimes see stated, from greediness, avarice or indifference. Such may be the case in some instances, but it is ordinarily from a different cause. The case is this. Many of the settlers were young men, already the parents of small and young families. For years they struggled single-handed to clear their farms and support their households. By and by the cultivation of considerable clearances, which still required to be enlarged, and increasing family demands overtask their powers. Add to this the disadvantages both as to purchase and sale arising from distance from the great marts of commerce and the best produce marts. Stern necessity, therefore, compels many to avail themselves of the only assistance within their reach—the labor of their boys to keep a roof over their heads. The attendance, notwithstanding, continues to improve. Much can be and is done by the earnest appeals of Superintendents in their lectures, and some zealous teachers in my district, with little prompting on my part, do good service by friendly calls upon the parents. By these means we are continually breaking up a little fallow ground, and some good fruits repay our labor. No case has come under my observation in which the scholastic training of the children has been totally neglected. I wish I could write cheerily of good home morals and religious training as universally prevalent. But to return. That there is much irregularity of attendance is undeniable, yet bad weather, deep mud roads and distance cause no inconsiderable part of it. “Why are you not at school, James?” said I on a morning of last December to one of our boys. “Oh, Sir,” was the reply “I would go, I have got boots, but I want clothes, and mother has not got home the web from the weaver.” I say nothing against a compulsory law, but to frame one which will reach those who have no such hinderances as I have stated, and not oppress those who are doing all in their power, will be rather a difficult piece of legislation. You will perceive that the schools with few exceptions, are now open all the year, and that the rate bill plan of support seems to be totally abandoned. Prizes are distributed with excellent effects; but whilst prizes, properly so called, are distributed to the best scholars and to those who have distinguished themselves by diligence, good conduct, and regular attendance, less valuable books are given to the others as rewards and encouragements, and they are excited to aspire after higher distinction at the next distribution. All are thus cheered and the joy and satisfaction are universal. With regard to libraries, they are slowly established and not well kept up by additional purchases. I could state one case in which the library is now nearly out of existence, and no longer reported. That they are doing not a little good is visible, but not among the school population unless in a very indirect manner. These libraries are not adapted to the young. I have examined all of them and find exceedingly few volumes fitted to attract our scholars beyond the turning over of the leaves to admire the illustrations. They are called Common School Libraries, but they are rather District Libraries, bought with the Common School fund and occupying a case in the

Common School-house. I think there is no illegitimate use of school funds in providing proper books for the benefit of the sections at large, but why are the juveniles so overlooked? The benefit they derive is not from the Common but from the Sabbath School Libraries. I have seen the very best effects in a Common School from a carefully selected and well adapted library, and our literature abounds with histories, biographies, and works on elementary science, as well as with vast varieties of a different description which many would read with the keenest relish if within their reach.

97. *The Reverend William Frazer, Bruce, Huron, Kincardine and Kinloss.*—I am happy to find that poor as the people are, and hard as the past year has been, and stormy and wet as the last quarter has been, with scarlet fever much spread amongst the people, the attendance of the year is regularly on the increase. The increase of Bruce during the last half year compared with the same time the year before, has been 20 per cent, Huron 35, and Kinloss 13 per cent. In one-half of our sections, those who never attend any school, are now become very few, as will be seen. Shortly parents will feel it a disgrace to have any of that ill-fame. Poverty and indifference are the causes of it. A share of education is now becoming fashionable. I am encouraged to hope that the voluntary action of Free Schools will shame the guilty to their duty to their children, for whom they are so deeply responsible to God and their country. Our examination is by means of printed papers and thorough, but were the papers uniformly made by the Department for the Province and sent to the clerks at the time, there would be more uniformity, less expense, and far less danger of friends and boys giving them to favorites in the different printing offices. They should furthermore be attended by a list of answers and value, which would lessen the work of the board one-half, and be a great deal more just and safe to all parties. It comes hard for the poor teacher to be condemned when not wrong, or to find worse scholars placed above him by mistake, &c. A township fund, to help the building of school-houses, would go far to secure such houses as we want and do away with useless trash. It should be spent in grants to such as might be built on a proper model, and managed by the Township Council and the Superintendent of Schools.

XXXV. COUNTY OF MIDDLESEX.

98. *The Reverend T. C. DesBarres, Dorchester North.*—I have, in common with most Local Superintendents, to lament the indifference of parents to the education of their children. In this township above 190 children attend no school whatever, and the half of those that do attend, attend little over half the year, and as far as I can learn this is a fair representation of the other township. To my mind (I trust you will pardon the liberty I am taking) this general complaint of indifference calls loudly for some specific remedy I think it was Lord Macaulay who said that "the right to have included the right to educate." If ignorance, as is evident from national statistics, is one of the most fruitful sources of crime, then the same legislation that takes cognizance of the crime should adopt suitable measures for its prevention, and this cannot be done successfully without compulsory education. I merely throw out the suggestion, for I think the subject is one that demands very serious consideration. The Revised Programme is closely adhered to by the County Board. The Questions are not printed. The examinations are written. At one time they were conducted orally; but the present mode has proved the most satisfactory for testing the capabilities of the candidates. The regulations with respect to religious instruction, I am very sorry to say, are not generally observed. The majority of the schools are not opened and closed with prayer. In my visits to the schools I have urged this duty upon the teachers, but with little success. The Bible is used 'tis true, but I fear not in a way calculated to exert a religious influence. I hope my next report will be more satisfactory and encouraging with reference to this subject. To my knowledge no religious instruction is given by any minister at the hour appointed by law. I regret to find that so few of the schools have libraries. I was under the impression they were more general. My attention has not been directed to this very important part of education, but I will take an early opportunity of impressing upon the people the necessity for their formation, by pointing out to them the beneficial effects arising therefrom. I have not yet delivered my annual lectures, but expect to discharge the duty next month when an opportunity will

be offered me of meeting the people face to face and addressing them upon some subject of a practical nature in connection with education.

99. *The Reverend T. G. Sanders, Biddulph.*—I beg to report a visible improvement in the schools, which I observed in my visits following the primary; but in some there remains much room for improvement. The questions in the Annual Report to be answered in the "general remarks," I cannot answer satisfactorily. With reference to the cause of non-attendance the general answers are "carelessness" and "not known." Some schools are opened and closed with prayer and the reading of God's Word; This is the sum total of religious matter brought to bear on the children attending the Common Schools of this Township. I wish the provision made was better acted up to; but I feel this cannot be consummated until we obtain a class of men better fitted in every way for the profession. The questions for the County Board examinations are written by the Superintendents. Very little influence is exerted by the library, for I never met a community less inclined to read. I observe that only one school gave prizes. It is a great pity Trustees do not make provision for this encouragement. I purpose (D. V.,) endeavoring to show them the necessity and usefulness of this.

100. *John A. Scoon, Esquire, Adelaide.*—In presenting my report of the Common Schools in the Township of Adelaide for the year 1864, it gives me great pleasure to state that they are all in a flourishing condition, and that a large majority of the inhabitants are willing to support them liberally as is evidenced by all being free. Yet I have to regret that in No. 7 there are neither maps nor apparatus of any kind, nor could I induce the trustees to procure any, though the section is well able to bear the cost. I am sorry that they cannot perceive the injury they are inflicting both upon the teachers and children by this neglect. Would it not be well to adopt some plan to remedy the evil in such cases as this, where the section can well afford to procure the necessary appliances, but will not do so? I think a sufficient amount might be taken from the apportionments and the necessary apparatus procured for them. The teachers are generally well qualified for the work, nearly all holding first class certificates, and one or two of those who hold second class have proved themselves well fitted for their duties as teachers, notwithstanding their failure to procure the highest class. The schools have been kept open nearly the whole year, some were closed for short periods, and others were badly attended during the prevalence of a fever that visited this township in the summer. Most of the schools are opened and closed with prayer, and either the Bible or Testament is used in all. The general rules regarding religious instruction are only partially observed, and the results are not of much importance. The revised programme for County Board examinations is observed, but the questions are not printed. The teachers would be better satisfied if the questions were printed, and I think the examinations would be more complete if the rooms were so arranged as to prevent copying. There is a large Township Library for the use of the School Sections, distributed in numbers proportioned to the number of inhabitants in each, and changed whenever required. The books are not much read, only very few people availing themselves of the advantage and consequently not much good is derived from them. They are all covered, numbered and labeled, and the general rules are observed. Public examinations have been held in all the sections but one, and prizes have been distributed in a majority of them, but I am not aware that much benefit has been derived therefrom, the distributors being frequently charged with partiality, and discontent is sometimes the result.

101. *The Reverend Archibald Stewart, Metcalfe.*—I regret that I am not able to report any marked progress in the Common School education of Metcalfe during the past year—one or two schools excepted. I think that one of the chief causes is the irregularity of attendance. I visited the schools twice during the year, and in most of the schools I found the attendance very small. Another cause which may contribute to the want of progress is the disposition in Trustees to employ female teachers, because they can get them a few dollars per month cheaper. This remark I consider to hold good with regard to schools where the pupils are well advanced. Sections No. 8 and No. 9, having been only six months in operation, and during this period taught by female teachers, have made wonderful progress. These two sections, having been taken off the extreme ends of Section No. 1; are very small, and consequently, are not able to keep school open more than six months in the year, but even with this, the inhabitants consider themselves much more

benefited than formerly, when the children had to walk three and four miles, a circumstance which kept the younger portion of the children at home.

102. *Charles Hardie, Esquire, Nissouri West.*—In again transmitting the Annual Reports of the schools in West Nissouri, for 1864, I have these gratifying remarks to make. The length of time they have been open averages $11\frac{1}{2}$ months; they have all been free, and have been taught by well qualified and efficient teachers, of whom three are from the Normal School, six hold first class, and two second class County Board certificates, and one holds a third class certificate here, but second from the County Boards. Our school sections having been formed according to the peculiar requirements of the primitive settlers, thereby causing great inequalities in extent, varying from two thousand to upwards of five thousand acres in each, and some of the Union Sections showing signs of dissolving their connection, rendered a change on a more equal basis of extent necessary; therefore the Municipal Council, having resolved to change them, have had to undergo more annoyance from a part of the people than they ever encountered before in any other measure under their consideration; nevertheless they have remodelled them as far as practicable, by assigning (with only a few exceptions) about four thousand acres to each section, without respect of persons; so that hereafter, I hope, a Common School here will have equal common rights in every respect, as well as being established and provided for, on the same principles, by the Common School Act. One fact has been strongly established by the above change, viz.: the Common Schools are permanent institutions and must not be interfered with, unless there are strong, justifiable reasons for making alterations. Some of our schools are now closed, and several new school-houses must soon be erected, owing to the new arrangement, by which we have suffered a great loss by the removal of some excellent teachers, and by the interruption in the progress of our pupils; still, I hope that, with redoubled exertions, as soon as circumstances permit, we shall regain what is lost. Our County Board in London has become more thorough in the examination of candidates, on which account more than the usual number are reduced in the grades of their certificates, and rejected. I have great satisfaction in stating that five of our teachers were recently pupils in our schools, one holding a first class, and another a second class Normal Provincial certificate, two holding first class, and another a second class county certificate. Without enlarging farther, I now close this Report by wishing you a prolonged and undiminished prospect of seeing the Common School system of Upper Canada produce such admirable results.

XXXVI.—COUNTY OF ELGIN.

103. *Leonard Luton, Esquire, East Riding, County of Elgin.*—It affords me much pleasure to be able to say that the Common Schools of the East Riding of the County of Elgin have, during 1864, accomplished more in the important work of training the rising generation for future usefulness, than during any previous year of my acquaintance with them. A large part, if not all of this increased effectiveness is attributable to the superior class of teachers engaged in moulding and giving direction to the mind. Neither of the two Boards that grant licenses within my jurisdiction sends forth third class certificates; and what is still more gratifying, the Boards in some branches have been able to rise above the minimum qualifications as prescribed by the Council of Public Instruction for Upper Canada, in their requirements from first and second class teachers. The result of this high standard of qualifications has been to remove some from the profession entirely, and others necessarily have gone to other counties in order to continue in the calling; and thus this locality reaps the advantages of an efficient class of teachers of whom the community may justly be proud. The questions for each semi-annual examination are printed, and the abilities of each applicant are judged of by the written answers given. The almost universal testimony given to account for non-attendance is “indifference of parents.” When will parents feel alive to the best interests of their offspring? In regard to religious instruction I have to say that not much attention is given to it. The moral influence exerted by nearly all of the teachers is good. Not in one instance to my knowledge have the Clergy of any denomination availed themselves of the opportunity afforded them of imparting religious instruction to the schools after Four o'clock in the afternoon, of one day in each week. I do not know why they should neglect such an opportunity of doing good. In my visits to the schools in one instance only have I met with a library for the use of the day school. This is in School Section No. 9, Yarmouth. The teacher F. F. Jones, in-

formed me that the pupils eagerly read the works contained in the Library, and the result was beneficial. A taste for general reading was acquired which soon manifested itself in an increased interest in the studies of the school-room. Nearly all of the libraries reported by me, belong to Sunday Schools and have been read years ago, and are now lying upon dusty shelves, and in old boxes, untouched. In a few schools prizes are awarded regularly. Sometimes bad effects arise from the prize-giving system; but when judiciously managed it gives increased vitality and energy to the whole school. The great desideratum in nearly all the schools under my charge is apparatus. A large number of the best teachers feel more and more the need of something else than books, (which are often dry, unmeaning things), with which to call forth the powers of the mind. The shoemaker, the blacksmith, the watch-repairer, or the common mechanic requires tools to the value of not less than \$100, in order to accomplish well their respective objects: but the school teacher, who is expected to take the infant of five years, and give it a moral, intellectual and physical development, fitting the important part the future man or woman is to play in the world, in a majority of cases has only \$5, \$10 or \$15 worth of implements with which to attain so great an end. The Educational Department I am aware has been untiring in its efforts to furnish apparatus; it has offered very great facilities for obtaining much that is needed in every school of the Province. I hope to see the time when the value of school apparatus will be more appreciated, and its worth be counted not by tens but by hundreds of dollars. Almost every one who has been connected with the practical workings of the school law has been troubled with the difficulties that arise in connection therewith. It appears to me that very much of the contention, ill-feeling and disturbances which frequently destroy much of the usefulness of the Common School, arise from the want of an acquaintance with the provisions of the law by which they profess to be governed. Is it reasonable to expect a change so long as this ignorance prevails? Some School sections in this Riding have only a dilapidated piece of the School Manual; others have none at all. But as a general rule each school section has one copy of the school law, which is in the possession of one of the Trustees, who perhaps looks into it occasionally during term of office. Ought not the Trustees' School Manual to be in almost every family? Would it not have a good effect to use it as a text book in the various schools? The pupils are taught writing, reading, arithmetic, and other branches, in order that they may be fitted to perform the duties that will devolve upon them when they arrive at manhood or womanhood. Ought they not then to study the school law so that they may know their duties to the Common Schools, whether parent, guardian, rate-payer, trustee or teacher. Of the four townships in this Riding, only one (Malahide) applied the Clergy Reserve money to school purposes. This municipality placed the money at interest which gave a dividend to each school section within its boundaries of \$39.50 for 1864. The Free School system is gradually gaining ground, but I presume it will never become universal till made so by Act of Parliament.

XXXVII. COUNTY OF KENT.

104. *David Mills, Esquire, County of Kent.*—It will be seen from the reports which I have the honor to transmit to your department, that the schools of this County are in a prosperous condition; and that the increased attendance more than keeps pace with the increase of population. As this is the last time that I shall make any official report to your department, I may briefly notice the progress of education in our schools during the past nine years, the present defects, and the means by which they may be removed. There was, in 1856, an attendance of 4109 pupils of school age, and 427 of other ages; and in 1864, there was an attendance of 6409 of school age, and 514 of other ages, being an increase of 53 per cent in nine years, which is an increase of attendance of about 13 per cent over the increase of population for the same period. There are, of course, many pupils every year leaving the school before they arrive at the age of 16 years; and when a school is well taught and well organized, the condition of the classes must be always pretty much the same; the increased number found in the higher classes will not be much, if any more than the increase of population. It is evident, then, when the aggregate number of pupils in the higher subjects has greatly increased, that a larger number of schools have been brought into a higher state of efficiency. I cannot indicate the increase in the number of good schools, better than by comparing the number of pupils in the higher branches of study in 1856 with the number in 1864.

	1856	1864	1864	percentage of increase	
Reading in the 5th Book,	929	1319	1319	percentage of increase	42
Learning Arithmetic,	2452	3646	3646	"	48
" Writing,	2382	3663	3663	"	49
" Nat. Phil.,	90	134	134	"	43
" Grammar,	826	1397	1397	"	69
" Bk Keeping,	88	188	188	"	113
" Geography,	999	2345	2345	"	134
" Mensuration,	24	57	57	"	137
" History,	333	1042	1042	"	212
" Algebra,	32	123	123	"	284
" Geometry,	7	53	53	"	657

In 1856, there were 68 schools out of 75 that had no maps, except a small map of Canada, and 14 were without a blackboard. Now there are not more than 6 schools without maps, and not one without a blackboard. Nine years ago thirty of the schools were taught by persons holding third class certificates. Now there are none of that class employed in teaching Common Schools. During this period 40 new school-houses have been erected at a cost of about \$20,000. There were then 35 schools out of 75 free; during the past year out of 96 schools in operation, 84 were free. With the greatly improved appliances, and with better educated teachers, the result has been a marked improvement in the schools. There are still many schools indifferently taught. There are many teachers without any proper notions of organization and discipline. Seeing that but a small minority of the teachers are likely to receive a Normal School training, it is worthy of serious consideration whether, in the future, each candidate for examination ought not to be trained in some good Common School, as a pupil-teacher before he or she is admitted for examination. I have had an excellent opportunity for observing the influence of the teachers with the children during the past ten years; and when I compare school sections similarly situated, in which there have been, in some instances, well qualified teachers employed for a number of years, and in other instances in which there have been inferior teachers employed, the contrast is great beyond any previous conception I had formed. I am satisfied that reform in this respect is not only possible but is urgently needed. A really well qualified teacher not only develops the intellect, but in a great measure forms the character of his pupils. When Dr. Sears says, that the teacher does extremely little towards moulding the character of his pupils, from the short period of each day they are with him, I am satisfied that he is speaking of an *actual* and not of a *possible* condition. When the teachers are very young, without strong convictions, and employed but for a short period of time, I have no doubt but this is the case. Where the sections are wealthy and well qualified teachers are employed for a number of years in succession, I am satisfied, from what I have observed, that the result is very different. Where changes are frequently made, the relative merits of different teachers are constantly discussed by the pupils. This is sufficient to neutralize any influence a teacher may have for good. I believe that if a portion of the Government Grant and the Municipal Assessment was distributed in proportion to the number of years the schools were kept open by the same first class teachers, it would have a beneficial effect. I say first class teachers, because a well conducted school cannot be properly taught for a long time by a second class teacher. The inspection of the schools, at present, is very defective. There is nothing depending upon the examination of the schools by the Local Superintendents. There ought, in some measure, to be payment for results. A well taught school ought to receive more public aid than one badly conducted. The law should state the minimum size of a school section. At present there is no restraint upon the power of Township Councils, and there is a constant tendency to contract the limits of sections and make them less than they ought to be. At present there are in this county about a hundred school sections, the total population being 40,000. Many of these sections are much too small. As the roads are improved the school sections can be made larger without increasing the inconvenience of increased distance. Were the whole county as densely settled as the most densely settled rural districts, the population would be 100,000. The majority of the schools would require two teachers, and to have a senior department. But unless there is a minimum limit fixed by law, the advantages of increased wealth and population will be more than counterbalanced by re-divisions of the school sections. In the large school sections not only is the attendance proportionably

much larger than in the small sections, but nearly all the pupils in the schools pursuing the higher subjects of study are found in them. I take as an illustration one school section of a township containing 170 children of school age, and I find a number of children in the higher subjects of study, and the average attendance greater than that of 7 other sections the aggregate school population of which is 350. In many of the schools habits of neatness and order are not sufficiently attended to, and reading and writing are learned by the pupils rather than taught by the master. The practice of permitting the pupils of a class to read each a sentence at a time, greatly militates against learning to read well. In the more backward schools children seldom do much but read. I have frequently been told by the teachers of such schools that the children are still too backward in reading to be able to tell anything about what they read. I have endeavoured to impress upon such this truth;—if they would examine them upon the subject of their lessons, and try and interest them by explanations, they would make much greater progress even though a large portion of the time was withdrawn from oral practice. To point out all the defects observable in teaching would be to write a treatise upon the subject of teaching. I am certain that in one half the schools if any boy was selected who is reading in the 5th Book, and examined upon the lessons of the three preceeding ones, it would be manifest, in a great majority of instances, that he had mastered but a small portion of the information they contain. No teacher can use them, in this respect, successfully, who is not sufficiently familiar with them to examine his pupils upon the lessons they contain without having the text book before him. With the exception of the first Book, the series is an exceedingly defective one from which to teach the art of reading.* In saying this I express not only my own conviction, but the opinion of every competent teacher with whom I have spoken upon the subject. I am satisfied that a book cannot treat of science generally, and be at the same time a good text book from which to teach children how to read. A reading lesson must be not only interesting, but one that the mind can grasp without effort, one in which the ideas of the author can be made those of the reader without a conscious effort, else how to read is neglected in thinking of what is read. Every one who has read music knows, if he has to make an effort in correctly naming the notes, he is almost certain to make a wrong sound. The mind cannot perform well two functions so distinct at the same time. There are but few lessons (except in the sixth book) addressed to the feelings; and when the emotional faculties are not awakened, it is impossible to call into exercise the best tones of the human voice. In most instances, when reading is well taught, the teachers have exercised their pupils in other books than the national series. It appears to me that the Irish National series was intended to serve as the poor man's library. It was prepared for the use of a people to whom school libraries were inaccessible, and amongst whom newspapers did not circulate; a people whose education was to be completed in the school room. The series appears to have been prepared to furnish a great amount of information on a variety of subjects. The fifth book is far too large. Children become tired of it long before they have mastered a tenth part of it. The space occupied with lessons on geology is sufficient to give a complete outline of the subject, yet this is not done; the knowledge afforded is imperfect and fragmentary. The general outline of history is excellent, and if it was printed in a small volume, I believe it would be much better studied. Political economy is treated of in the 4th Book, Physiology and Natural Philosophy in the 5th Book. Now I am satisfied if there was a small treatise on each of these subjects, quite apart from the series of reading books, much more would be learned with regard to them. The lessons on Geography in the 4th Book are worthless whether we consider them on account of the information they afford, or as exercises in reading. Let me advise those who are in love with this series, to invite Vandenhoff to entertain them with readings from the prose lessons in the 4th and 5th Books. It would be a great improvement to have county superintendents, and to confine the appointments to persons having had experience in teaching, and to let the appointments be permanent instead of for one year. But few persons will willingly cut themselves loose from every other em-

* Mr. Mills, throughout his lengthened remarks on reading books, seems quite to forget the fact that in the series of Irish National Readers there is one (costing only 20 cents) on the *Art of reading itself*—supplying the very defects of which he complains. The book referred to is intitled. “*An introduction to the Art of Reading with suitable Accentuation and Intonation,*” and is one of the best small publications on the subject in the English language.

ployment or profession while the appointments are annual. The appointment of Local Superintendents is often looked upon as the patronage of the Reeve, and used to strengthen his position rather than for the public good.

XXXVIII. COUNTY OF LAMBTON.

105. *The Reverend Charles McKelvey, Moore.*—I think the distribution of prizes has been productive of some good. The regulations in regard to religious instruction have been generally followed, though I cannot say that they have been attended with a great deal of success. The Revised Programme of the County Board Examinations is used, and the questions are printed. The influence exerted by Common School Libraries, I think, is very small, few of the sections having any. The chief cause of the non-attendance at school of some of the children is, I think, for the most part, carelessness on the part of parents. Our schools generally are in a very healthy state, working well and harmoniously. The teachers in this Township, with very few exceptions, are as efficient as in almost any Township in the County. In my examinations I have generally adopted the system of making the teachers examine the school, thereby giving the children a better opportunity than if examined by a stranger, and also giving me a better chance of judging of the ability of the teachers. And I am pleased to be able to report in the most flattering terms of their ability.

106. *The Reverend P. Goodfellow, Bosanquet.*—I am very glad to be able to report progress. As regards attendance, the Annual Report speaks for itself; it shows an average considerably in advance of the preceding year. In the different branches of instruction, some schools exhibit a progress quite creditable to both teachers and scholars, while others seem to remain *in statu quo*—or what is worse, to be positively retrograding. This last I find to be the case invariably where an inferior teacher has displaced a superior; the pupils, instead of improving, lose ground every day. I have the same complaint to make as before with respect to the system of perpetually changing teachers. In nine out of thirteen sections the teachers have been changed, and this change while in some few instances beneficial, in others, has proved greatly to the detriment of the school. It is a pity Trustees could not be induced to retain good teachers when they are so fortunate as to get them, instead of allowing the matter of a few dollars to turn the scale against such, and in favor of the first cheap hireling that comes along. The system of prizes is gaining ground, many of the schools having acted upon it during the past year, and with very apparent success. One noticeable measure for the encouragement of education in this township, inaugurated during the preceding year, I must not forget to mention, a measure which has much to recommend it, and from which, if continued, I hope for the very best results; I allude to a general competition for prizes open to pupils from all the schools in the township. The sum of \$10 was granted for this purpose by our Municipal Council, which with the 100% obtained from the Educational Department made up \$20 worth of prize books which were competed for immediately before the close of the year. A general holiday was announced in all the different schools, that not only pupils but teachers might have an opportunity of being present, of which a large number availed themselves. Though the accommodation was not sufficient, nor the arrangements as perfect as could be wished, yet a most lively interest was taken in the whole of the examination, and the result was such as to induce us to try again, the Council has very generously granted us another sum, this time of \$20 for a similar competition next winter, and the effect will be, I have no doubt to stimulate and encourage both teachers and pupils. I am told by some of our librarians that the Township Library is more extensively read than ever, there having been a larger number of books taken out during the past winter months than in any equal period of time before; and there can be no doubt of these books exerting a very salutary and widespread influence. The books, however, are still divided as before, a portion in each of the five wards, and this renders them very difficult of access to a large number who would doubtless otherwise make diligent use of them; many families living three and four and some even five miles from the residence of the librarian. Would the Council only adopt measures for having the books distributed amongst the various school sections, it would not only render them more easy of access to the great bulk of the people, but also, by making Trustees responsible for their safe-keeping tend to their better preservation. Some

different regulations for this last object are greatly needed, many of the books, I am sorry to say, being now unaccounted for. The librarians, receiving no pay for their trouble, and some of them having little time to devote particularly to the public, do not give as much attention and care to their respective libraries as they should.

107. *The Reverend S. H. Phillips, Plympton.*—When I made my first tour of school inspection through the Township of Plympton, I was anything but gratified with the appearance of the schools and the progress of the scholars, which fully justified the remarks of the former superintendent, “I do not know that I should be fully justified in saying much with regard to the progress of the schools of the above Township for the past year, (1863).” It seems to me that no results whatever had arisen from the inspection; for teachers and scholars, with some few honorable exceptions, were alike careless of their duties; in some cases the school-houses being excessively dirty, the teachers lax and unpunctual, and the pupils idle, inattentive and disorderly. At one school that I visited the teacher did not arrive till forty minutes after the time prescribed. I need scarcely add that the pupils were as backward in their studies as he was in time, not one being able to read correctly, and most of them being unable to repeat the multiplication table, or work the simple rules of Arithmetic. The school Trustees have very properly dispensed with his services. On my entering another school, the teacher began to sweep the floor. On my complaining of the backwardness of the children in another school, the teacher replied, “It was impossible to *learn* them their attendance was so *unregular*.” In one school two children had been attending for two years, and yet neither had mastered the alphabet. In all of them with two or three exceptions, the reading was miserable, the spelling very defective, and the arithmetic no better; for in many schools the pupils could not add up dollars, dimes and cents. On every hand I found the necessity of employing trained teachers only, and a Superintendent capable of detecting at a glance the real state of the school, and the comparative qualifications of the teachers for the arduous task. Frequently serious doubts arose in my mind as to the competency of Trustees, and whether the importance of the office of Local Superintendent was duly appreciated; as it is not by lecturing only, and merely visiting, that the functions of a Superintendent become serviceable; he must be able to point out defects, to suggest a remedy, and to direct the unskilled teacher how to teach, if his visits are to be attended with practical utility. Every school in the Township is now provided with maps and blackboard; but in some sections, parents are still reluctant to furnish their children with the requisite books. I have delivered lectures in most of the school sections; the increasing numbers that come to them show an awakening interest in the importance of properly educating the young. The attendance at most of the schools has been fair. Bad roads, inclement weather, long distance, and being required at home, are the general causes of absence. The libraries are few, and but little used, owing mainly to the past inefficiency of the schools. If youths are not taught to read correctly and fluently, to reflect and understand, it is in vain to expect a taste for reading to spring up in a community. On my second visit to the schools, I was glad to find, in most cases, a great improvement in every respect; and with an active and judicious surveillance, the schools of the Township of Plympton may become equal to those in any part of the Province. I am pleased to add that, wherever needed, a change of teachers has taken place. The education of children is a matter of too grave importance to be lightly committed to the charge of the unqualified hireling.

108. *The Reverend J. S. Baker, Enniskillen.*—During the past year the attention of our people has been much directed to the interests of education in the Township. A large and commodious school-house has been erected at Oil Springs, at a cost of nearly \$2000, and the attendance has been proportionately increased. The best maps and other school requisites have been provided for our schools, and on the part of the Trustees increasing efforts have been made to make the schools as efficient as possible. Much yet remains to be done. The chief difficulty to be surmounted is the indifference and carelessness of the parents. This has been in a great measure effected by the growing confidence they have been made to feel in the teachers who have been engaged, and in the excellent school materials which have been provided.

XXXIX. COUNTY OF ESSEX.

109. *John P. W. O'Falvey, Esquire, M.D., M.R.C.S.I., Maidstone.*—The Revised

Programme of the County Boards was observed, and the questions were printed. The examination was well conducted, thereby raising the standard of education to a respectable *status*, and doing away altogether with the worthless dregs of educational society. There is no library in Maidstone, nor is it likely that there will be one. There were prizes distributed at one school, No. 2, and they had a very salutary effect upon parents and children. I have no doubt but its continuance would be attended with happy results. Education is prospering in Maidstone, in spite of the opposition offered to it by prejudiced parties. I do not mean to say that it is at the summit or zenith of its power, but I mean to say that if they persist as they have commenced this year, Maidstone will be, ere a few years, second to no Township in Upper Canada, for its moral and intellectual culture. The whole of the schools, as far as I can learn, are on the free system. They all keep school the year through except No. 5, which only kept school nine months; but it has done better this year as it is keeping school the year through. The Roman Catholic Separate School is not working with the zeal I should expect from them, nor will they do much, I fear, unless they work with more energy. I lay a great deal of the blame at the door of the Trustees. There are no children in Maidstone as far as I can learn, whose parents are so indigent that they cannot afford to send their children to a school, consequently I must come to the conclusion that it is indolence of parents that has caused the few absentees that are marked on my Annual Report. One thing I am certain of, that Maidstone is the most temperate and a bstemious Township in the *Province*. So some cause must be assigned for non-attendance other than intoxication. I went myself to those parents that had been represented to me as keeping their children from school through neglect. They have promised to do better in future. I think the old adage was well applied, *Pater mihi castigat que auditque dolos*. I delivered my own lectures with all the force I could command, apparently with good success. The school-houses here are in a deplorable condition, being nothing but miserable log cabins. In conclusion, I wish you every success in your laudable undertaking of diffusing so much useful knowledge.

110. *James Bell, Esquire, Colchester.*—With respect to school accommodation, I may mention that one new school-house has been built here in 1864. The room is well arranged and commodious in other respects, but I am sorry to say no provision has been made for ventilation. I have represented this deficiency to the Trustees, and hope it will be in some degree rectified. I think most edifices, both public and private, in this region, are built in ignorance of one of the main requirements of a comfortable human habitation. What would be thought of a person rearing fish in an aquarium, who should mix a certain proportion of poison daily with the water in which the fish lived. Yet we go on, regardless of consequences, forcing those dearest to us for a large portion of their time to live in a confused and impure portion of this ocean of air, which is to us what the water is to the fish; planting in their tender frames the seeds of maladies which may render their life miserable, and at last end it prematurely. It might have been otherwise if the children of the last generation had imbibed at school a few principles of science or knowledge (because the word "science" is a bugbear to some) respecting the conditions necessary for the well-being of their own animal frame. I would not be understood as advocating the introduction into Common Schools of science treated systematically and technically; but some striking *results* of scientific research might perhaps, with profit, be brought to the notice of children, especially those that bear distinctly on the affairs of common life, such as the point stated above. Much depends on the tastes and acquirements of the teacher. Without his hearty concurrence nothing in this direction is likely to be useful. The most eminent of the literary men of France during the last century, paid a high compliment to England when he said that "while the Doctors of the Sorbonne were disputing on metaphysical questions which no one understood, the disciples of Newton were teaching little boys in England the true theory of the Universe, and showing to them the grandeur and immensity of the works of the Creator." What more noble employment could there be! what work merely human approaches nearer to what we conceive of the angelic! Before leaving the subject of the ventilation of schools, I may be allowed to state my opinion that it is impracticable to thoroughly ventilate a school-room without an open fire therein. There are two schools in this township which have both a stove and an open fire place, and these are the only ones in the township which are well and sufficiently ventilated. In all the rest the impurity of

the air is plainly perceptible by a person entering the school-room during the time the school work is going on, though, no doubt, the evil is less in some than in others. More expense would be incurred for firewood; but that would be well repaid by the superiority of the school-room in respect to health. There is also a certain cheerfulness caused in most minds by the kindly and home-like aspect of a blazing fire, and the minds of the young are very susceptible of impressions from their surroundings. I visited one of the two schools mentioned above, exactly at the hour of school being called, one very cold morning near the end of January, and I must admit I then considered the supply of fresh air to be a little in excess, as it rushed in at every crevice in the walls, and they were not few, and down the openings in the ceiling, and they were many, but the school was fortunately not more than three or four rods from the native forest, and the supply of fuel was without stint, so the room was soon comfortable and the children were all intent on their work. They have the good fortune to have an excellent teacher, who appears to work with heart and soul in her good work, in circumstances of great discouragement in a remote locality, and with a salary of one hundred and thirty dollars per annum without board. This is the coloured school (No. 12), teacher, Miss Sybil Lenox. About ten years ago, a member of our Township Council who is a farmer and a mechanic, having a taste for reading, and being a man of energy and firmness, succeeded, against much opposition, in having a sum of money (\$400) appropriated for the purpose of purchasing books for a Public Township library. The assistance afforded by Government enabled us to procure about 1400 volumes. Probably 1000 of these are still in good condition. The remainder, being principally books for the young, which appear to have been most in request, are much dilapidated, and ought to be replaced. The benefit thence derived by the community must have been great, though from its nature the immediate results may not at once make themselves apparent. I believe there is not in the library a single book which a father of the strictest principles would be unwilling that his son should read. Thus whatever influence the reading of these thousand volumes may have had on the minds of the hundreds of individuals who have read them, must have been on side of the *good*. Viewed merely as an amusement and relaxation of the mind, their value is not to be despised. Our library, no doubt, has fostered in many a taste for reading; in others it has created it. In every community—but more especially in rural districts—a general respect is paid to those who are known as “reading men.” These, when in office, best manage our public affairs; and I believe the success and better working of our Municipal Institutions in future, depends on whether men of this stamp or of an illiterate class shall predominate therein. On this account I think it is not only the duty but the interest of every community to encourage a taste for books, especially when so large a bonus is afforded by the Province to further the same object. In the County Board examinations the questions are printed in the greater number of subjects; in a few of them the examination has been made “*viva voce*.” The Free School System is gradually coming into favor, only two school sections in the township having voted for a monthly rate on scholars, and one of these fixing the said rate at 12½ cents only. This is for 1865.

111. *François Dupuy, Esquire, Sandwich West*.—I have the honor to inform you that our Common Schools have been carried on successfully during the past year. The Protestant Separate School has been converted into a regular school section at the Trustees' own request, and bears now the number, 7; so that now we have seven sections and eight schools. A comfortable and spacious school-house has been erected in section No. 1; and an important addition has been made to the school-house in section No. 6, which is now the largest in the township. There has been some improvement this year in the average of our school population attending schools, as is shown by my Annual Report. A few children, however, have been kept away from school on account of the indifference of their parents, and, in one school section only, by poverty, according to the statement of the Trustees of that section in their Annual Report. On the subject of moral and religious instruction, and also on the subject of libraries, I will take the liberty of referring you to my letter of last year, having nothing new to say. Prizes have been distributed in six sections (seven schools). The influence of that distribution has been encouraging; and without doubt, has increased the number of children attending school, and stimulated them to punctuality. I am glad to state that the school accounts of Trustees, though not

perfect, show an improvement this year, and will soon be better understood with the help of the auditors and teachers.

112. *Jonathan Wigfield, Esquire, Mersea.*—Six schools have been in operation during the year at an average of eleven months. A new and substantial brick school-house having been in the course of erection in Section No. 2, upon the site on which the old log school-house stood, the school has been necessarily closed during the whole of the year. The new school-house which is now completed is highly creditable to the inhabitants of the section, and I am happy to say that the Trustees have employed a Normal School Teacher, and that the school is again in operation. Prizes to a small extent have been distributed in three sections with good effect. The free system is highly appreciated in this township; it is regarded as the only one suited to meet the wants of the whole community. Although not what it should be, yet on the whole education is evidently progressing in this Municipality. There is a taste for it in all the sections, the teachers are better than formerly, and the Trustees are becoming alive to the necessity of securing the services of the most efficient instructors.

113. *Alexander Craig, Esquire, Tilbury West.*—The schools in this township are every year upon the advance, although they are not what they should be. They were all free last year, and still continue to be so. There is a marked improvement both in Trustees and teachers, the former being more anxious to have good teachers. They have found by experience that a poor teacher is the ruin of a school. Some of the Trustees also see the impropriety of changing teachers so often, so that when they get a good efficient teacher that does his duty faithfully, he is retained. The Trustees of one section have had a teacher for one year; and the advancement of the pupils under his care was so satisfactory, that they are very solicitous to hire him for three years in order to secure his services. They made their plan known to me, and I advised them to call a special meeting, and acquaint the people in the section with it. We have a female teacher who has been in one section for three years running. The Trustees and people will not part with her, and they raise her salary every year for her encouragement. All this shows the evil consequence of changing teachers. As for them, we cannot at present complain. They appear to be doing their respective duties zealously. The people in one section are almost in a mania. They have a number of children who have never attended any school on account of distance, so that they are determined to have a school of their own. They have laid their petition before the Township Council, and as soon as the requirements of the law are fulfilled, the Council will meet the case by dividing the section into two, the non-attendance being occasioned by the sections being large, thinly settled and various other causes. All the schools have maps, but are in want of globes and apparatus as yet. The examinations were but thinly attended, but in two of the sections pic-nics have been got up expressly to instruct and amuse the children, which not only brought the parents, but many from the neighboring townships, who took great interest in the examination. All this was done in the bush where tables and seats were erected, the former richly loaded with every eatable for the whole company. When the children mounted the stage, they delivered their respective recitations so correctly, that they were cheered by all the audience. After some remarks, the company sat down to dinner, and after their repast, they engaged in various amusements. The interest manifested in a variety of ways is encouraging to both children and teacher. The people were all lively and of one mind, and determined that a pic-nic should always accompany the examinations, and said that it was their bounden duty to visit the schools more than they had done. Prizes were given in two schools, each pupil receiving one, which evidently has a stimulating effect both on parents and pupils. As for religious instruction, it is very limited; the schools are opened and closed with prayer. We have Sabbath Schools and a Sabbath School Library which have done much good. I have to regret that we have no other library as yet. The Board of Public Instruction is doing its best to supply us with good, efficient teachers.

XL. THE CITIES.

114. *The Reverend James Porter, Toronto.*—The military drill of the pupils of the Senior Divisions of the City Schools for one hour in each week, was resumed early in April, and continued until the end of November. I have always regarded this

exercise with much satisfaction, and in all respects, advantageous. A copy of a resolution conveying the thanks of the Board to Brigade-Major Denison, for his kindness in providing drill-instructors, during the period reported, will be found elsewhere in this Report. Throughout the year 1864, the Reverend Mr. Boddy has 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. The practicability of the communication of such instruction in connection with our schools has thus been made abundantly evident. In concluding this my Sixth Annual Report, I cannot but advert for a moment, to two objections against our City Schools, which I have occasionally met with. It is sometimes said, that the pupils in the schools are taught far too much; and at other times it is said, that they are not taught by any means enough. These objections may safely be left to neutralize each other. Yet, if it should, as it may fairly be asked—what ought to be taught to the pupils in our Common Schools? I do not hesitate to answer as follows:— Obviously they should be taught to spell with accuracy, to read correctly, distinctly, and intelligently, if not gracefully, which cannot be ordinarily expected; to write plainly legibly and usefully, if not with elegance and ease; and to count accurately and readily as the result of a fair elementary acquaintance with the theory and practice of arithmetic.

• Many pupils in our Common Schools can scarcely be expected to accomplish more than this. They never go beyond our second or intermediate Divisions, and, in addition to what has been enumerated, what little of geography, or grammar, or history they can acquire in those Divisions, can be only of an introductory character. They have early to work for their bread; and it is well, if while they are nominally at school, their attendance is not interrupted by occasional employment of a more active kind. Nor is it wise to attempt, in our higher divisions, much more than a continuation of the same course of instruction. To reading we may add the definition and the derivation of words; to grammar the analysis of language; to arithmetic, the elements of geometry and algebra; and, all this time, the majority of our pupils are leaving our Senior Divisions for active life, and the few who remain are becoming fit for higher instruction than they can receive in our schools, without injury to the interests and claims of the far larger number of those who are placed for but a short period under our care. For the few who reach the position contemplated, higher culture is provided in other institutions. From the Common School, those who have time and ability for a higher course of study, which shall include an elementary acquaintance with ancient and modern languages, and with physical, intellectual and moral science, may proceed with advantage to the High School, whether male or female, and afterwards male pupils may find, in the curriculum of a University, all that can be required of the nature of general or preliminary education. Then begins that special education for those highest walks of professional life to which the most gifted and favoured can aspire; to which some have risen, under many disadvantages, by their force of character, but which are for the most part, and generally speaking, most successfully trodden by those who have enjoyed the benefit, first of a sound general education, and afterwards of a long and careful special culture. Meanwhile we, in our Common Schools, are working with a view to the welfare of the children of the many; and thoroughness and breadth of result, rather than vain occasional display, should be our object, than which none can be more useful, or more worthy of our best exertions.

115. *A. Johnston, Esquire, Chairman, Board of School Trustees, London.*—*Free Grammar School Education stated and defended.*—The system of schools in this city consists of a school in each ward for younger pupils, and a Central School to which the more advanced pupils of the Ward schools are promoted on examination. The total expenditure of the schools for the year 1864, was \$9,860.78. From the table of the Report of the Board of the Trustees, which shows the number entered in the male and female departments of the Central and Ward Schools, it appears, 2,972 scholars have been entered on the books of the public schools during the year; that the daily average attendance is 1,471, and the monthly average attendance 1,782—being an increase over the previous year of 147 scholars entered, and of 98 on the daily average. In the Central Schools there is a Classical Department, in which all the subjects are taught that are necessary for matriculation in the University. Since the publication of the Trustees' Report, the Grammar School has been united to the Central School. The Report contains the following account

of the Central School, and the very admirable vindication of *free* Grammar School, as well as free Common School Education :—

“ Appendix table B contains the statistics of the city public schools for the year just closed. The table shows the numbers entered in the male and female departments of both the Central and Ward Schools in each quarter, the daily and monthly averages, quarterly, semi-annually, and annually. By consulting this table, we find that 2,972 scholars have been entered upon the books of the public schools during the year ; that the daily average has amounted to the large figure of 1,471, and the monthly average to 1,782. This gives an increase over last year of 147 scholars entered, and 98 on the daily average. The number of scholars that were taught in the Central School, in 1864, was 786, with a daily average of 500. In this school are employed ten teachers besides the Principal—five ladies and five gentlemen. The number of distinct departments is nine—five for boys and four for girls. In each of these departments there is only one class, which consists of pupils as nearly as possible of the same proficiency. Promotions are periodically made from the lower to the higher forms, by the principal, after careful examination, and diplomas of merit awarded in accordance with the proficiency of each student passed. Honor cards are given weekly to the more deserving scholars, and monthly reports are furnished to the parents or guardians of each scholar, containing his average rank in each subject, the number of half days absent, the number of times late in the month, and an abstract of his conduct and application ; so that every parent is put in a condition to judge how far, and in what particulars his influence and oversight may be necessary.

“ The course of studies varies in the different classes, increasing in difficulty and in the number of subjects taught as the student advances towards the senior divisions. The course of the junior classes comprises reading, spelling and definitions, writing, English grammar, geography and arithmetic. To these are generally added, until in the senior division, the course embraces, besides the branches enumerated, history, English composition, history of the languages and literature, book-keeping, drawing, natural philosophy, algebra, mensuration, geometry, and trigonometry. In connection with this course is a Classical Department, in which are taught Greek, Latin and French, so that the sons of those requiring such branches may be prepared for entering any profession or matriculating at any of our Provincial Colleges. This department, which is carried on at a very small cost indeed, has evoked a good deal of acrimonious discussion ; not that any friend of education can or ought to object to the principle, but simply because it gives to those who are enemies to free education a plausible objection to what in itself they dislike, and would destroy if they could. It cannot be the poor man who would, were the subject properly understood, raise an opposition to this element in our public school system, as he is the party most essentially benefited by it, since this is the only means by which his son, if a lad of promise, can receive an education equal to that which the son of his wealthy neighbor can obtain. It is true, the law makes provision for receiving a few boys in each municipality into the Grammar School of the locality, provided they choose to have them entered in the condition of paupers. The mechanics and working classes generally, are the parties chiefly interested in preserving this department, and ought to distrust those who are endeavoring to stir up an opposition to a system which is designed to place them upon a footing of equality with the more wealthy, as regards the education of their families. The opponents of free education say they are willing to be taxed to educate the son of the poor man, so far as will make him a good and useful citizen ; but they who desire anything beyond this ought to pay for it. This view of the case is neither just nor reasonable. In the first place a great national system is one thing, and a system of Charity Schools another. Our Canadian system was designed to provide an education for all indiscriminately, the expense to be borne in part by a legislative grant, supplemented by an equitable rate upon the property of all. Poor and rich alike are supposed to participate in the benefit of this system. And now that the wealthiest in the city are availing themselves of the public schools, why should not they who bear so large a part of the burden have the means of obtaining such an education for their children as they require ? Is it through fear that they whose taxes are less may share equally in the benefits ? If the political economist believes it for the advantage of a state to educate the youth by a charge upon the whole people, why place a barrier in the way of those whose education will best repay the country for the expense incurred ? If, then, it be profitable for a state to pay

for the education of the sons of the wealthy, be they possessed of ability or otherwise, it must necessarily be profitable to educate in the same way a few lads highly gifted, even though found in the ranks of the working people. But in the next place, they who wish to deny to the sons of the working men the means of rising, say, that when *they* give their sons a superior education, they pay for it out of their own pockets, and point to the fees that they pay at the Grammar School. It is very easy to dispel this pleasing delusion. The average attendance at the Grammar School in this city is between thirty and forty pupils, the fees accruing from this source may amount to about \$600 whilst the expenditure is about \$2,000. Of this sum the Government grant amounts to about \$1,250. Now, whether this grant accrues from the proceeds of the Grammar School Lands, or is in part made up from the \$20,000 of a legislative grant made to promote higher education in the Province, it is equally the property of the whole people. Every pupil, therefore, who attended this School for the last year cost the people of Canada between \$30 and \$40, and consequently his father is more truly and to a greater extent a pensioner upon the bounty and generosity of his country than is the father of a boy who may have learned classics in the Central School, during the year. So much for the justice of the case, and so much for the boasts of these liberal gentlemen who say that they pay for the education of their sons. In the third place the cost of education at University College is merely nominal, and so far as this acts as a barrier, may be considered free. Here then is Doctor McCaul, said to be the first classical scholar in North America, and a staff of professors equal to any of which the Mother Country can boast, with buildings, a museum, and apparatus of every description, procured at the expense of the country at a vast cost, and yet the students do not number one for every ten the College is capable of receiving. The highest School in the Province is free, its halls lie open to all, its liberal constitution invites the people to send their sons, guaranteeing to them without test or sectarian restriction, an education equal to that enjoyed by the student of Oxford, Cambridge or Trinity. The legislature in its wisdom makes provision for giving at the expense of the State a Collegiate education to all who are willing to qualify themselves for its reception. Why this liberality? and what avails it if students cannot be found to enjoy the benefit? Has this provision been made for the rich alone, or for poor and rich alike? For both, ostensibly, but only for the rich actually; because the restrictions imposed upon the sons of the poor in the form of heavy fees in those intermediate Schools designed to prepare matriculants, block the way into the highest school in the Province, and virtually reserve the advantages of a free College course at the expense of the people, for those who are able to pay these high grammar school fees. Thus, a very simple defect in the machinery of our school system, denies this inestimable privilege to those for whom it was more peculiarly intended. It is unjust, therefore, that the wealthy classes should enjoy almost exclusively all the advantages of this magnificent provision, made by the State for superior education. And it is not only unreasonable but absurd, to provide and keep in operation at a vast expense to the Province, such a School as University College, and then throw insuperable obstacles in the way of those who desire to participate in its benefits. Thus it appears that they who grumble, and grudge their fellow-citizens a classical department in the Central School, at the small expense of \$500 per annum, have about 66 per cent. of the cost of educating their sons in the grammar school paid by the people, and the whole cost of their College course derived from the same quarter.* Will the working men of London consider these facts? Will they bring these matters home to those would-be patriots of the City Council, who make so much ado about the privileges the mechanic and working man receive at their expense?"

116. *A. Macallum, Esquire, B.A., Principal of the Central School, Hamilton.*—It affords me much pleasure to be able to show the progress made in school matters during the past twelve months. The teachers have labored hard and successfully, and to their toil and care the present healthy condition of the schools is to a very considerable extent to be attributed. During the year we have had four examinations, two for promotions, at each

* When the Principal is absent visiting a Ward School or department in the Central, it is the duty of the Classical Master to undertake his duties, which consist in part in teaching the highest English branches. This would require the services of another teacher, whether a classical department exists or not, and reduces the actual cost of this department to about \$300.

of which some 450 pupils were advanced to higher divisions; one public examination, with which the labors of the year were brought to a close; and one examination for prizes. As this last is a new feature in our city schools I devote a few sentences respecting it for general information. The origin of prizes in our city schools may be briefly stated. At the Annual Examination in December, 1862, our excellent Mayor, Robert McElroy, Esq., had it publicly announced by the Chairman of the Board of School Trustees, that he intended to give some aid towards establishing prizes in the public schools. When your principal called on him for his subscription he gave \$25, and what is still better, *kindly promised to repeat it as often as he should be called upon for that purpose*. Our liberal city member, Isaac Buchanan, Esq., M. P. P., gave an equal amount. The Hon. S. Mills, Messrs. Kerr, Brown & Co., Adam Brown, W. P. McLaren, R. Juson, D. McInnis, and G. J. Forster & Co., made up the sum to \$100. This sum with the \$100 added by the Chief Supt. of Education, purchased \$200 worth of books at the Educational Depository, Toronto. No pupil shall be eligible to compete for a prize unless he or she has attended school at least one half the session then closing. The number of competitors in each division shall be limited to the twenty pupils who have received the greatest number of *Honor Cards* during the session. This secures as the basis for the distribution of the prizes, care in the preparation of lessons, punctuality and regularity in attendance, correctness of deportment in school, and scholastic proficiency in all the studies prescribed in the course. The Board shall appoint two Examiners who shall examine all candidates for prizes *viva voce* or otherwise, and, with the Principal, shall make all awards. The text books shall be those used in the Central School. The Principal shall make all the necessary arrangements connected with the examinations. It is truly gratifying at the close of another year, to record that the plan for Religious Instruction adopted by the Board, several years ago, continues to give general satisfaction. In numerous instances the system adopted in Hamilton has been regarded as a model for others to imitate, and for the benefit of the rising youth of our Province, it is hoped this *most important feature* of our schools may be extensively introduced. To the clergymen of the various denominations, who so regularly attend to this self-denying and hopeful work, too much praise cannot be given. Their attendance at the Central at 3 P. M., on almost every Friday, exceeds my most sanguine expectations. The bread thus cast upon the waters will, doubtless, be seen after many days. During the past year we have kept a monthly record of the deaths and their causes, that have occurred among our pupils. It will be pleasing to know that the rate of mortality is unusually low. Of the 3541 pupils enrolled, only ten, one in the Central and nine in the Primary Schools in attendance during the month in which their decease took place, have been removed by death. This gives 0.282 per cent, a little more than $\frac{1}{4}$ of 1 in the hundred on the numbers enrolled, and 0.514 upon our daily average attendance; and affords an excellent criterion by which to judge respecting the very healthy city in which we dwell. In no other place in Canada West has so much been done for the education of the masses as in our city. In no other place is the daily average attendance, for the numbers enrolled, so large. The system established by the Board, and hitherto so generally satisfactory is, no doubt, in connection with the refining influence of the Gospel, destined to be of lasting benefit to thousands who would otherwise be ignorant of even the rudiments of scholastic knowledge. Society itself will thereby be benefited, as it not unfrequently happens that some of its brightest ornaments are found in its humblest paths, and education, like the chisel of the sculptor on the block of marble, is necessary to bring into full view and full play all the ennobling qualities with which our Creator has endowed those gifted sons of genius, but who, without the aid of public schools, would pass through life unknowing and unknown.

117. *William Cousens, Esquire, Ottawa.*—I have much pleasure in being able to state that our schools continue free; and although the population of this city has not, for the last year, been on the increase, yet the number of pupils attending our Common Schools has not decreased. The causes of non-attendance are indifference of parents, and, in many instances at this season of the year, the want of sufficient clothing. The religious instruction of the pupils attending the Common Schools in this city is attended to on Sundays in the Sunday Schools in connection with the different churches. And when we consider that in many cases but one hour, out of 168 hours in a week, is all that is given to counteract the natural tendency of children to do evil, and exposed as many are, even

at home, to hear profane language, it is much to be regretted that further provision is not made for religious instruction. I had a meeting of the teachers in charge of the several schools under this Board during the past month, when I brought up for their consideration the necessity of assimilating the books to be used, in all branches of studies, by the pupils in these schools, in order that pupils, leaving a school in one ward and entering that of another, might not be at the expense of procuring a new set of books. None but authorized books are used. The revised programme for County Board Examinations is observed, and the questions are printed. I believe it is the intention of the Board, during this year, to have one or two school-houses erected, each suited to contain 400 or 500 pupils. This would be a very desirable movement, as the present school accommodation is much behind the age. The Trustees of the Grammar School in this city having, during the past year, made provision for two scholarships to be competed for by pupils of the Common Schools in this city and in the County of Carleton. I informed the pupils of our schools, and urged on them the necessity of close attention to their studies, if any of them would obtain this prize. I have much pleasure in stating that a scholarship was obtained by one of our pupils. Our Board have not yet introduced the system of military drill for the boys in our schools, although I have frequently urged them thereto. The article written by you on that subject, in your report for the year 1863, is worthy of the attention of every well wisher of this our common country. A Teachers' Association for Central Canada has, during the past week, been established in this city. It will, I hope, be the means of doing much good, in bringing together, for mutual information and improvement, so useful a body of men.

118. *William Armstrong, Esquire, Secretary Board of School Trustees, Kingston.*—The Board feels gratified at being able to announce to you that, at the close of the year, all the schools under their charge were in a most flourishing condition. They are all conveniently located with regard to the school population, comfortably fitted up, the three principal ones furnished after the models supplied by the Education Office, while all are supplied with the necessary books, maps, and apparatus for the instruction of the young. The diligence of the teachers, and their attention to their onerous duties elicited the approval of the Local Superintendent and the Board at the semi-annual examinations, when the results thereof were displayed in a very marked and gratifying manner. The Board regrets to say, however, that the delicate health of the Local Superintendent prevented his delivery of the usual public lectures; but the Board will adopt measures to secure their regular delivery in future. The general regulations in regard to religious instruction in the schools, have been strictly enforced during the past year, the result of which has been highly satisfactory, having apparently had the effect of causing the parents generally to pay increased attention to the religious instruction of the children at home. At the last examination, out of the very large number of young people examined, many of them very young, only a very few were unable to repeat the Lord's Prayer and the Ten Commandments correctly. The Revised Programme for the County Board Examinations is observed, and the questions are printed. Our Common School Library Room, which was located in the City Hall Building, was destroyed by fire early in the year, and the books more or less damaged, while some were lost or destroyed. The loss and damage have been made good by the Insurance Company. Previous to the fire the books were all properly covered, as recommended by you, but a portion of them having lost their covers and been otherwise damaged, the Librarian has received instructions from the Board to get the damaged books repaired and covered; and as soon as a convenient place for the library is obtained, the lost books will be replaced, and the books re-issued to the public. The regulations enjoined by you, will continue to be strictly observed. The benefits conferred by the Library continue to gain in the appreciation of all classes, and are largely participated in. Amongst young people especially the library is a most popular "institution," unmistakable evidence of which the Board has had since the fire suspended the issuing of the books. The greatest anxiety is evinced by the young readers for the speedy re-opening their "fountain of knowledge." The Board has also to notice with renewed pleasure a continued reduction in the number of children who attend no school at all. The reasons alleged by the parents of these unfortunate children are chiefly the results of poverty and destitution, viz: the want of decent clothing, of shoes, caps, &c.; but of course it is the

natural feeling of shame that makes the parents keep them at home, for no such deficiencies of clothing, &c., are a bar to the admission of pupils to our Common Schools.

XLI. THE TOWNS.

119. *The Reverend George Bell, Clifton.*—The causes of non-attendance of pupils are improvidence, carelessness, &c. of parents. There is no direct religious instruction. The Revised Programme for County Board Examinations is observed. The questions are printed, and the examination is principally in writing. There is no library in the possession of the Trustees. The public one mentioned in my Report is held by the Town Council, in charge of the Town Clerk, and is open, free, to all the inhabitants. Its use is also allowed free to the soldiers on duty in Clifton. The books are covered, labelled and numbered, and the general regulations are observed. The library is partially used by many of the inhabitants, but it is limited in extent and variety. During the year 410 volumes were taken out. The Sunday School Library is that of St. Andrew's (Presbyterian) Church.

120. *Henry Robertson, Esquire, LL.B., Collingwood.*—The Free School System is still adopted here, and as the excellence of that system has been fully manifested before, I need not dwell upon its particular advantages, except to express my opinion that it is admirably adapted to meet the wants and requirements of a country like ours in giving to the young of all classes such an education as is needed. The great and beneficial results which are every day to be seen as owing to its practice completely demonstrate the goodness of the system, and we may reasonably hope for still greater benefits in the future. The cause of non-attendance seems to be principally the apathy and indifference of parents who do not appreciate the blessings of education; but this cause will doubtless be lessened in a great measure as the interest of the people in the schools is awakened. The general regulations with regard to religious instruction are not followed, the young being taught in Sunday Schools and Bible classes. The Revised Programme for County Board Examinations is observed, but the questions are not printed. I have seen it suggested that examination papers for the whole Province should be sent from the Central Board to each County Board, and this plan would have my entire approval. It would make the standard uniform in each county, and County Boards would then have no hesitation in admitting *ad eundem gradum* teachers who produce certificates from other Boards. The books in the libraries are covered, labelled and numbered, and the regulations are strictly observed. The circulation of books from our libraries is increasing and exerts a beneficial influence in the neighbourhood by fostering the desire for knowledge as well as affording useful information. I trust that you may long be spared to add to the efficiency of the noble school system of which you are the founder.

121. *The Reverend William A. Caldwell, Dundas.*—It gives me very great satisfaction to state that our schools are now in thoroughly good working order. The Board are unanimous in seeking "the greatest good of the greatest number;" and the teachers are unanimous in maintaining order in their respective departments and proper behavior towards the teachers and pupils of the others. We have a thoroughly efficient staff of teachers who labor assiduously and harmoniously; the consequence is, the attendance has been better during the last year than for some years previous. The Board adopted an alteration in the early part of 1864, whereby the Grammar School pupils are admitted on payment of the same fee as those attending the lower departments, viz.: 25 cents per month. This arrangement will be seen to have materially diminished our receipts from that source, the default of which must be met by the municipality or from some other quarter. There are still numbers of children who attend no school, and on whose parents it ought to be made compulsory to send them during some period of the year at least. The "liberty of the subject" is a myth, if not a nuisance, when it goes to the extent of allowing a man to rear a family as public pests. Why should not a man be indictable for starving his children's minds as much as for starving their stomachs? The Board have just adopted the system of grading the schools, so that the branches taught in one department shall not be taught in another; but it has not been sufficiently long at work to enable me to report as to the excellence or otherwise of its working. Many things look well on paper which, in their practical details, are found not to answer the ends contemplated in their establishment. There is no public religious instruction in the schools; sectarian feeling has prevented this hitherto. The revised programme is observed by our County Board, and the

questions are printed. The same set of questions was formerly made to serve for a whole year; but the Board have of late had new questions for each semi-annual examination of candidates for certificates. It was found, or at least suspected, that parties failing in their first examination to solve the questions propounded, could either copy or learn them by rote so as to come prepared to solve them on the second attempt. The influence exerted by the distribution of prizes to pupils is, to me, a most perplexing subject and the good or evil effected by them is equally so. The discouragement of failure to secure a prize on the part of a really good, obedient, industrious youth is very great; and, if of a sensitive mind, the failure must be as crushing to him as bankruptcy to an honorable merchant; while the gifted, but comparatively worthless character carries off the laurels. Both parties have strong temptations to think that genius is better than industry. Still I feel the force of a great deal that is said in favor of bestowing prizes as incentives to industry, although I cannot bring my mind to a decision on the subject.

122. *The Reverend Robert Campbell, Galt.*—I have again to report favorably of our Central School. In the matters of religious instruction, the use of the revised programme, and the condition of the library, no change has taken place since my last report. By comparing this year's report with that submitted last year, it will be seen that, whilst the population of school age has remained about the same, the number entered upon the roll during the past year is less by 32 than the number returned last year as attending in 1863. I am not sure, however, but there has been an increase in the number of children of school age attending a primary private school which has been in operation during the year, as well as in the number attending our excellent Grammar School. Probably the number attending these two schools is not less than sixty, at the very least, leaving only 90 pupils in the town as not receiving instruction during some portion of the year—a fact which must be very gratifying to all who take any interest in the educational advancement and prosperity of our country. Many boys and girls are able to do for themselves before reaching the age of 16 years; and it shews no slight appreciation of the advantages of a liberal education on the part of many poor parents that they are willing to suffer privations themselves that their children may be instructed, and that the cupidity which is unhappily so prevalent has not driven them to utilize their children's physical strength, to increase their own gains to a greater extent than 10 $\frac{3}{4}$ per cent of the entire population of school age. Another very encouraging fact is that the average has run up from 437 in 1863, to 504 in 1864, and that the number studying the more substantial and useful branches of an elementary English education has increased. It is one of the disadvantages sure to follow the introduction of Free Schools, that parents do not put its full value upon the privilege of sending their children to them, and so do not insist upon the regularity of attendance on the part of their children that they make imperative when paying for their instruction; but the evil of irregularity is happily growing less in our school. Hitherto there have been no prizes offered in the school, but teachers, trustees, and Superintendent have all come to believe that competition for them would have a beneficial, stimulating effect if wisely adjudged, and prizes have accordingly commenced to be competed for at the mid-summer holidays. At the end of the year I delivered a lecture on the subject of education, addressing my remarks mainly to parents and guardians, and urging upon them two duties, namely—the need there is to sustain the authority of teachers in a land in which there seems to be a vicious propensity to insubordination, and the need there is to restrain the appetites of the young if they are to be thoughtful, studious, persevering, calm in their minds, and respectful and amiable in their dispositions.

123. *William Mackay, Esquire, Secretary of the Board of School Trustees, Goderich.*—The question of a rate bill or free school was submitted to the rate-payers of this Town at the Municipal Election in January last. There voted for the free school 211, for the rate bill, 36, making a majority of 175 in favor of free schools. The Common Schools of this Town are, I am glad to say, in a very flourishing condition. They are well attended and well conducted. The Trustees have afforded such accommodation during the past year, that the number of children in this town who do not attend school, either public or private; is very small. Mr. Cameron, the Principal of the school, has always been very zealous and active in rendering the school efficient and deserving of public confidence. The Trustees have also so far co-operated with the Principal in the same object, and the result is very gratifying. The library of the Central School, under the care of the Prin

cipal, is kept in excellent order, and is largely patronized, and will, doubtless, exert a very beneficial influence. The Board of Trustees have determined to make an addition to it this year. Another very gratifying fact is, that although we have a very large and respectable Roman Catholic congregation, we have never had any indication of a wish for a Separate School. Altogether I think I may report the Common Schools of this Town to be in a very satisfactory condition.

124. *Adam Hudspeth, Esquire, Lindsay.*—By my Report you will see that the total number of pupils registered during the year was 335, the average attendance during the first half of the year was 178, and during the latter half 197. The cause of the non-attendance of the pupils I attribute to the distance many of them have to go, rendering it nearly impossible for the smaller children to attend during the winter season. The revised programme for County Board Examinations is observed partially, that is to say, the examinations have not been hitherto as strictly in accordance with such programme as desirable. This has in a great measure been owing to the rough character of our back country, justifying, in the opinion of some members of the Board, a departure from the standard of qualification as laid down; it being better in their opinion to have some kind of a teacher than none at all, and properly qualified teachers not being willing to accept of the remuneration offered by some of the more remote and sparsely settled school sections. However this necessity is rapidly disappearing, and the Board has made a great stride upward during the past year, keeping constantly in view the necessity of raising the standard of qualification of teachers. The examination questions have not been printed. At the last examination, however, they were written on the blackboard, which was found to be a much better method than examining orally, and I trust that the Board will at the next examination conform both in spirit and letter to the programme above referred to. I am sorry to say that as yet there is no library in connection with the school. During the year 1864 the Trustees granted \$15 for prizes, which, with \$5 from the Local Superintendent, and the equivalent granted by Government, purchased \$40 worth of books from the Department, which were distributed as prizes to the pupils of the Union School, one-half at each half-yearly examination, and exerted such a beneficial influence that it is to be hoped they will continue to grant yearly a certain sum for a like purpose.

125. *The Reverend Robert Scott, Oakville.*—In addition to the information which the annual reports furnish, I have little beyond a repetition of last year to give. While I have not advertised any public lecture on education during the past year, I have embraced the two opportunities which the distribution of prizes afforded me, when there were a greater number of persons interested in education, and parents generally, present, than would likely have been on any other occasion, to address a short lecture, on each occasion pointing out the aim and design of education and the need for co-operation between the parent and teacher, if a healthful education was to be attained, and I hope not without good results. In the schools one thing is noticeable,—the change of teachers that has taken place in both the Separate and the Common Public Schools. The Separate School during last year (1864) was successful in securing the services of a very well qualified male teacher, holding a first class County Board certificate, and the progress made by the pupils was marked. In the Public Common School two changes of teachers have taken place, the present Principal of the School having been first appointed to the Common School, and then, on being transferred to the Grammar School division, having been succeeded by the present teacher who holds a first class certificate from the Normal School, Toronto. He has, since his appointment, proved himself to be a very efficient teacher. With a change of teachers has come a change in another respect, as might be inferred from what we have already said. The system of prize-cards has been laid aside and prizes have taken their place with very marked results for good in so far as school education is concerned, if the number of lessons acquired, and eagerness in study are to be reckoned as such. In regard to non-attendance and religious instruction, matters remain much as they were last year. As regards the County Board, the revised programme is observed and the questions are printed. The Books in the Public School Library are covered, labelled and numbered, and the regulations are, I believe, as far as possible, strictly observed. Hitherto few books have been taken out of the library by the general public, although they are very well read by the pupils and their parents, and doubtless with very healthful results. I am glad to know that

upwards of eighty-six dollars have been collected to purchase additional books for the Library.

126. *The Reverend James S. Douglas, M. A., Peterborough.*—The Union School of the Town of Peterboro' has last year witnessed, as usual, a considerable number of changes among its teachers, which I cannot but deplore. This is chiefly owing to the variable character of the Trustees. The remedy I would respectfully suggest is to limit the powers both of electing and dismissing teachers by means of the Board of Education, whose sanction should be obtained in either case. In connection with this I beg again respectfully to suggest that printed examination papers be sent from the Department to the several County Boards, and, after being filled up and corrected, sent back to the Department for final adjudication. The certificates of teachers would thus be equalized throughout the Province. This would best be administered through County Superintendents. I would also recommend that Union Schools should be taught in departments instead of in successive stages; and that the Trustees should have duplicate copies of the School Reports furnished them, one to return and one to keep. With these exceptions the Union School of Peterboro' continues to be well taught by Mr. King the new Principal, and the other teachers, and the attendance keeps up nearly as before. The prizes did not give the satisfaction anticipated. The library is in abeyance, and the observatory dormant.

127. *The Reverend Robert Cooney, D. D., St. Catharines.*—Our schools, I am happy to say, are in a very healthy and encouraging state. They are, perhaps, as well attended as any ward schools are, in any of our towns or municipalities. We have three schools attended by nearly seven hundred children; one of these is appropriated to the use of the colored people, and were they anxious to avail themselves of the educational advantages this school affords, the attendance would be much larger. Our numerical strength in pupils is affected by two or three tolerably large private schools, and, to a limited extent, by a few minor ones, in which smaller children are taught. To these causes of numerical repression may be added the existence of a large separate school, representing the pupilage of more than two thousand of our inhabitants. Touching the number of children not attending any school whatever, I can only speak approximately; I am inclined to think, however, that the greater part of them may be found in connection with the Separate School and with the African one. The school-house in St. Thomas's ward was enlarged during the year; a measure which has contributed very materially to the comfort and efficiency of the junior male department. The general regulations in regard to religious instruction are observed with a due sense of their importance, and carried out to the utmost practicable extent, and in some instances with obviously good results. We are favored with but few visits from the resident ministers. Nearly all the pupils, however, attend their respective Sunday Schools, and have access to Sunday School libraries. Respecting County Board examinations, I am unable to speak distinctly. The spirit and the letter of the revised programme are carefully observed. The examination questions are all printed; and everything is done to secure the most competent teachers according to their several grades. The revised programme is really needed; and at the last examination some of the candidates found that it is not as easy as many suppose to become a well qualified Common School teacher.

128. *The Reverend Andrew A. Smith, Sarnia.*—In presenting my Annual Report of the Sarnia Union School, I would first remark that, on the whole, the cause of education in this Town is prospering. There is apparently more interest taken, both by parents and Trustees, in school matters than formerly. The number of pupils, however, in the Grammar School Department is not as large as might be expected under the circumstances, as we have a very efficient principal, and also well qualified teachers in all the departments. There are many parents who do not avail themselves of our superior educational advantages, and neglect sending their children to school. The attendance has been about the same as the preceding year. The annual distribution of prizes has a very good effect, and is evidently beneficial in its results. We are still without a school library, but I hope a move will be made to procure one at an early date. Reading the Scriptures and Prayer are observed in all the departments. Printed questions are not used at present, but will probably be introduced at the next meeting of the Board. A Teachers' Association has recently been organized in this County, and a Teachers' Library procured.

129. *John Hyde, Esquire, M.D., Stratford.*—No prizes were appropriated by the Board for distribution during the past year. In previous years prizes were awarded without any favorable influence; at least such is my impression. I think on the whole they tend to produce so much unkindly feeling that they are of doubtful benefit, unless given in strict accordance with some well defined rule, which cannot be mistaken by the children. I regret to say that the school is as yet unprovided with a suitable library. There is, however, an excellent supply of books belonging to the Mechanic's Institute, accessible to the children on payment of a small subscription; many of the more advanced pupils use them freely. The Revised Programme for County Board Examinations is observed, and the questions are printed. The Board has also by resolutions refused to renew third class certificates. I think this is a proper step, as we find that there are more than sufficient teachers holding first and second class certificates to meet the requirements of the County. Permit me to say that it is desirable greater strictness should be observed in granting Normal School Certificates. I am aware that several hold first and second class Provincial Certificates who do not possess the qualifications necessary to obtain those of the same rank from our County Board. My impression is that there are very few children of school age in this municipality who do not attend either the Common, Separate, Grammar or other private schools. I think the number is less than the Board estimates. Ourschool is prospering. The Board has thought proper to change all the teachers but one; though, for my part, I doubt the benefit of changing teachers who have been long in the school, and are thoroughly acquainted with the dispositions, &c., of the children, unless there is some ground for complaint against them.

130. *Alexander Bartlett Esquire, Secretary Board of School Trustees, Windsor.*—As you will doubtless remember, we last year united the Grammar and Common Schools in this Town, which has proved a complete success. It has enabled us to grade our schools, from the lowest to the highest branches, and the work appears to go on much better than when one teacher had to teach the whole range of subjects taught in the Common School. The Board have it in contemplation to build a large Central School House, where the whole work will be more under the supervision of the Head Master than where it is at present, where we have to occupy different buildings at a distance from each other. The union has also proved beneficial to the Grammar School. Instead of a school of fourteen or fifteen pupils, and some of them not studying the subjects required by the regulations of the Grammar School Law, we have now from thirty to forty in regular attendance, and all studying the proper subjects required. Nearly all have passed a regular examination before being admitted. Under the Rate Bill system the Grammar School became a sort of select school, for those who did not want to allow their children to go to the Common School. Now we have the children of those who did not feel themselves able to pay the Rate Bill, availing themselves of the whole programme of Grammar School tuition, and thus obtaining a first class education, and making the Grammar School fulfil the object for which it was intended, namely a classical education for the poor as well as for the rich.

XLII. INCORPORATED VILLAGES.

131. *The Reverend James S. Douglas, M. A., Ashburnham.*—I have much pleasure in stating that the school of the incorporated Village of Ashburnham continues to improve and progress. The steadiness of the people, the faithfulness of the Trustees, and the industry of the teacher command my warmest praise. The handsome school-building, put up last year, is a proof of their united zeal in the cause of education; and the progress of the school shows the wisdom of their conduct. Instead of a Separate School being established in the village, as was at one time purposed, a female teacher has been called for, and the pupils will thus have the double advantage of Mr. Stratton's learning and Miss Dowling's accomplishments. The prizes were well distributed, and gave, in consequence, general satisfaction. And though no library is yet attached to the school there need be no doubt that, in its advancing progress, a library, which when well managed, is of great value to the senior pupils, will be obtained. The chief cause of non-attendance at this school was, I think, the want of a lady teacher, which want has now been supplied; and I therefore leave the charge of superintending this school with regret indeed on my own

part, but, on the part of the school, with the greatest degree of satisfaction, because I feel confident that the judicious management of the Trustees will well supply my place,

132. *The Reverend C. Ruttan, Bradford.*—I am happy to be able to report a very marked improvement in the condition of the Common School of this village. Previous to last year there was but one teacher; and as he was unable to do justice to the large number of pupils in attendance, a female teacher was employed to take charge of the girls. This division of the school into two departments has necessarily promoted its efficiency, much more justice being done to the children, while their number has been considerably increased. An additional piece of ground was also purchased last year by the Trustees, the school-house removed to a better situation, and as the accommodation was too limited for the number in attendance, another building was erected, and the two were joined together by a handsome porch. The entire building, which now presents a very creditable appearance, is sufficiently large to accommodate two hundred and fifty children, and will, no doubt, meet the requirements of the village for many years. It is also well ventilated and fitted up with convenient desks and seats. Prizes are regularly distributed according to merit after a written examination. Both Trustees and teachers evince a commendable interest in the performance of their respective duties.

133. *The Reverend C. C. Johnson, Clinton.*—It is most gratifying to myself to be able to report to you the efficient and satisfactory condition of the school in our village. You will notice by our Returns accompanying this note that the number of pupils attending the school is unusually large, proportionately to the population of the municipality; though the teachers as well as myself have, in common with those of other localities, I believe, to complain that the attendance is not as regular as we would desire for the general educational well-being of the children. This want of regularity is found to prevail more among the poorer families, who, when applied to for a reason, plead poverty as the excuse, that they have to keep the children at home to help with the work of the house, in or out as the case may be. I always make this a special subject of remark whenever I address the children and Trustees, showing that this state of things has a most damaging effect upon both teachers and schools. The general regulations in regard to religious instruction are, I believe, faithfully carried out, and, judging from the discipline and good order of the school in its three departments, and the usual good behavior of the pupils, we may say the effect is most beneficial, for we may point to this as a strong operating cause leading, under Divine Providence, to this result. The teachers themselves, I am happy to say, are most exemplary in their conduct. The County Board examinations are getting into a much better state of efficiency than heretofore; and while the programme regulating these has, I believe, to the letter been carried out in regard to "printed questions," &c., &c., the plan thus adopted at the last County Board examinations has been more satisfactory to the examiners themselves as well as to the applicants for certificates. There is no library attached to the schools. This may arise possibly from the fact that the village has a most excellent reading library, supplied with a choice and well selected collection of books, to which access is most easy—enabling almost the poorest amongst us to participate in the privilege. The keenest competition was evidenced at our late examinations, and a most ready answering by many of the children, thus proving that the effect of prizes judiciously chosen and impartially distributed is most excellent.

134. *The Reverend James Middlemiss, Elora.*—I am happy to be able to report that the schools of this village continue to be managed satisfactorily, and remain in charge of the same efficient teachers as at the date of last report. It will be seen from the Annual Report recently transmitted, that the attendance is quite as large as the population of the village would lead us to expect. This is no doubt owing greatly to the circumstance that the schools are free. All the teachers, however, complain of the partial or irregular attendance of many of the pupils—an evil which interferes very seriously with the success of their labors. A private school, which was opened in the course of the year, is now closed. Another, also opened in the course of the year, is still in operation. It is a girl's school. Pupils of all ages are admitted; but it is specially intended for education of girls in those branches of instruction for which there is no legal provision. There are now five Sunday Schools—one in connection with each of the Protestant Churches in the village. They are in general well attended. The public schools are opened and closed with prayer,

and the regulations in regard to religious instruction are followed. Towards the close of the year the attention of the Trustees was called to the great prevalence among the boys of the use of profane language; and the ministers of the village were requested simultaneously to bring the matter before their congregations, which they have done, I believe, with good results. I trust that by the steady application of this and other means, some considerable check may be put upon this great wickedness which is so prevalent throughout the Province, and whose prevalence bodes ill for the future welfare. The revised programme is followed by the Board of Public Instruction. The use of printed questions has been introduced, the Board being fully satisfied that it enables them to discharge their duty in a more impartial and efficient manner. It is an interesting fact that the number of applications for third class certificates is steadily decreasing. At last examination there was only one, though several applicants for second class certificates received only third class. I feel assured that the decrease is not owing to any undue laxity on the part of the examiners, and in proof of this I may refer to the fact that two teachers, who were, at the midsummer examination last year refused first class certificates, obtained them from another Board which met a few days later. I can therefore regard the decrease of third class applicants as being only an evidence of the growing desire on the part of the people to secure a good education for their children—a desire which their improved circumstances enable them to gratify by offering higher salaries to teachers.

135. *A. Dingwall Fordyce, Esquire, Fergus.*—During the year the public schools have been efficiently conducted by the teachers. It is true that the attendance, as reported, is a good deal below what it was last year, but I believe this is in no respect attributable to the teachers. It must be allowed, however, that for the junior school a more roomy building is much wanted, and that a teacher, doing the very best she can, as matters are, at seasons of the year, cannot do full justice to all the children. This accounts, I believe, for several parents' encouraging a private school, not, as I judge, of a superior description; in addition it may be remarked, in reference to the idea that the teacher will not have her hands so full, there may also be the inducement of a female teacher for girls who are beyond the age or standing of scholars of a junior school. I have not been able to procure statistics of the two private schools which were in operation, one for better than six months from the beginning of the year, the other for a few months at the close of the year; both are closed now. Besides these, another has been kept for several years, limited to a small number not over 15 in all. One or two evening schools have also been kept up part of the season. The library is always a source of interest and field for improvement. Comparatively few besides the children apply for books; they are steady in their attendance when the books are given out; and I think they can scarcely fail to derive benefit from it. Prizes were given before the autumn vacation, and from what I could learn, were the means of a considerable impulse being given to the pupils in their studies.

136. *Samuel McCammon, Esquire, Gananoque.*—It affords me pleasure to report the several departments of the Union School of this village in a satisfactory condition, whilst the pupils in attendance are making rapid progress under the careful instruction of their efficient teachers. The large attendance at the schools during last year may be attributed chiefly to the fact that the schools are free, and to a great increase of population. A large stone school-house was erected here four years ago, which was considered commodious enough to accommodate the school population of the village for the next twenty years; but last year it was found too small, and the Trustees were obliged to open up the old school-house for the reception of about sixty pupils more than could be received into the new school rooms. There are four Sunday Schools in this village, all well attended and supplied with libraries. Our school library, though small, contains some useful books, which are carefully read and much appreciated by the pupils attending the school. The revised programme for County Board examinations is observed, but the questions are not printed. Although parents do not take so much interest in the schools as the trustees and teachers desire, yet I am happy to say that the pupils feel an interest in the school as well as in their studies, and marked progress is the result.

137. *James Bowie, Esquire, M. D., Mitchell.*—There is little scope for adding to my former remarks on our village school report for last year. They might be summed up by

simply stating, that the steady progress which attended the management of the school during the past few years, was even more manifest in that of 1864. Since the last Report one has been added to the number of teachers. Miss Scott has been engaged by the Trustees to teach the younger children in addition to Messrs. Dunsmore and McGill, who have taught the school several years with the most satisfactory results. The number of pupils entered in the register during the year was 428, and the average attendance was about 180. The purchase of a new site, and the erection of a large and more commodious school-house is now seriously contemplated; which desirable object, it is hoped, will soon be attained. In fact it may be stated briefly that our school increases in numbers yearly, and that a continuous improvement of the pupils in the various branches taught, as evinced by the examinations, is perceptible to all, without anything, within my knowledge, having occurred to mar the harmonious working of the present school system.

138. *The Reverend J. J. Bogert, M.A., Napanee.*—I have at present little else to report than that the Common Schools of this village are in a highly satisfactory condition as regards both the qualifications of the several teachers, and the attendance of the pupils. In my last Report I stated that preparations were being made for the erection of a large, substantial and suitable school-house. I have now great pleasure in being able to state that such a building has been erected during the past summer, and that there is every prospect of its being occupied as a school-house in four or five months. It is, no doubt, the heavy expense incurred by the erection of this school-house which has deterred the Trustees from increasing the number of teachers—a number quite disproportioned to that of the children. There is, in fact, but one Common School in Napanee. Where, therefore, I speak of Common Schools, you will please understand me to be alluding to the different departments thereof. I shall feel it my duty to bring before the school Trustees, at an early date, the subject of the 21st section of your last General Report, viz, “Military Drill in the Schools.” I see no reason why your suggestions should not be carried out.

139. *The Reverend Wilhelm Schmidt, New Hamburgh.*—The schools are at present in a prosperous condition, and the prospects are promising. The Trustees have rented an additional building for the ensuing year, for the primary department. The Roman Catholic Separate School, which was commenced last year, exists no more, as its supporters have again joined the Common School. There were but few children in the municipality that did not attend any school during the past year, and these were mostly children of poor parents who needed them at home. The distribution of prizes exercises a beneficial influence in most cases; but some regard them merely as presents and are dissatisfied if they receive none, even if they have attended the school but a few days during the year. The regulations regarding religious instruction are not followed; at least not in the school-room. Some of the ministers attend to it at their respective churches. The Revised Programme is observed, and the questions are printed.

140. *Andrew Irving, Esquire, Pembroke.*—You will see by the school report from this village that there has been a large attendance of pupils for the year ending 31st December, the average for the first six months being 64, and for the last 52. It is a fact worthy of notice that, although a Separate School has been established, and in active operation for nearly twelve months, our school attendance, when compared with other years, has considerably increased. I am also pleased to report that the school accommodation has been much improved. This the Trustees found to be necessary after the establishment of the Grammar School, and the formation of the Union between it and the Common Schools. At the last examination the Trustees distributed a number of prizes, which, I have no doubt, will have the effect of causing an increased interest to be taken in education alike by parents, teachers and pupils. The school is opened and closed with prayer, the prescribed form being used. This was the ostensible reason given for establishing a Separate School. Our teachers, both Grammar School and Common are most efficient, and are making every exertion to raise the standard of education, and thus render the school both popular and beneficial as a public institution. Their efforts in this respect receive every aid from the Trustees. The Pembroke Circuit Board of Public Instruction have adopted the Revised Programme for County Board Examinations, and intend that it shall be strictly carried out in future. Our school library, owing to frequent changes of teachers (who were the

only librarians that could be procured), and other causes, has not been productive of that general good which it was expected to exert. However, Mr. McClatchie, our Grammar School teacher, has taken the matter in hand, and I have no doubt that he will be successful in his endeavors to make it more useful to the school section than it has heretofore been.

141. *The Reverend Francis W. Dobbs, Portsmouth.*—Our schools continue this year much as usual. The girls' school appears to be much appreciated, and was needed for our increasing population. The revised programme for County Board Examinations is observed, and the questions are printed. As regards religious instruction, the general rules are carried out with reference to the opening and closing with reading and prayer. Occasional instruction is given by the Superintendent during school hours, reading the scriptures, explaining them, and asking questions. No prizes were given this year; but it is hoped some may be distributed during the next year, for the encouragement of the children.

142. *The Reverend William Creighton, Renfrew.*—The Grammar and Common Schools in this village form a Union School. The building they occupy, though large and commodious, is not School but Municipal property. The former school-house, being too small, had to be vacated. The Board of Trustees hope soon to secure a more central site, and to have a suitable edifice of their own erected. The Common School, though affected by a periodical removal of pupils to the Grammar School Department, is so large as to need an assistant for the more juvenile classes, to do justice to them, the more advanced pupils, and the present teacher. A private female school in the village secures the attendance of a number of general pupils. A number of French, German and Polish children don't attend any school. There is no Day School Library. The Trustees have made provision this year for the distribution of prizes among the more diligent and successful students. Two important school-books have been recently introduced, viz:—Lovell's Canadian Geography, and Sullivan's Spelling Book superseded. The teacher has been several years at the work, has good testimonials, and possesses an energetic and efficient mode of communicating instruction.

143. *The Reverend William Aitken, Smith's Falls.*—During the past year the Common School of this Village has remained under the charge of the same teacher as for many years previously, and is still conducted in such a manner as to give general satisfaction. The near neighborhood of one of the schools of an adjoining Township (Montague), as also the private schools in the Village, necessarily affect to some extent the number of pupils in the Common School. The attendance, nevertheless, has been such as to require the appointment of an assistant teacher, to whose care the younger pupils have been entrusted, and whose services have permitted a larger measure of attention to be devoted to the more advanced classes. Concerning the school library and several other points referred to in the Report, I have nothing to state, in addition to what has been mentioned in former years. In the division of the County Board of Examination for this District, printed forms have of late been partially used, and the advantages connected with this method of examination are so obvious, that I have no doubt it will be more extensively resorted to hereafter.

144. *S. J. Barnhart, Esquire, Streetsville.*—The library books are numbered and labelled, but not all covered. They are kept in a very good condition, and appear to exert a beneficial influence. It is conceded by all interested in the cause of education here, that the judicious distribution of prizes has largely contributed to the creation of a spirit of emulation among the pupils, to increased assiduity of study, and consequently to a more rapid progress in their educational advancement. The general regulations on religious instruction are observed, and the result is apparent in the conduct and demeanor of the pupils, as well as in the infrequency of improper language. A further result is observable in a growing gentleness of manners and disposition among the children. The cause of non-attendance is in most cases to be assigned to the necessity which often arises of parents requiring their children to assist in work at home or on the farm.

APPENDIX B.

THE GRAMMAR SCHOOLS OF UPPER CANADA.

INSPECTOR'S REPORT AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1864.

(BY THE REV. G. P. YOUNG, M.A., Inspector.)

SIR.—I have already put into your hands minute reports regarding the Grammar Schools individually, and I have now the honor to submit some remarks on the Grammar School system as a whole, and on the general character of the instruction conveyed in the schools.

Power of County Councils to establish new Schools.

I am decidedly of opinion that the power at present possessed by County Councils to establish new schools is too unlimited. By the existing law it is provided that "the several County Councils may establish additional Grammar Schools within the limits of their Municipality;" and the only condition by which the exercise of this power is restrained is, that "no new Grammar School shall be established until the state of the Grammar School Fund permits the application of a sum equal, at least, to two hundred dollars annually to such new school, after deducting for each senior County Grammar School the sum of four hundred dollars, and for each of the other Grammar Schools within such county the sum of two hundred dollars annually." The too free and inconsiderate exercise by County Councils of the large power thus entrusted to them, has led to a needless and most unfortunate multiplication of the Grammar Schools; and the evil, instead of shewing any symptoms of abatement, appears to be growing worse from year to year. In 1858 the number of the schools was 75; in 1860 it was 88; in 1863 it had risen to 95; and the number of recognised schools (though a few of these, but only a very few, are not in actual operation) is now as high as 108. Not a few of the schools thus hastily established are Grammar Schools in name rather than in reality, the work done in them being almost altogether Common School work, which, as a rule, would be much better performed in a well appointed Common School. I believe that County Councils are often led to establish Grammar Schools in localities where such institutions are not needed, under the idea that if the schools should be productive of no good, at any rate they can do no harm. There could not be a greater mistake. Men ought to be wise enough by this time to understand that all public institutions, especially if forming parts of a great plan, must, where unnecessary, be positively bad. Needless and contemptible Grammar Schools are a blot upon the whole school system, the sight of which is fitted to shake the confidence of the country in the administrative wisdom or firmness of those to whom the direction of educational matter is committed. When it is considered that the apportionment from the Grammar School Fund to a particular county is divided, according to certain fixed principles, between the different schools in that county, it will be seen that the disposition manifested by some Councils to secure the largest possible number of schools for their county, is practically a disposition to secure quantity for quality, for as the number of the schools is augmented the salaries of the masters are diminished, the tendency of which is, of course, to throw the schools into the hands of a lower grade of teachers. Besides this, it appears sometimes to be forgotten that, in rural districts, the supply of pupils for a particular Grammar School is derived, not solely from the village or immediate locality in which the school is established, but to a large extent from a pretty wide circle of country round about. There are very few instances in which this circle—the *circle of supply*, if I may so call it—ought not to have a radius of a considerable number of miles. Where this is not kept in view, the establishment of a new school may be the death, or the unwarrantable crippling of an old one. There is another point of great importance which seems to be but little taken into account: I mean, the effect of the undue multiplication of Grammar Schools on the Common Schools. When a Grammar School is established where there is little or no demand for higher education, the master is obliged to occupy himself with Common School subjects, and, in such circumstances, I have sometimes found the pleasant theory prevailing, that an English education is given in the Grammar School of a superior kind to what could be obtained in a mere Common School. Of course there

could be no more effectual way of keeping the Common Schools of a district in a low state than professedly to make some other provision for performing the higher part of that work which properly belongs to them. While I have felt it my duty to state thus plainly my conviction that the exercise, by County Councils, of the power to establish additional Grammar Schools should be guarded by more effectual checks than are at present in force, I leave it to you, Sir, to decide what these checks should be. There is only one thing which I would venture to suggest—not by any means as sufficient in itself, but as a provision which might work well in connection with others that may be adopted. If County Councils were obliged to pay a certain sum annually in support of every school established by them, as well as to provide suitable school buildings and furniture, some of the Councils would probably be less ready than they now are to establish new schools. At the same time, the sums thus contributed, by increasing the salaries of the masters, would tend to secure the services of a higher order of teachers.

Union of Common with Grammar Schools.

The next thing which I would suggest is the union of Common with Grammar Schools. Trustees are authorized, by the existing law, "to adopt, at their discretion, such measures as they judge expedient, in concurrence with the Trustees of the County Grammar School, for uniting one or more of the Common Schools of the city, town or village, with such Grammar School." The power thus granted has been extensively acted on. About three out of every five Grammar Schools in Upper Canada have Common Schools united with them; and in not a few instances where unions have not yet been formed, I found a strong disposition existing to enter into such an arrangement. I made it my business to enquire particularly into the benefits supposed to result from the union of the Common with the Grammar Schools. The chief advantage was in almost every case admitted to be a pecuniary one. By the existing law, Grammar School Trustees have of themselves no power to raise money for Grammar School purposes, but, in case of the Common and Grammar Schools becoming united, the joint boards may levy money for the support of the united schools. This being so, it is easy to comprehend how strongly the trustees of a Grammar School who feel their hands tied up from doing anything to put the school in an efficient state, may be tempted to make with the Common School Board a league which will give them a voice in the important matter of taxation. Another advantage which has frequently been mentioned to me as flowing from the union is, that, a close relation being thus established between the Common and the Grammar Schools of a district, a legitimate, powerful influence can be brought to bear upon children in the Common School, to induce them, when they have reached the necessary stage in their studies, to enter the Grammar School. In not a few union schools there is a regular arrangement by which all the pupils who have passed through what may be termed the most advanced Common School form, are, as a matter of course, drafted into the Grammar School, unless their parents or guardians object. In this way the number of those attending the Grammar School is much greater than it could be expected to be, did no union between the Common and Grammar Schools exist. There are some cases in which, for the purpose of securing these and other advantages of a minor kind, the formation of a union between the Common and Grammar Schools is, perhaps, not a bad expedient. But of nothing am I more convinced than that, as a rule, such union is undesirable. In a large number of instances it throws upon the Grammar School master the necessity of receiving into his room, and personally instructing, Common School pupils as well as those whom it is his more particular duty to attend to. A consequence of this is, that he cannot afford to the Grammar School pupils the time that is necessary for drilling them in the subjects that they are studying. I frequently judged it right, during my inspection of the schools last year, quietly to call the attention of the teachers to the fact that their classes in Latin or Mathematics were not so well grounded as might be wished; and no reply which I received was more common than this: "*I admit the defect, but how can I help it? The Trustees require me to instruct, besides Grammar School pupils, fifteen or twenty Common School children. With so many different things to attend to, and having no assistant, I can only allow a very short time to each class. How, in these circumstances, can any one expect my work to be done thoroughly?*" Such complaints are undoubtedly not altogether without ground, and they indicate what, in my opinion, is the insuperable objection to anything

like a wide and general union of the Common with the Grammar Schools. There are, it is true, Union Schools where the teachers labor under the disadvantages to which I have referred, and yet have been able, from their energy and habits of order, to exhibit very satisfactory results in the attainments of their pupils; but the fact that success may be achieved in spite of obstacles is no reason why we should look with favor on a system in which gratuitous obstacles to success are provided. It may be thought that my objections to the union will not apply in the case of cities, where a sufficient staff of Common School teachers can be secured for the Common School work that has to be done, and the Grammar School master is thus enabled to limit himself to his proper duties. But it is precisely in such places that the union is, in my opinion, most to be deprecated. In cities, if anywhere in the Province, we expect to find first-class Grammar Schools. They are the natural centres of the higher education. But education, at its natural centres, ought to be surrounded with every circumstance that can tend to bring it into the most flourishing condition; and, therefore, in our cities and large towns more than anywhere else, we should be careful to disconnect the Grammar Schools from all foreign and unnecessary adjuncts that would in any degree repress their vitality or cramp their efficient action. It may be presumed that, in a city, the Grammar School does not require to have the Common Schools united with it for the sake of either money or pupils. I can easily conceive that, in some places of importance, where the Common and Grammar School Boards are at present united, fears may be entertained, both from the past history of education in these places, and from the present state of things in other quarters where no union exists, that, but for the union, a Grammar School could not be supported; but I do not share such fears. I will not believe, till I see the experiment fairly tried, that there is any city or important town in Upper Canada, in which a Grammar School, not united with the Common Schools, would not, if furnished with efficient teachers, be well supported. While not requiring any assistance which the Common Schools can give, the Grammar Schools in our towns and cities lose much by having the Common Schools united with them. There is the greatest possible practical difficulty in so managing the details of a large Union School that anything like justice shall be done to the several departments. In so far as the connection between the Common and the Grammar Schools is real and not merely nominal, the arrangements necessary for the classes of the former must limit freedom of arrangement in regard to the classes of the latter. A first-class Grammar School will usually be one in which everything is ordered with reference to the proper ends of the school itself, and not in accommodation to extraneous necessities; a state of things very different from what exists in the Grammar School divisions of large Union Schools which I could name.

Taxation for Grammar School purposes.

The representations which it was my duty to make to the Trustees of not a few of the Grammar Schools, as to the necessity of providing suitable school buildings and furniture, were (in cases where the Grammar and Common Schools are not united) usually met with the statement that, under the existing law the Grammar School Trustees have no power to raise money; all that they can do being to petition the county or municipal councils for a grant. The desire was expressed by many intelligent and earnest members of Grammar School Boards, that the law should be altered so as to give them a power of raising money similar to that possessed by Common School Trustees. I find, in consulting the reports of previous inspectors—reports of great excellence, and with almost everything in which I concur—that more than one of my predecessors have thrown out the same suggestion. I am humbly but decidedly of opinion that no such power as that referred to should be bestowed on Grammar School Boards. Two Boards of Trustees, at liberty to tax independently to any amount for educational purposes, would be a burden greater than almost any district would consent to bear. Are the Grammar Schools, then, to be left wholly dependent (except where they have the Common Schools united with them) on the precarious voluntary liberality of County and Municipal Councils for anything they may need in addition to the appropriation they may receive from the Grammar School Fund? Is not the present state of the law the very thing that tends so strongly to force the Grammar Schools into that union with the Common Schools which has been represented above as in general so undesirable? My answer is, I would alter the law, but not in the way proposed. In a previous part of this report I ventured to suggest that, in the

case of every new Grammar School established by a County Council, the Council should be required, besides providing suitable school buildings and furniture, to contribute a certain sum annually for the support of the school. While the fact of their consenting to make such a contribution would be so far a guarantee that the school was needed in the locality, the sum contributed would furnish the Grammar School Trustees with the means, which at present they do not possess, of doing what might be requisite for putting the Grammar School into a state of efficiency.

School Buildings.

I have nothing of importance to add to the very full descriptions which previous Inspectors have given of the general condition of the Grammar School buildings. In my private reports of the schools individually, I have noted the character of the school-house in each case, and I only refer to the subject now for the purpose of expressing my opinion that strong measures should be taken by those in authority to compel the erection of suitable school-houses. It should not be tolerated, for example, that in a place like St. Thomas, the Grammar School should be a mean and wretched building in which (by the confession of the Trustees themselves) it is not possible for the work of the school to be done without injury to the health of both master and pupils. It is shameful that the great and important city of London should dispense its higher education in the miserable old building now in use. Were the power in my hands, I would unrelentingly withhold from such schools (and there is a considerable number of them in the Province) all share of the Grammar School Fund, till I received some good assurance that things would be put in a proper state. It may be said that the County or Municipal Councils would not care for this; the blow would fall, not on them, but on the schools, which would become extinct for want of support. I answer: be it so. If the inhabitants of a district are so unconcerned about higher education as to allow the public officers who have the official direction of their affairs to act in such a manner, let them take the consequences. They do not desire a Grammar School, and ought not to have one.

System of Instruction and its results.

Of the system of instruction pursued in the Grammar Schools, and its results, it is impossible, in a general report like the present, to convey any definite idea. I may remark, however, that with the schools as a whole, I was much better satisfied than I expected to be. From various quarters I had heard, before setting out on my tour of inspection, that the Grammar Schools were in a very low condition, and this is true of a considerable number of them; but there are also a considerable number which are very excellent, and the majority at least respectable. In forming an estimate of the average character of the schools, it seems to me only fair that no account should be taken of what may be termed *the unnecessary schools*, which have been inconsiderately established in districts where there is no demand for advanced education. I regard these less as integral parts of the system than as unhealthy excrescences, to be lopped off at the earliest possible opportunity. Leaving out of view schools of this sort, I do not hesitate to say that the Grammar Schools of Upper Canada, for as many of them confessedly fall below the mark which it is desired that they should reach, are, as a class, not only in the promise of what they may become, but in what they actually are at the present moment, an honor to the country. We must not look for too much. It would be preposterous to expect at this early period in the history of our Province, that its Grammar Schools generally should be able to bear comparison with the better Classical and Mathematical Schools of Great Britain and Ireland. To this Canada does not pretend, but she has begun well, and appears to be steadily, if not rapidly progressing. The branch in which I found the Grammar Schools specially defective was Algebra. On one occasion, when I was leaving a school which I had inspected, in company with one of the Trustees, a distinguished graduate of University College, he remarked to me, "it would make Cherriman laugh to see that Algebra." I mention this because there are too many of the Schools, of which the same observation might be made. In not a few the most advanced pupils were floundering amid the shallows of the four first rules. But much worse than the elementary character of the work done, was the inferior style of doing it. I am afraid that one cause of the prevailing deficiency in this branch is the imperfect knowledge of Algebra, which some of

the Grammar School Masters possess. As regards the method of teaching pursued, what I found most reason to deplore, was the insufficient grounding of the pupils in the principles of the different subjects of study. Closely connected with this is the mistake of not requiring the home preparation of lessons. In a considerable number of the schools no preparation (or scarcely any) is expected, even from pupils in somewhat advanced classes, except what they contrive to make in the school-house during school hours, while the teacher, is hearing other classes. Such a system is manifestly incompatible either with due progress or with accuracy. There are two errors of method (as I consider them) of a minor kind, which it may, perhaps, seem unworthy of a report like this to notice; but I met them so frequently that I think it proper to refer to them. The first presented itself in the teaching of Geometry. It often happened, when the boy was called upon to demonstrate a particular proposition, that he was directed by the Master to "put the figure on the board;" whereupon he at once drew the complete diagram, as given in Euclid. I found the tendency of this to be, to produce in the pupils a habit of learning the propositions by rote, in many instances, when, after having drawn his diagram, in the way described, the pupil had gone through the proposition correctly from beginning to end, on my requesting him to rub the figure out, and commence *de novo*, drawing on the board at first only what was given, and making the construction afterwards by degrees as the proposition might indicate, his perplexity was such as would have made "Cherriman laugh." The reason assigned by teachers for the injudicious practice referred to, unvariably was, that it saved time; and it is easy to understand how a teacher, with more to do than he can properly attend to, may be led, for the sake of saving a few minutes, into a method of instruction which his judgment condemns; but it may be possible to save time at too great an expense. The other error which I was to notice, is this—in a very large number of the schools the classical pupils are permitted to translate without going through the process of what is called *construing* or *arranging the words*. The consequence of this is, that they are apt to content themselves with a general and vague idea of the meaning of the passages read, while neither the significations of individual words, nor the syntactical connection of the different parts of a sentence with one another are understood. I am here stating what I have, as a matter of fact, seen again and again. Times without number, after a boy has given a flourishing and loose rendering of some passage in Cæsar or Virgil, I have asked him to point out the Latin word corresponding to some expression which he had used in his translation, and he has answered in the wildest possible manner. It may be said that this could not occur under a good teacher; for such a teacher, if he permitted his pupils to translate without construing, would use means to satisfy himself that they understood what they were about. This is true; but some teachers are not good teachers; and though there are exceptions to this, I found that it was not usually the best teachers who followed the method which I am condemning.

One very excellent master, with whom I had occasion to converse on the subject, called my attention to the fact that my views here differ from those of Dr. Arnold. Arnold's opinion is expressed at length in an Essay on "Rugby School," contained in his miscellaneous works, and the passage is so important that, had the report not already extended to such a length, I should be tempted to quote a large portion of it. I must select the following sentences. "What can be more absurd than the practice of what is called construing Greek and Latin, continued as it often is even with pupils of an advanced age? . . . Every lesson in Greek and Latin may, and ought to be made, a lesson in English; the translation of every sentence in Demosthenes or Tacitus is properly an exercise in extemporaneous English Composition. . . . But the system of construing, far from assisting, is positively injurious to our knowledge and use of English; it accustoms us to a tame and involved arrangement of our words, and to the substitution of foreign idioms in the place of such as are national; it obliges us to caricature every sentence we render, by turning what is, in its original dress, beautiful and natural, into something which is neither Greek nor English, stiff, obscure and flat, exemplifying all the faults incident to language, and excluding every excellence." I have no desire to set my opinion against so high an authority; nor do I very much, in fact, differ from the views which Arnold has expressed. The advantages of the system which he recommends, when it is guarded by proper checks, are real and great. It will be observed, however,

that it is specially to "pupils of an advanced age," who are understood to have been properly instructed in the elements of Latin and Greek, and who are familiar with the principles of construction, that his remarks are meant to apply. I admit that he represents even the youngest boys as deriving several advantages from the habit of reading into English without construing; but, in doing so, he takes for granted the existence of a system of instruction of so high and efficient a description as to render it impossible for anything like guess work to be tolerated in translation. It is no reproach to Canada to say that her Grammar Schools do not present, either as respects the general culture of the pupils or the accomplishments of the bulk of the masters, anything like the state of things which exists in the great English schools, and on the view of which Arnold proceeded in his pleadings against construing. Perhaps the advantages of both methods might be secured, if the pupils were required to construe on their first recitation of a Latin or Greek lesson, and the passages gone over were subsequently, when thoroughly mastered, read into elegant idiomatic English, without construing. To dispense with construing, *in the first instance*, I cannot persuade myself that we in this Province are by any means prepared.

I have the honor to be, sir,
Your obedient servant,

GEORGE PAXTON YOUNG,
Inspector of Grammar Schools.

The Reverend Egerton Ryerson, D.D., LL.D.,
Chief Superintendent of Education, Upper Canada.

APPENDIX C.

THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA.

HOLIDAYS AND VACATIONS.

(In accordance with the recommendation of the Joint Committee on Printing, the above Appendix is not printed.)

APPENDIX D.

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.]

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 _____).

Recorded in Certificate Register A of _____ the Department, Number _____

Chief Superintendent of Education for U. C.

Registrar.

Each Certificate is numbered and recorded in the Register of the Department, in the following order:—

THIRTY-FIRST SESSION.—DATED 15TH JUNE, 1864.

MALES.

First Class.—Grade B.

1837 Allan, Absalom Shade [1461].*
1838 Houston, William.
1839 McCamus, William [1091], [1169].

First Class.—Grade C.

1840 Ellis, John Allen.
1841 Yance, William [1377].
1842 Wright, Aaron Abel.

Second Class.—Grade A.

1843 Allen, John,
1844 Bingham, James William [473].
1845 Callinan, Thomas.
1846 Earl, Barton.
1847 McColl, Hugh.

Second Class.—Grade B.

1848 Arthur, Samuel.

1849 Balderson, Thomas.
1850 Braiden, Richard.
1851 Brown, James Burt.
1852 Campbell, James.
1853 Ellis, Frederick Llewellen.
1854 Fraser, John.
1855 Frazer, George James.
1856 Fry, Menno Simon.
1857 Gregory, Thomas.
1858 Haggerty, Hugh.
1859 Jennison, Reuben Robinson.
1860 Metcalf, John Henry
1861 Murch, Thomas.
1862 McCallum, Malcolm.
1863 McDonald, John James.
1864 McIntyre, George.
1865 McLim, William Andrew.
1866 Nicholson, Thomas [1392].
1867 Rae, Alexander Marshall.
1868 Simpson, John, William, [1785].

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 .....	.....
Aptitude to Teach .....	.....
Conduct .....	.....

1869 Smith, William Charles.

1870 Wright, George Catley.

Second Class.—Grade C.

(Expire one year from this date.)

1871 Clark, James Frederick.

1872 Farrington, James.

First Class.—Grade B.

1879 Bell, Mary Ann [1699], 1793].

1880 Duck, Mary Jane [1309].

1881 Ross, Catherine McCandide.

First Class.—Grade C.

1882 Anker, Mary Ann [1496].

1883 Churcher, Annie [1815].

1884 O'Brien, Eliza [1707, 1803].

1885 Sullivan, Annie.

Second Class.—Grade A.

1886 Barnes, Anne [1810].

1887 Cameron, Annie Isabella [1811].

1888 Campbell, Mary Ann.

1889 Cantlon, Elizabeth.

1890 Ewan, Janet.

1891 Lamb, Susannah [1718, 1822.]

1892 Legge, Isabella.

1893 Martin, Elizabeth Margaret [1705, 1824].

1894 MacGregor, Mary [1823].

Second Class.—Grade B.

1895 Aiken, Jeanie.

1896 Bales, Anne [1831].

1873 Harper, Robert.

1874 Lowe, Peter [1672].

1875 McLean, James.

1876 McLean, Peter.

1877 Russell, John Roe.

1878 Smith, James.

FEMALES.

1897 Burwash, Mary.

1898 Crawford, Grace [1833].

1899 Donohoe, Anne.

1900 Elder, Christina Hossie [1714]

1901 Elliott, Margaret.

1902 Gemmell, Jessie.

1903 Jackson, Ellen.

1904 Mainprize, Sarah.

1905 McIntosh, Margaret.

1906 Scott, Eliza Patton [1834].

1907 Scott, Jane.

1908 Sidway, Elizabeth.

1909 Sinclair, Janet [1835].

1910 Trout, Harriet Ann.

1911 Turner, Maria Jane.

Second Class.—Grade C.

(Expire one year from this date.)

1912 Agar, Jane.

1913 Campbell, Sarah Anne.

1914 Cusack, Amelia.

1915 Harcus, Mary.

1916 Marling, Mary Ellen.

1917 McBean, Isabella.

1918 McLeod, Mary.

THIRTY-SECOND SESSION.—DATED 22ND DECEMBER, 1864.

MALES.

First Class.—Grade A.

1919 Cavanagh, William Herbert.

1920 McColl, Hugh [1847].*

First Class.—Grade B.

1921 Ayers, William [1748].

1922 Cain, James [1650].

1923 Chambers, John.

1924 Haggerty, Hugh [1858].

1925 Langdon, John [1464].

First Class.—Grade C.

1926 Maloy, Hiram [1373, 1453].

1927 Metcalf, John Henry [1860].

1928 Murphy, John Joseph [1755].

1929 McLean, Peter [1876].

1930 Page, Thomas Otway.

1931 Russell, John Rowe [1877].

Second Class.—Grade A.

1932 Abbott, John, Thomas [1747].

1933 Balderson, Thomas [1849].

1934 Brown, George.

1935 Callinan, Thomas [1845].

1936 Campbell, James [1852].

1937 Crawford, Allen.

1938 Farrington, James [1872].

1939 Gregory, Thomas [1857].

1940 Hay, Andrew.

1941 Jennison, Reuben Robinson [1859].

1942 Murch, Thomas [1861].

1943 Smith, Thomas.

Second Class.—Grade B.

1944 Carley, Abram.

1945 Gilfillan, James.

1946 Harman, Reuben P.

1947 Lewis, Richard.

1948 Masales, George W.

1949 Morton, Andrew.

1950 Moulton, Proctor.

1951 Murray, John.

1952 McCallum, Malcolm [1862].

1953 McCrimmon, Angus.

1954 Robertson, James.

1955 Sanderson, Robert [1577].

1956 Wilkins, David Francis Henry.

1957 Wilson, Josiah.

1958 Wilson, Samuel.

Second Class.—Grade C.

(Expire one year from date.)

1959 Dunn, Robert.

1960 Eccles, Daniel.

1961 Gray, Samuel.

1962 Jessop, Elisha.

1963 Johnson, Charles Richard.

1964 Jupp, William.

1965 Richard, Alexander.

1966 Richardson, Joshua John.

FEMALES.

First Class.—Grade A.
 1967 Duck, Mary Jane [1309, 1880].
 1968 Ross, Catherine McCandie [1881].

First Class.—Grade B.
 1969 Anker, Mary Anne [1496, 1882].
 1970 Cantlon, Elizabeth [1889].
 1971 Churcher, Annie [1815, 1883].
 1972 Legge, Isabella [1892].
 1973 O'Brien, Eliza [1707, 1803, 1884].

First Class.—Grade C.
 1974 Cameron, Anna Isabella [1811, 1887].
 1975 Elliott, Margaret [1901].
 1976 Ewan, Janet [1890].
 1977 Marcus, Mary [1915].
 1978 Turner, Maria Jane [1911].

Second Class.—Grade A.
 1979 Coyne, Maria Hamilton [1816].
 1980 Cusack, Amelia [1914].
 1981 Forster, Mary Telfer.
 1982 Horgan, Mary Rebecca [1717, 1798].
 1983 Jennings, Hannah Augusta.
 1984 Jones, Anna Elizabeth [1238].
 1985 Lamb, Susannah [1718, 1822, 1891].
 1986 Martin, Elizabeth Margaret [1705, 1824, 1893].
 1987 McBean, Isabella [1917].
 1988 McIntosh, Margaret [1905].
 1989 Sinclair, Janet [1835, 1909].
 1990 White, Eleanor.

Second Class.—Grade B.

1991 Banan, Jane A.
 1992 Crawford, Elizabeth.
 1993 Dingman, Margaret Mahala.
 1994 Dobbin, Emma W.
 1995 Ellis, Hannah Cassandra.
 1996 Gemmell, Jessie.
 1997 Greeve, Ellen.
 1998 Lees, Henrietta.
 1999 Mainprize, Sarah.
 2000 Marling, Mary Ellen [1916].
 2001 Montgomery, Esther Emily.
 2002 Nixon, Kate.
 2003 Palmer, Sarah Ann.
 2004 Pettinger, Mary.
 2005 Rawson, Elizabeth Anna.
 2006 Reid, Isabella.
 2007 Scobie, Sarah Emily Alexandrina.
 2008 Short, Mary.
 2009 Strickland, Elizabeth.
 2010 Sutherland, Anne Agnes.

Second Class.—Grade C

(Expire one year from date.)

2011 Cone, Julia.
 2012 Dodds, Margaret.
 2013 Henderson, Margaret Jane.
 2014 Hodgins, Jane.
 2015 Kennedy, Jane.
 2016 McNaught, Fanny.
 2017 McNaughten, Margaret.
 2018 Sefton, Annie Maria.
 2019 Sutherland, Jennie Helena.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session have been limited to one year from their respective dates. Lists of certificates which expired before June, 1864, have already appeared in previous reports, and the following list comprises those which expired on the 15th June and 22nd December, 1864.

1671 Jordan, Thomas.
 1672 *Obtained Second Class C* (1874).
 1673 Moyer, Eli Nash.

MALES.

1674 Rockwell, Ashbel.
 1675 *Obtained First Class C* (1745).

1712 Carlisle, Jane.
 1713 *Obtained Second Class A* (1796).
 1714 *Obtained Second Class B* (1900).
 1715 *Obtained Second Class B* (1818, 1899).
 1716 *Obtained First Class B* (1795).

FEMALES.

1717 *Obtained Second Class A* (1798).
 1718 *Obtained Second Class B* (1822) and *A* (1891).
 1719 Lymburner, Eliza.
 1720 Simons, Theresa Maria.
 1721 *Obtained Second Class B* (1827).

MALES.

1778 *Obtained Second Class A* (1843).
 1779 Braiden, Wilson.
 1780 Titchworth, Ira Cyrus.
 1781 McKellar, Hugh.

1782 Oles, John.
 1783 Parsons, John.
 1784 Pritchard, James.
 1785 *Obtained Second Class B* (1868).

FEMALES.

1830 Baldwin, Louisa.
 1831 *Obtained Second Class B* (1896).
 1832 Belfry, Sarah Ann.
 1833 *Obtained Second Class B* (1898).

1834 *Obtained Second Class B* (1906).
 1835 *Obtained Second Class B* (1909).
 1836 Stanley, Catherine Penelope.

Total number of certificates granted.....	2019
Deduct certificates expired, and all certificates except the last granted to any one individual	609

Total certificates valid on 30th December, 1864..... 1410

* The figures in brackets indicate the number of a previous certificate obtained by the student named.
 † A Certificate has no legal value after the date of its expiration.

Education Office,
 Toronto, January, 1865.

ALEXANDER MARLING, LL.B.,
 Registrar.

APPENDIX E.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1865.

Circular to the Clerk of each County, City, Town and Village Municipality in Upper Canada.

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School grant to each City, Town, Village, and Township, in Upper Canada.

The basis of apportionment to the several Counties, Cities, Towns, Villages and Townships for this year, is the population as reported in the census of 1861, which was also adopted last year, and I have no more generally accurate statistics of a later date.

Where separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year as reported by the Trustees.

The gross sum apportioned to all the schools this year is the same as that apportioned last year.

The apportionment is made on the supposition that the amount usually placed on the estimates, for the support of Common Schools, will be voted during the ensuing session of Parliament. But according to an intimation made to me by the Finance Department, that part of it which depends upon the annual vote of Parliament, will not be payable until it is voted by the Legislature—Parliament having been prorogued before the details of the estimates were passed. There is, however, I think, no doubt that the whole sum will be voted on the re-assembling of the Legislature.

I shall endeavour to have part of the apportionment paid at this Office, to the Agent of the Treasurer of your Municipality, about the 1st of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of municipalities which have not yet sent in their accounts of school moneys, now several months over due, and in these cases the payment must necessarily be deferred until the law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am Sir, your obedient Servant,
E. RYERSON.

Education Office,
Toronto, 16th June, 1865.

APPORTIONMENT TO COUNTIES FOR 1865.

1. COUNTY OF GLENGARRY.		Finch	287 00
Townships.	Apportionment.	Osnabruk	676 00
Charlottenburgh	\$701 00	Roxborough	380 00
do for Separate Schools.....	\$102 00		
Kenyon	582 00		\$1943 00
Lancaster	478 00		
do for Separate Schools.....	69 00		
Lochiel	511 00		
do for Separate Schools.....	97 00		
	\$268 00	3. COUNTY OF DUNDAS.	
Total for County, \$2540.	\$2272 00	Matilda.....	\$582 00
		Mountain	441 00
		Williamsburgh.....	561 00
		Winchester.....	490 00
			\$2074 00
2. COUNTY OF SCORMONT.			
Cornwall.....	\$600 00		

4. COUNTY OF PRESCOTT.	
Alfred	\$163 00
Caledonia	129 00
Hawkesbury, East.....	373 00
do for Separate Schools.....	\$134 00
do West.....	262 00
Longueuil.....	193 00
Plantagenet, North.....	258 00
do for Separate School.....	46 00
do South.....	148 00
	\$180 00 1526 00
Total for County, \$1706.	

5. COUNTY OF RUSSELL.	
Cambridge	\$ 80 00
Clarence	207 00
Cumberland.....	313 00
Russell.....	217 00
	\$817 00

6. COUNTY OF CARLETON.	
Fitzroy	\$388 00
Gloucester	542 00
Goulbourn.....	349 00
Gower, North.....	309 00
Huntley.....	318 00
March.....	174 00
Marlborough.....	263 00
do for Separate School.....	\$16 00
Nepean.....	511 00
do for Separate School.....	18 00
Osgoode.....	519 00
Terbolton.....	81 00
	\$34 00 \$3454 00
Total for County, \$3488.	

7. COUNTY OF GRENVILLE.	
Augusta.....	\$663 00
Edwardsburgh.....	611 00
do for Separate Schools.....	\$54 00
Gower, South.....	130 00
Oxford on Rideau.....	524 00
do for Separate Schools.....	12 00
Wolford.....	355 00
	\$66 60 \$2283 00
Total for County, \$2349.	

8. COUNTY OF LEEDS.	
Bastard.....	\$438 00
Burgess, South.....	41 00
Crosby, North.....	254 00
do South.....	254 00
Elizabethtown.....	728 00
Elmsley, South.....	168 00
Escott, Front.....	191 00
Kitley.....	413 00
Leeds and Lansdowne, Front.....	362 00
do do Rear.....	272 00
Yonge, Front.....	215 00
Yonge and Escott, Rear.....	256 00
do for Separate School.....	\$13 00
	\$13 00 \$3592 00
Total for County, \$3605.	

9. COUNTY OF LANARK.	
Bathurst.....	\$392 00
Beckwith.....	304 00
Burgess, North.....	157 00
Dalhousie.....	188 00
do for Separate School.....	\$14 00
Darling.....	108 00

Drummond.....	\$314 00
Elmsley, North.....	167 00
Lanark.....	274 00
Lavant.....	33 00
Montague.....	417 00
Pakenham.....	292 00
Ramsay.....	491 00
Sherbrooke, North.....	45 00
do South.....	87 00
	\$14 00 \$3269 00
Total for County, \$3283.	

10. COUNTY OF RENFREW.	
Admaston.....	\$205 00
Algona.....	50 00
Alice.....	71 00
do for Separate School.....	\$15 00
Bagot and Blithfield.....	138 00
Brougham.....	69 00
Bromley.....	153 00
Brudenell, Raglan and Radcliffe.....	120 00
Grattan.....	115 00
do for Separate Schools.....	35 00
Horton.....	143 00
McNab.....	221 00
Pembroke.....	56 00
do for Separate School.....	16 00
Petewawa, Buchanan and McKay.....	44 00
Rolph and Wylie.....	30 00
Ross.....	157 00
Sebastopol and Griffith.....	70 00
Stafford.....	66 00
Westmeath.....	240 00
Wilberforce.....	154 00
	\$66 00 \$2102 00
Total for County, \$2168.	

11. COUNTY OF FRONTENAC.	
Barrie and Clarendon.....	\$ 55 00
Bedford.....	160 00
do for Separate School.....	\$42 00
Hinchinbrooke.....	91 00
Kennebec.....	51 00
Kingston.....	527 00
do for Separate School.....	23 00
Loughboreugh.....	294 00
Miller and Canonto.....	8 00
Olden.....	52 00
Oso.....	41 00
Palmerston.....	15 00
Pittsburgh.....	523 00
do for Separate School.....	4 00
Portland.....	340 00
Storrington.....	347 00
Wolfe Island.....	339 00
do for Separate Schools.....	93 00
	\$162 00 \$2843 00
Total for County, \$3005.	

12. COUNTY OF ADDINGTON.	
Amherst Island.....	\$152 00
Anglesea.....	22 00
Camden, East.....	739 00
do for Separate School.....	\$22 00
Denbigh and Abinger.....	21 00
Ernestown.....	568 00
Kaladar.....	129 00
Sheffield.....	311 00
do for Separate School.....	40 00
	\$62 00 \$1942 00
Total for County, \$2004.	

13. COUNTY OF LENNOX.	
Adolphustown.....	\$ 96 00
Fredericksburgh, North.....	249 00
do South.....	156 00
Richmond.....	414 00
	<u>\$915 00</u>

14. COUNTY OF PRINCE EDWARD.	
Ameliasburgh.....	\$418 00
Athol.....	218 00
Hallowell.....	435 00
Hillier.....	281 00
Marysburgh.....	462 00
Sophiasburgh.....	342 00
	<u>\$2156 00</u>

15. COUNTY OF HASTINGS.	
Elzevir.....	\$157 00
Hungerford.....	515 00
do for Separate School.....	\$7 00
Huntingdon.....	350 00
Madoc.....	430 00
Marmora and Lake.....	179 00
Rawdon.....	430 00
Sidney.....	609 00
Tudor.....	101 00
Thurlow.....	581 00
Tyendinaga.....	872 00
Hastings Road.....	81 00
Total for County, \$4312.	<u>\$7 00 \$4305 00</u>

16. COUNTY OF NORTHUMBERLAND.	
Alnwick.....	\$166 00
Brighton.....	445 00
Cramahe.....	460 00
Haldimand.....	739 00
Hamilton.....	757 00
Monaghan, South.....	148 00
Murray.....	433 00
Percy.....	402 00
do for Separate School.....	\$19 00
Seymour.....	461 00
Total for County, \$4030.	<u>\$19 00 \$4011 00</u>

17. COUNTY OF DURHAM.	
Cartwright.....	\$327 00
Cavan.....	588 00
Clarke.....	789 00
Darlington.....	829 00
Hope.....	795 00
Manvers.....	504 00
	<u>\$3742 00</u>

18. COUNTY OF PETERBOROUGH.	
Asphodel.....	\$349 00
Belmont and Methuen.....	82 00
Douro.....	302 00
Dummer.....	252 00
Ennismore.....	103 00
Galway.....	51 00
Harvey.....	43 00
Minden, Stanhope and Dysart.....	32 00
Monaghan, North.....	153 00
Otonabee.....	468 00
do for Separate School.....	\$27 00
Smith.....	455 00
Snowden.....	22 00
	<u>\$27 00 \$2312 00</u>
Total for County, \$2339.	

19. COUNTY OF VICTORIA.	
Anson.....	\$ 13 00
Bexley.....	27 00
Carden.....	75 00
Dalton.....	7 00
Digby.....	10 00
Eldon.....	300 00
Emily.....	470 00
Fenelon.....	254 00
Hindon.....	1 00
Laxton.....	48 00
Lutterworth.....	58 00
Macaulay and Draper.....	2 00
Mariposa.....	660 00
Ops.....	344 00
Somerville.....	73 00
Verulam.....	135 00
	<u>\$2527 00</u>

20. COUNTY OF ONTARIO.	
Brock.....	\$555 00
Mara.....	235 00
Pickering.....	960 00
Rama.....	44 00
Reach.....	745 00
Scott.....	260 00
Seugog Island.....	93 00
Thorah.....	195 00
Uxbridge.....	471 00
Whitby, East.....	439 00
do West.....	425 00
	<u>\$4422 00</u>

21. COUNTY OF YORK.	
Etobicoke.....	\$405 00
do for Separate School.....	\$ 15 00
Georgina.....	179 00
Gwillimbury, East.....	463 00
do North.....	221 00
King.....	895 00
Markham.....	1038 00
Scarborough.....	582 00
Vaughan.....	954 00
Whitechurch.....	564 00
York.....	1067 00
do for Separate Schools.....	173 00
Total for County, \$6556.	<u>\$188 00 \$6368 00</u>

22. COUNTY OF PEEL.	
Albion.....	\$609 00
Caledon.....	550 00
Chinguacousy.....	827 00
Gore of Toronto.....	183 00
Toronto.....	789 00
do for Separate School.....	\$24 00
Total for County, \$2982.	<u>\$24 00 \$2958 00</u>

23. COUNTY OF SIMCOE.	
Adjala.....	\$329 00
Essa.....	348 00
Flos.....	114 00
Gwillimbury, West.....	430 00
Innisfil.....	540 00
do for Separate School.....	\$8 00
Medonte.....	196 00
Mono.....	434 00
Morrison and Muskoka.....	35 00
Mulmur.....	217 00
Nottawasaga.....	466 00
Orillia and Matchedash.....	149 00
Do for Separate School.....	18 00
Oro.....	364 00

Sunnidale	\$118 00
Tay and Tiny	227 00
Tecumseth	545 00
Tossoronto	128 00
Vespra	119 00
do for Separate School	12 00

\$38 00 \$4759 00

Total for County, \$4797.

24. COUNTY OF HALTON

Esquesing, including Georgetown	\$868 00
Nassagaweya	336 00
Nelson	547 00
Trafalgar	701 00

\$2452 00

25. COUNTY OF WENTWORTH

Ancaster	\$605 00
Barton	337 00
Beverley	760 00
Binbrooke	252 00
Flamborough East	430 00
do for Separate School	\$41 00
Flamborough West	436 00
do for Separate School	21 00
Glanford	263 00
Salfleet	323 00

\$62 00 \$3411 00

Total for County, \$3473.

26. COUNTY OF BRANT

Brantford	\$823 00
Burford	671 00
Dumfries South	468 00
Oakland	130 00
Onondaga	246 00
Tuscarora	132 00

\$2470 00

27. COUNTY OF LINCOLN

Caistor	\$240 00
Clinton	350 00
Gainsborough	355 00
Grantham	267 00
do for Separate School	\$44 00
Grimsby	360 00
Louth	242 00
Niagara	282 00

\$44 00 \$2096 00

Total for County, \$2140

28. COUNTY OF WELLAND

Bertie	\$320 00
Crowland	174 00
Humberstone	304 00
do for Separate School	\$60 00
Pelham	317 00
Stanford	318 00
do for Separate School	46 00
Thorold	340 00
Wainfleet	277 00
Willoughby	184 00

\$106 00 \$2234 00

Total for County, \$2340.

29. COUNTY OF HALDIMAND

Canborough	\$150 00
Cayuga North	258 00
do South	112 00
Dunn	114 00
Moulton and Sherbrooke	214 00
Oneida	341 00
do for Separate School	\$24 00
Rainham	253 00
Seneca	405 00

Walpole	\$581 00
Total for County, \$2452.	\$24 00 \$2428 00

30. COUNTY OF NORFOLK

Charlottetown	\$417 00
Houghton	235 00
Middloton	348 00
Townsend	689 00
Walsingham	582 00
Windham	457 00
do for Separate School	\$34 00
Woodhouse	444 00

\$34 00 \$3172 00

Total for County, \$3206.

32. COUNTY OF OXFORD

Blandford	239 00
Blenheim	836 00
Dereham	657 00
Nissouri East	418 00
Norwich North	412 00
do South	351 00
Oxford North	212 00
do East	327 00
do West	326 00
Zorra East	540 00
do West	442 00

\$4760 00

32. COUNTY OF WATERLOO

Dumfries North	\$499 00
Waterloo North	476 00
do South	479 00
Wellesley	611 00
do for Separate Schools	\$95 00
Wilmot	672 00
do for Separate Schools	68 00
Woolwich	630 00

\$163 00 \$3367 00

Total for County, \$3530.

33. COUNTY OF WELLINGTON

Amaranth	\$143 00
Arthur	297 00
do for Separate Schools	\$134 00
Eramosa	432 00
Erin	593 00
Garafraxa	487 00
Guelph	370 00
Luther	82 00
Maryborough	376 00
Minto	248 00
do for Separate School	32 00
Nichol	253 00
do for Separate School	34 00
Peel	526 00
do for Separate School	74 00
Pilkington	248 00
do for Separate School	39 00
Puslinch	564 00

\$313 00 \$4619 00

Total for County, \$4932.

34. COUNTY OF GREY

Artemesia	\$309 00
Bentick	399 00
Collingwood	179 00
Derby	149 00
Egremont, including Mount Forest	352 00
Euphrasia	176 00
Gleng	321 00
do for Separate Schools	\$46 00
Holland	260 00
do for Separate School	18 00
Keppel, Sarawak and Brooke	71 00

Melancthon.....	\$146 00	Delaware.....	\$215 00
do for Separate School.....	17 00	Dorchester North.....	483 00
Normanby.....	424 00	Ekfrid.....	308 00
do for Separate Schools.....	51 00	Lobo.....	426 00
Osprey.....	264 00	London.....	1159 00
Proton.....	120 00	McGillivray.....	452 00
do for Separate School.....	28 00	do for Separate School.....	18 00
St. Vincent.....	359 00	Metcalf.....	209 00
Sullivan.....	186 00	Mosa.....	363 00
do for Separate School.....	22 00	Nissouri West.....	377 00
Sydenham.....	336 00	Westminster.....	742 00
do for Separate School.....	26 00	do for Separate School.....	11 00
Total for County, \$4259.	\$208 00	Williams East.....	297 00
	\$4051 00	do West.....	228 00
		do for Separate School.....	38 00

35. COUNTY OF PERTH

Blanchard.....	\$452 00
Downie.....	433 00
Easthope North.....	375 00
do South.....	278 00
Ellice.....	273 00
do for Separate School.....	\$40 00
Elma.....	287 00
Fullarton.....	346 00
Hibbert.....	341 00
Logan.....	271 00
Mornington.....	364 00
Wallace.....	288 00
Total for County, \$3748.	\$40 00
	\$3708 00

36. COUNTY OF HURON.

Ashfield.....	\$314 00
Colborne.....	224 00
Goderich.....	429 00
Grey.....	295 00
Hay.....	366 00
Howick.....	270 00
Hullett.....	293 00
do for Separate School.....	\$31 00
McKillop.....	255 00
do for Separate School.....	36 00
Morris.....	279 00
Stanley and Bayfield.....	410 00
Stephen.....	314 00
do for Separate School.....	25 00
Tuckersmith.....	387 09
Turnberry.....	151 00
Wawanosh.....	378 00
Usborne.....	386 00
Total for County, \$4843.	\$92 00
	\$4751 00

37. COUNTY OF BRUCE.

Albemarle.....	\$ 6 00
Amabel.....	21 00
Arran.....	306 00
Brant.....	375 00
Bruce.....	270 00
Carrick.....	379 00
Culross.....	248 00
do for Separate School.....	\$23 00
Elderslie.....	212 00
Greenock.....	194 00
do for Separate School.....	27 00
Huron.....	291 00
Kincardine.....	348 00
Kinloss.....	221 00
Saugen.....	182 00
Total for County, \$3103.	\$50 00
	\$3053 00

38. COUNTY OF MIDDLESEX.

Adelaide.....	\$301 00
Biddulph.....	346 00
do for Separate Schools.....	\$62 00
Carradoc.....	453 00

Delaware.....	\$215 00
Dorchester North.....	483 00
Ekfrid.....	308 00
Lobo.....	426 00
London.....	1159 00
McGillivray.....	452 00
do for Separate School.....	18 00
Metcalf.....	209 00
Mosa.....	363 00
Nissouri West.....	377 00
Westminster.....	742 00
do for Separate School.....	11 00
Williams East.....	297 00
do West.....	228 00
do for Separate School.....	38 00
Total for County, \$6488.	\$129 00
	\$6369 00

39. COUNTY OF ELGIN.

Aldborough.....	\$279 00
Bayham.....	616 00
Dorchester, South.....	264 00
Dunwich.....	346 00
Malahide.....	638 00
Southwold.....	656 00
Yarmouth.....	739 00
	\$3538 00

40. COUNTY OF KENT.

Camden and Gore.....	\$329 00
Chatham and Gore.....	430 00
Dover, East and West.....	318 00
Harwich.....	543 00
Do. for Separate School.....	\$3 00
Howard.....	468 00
Do. for Separate School.....	9 00
Orford.....	306 00
Raleigh.....	362 00
Do. for Separate School.....	83 00
Romney.....	56 00
Tilbury, East.....	152 00
Zone.....	130 00
Total for County, \$3203.	\$100 00
	\$3103 00

41 COUNTY OF LAMBTON.

Bosanquet.....	\$371 00
Brooke.....	192 00
Dawn.....	87 00
Enniskillen, including Oil Springs.....	128 00
Euphemia.....	253 00
Moore.....	327 00
Do. for Separate School.....	\$17 00
Plympton.....	394 00
Sarnia.....	187 00
Sombra.....	188 00
Do. for Separate School.....	29 00
Warwick.....	406 00
Total for County, \$2579 00.	\$46 00
	\$2533 00

42. COUNTY OF ESSEX.

Anderdon.....	\$173 00
Do. for Separate School.....	\$7 00
Colchester.....	316 00
Gosfield.....	282 00
Maidstone.....	184 00
Do. for Separate School.....	14 00
Malden.....	187 00
Mersea.....	257 00
Rochester.....	161 00
Sandwich, East.....	375 00
Sandwich, West.....	217 00
Tilbury, West.....	142 00
Total for County, \$2315.	\$21 00
	\$2294 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES,
FOR 1865.

	Common Schools.	R. C. Sep. Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
<i>Cities—</i>			
Toronto.....	3453 00	1924 00	5377 00
Hamilton.....	1903 00	383 00	2291 00
Kingston.....	1180 00	469 00	1649 00
London.....	1217 00	168 00	1385 00
Ottawa.....	838 00	922 00	1760 00
	\$8596 00	\$3866 00	12462 00
<i>Towns—</i>			
Amherstburgh.....	\$175 00	\$101 00	\$276 00
Barrie.....	175 00	80 00	255 00
Belleville.....	575 00	178 00	753 00
Berlin.....	203 00	31 00	234 00
Bowmanville.....	326 00	.....	326 00
Brantford.....	649 00	99 00	748 00
Brockville.....	363 00	130 00	493 00
Chatbam.....	473 00	61 00	534 00
Clifton.....	96 00	59 00	155 00
Cobourg.....	470 00	127 00	597 00
Collingwood.....	166 00	.....	166 00
Cornwall.....	239 00	.....	239 00
Dundas.....	224 00	118 00	342 00
Galt.....	368 00	.....	368 00
Goderich.....	387 00	.....	387 00
Guelpb.....	446 00	163 00	609 00
Ingersoll.....	225 00	79 00	304 00
Lindsay.....	138 00	90 00	228 00
Milton.....	108 00	.....	108 00
Napanee.....	178 00	34 00	212 00
Niagara.....	175 00	73 00	248 00
Oakville.....	127 00	47 00	174 00
Owen Sound.....	265 00	.....	265 00
Paris.....	233 00	51 00	284 00
Perth.....	235 00	60 00	295 00
Peterborough.....	336 00	141 00	477 00
Picton.....	170 00	78 00	248 00
Port Hope.....	499 00	.....	499 00
Prescott.....	155 00	145 00	310 00
Sandwich.....	118 00	.....	118 00
Sarnia.....	250 00	.....	250 00
St. Catharines.....	470 00	284 00	754 00
St. Mary's.....	333 00	.....	333 00
St. Thomas.....	195 00	.....	195 00
Simcoe.....	222 00	.....	222 00
Stratford.....	272 00	65 00	337 00
Whitby.....	287 00	36 00	323 00
Windsor.....	300 00	.....	300 00
Woodstock.....	400 00	.....	400 00
	11026 00	2340 00	13366 00
<i>Incorporated Villages.</i>			
Aruprior.....	\$100 00	.....	\$100 00
Ashburnham.....	119 00	.....	119 00
Aurora.....	144 00	.....	144 00
Bath.....	90 00	.....	90 00
Bradford.....	115 00	.....	115 00
Brampton.....	195 00	.....	195 00
Brighton.....	141 00	.....	141 00
Caledonia.....	138 00	.....	138 00
Cayuga.....	90 00	.....	90 00
Chippewa.....	131 00	.....	131 00
Clinton.....	120 00	.....	120 00

Common Schools. Separate Schools. Total.

	\$ cts.	\$ cts.	\$ cts.
Colborne.....	96 00	.....	96 00
Dunnville.....	152 00	.....	152 00
Elora.....	125 00	.....	125 00
Embros.....	66 00	.....	66 00
Fergus.....	113 00	21 00	134 00
Fort Erie.....	63 00	21 00	84 00
Ganancque.....	181 00	.....	181 00
Hawkesbury.....	151 00	.....	151 00
Hespeler.....	72 00	.....	72 00
Holland Landing.....	88 00	.....	88 00
Irequisois.....	74 00	.....	74 00
Kemptville.....	128 00	.....	128 00
Kincardine.....	117 00	.....	117 00
Lanark.....	72 00	.....	72 00
Merrickville.....	74 00	34 00	108 00
Mitchell.....	145 00	.....	145 00
Morrisburgh.....	102 00	.....	102 00
Newburgh.....	140 00	.....	140 00
Newcastle.....	123 00	.....	123 00
New Hamburg.....	104 00	.....	104 00
Newmarket.....	124 00	44 00	168 00
Orangeville.....	96 00	.....	96 00
Oshawa.....	183 00	58 00	241 00
Pembroke.....	58 00	18 00	76 00
Portsmouth.....	73 00	34 00	107 00
Port Dalhousie.....	159 00	.....	159 00
Preston.....	158 00	26 00	184 00
Renfrew.....	84 00	.....	84 00
Richmond.....	61 00	.....	61 00
Smith's Falls.....	136 00	.....	136 00
Southampton.....	73 00	.....	73 00
Stirling.....	90 00	.....	90 00
Strathroy.....	90 00	.....	90 00
Streetsville.....	88 00	.....	88 00
Thorold.....	120 20	73 00	193 00
Trenton.....	110 00	57 00	167 00
Vienna.....	108 00	.....	108 00
Waterloo.....	152 30	.....	152 00
Wellington.....	82 00	15 00	97 00
Welland.....	87 00	.....	87 00
Yorkville.....	188 00	.....	188 00
	\$5889 00	401 00	6290 00

SUMMARY OF APPORTIONMENT TO COUNTIES FOR 1865.

1. Glengarry.....	2272 00	268 00	2540 00
2. Stormont.....	1943 00	.....	1943 00
3. Dundas.....	2074 00	.....	2074 00
4. Prescott.....	1526 00	180 00	1706 00
5. Russell.....	817 00	.....	817 00
6. Carleton.....	3454 00	34 00	3488 00
7. Grenville.....	2283 00	66 00	2349 00
8. Leeds.....	3592 00	13 00	3605 00
9. Lanark.....	3269 00	14 00	3283 00
10. Renfrew.....	2116 00	52 00	2168 00
11. Frontenac.....	2843 00	162 00	3005 00
12. Addington.....	1942 00	62 00	2004 00
13. Lennox.....	915 00	.....	915 00
14. Prince Edward.....	2156 00	.....	2156 00
15. Hastings.....	4305 00	7 00	4312 00
16. Northumberland.....	4011 00	19 00	4030 00
17. Durham.....	3742 00	.....	3742 00
18. Peterborough.....	2312 00	37 00	2339 00
19. Victoria.....	2527 00	.....	2527 00
20. Ontario.....	4422 00	.....	4422 00
21. York.....	6368 00	188 00	6556 00
22. Peel.....	2958 00	24 00	2982 00

	Common Schools.	Separate Schools.	Total.		Common Schools.	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
23. Simcoe	4759 00	38 00	4797 00	41. Lambton	2533 00	46 00	2579 00
24. Halton	2452 00	.....	2452 00	42. Essex	2294 00	21 00	2315 00
25. Wentworth	3411 00	62 00	3473 00	District of Algoma	218 00	.....	218 60
26. Brant	2470 00	.....	2470 00		131223 00	2586 00	133809 00
27. Lincoln	2096 00	44 00	2140 00	GRAND TOTALS.			
28. Welland	2234 00	106 00	2340 00				
29. Haldimand	2428 00	24 00	2452 00	Counties & Districts.....	131297 00	2512 00	133809 00
30. Norfolk.....	3172 00	34 00	3206 00	Cities.....	8596 00	3866 00	12462 00
31. Oxford.....	4760 00	.....	4760 00	Towns.....	11026 00	2340 00	13366 00
32. Waterloo.....	3367 00	163 00	3530 00	Villages.....	5889 00	401 00	6290 00
33. Wellington.....	4619 00	313 00	4932 00		156808 00	9129 00	165927 00
34. Grey	4051 00	208 00	4259 00				
35. Perth.....	3708 00	40 00	3748 00				
36. Huron	4751 00	92 00	4843 00				
37. Bruce	3053 00	50 00	3103 00				
38. Middlesex	6359 00	129 00	6488 00				
39. Elgin.....	3538 00	.....	3538 00				
40. Kent.....	3103 00	100 00	3203 00				

APPENDIX F.

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 Register*, for recording the attendance, recitations and department 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
Number of letters received	2996	4015	4920	5338	5739	6294	6431	6468	7121	7215	6495	6365	6655
Average number per week	57	77	95	102	110	121	124	125	137	138	126	122	128
Number of letters sent out	1430	1936	2581	3764	3966	3542	4627	5823	6015	5656	4955	5054	5415
Average number per week	27	37	50	72	77	68	88	112	116	108	95	97	104

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.....	12,100
4. Trustees' Blank Annual Reports.....	4,500	10. Circulars, about.....	800
5. Local Superintendent's Blank Annual Reports.....	600		
6. Auditors' and Treasurers' Blank Returns..	500	Grand Total per year.....	43,800

No. 2.—COMMUNICATIONS TO THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

THE POSTAGE LAW AND THE DEPARTMENT 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 ¢ 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 $\frac{7}{8}$ 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 prepaid 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 Law 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 they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer 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 Common School matters should, in all cases, be first made to the Local Superintendent having jurisdiction in the Municipality.

2. *The Journal of Education* having been constituted, by His Excellency the Governor General in Council, the official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, blank reports, Depository, Normal Schools, &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 such communications not so made are referred to the Chief Superintendent of Education, to be brought before His Excellency through the proper department, which occasions unnecessary delay and expense.

5. *Communications relating to the Journal of Education; to the Educational Depository; to 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, 1864.
1. 418 Townships.....	4070
2. 5 Cities.....	52
3. 39 Towns.....	105
4. 52 Incorporated Villages.....	80
514 Total	4307

No. 2.—STATEMENT OF THE RELIGIOUS PERSUASIONS OF THE LOCAL SUPERINTENDENTS OF SCHOOLS WHO ARE CLERGYMEN.

Church of England.....	40	Congregationalists.....	3
do. Rome.....	9	Methodists.....	25
Presbyterians.....	71	Not ascertained.....	5
Baptist.....	10		
Clerical Superintendents.....			163
Lay do and those not reported.....			197
Total number of Superintendents.....			360