

The *Huron Signal* reports—On Saturday, the 15th ultimo, a public meeting was held at the School-house in the town of Goderich, to decide the manner in which the school expenses of the said town should be provided for during the year. His Worship the Mayor presided. It was moved by Mr. Crabb, that the schools should not be free; when it was moved in amendment by Mr. Wallace and seconded—That the schools should be free, and the funds necessary for their support raised by general tax. Mr. Wallace spoke to the amendment, and remarked that the general attendance had fallen off in the male school, while the attendance at the grammar school had much increased, although the fees paid quarterly at the same, were from 15s. to 20s.; his arguments were also very conclusive in favor of Free Schools. The object of the speaker's remarks were that the schools should be free, and that the services of good and efficient teachers should be obtained. Mr. D. Watson spoke favorably of free schools, as also did Mr. Story and others. It is an evidence of the advance of free school principles that Mr. Watson, who this year favored, was last year one of the three individuals who opposed free schools. The question was then put, and free schools were triumphant, the vote being 30 for and 11 against them.

In reference to Free Schools in Dundas the *Warder* writes:—“During last winter the writer had occasion to visit each house and shanty within the corporation limits. He was amazed to find so many children idling about their homes, and made enquiries as to the cause. Two cardinal difficulties were urged by the parents—sometimes one, and sometimes the other. The one was that they lived too far off, the other, that they could not afford to pay the rates. To excuse such as these, little can be said,—with respect to a man's ability to pay for the education of his children, it must be admitted that he is likely to be the best judge. We know—every body knows—that this excuse is often a specious one, even at the very time we are compelled to accept it as valid. There is only one way to get round it, and that is to remove it altogether. We are disposed to think that a public tax for education can only be justified on grounds of *expediency*. It has been declared and acknowledged, then, to be expedient to provide for at least a portion of the expenses of public education, by a direct tax, and from observation and reflection, we have arrived at the conclusion that it is still *more expedient* to do it altogether, and thus secure a common school education to all—FREE!”

A correspondent of the Carleton-Place *Herald* thus writes:—

“Permit me to give publicity to a few facts which bear upon the question of Free Schools, and which happened under my own personal observation. I will confine myself to the happy result produced by the system of Free Schools in this section, since its adoption in 1851; and leave the facts to speak for themselves. I may mention, that I have been immediately connected with the Common School of this Section, since first it had existence, in 1838, I have taught under every School Act, passed since that time; this being the case, I had ample opportunity of observing the progress made by education, and the extent to which the inhabitants interested themselves in the school. A division of opinion in 1843, regarding the site of a new school-house, prevented that attention being paid to the school, which would ensure success. This state of things continued to mar the progress of education in the section. The school-house was uncomfortably small, insufficiently lighted, and I may say, totally unfurnished. Out of a population of 100 school-going-children, but from 18 to 25 regularly attended; I held a quarterly examination in the fall of 1849, at which only 14 pupils were present. Things continued thus till Dr. Ryerson's present School Act made its appearance. The freeholders and householders in the section immediately acted upon its provisions, and adopted the Free School system. During the first year of its operation, the number of pupils on the roll was 77, that in regular attendance, 52. In 1852, being the second year in which we had the Free School, the number on the roll was 126, the average attendance, 70.”

At the annual meeting on the 12th inst., it was unanimously agreed, to throw the school-house door open for another year to all the children in the section. This was not done by a show of hands, as might reasonably be expected; but unanimously, and in the most kindly feeling. The following resolution was also passed,—“Resolved, That the progress made by the pupils of this school, since the adoption of the Free School system, is viewed by this meeting with delight; and we feel proud to say, that the number registered, the number in the higher branches, and the general proficiency, of the pupils, compare favorably with any Common School in the oldest and most wealthy Townships in the United Counties of Lanark and Renfrew.” In conclusion, I beg to state, that among the most sanguine supporters of the Free School in this place, are a few of those whose property is the most valuable, and consequently will contribute largely to its support; the most zealous of these pays one-sixth of the school tax levied in the section; verily the rising generation may “call him blessed.”

COMPARATIVE EXPENSE OF, AND ATTENDANCE AT, CANADIAN AND AMERICAN SCHOOLS.

From the *Hastings Chronicle* of the 30th December, we learn that much interest was exhibited by the public at the recent school examinations at Belleville—a report of which we give in another page of the *Journal*. Various addresses were delivered by the Mayor, the Warden of the County, Dr. Hope and the Rev. Mr. Gregg. From Dr. Hope's address we select the following valuable and interesting statistics, remarking that the result is highly creditable to Belleville.—

“Dr. Hope said that he had so often on former occasions expressed his satisfaction at the manner in which not only this but all our public Schools have been conducted during the year now ending, that should he say anything on this head, it must necessarily be a repetition of what they had already heard; he would therefore confine the few remarks he might make to a comparison of our schools with those of a similar class in towns and cities in the U. States, where they had been in successful operation for a number of years. He said it would be remembered that at one time fears were entertained that should public schools be established in this country, they would not be patronised by the mass of the community as they were in the U. States. By the kindness of an American gentleman who recently visited our Schools, he was enabled to compare the attendance and expense of the public schools in 16 towns and cities in the United States, and it would be observed that they were those most celebrated for their successful efforts in the promotion of education. He then gave the following statement:—

Names.	Number of Children of School Age.	Registered attendance.	Ratio of expense of education on registered attendance—without expense of School property.	With interest on School property added.
Boston, Mass.,	24,275	21,678	\$11.07c	
New York,	114,571	108,906	2.52	
Brooklyn,	24,432	8,081	6.41	
Buffalo,	11,997	10,418	3.66	
Syracuse,	4,379	3,200	4.40	
Hartford, Conn.,...	3,000	2,000	9.50	
Columbus, Ohio,...	3,009	1,650	5.45	
Hudson,	1,450	961	3.74	
Providence, R. I.,	8,074	6,704	6.57	
Baltimore, S. C.,...	33,000	7,090	10.07	
Salem, Mass.,	3,926	2,960	8.146	
Bangor, Me.,	4,896	3,322	3.82	
Lancaster, Penn.,	2,288	1,837	5.57	
Philadelphia,	33,000	7,093	10.50	
Lynn, Mass.,	2,794	unknown	4.31	
Rochester, N.Y.,...	9,567	6,000	3.10	6.26
Belleville, C.W.,...	1,200	1,350	1.78	2.06

Not known whether interest on School property is estimated or not.