

best answers to objections to it, and the knowledge of them one of the best means of strengthening and extending its operations.

It has been objected that comparatively few read the statistical tables when prepared and published. This is true; but it is also true that they are examined and discussed in each locality to which they refer, and it is the judgment of the comparatively few who take the pains to examine them that determines the opinion of the public in regard to the system itself. This is equally true of statistics on all subjects. They furnish the materials for careful legislators and public writers, intelligent municipal councillors and thoughtful individuals in every neighbourhood to form their judgment and direct their conduct in regard to the value and working of any system established in the country and supported by the public."

The following is a summary of the financial statement contained in the report.

"1. The amount apportioned and paid by this Department from the Legislative Grant for salaries of teachers in 1862 was \$159,120, being an increase of \$2,088 as compared with the preceding year.

2. The amount apportioned and paid for the purchase of maps, apparatus, prizes, and libraries, upon the condition of an equal sum being provided from local sources, \$8,850; decrease, \$294.

3. The law requires that each municipality, as a condition of receiving the Legislative Grant, shall provide by local assessment a sum at least equal to that received: but each can provide as large an additional sum as it shall judge expedient for the education of the youth of its jurisdiction. The amount provided by municipal assessment was \$274,471, being a decrease of \$3,613, though \$115,351 in excess of the Legislative Grant.

4. As the elected council in the municipality, so the trustees in the school section have authority to provide means for the support of their school or schools, by assessment, and also by fees on pupils, unless the rate-payers in public meeting decide in favour of a free school. The amount of rates levied by the trustees, in addition to the \$274,471 provided by the municipal councils, was \$620,268, being an increase of \$32,920.

5. Rate-bills are imposed on pupils where the schools are not free; so that the rate-bills decrease as the free schools increase, and *vice versa*; and the rate-payers at each annual school section meeting determine whether their schools shall be free during the year. The amount of rate-bills on pupils levied and collected during the year was \$73,850; decrease, \$9,022.

6. The amount received from the Clergy Reserve Fund and other sources was \$112,524; decrease, 17,851.

7. The amount available in 1862 from balances of 1861 was \$147,036; increase, \$10,566.

8. The total receipts for Common School purposes in Upper Canada for 1862 were \$1,396,123; increase, \$14,813.

Expenditures.

1. For the salaries of teachers, \$959,776; increase, \$41,663.
2. For maps, apparatus, prizes, and libraries \$22,316; increase, \$1,511.

3. For school sites and building of school houses, \$114,719; increase, \$1,354.

4. For rents and repairs of school houses, \$37,960; increase, \$1,498.

5. For school books, stationery, fuel, and other expenses, \$97,219; decrease, \$5,452.

6. Total expenditure for all Common School purposes, \$1,231,993; increase, \$40,575.

7. Balances unexpended at the end of the year, \$164,130; decrease, \$25,731."

The statistics of the school population are highly interesting. It will be found that most of the figures nearly double those for Lower Canada, notwithstanding the very great increase which has taken place of late years in this section of the Province. It must be observed, however, that this great difference is due in a measure to the fact that children in Upper Canada attend school for a longer period of time. If it were possible to obtain the aggregate number of pupils who have passed through the schools in a given period in each section of the Province, say during ten years, the difference would not be so great.

The school population, that is to say, the number of children of age for admission to the Common Schools (*viz.*, between 5 and 16) was 403,302, being an increase on the preceding year of 18,332. The whole number of pupils attending school was 343,733 (of all ages), increase, 13,815. The number of children of school age not attending any school had decreased 5,457, but it was still 42,314.

This is a distressing fact, says the Superintendent; it has, however, to be compared with the state of things in other countries. In this, as in all other matters, bare figures do not show the whole case. The real figure, if it could be obtained, would be that of the number of children of 16 who have never attended school. There is also a very great difference between *absenteeism* in cities and towns, and that in country parishes. The children who do not attend school in the country places are in great part employed by their parents as helps in the field or in the grange; they are in fact at a *school of agriculture*, learning practically that which it is necessary they should know to earn their daily bread; and many of them, if not in actual attendance, have attended or will attend sufficiently to learn reading and writing; while in cities and towns, most of the *truants* are about the streets, learning nothing but idleness and vice.

(To be concluded in our next.)

Extracts from the Reports of Inspectors of Schools, for 1859 and 1860.

Extracts from Mr. CARON'S Reports.

In this district of inspection, comprising the counties of Napierville, St. Johns and Iberville, the principal obstacles to the progress of the schools are thus noticed in Mr. Caron's first report: 1. The attendance was not regular, especially on the part of the boys, who were often kept at home to assist in farming operations. 2. Neglect of the parents to give the pupils the necessary school articles, such as paper, slates, &c. 3. Neglect of the commissioners to furnish the teachers with the necessary materials, such as maps, blackboards, &c. 4. The want of uniformity in school books.

When this inspector was appointed in March 1860, the district was divided into 29 municipalities, maintaining 3 academies, and 8 model and 117 elementary schools, of which 32 were conducted by male teachers and 85 by females. The pupils in attendance numbered 7,200; of these 6089 were Catholics and 1111 Protestants. We are assured that a great number of these schools were maintained on a good footing and that a large proportion of the commissioners and trustees appeared to be anxious to forward the interests of education.

In his second report Mr. Caron defends the system of prizes, combating the idea that it is calculated to excite a foolish ambition and vanity among the few while it discourages and displeases the many. A considerable number of schools were still left unprovided with the appliances necessary in teaching geography, but the pupils were generally better provided with books, paper, &c. than they were the previous year.

The schools of this district were now, with but few exceptions, placed on a good footing, and in some cases excellent results had been obtained. At the close of the year (1860) there were 6 academies, 10 model and 113 elementary schools—total 129, with 54 male and 85 female teachers. The attendance was as follows: academies 450, model schools 638, elementary schools 6217. Total number of pupils 7295, showing an increase for the half-year of 105.

Extracts from Inspector GRONDIN'S Reports.

The schools of this district of inspection, which includes the counties of Laprairie, Chateauguay and Beauharnois, were found by the Inspector in a more advanced state than he had anticipated, although it would appear that much still remained to be done to put them in an entirely satisfactory condition. All the teachers had diplomas, yet Mr. Grondin says he was sorry to see that several of the female teachers, though provided with certificates from the Boards of Examiners, had neither the aptitude nor sufficient learning to teach successfully.

We are told that during his first visit the Inspector remarked that the schoolhouses were large enough, although the greater number appeared to be improperly laid out and inadequately supplied with desks, black-boards and other school furniture. Gardens or even play-grounds for the recreation of the pupils were not frequently met with. The teachers pursued the ordinary methods of instruction, yet some had their own peculiar way of teaching, which, the Inspector regrets to say, did not always deserve the name of method. If the confused diversity in the text-books called for the controlling action of the Council of Public Instruction, the want of uniformity in the systems of teaching needed no less the influ-