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**APPENDIX, No. 3,**

TO THE

**THIRTEENTH VOLUME.**

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# APPENDIX TO THE THIRTEENTH VOLUME

OF THE

# JOURNALS

OF THE

# LEGISLATIVE ASSEMBLY

OF THE

PROVINCE OF CANADA.

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From the 5th SEPTEMBER, 1854, to 30th MAY, 1855, both days inclusive.

IN THE EIGHTEENTH YEAR OF THE REIGN OF OUR SOVEREIGN LADY

QUEEN VICTORIA.

---

Being the 1st Session of the 5th Provincial Parliament of Canada.

SESSION, 1854-5.

---

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

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Vol. 13.

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PRINTED BY ROLLO CAMPBELL, GARDEN STREET, QUEBEC.

# ANNUAL REPORT

OF THE

## NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS,

IN UPPER CANADA,

FOR THE YEAR 1854:

WITH AN APPENDIX,

BY THE

CHIEF SUPERINTENDENT OF SCHOOLS.

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DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

[No. 1064, N.]

EDUCATION OFFICE,

TORONTO, *22nd March*, 1855.

Sir,

I have the honor to transmit, herewith, to be laid before His Excellency the Governor General, my Report of the state of the Normal, Model, Grammar and Common Schools of Upper Canada during the year 1854,—including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report, I have added an Appendix which contains copious Extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Schools, and the establishment of Public Libraries throughout Upper Canada.

I have the honor to be, Sir,

Your most obedient Servant,

E. RYERSON.

The Honorable

GEORGE E. CARTIER, M. P. P.,  
*Secretary of the Province,*  
Quebec.

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ANNUAL REPORT  
OF THE  
NORMAL, MODEL, GRAMMAR  
AND  
COMMON SCHOOLS  
IN  
UPPER CANADA,  
FOR THE YEAR 1854.

PART I.—GENERAL REPORT.

TO HIS EXCELLENCY SIR EDMUND WALKER HEAD, BARONET,  
*GOVERNOR GENERAL OF CANADA, &c. &c.*

MAY IT PLEASE YOUR EXCELLENCY,

I have much pleasure in presenting to your Excellency, my Report of the state of the Normal, Model, Grammar and Common Schools in Upper Canada, for the year 1854. A careful examination of the statistics of this Report, will, no doubt, be as gratifying to your Excellency as it is creditable to the people of Upper Canada; exhibiting as these statistics do, in a striking manner, the noble exertions of the Canadian public to sustain what have been so fitly termed the Colleges of the people.

There are in Upper Canada—

- 1 Normal School;
- 2 Model Schools (boys and girls) in connection with the Normal School;
- 64 County Grammar Schools, and
- 3,244 Common Schools.

Total 3,311: besides our Provincial University and nine colleges, three of which are endowed with University powers.

## FINANCIAL RETURNS—TABLE A.

For the maintenance and support of these 3,311 public schools, the following sums were expended by Upper Canada during 1854 :

	In 1854.			In 1853.		
For salaries of Common School Teachers .....	£151,756	10	2	£130,039	0	3
“ salaries of Grammar School Masters, etc.....	10,743	11	1	11,928	13	4
“ building, rent, repairs, &c., of Common Schools..	28,352	16	11	30,730	11	10
“ libraries, maps and apparatus, for C. Schools.....	15,040	1	10	1,377	10	1
“ Normal and Model Schools.....	3,403	17	0	3,384	5	10
“ Local Superintendents' salaries, etc.....	4,055	0	0	3,908	15	0
“ Superannuated Common School Teachers.....	1,476	7	6	399	15	0
“ Poor Schools.....	391	5	0	0	0	0
“ Universities, Colleges and Private Schools .....	31,575	8	0	26,783	8	2

Or, a grand total of nearly one million of dollars—being about one dollar for each inhabitant of Upper Canada. The chief items, in which this increase is greatest, are—

For salaries of Common School Teachers .....	£21,717	10	0	increase.
“ libraries, maps and apparatus for Common Schools ..	13,662	12	0	“

This increase is the more gratifying, as it is the result of an increased local self-taxation for the promotion of the objects specified.

## ATTENDANCE OF PUPILS—TABLE B.

The attendance of pupils between the ages of 5 and 21 years, at the Common and Grammar Schools in 1853 and 1854, was as follows :

	1854.	1853.
Boys at Common Schools.....	112,885	107,392
Girls at Common Schools.....	91,283	87,344
Pupils at Grammar Schools.....	4,287	3,221
	<hr/>	<hr/>
Total at Public Schools.....	208,455	187,957
Pupils at Academies.....	866	618
Pupils at Private Schools.....	4,607	3,822
Students in Colleges, &c.....	806	751
	<hr/>	<hr/>
	214,634	193,148

Or one for every four inhabitants, being a total increase in favour of 1854 of 21,486 pupils and students attending the public and private educational institutions of the province. Still, we have to lament the fact that, about 60,000 children never attend school at all in Upper Canada. It is, however, satisfactory to be able to state that this number is nearly 20,000 less than were reported as not attending school in 1853. Nevertheless, the fact that 60,000 children in Upper Canada, between the ages of 5 and 16 years, never attend school should lead to the consideration and adoption of some benevolent plan either of inducing or compelling their attendance at school during the early days of susceptible childhood and youth—the time during which the most lasting impressions for good or evil are indelibly made.

By a reference to Tables B and F, it will be seen what proportion of the pupils, reported in connection with the Common and Grammar Schools, attend during the winter and summer in the Common Schools; and also the comparative numbers in both Grammar and Common Schools receiving instruction in the several branches of education. In the more important branches there will be found a steady increase; while by means of the system of classification afforded by the excellent series of national books, repetition of the same study in another form, and from other text books, (and consequent loss of time) is avoided.

#### TEXT BOOKS AND APPARATUS—TABLE C.

The entire series of National Readers is now in use in 3,062, and the National Arithmetic in 2,705, out of the 3,244 Common Schools in Upper Canada. The national text books recommended by the Council of Public Instruction in 1846, may thus be said to be universally used in the public schools of the Province. They have acquired this degree of popularity, under the sanction of the Council, by their own intrinsic excellence, aided by their cheapness and their adaptation to the purposes of daily instruction in the schools. To have accomplished the introduction of these books without compulsion or proscription, is in the highest degree gratifying.

The introduction of maps and apparatus, although steadily increasing, will, no doubt, receive a very strong impulse, should the legislature concur in the proposition which I have submitted to the consideration of the government, to appropriate such a sum of money as will enable this Department to supply the public schools with those valuable aids of education, on the same terms as libraries are now furnished to the municipalities and school sections. The number of maps in the Common Schools is stated to be 6,922, (increase over 1853 of 1,683 maps) of which 1,086 are maps of Canada, and the remainder, maps of the continents and miscellaneous maps. See Table E.

COMMON SCHOOL TEACHERS, AND TIME OF KEEPING THE SCHOOLS OPEN.—TABLE D.

There are 3,539 teachers reported in Upper Canada—2,508 male and 1,031 female. The qualifications of these teachers are thus reported :

- 652 First class ; including Provincial certificates.
- 1661 Second class ; an increase of 142 over 1853.
- 1180 Third class ; a decrease of 181 compared with 1853.
- 46 not reported.

**Total 3,539.**

The number of teachers reported as regularly trained amounts to 600. The total number, however, received into the Normal School at Toronto since 1847 (Table H.) was 1,476—929 male and 547 female. Many of these are no doubt reported among those who have received certificates from the county boards, while others may have died or have ceased to teach.

The average annual salaries of the teachers, as reported, may be thus classified :

Male teacher, with board.....	\$172.
“ “ without board.....	\$316.
Female teacher, with board.....	\$120.
“ “ without board.....	\$193.

The ordinary annual salaries of male teachers, without board, particularly those trained at the Normal School, are,

Those holding 1st Class Certificates from	\$400 to \$600 per annum.
“ 2nd “ “	\$300 to \$400 “
“ 3rd “ “	\$250 to \$300 “

And of female teachers, without board :

Those holding 1st Class Certificates from	\$300 to \$400 per annum.
“ 2nd “ “	\$250 to \$300 “
“ 3rd “ “	\$200 to \$250 “

Some male teachers in the cities and principal towns, however, get from \$800 to \$1,200 per annum.

It is most gratifying to observe the willingness with which trustees and others are disposed to acknowledge and remunerate the services of good teachers, particularly those who have had the advantage of a course of training at the Normal School. It is earnestly expected that this anxiety to provide a liberal salary will be duly appreciated by the teachers themselves, and that every exertion will be made on their part to justify the high hopes entertained of them, and the great liberality exhibited by trustees in amply rewarding them for their services.

The average length of time during which each school has been kept open in 1854 was nine months and seventeen days.

SCHOOL HOUSES, SCHOOL VISITS, &c.—TABLE E.

The number of school-houses in Upper Canada, as reported in 1854, was 3,172. These are classified as follows :

169 Brick.
168 Stone.
1,306 Frame.
1,496 Log.
33 not reported.

**Total 3,172.**

There has been an increase of 39 brick school-houses in Upper Canada for 1854; of frame 53, and of log 52. The great proportion of log houses, which is happily lessened every year, is strongly indicative of the fact that Canada has not yet emerged from her primitive period of existence; while it also shews that in the newer portions of the province, (where alone this rudest class of school-houses is reared,) exertions are being made to supply the remote settlements with that necessary adjunct to Christian civilization, education; and although the efforts may be feeble at first, they lay the foundation, as has hitherto been done in every part of the country, for that superior class of houses and higher instruction which is now the pride and glory of the cities, towns and prosperous villages of Upper Canada.

I had hoped ere this, as intimated in my report of last year, to have been able to insert in this report to your Excellency a series of approved plans of school-houses for Common and Grammar Schools, accompanied with detailed specifications; but as they are not yet ready, I have been again obliged to omit them.

The official school visits are thus reported:

	In 1854.	In 1853.
By Local Superintendents .....	6,866	7,055
“ Clergymen .....	3,030	2,587
“ Municipal Councillors .....	1,409	1,377
“ Magistrates .....	1,365	1,272
“ Judges and Members of Parliament .....	173	99
“ The Trustees .....	15,537	15,198
“ Other persons .....	11,338	11,681
<b>Grand Total.....</b>	<b>39,718</b>	<b>39,269</b>

The gross increase over 1853 is nearly 500 visits, and shews that public interest in the schools, as indicated by these visits, steadily increases rather than diminishes. These visits are invaluable as a means of stimulating both teachers and pupils to industry and proficiency in their daily duties.

The number of lectures delivered by local superintendents in the different school sections amounted to 2,238—a decrease of 49 as compared with 1853. Though an arduous duty in some cases, still it ought to be steadily persevered in, as by this means precious seed is sown, public interest is maintained and the zeal of both trustees and teachers animated. Some “village Hampden,” or hitherto “mute, inglorious Milton,” may thus be fired to deeds of virtue and renown; or parents who should otherwise neglect the instruction of their children, might, by this means, be induced to afford them facilities to acquire position and education which they should not otherwise attain. Let it never be said of any part of Canada,—

“Perhaps in this neglected spot is laid,  
Some heart once pregnant with celestial fire:  
Hands that the rod of empire might have swayed,  
Or waked to ecstasy the living lyre:”

“But knowledge to their eyes her ample page,  
Rich with the spoils of Time, did ne'er unroll;”

But let superintendents, trustees and teachers, each in his appropriate sphere, promote and foster that greatest of all public interests, next to the diffusion of Christianity,—the universal education of the people.

#### THE GRAMMAR SCHOOLS.—TABLE F.

Table F. contains the best and fullest information which this Department has been enabled to collect, in regard to these intermediate institutions in our public school system. As preliminary to the more complete, methodical and satisfactory report which I hope to be enabled to present next year, it is valuable as a basis of reference and comparison for future years. The following summary of the actual state of the grammar schools of Upper Canada in 1854, the year before the present law and regulations came into force, shews that there were 64 grammar schools; of which 26 were situated in the county towns, and are therefore called senior grammar schools. Of the 64 reported—

17	junior and	4	senior, or	33	per cent. received	pupils unable to read.
24	“	12	“	56	“	“ write.
31	“	21	“	81	“	did not teach Canadian History.
30	“	16	“	72	“	“ Grecian History.
30	“	12	“	66½	“	“ Trigonometry.

25	junior and 12 senior or	58 per cent.	did not teach	Roman History.
24	" 11	" 54 $\frac{1}{2}$	" "	Ancient Geography.
18	" 15	" 51 $\frac{1}{2}$	" "	French.
19	" 6	" 39	" "	Mensuration.
15	" 8	" 36	" "	Greek.
16	" 6	" 34	" "	English History.
9	" 5	" 22	" "	Greek or French.
10	" 4	" 22	" "	Book-keeping.
7	" 6	" 20	" "	any of the Natural Sciences.
7	" 5	" 19	" "	English composition.
7	" 1	" 12 $\frac{1}{2}$	" "	Algebra.
6	" 1	" 11	" "	Ancient or Modern History.
6	" ...	" 9 $\frac{1}{2}$	" "	Euclid.
2	" 2	" 6	" "	Writing.
2	" 1	" 4 $\frac{3}{4}$	" "	Modern Geography.
1	" 1	" 3	" "	Ancient or Modern Geography.
1	" ...	" 1 $\frac{1}{2}$	" "	either Latin, Greek or French.
1	" ...	" 1 $\frac{1}{2}$	" "	An. or Mod. History or Geography.
1	" ...	" 1 $\frac{1}{2}$	" "	Arithmetic.
18	" 8	" 40 $\frac{3}{4}$	"	were not opened or closed with prayer.
12	" 9	" 33	"	did not use either Bible or Testament.
9	" 5	" 22	"	had neither prayer or reading the Bible.

The grammar schools have hitherto had to contend against innumerable difficulties and drawbacks. The chief of which has been the utter absence of any recognized system, or any fixed standard of education. Each school was independent of every other grammar school, and all were officially isolated from the common school—their natural source of supply—on the one hand, and from the University colleges—their natural limit of instruction—on the other. In addition to this, their means of raising funds for their support were limited to the legislative aid and the fees received for tuition. It is to be hoped that provision will shortly be made, as I have already recommended, to place the grammar schools on a footing of equality, (as it regards their ability to assess and collect moneys for the erection, repairing, and maintenance of the schools,) with the common schools in cities, towns and villages. This would at once place them in a position to accomplish the object of their establishment, and would tend to raise the tone and standard of education in their respective counties. But although, until recently, the grammar schools had very little means or opportunity to promote this object, still a few of them did rise above these peculiar difficulties and were highly creditable to the masters who conducted them; yet being without any determinate position, the majority of them failed to exhibit either the characteristic or legitimate fruits of a good common or grammar school. This anomalous state of things happily ceased in 1854; and the programme of classification and studies, which has been adopted by the council of public

instruction, approved by your Excellency and council will, when it comes into operation next August, no doubt, effect a most salutary and important change. This programme, with the accompanying rules and regulations, and the prescribed list of text-books, will be found in appendix E. The expenditure for the salaries of masters and for maps and apparatus, repairs and contingencies in 1854, amounted to £12,763 16s 6d.—£5,485 of this sum were contributed by the legislature, through the department; £4,374 3s. 4d. were received from fees; and £2,904 13s. 4d. were received from municipal assessments and from other sources.

#### THE NORMAL AND MODEL SCHOOLS.—TABLES G. AND H.

This Institution, so highly prized, and so graphically described by your Excellency's immediate predecessor, the Earl of Elgin, as "the seed plot of the system," still continues to exert a most salutary influence upon our entire school system. The teachers trained here are eagerly sought for from all parts of the Province, at the end of each session; and were the supply even greater than it is the demand would still equal it.

The whole number of applicants who have been admitted to receive instruction, from 1847 to 1854, was 1476—929 males and 547 females, or about 200 per annum. Of these, 736 received certificates of attendance or proficiency on leaving—479 males and 257 females. In addition to the student-teachers in training in the Normal School, there are also 400 children (200 boys and 200 girls) which receive instruction in the Model Schools connected with the institution. The weekly fees received from these pupils amounted in 1854 to £539. Thus the principle of requiring a municipality to contribute an equal amount to the legislative grant in aid of Common Schools is maintained, and additional means are also secured for carrying on the schools with efficiency. The total expenditure of the Normal and Model Schools for 1854 amounted to £3,403 17s., including the weekly allowance to student-teachers. See Table H.

#### OTHER EDUCATIONAL INSTITUTIONS.—TABLE I.

All the information which the Department has been able to procure in regard to the other educational institutions of the Province, is embodied in Table I. From it we learn that there are in Upper Canada,

- 9 Colleges; 4 of which are possessed of University powers.
- 19 Academies or High Schools.
- 186 Private Schools of various kinds.
- 55 Separate Schools—44 Roman Catholic, 3 Protestant, and 8 Colored.



The attendance at these institutions is,

806	at the Colleges.
866	“ Academies.
4,607	“ Private Schools.

The expenditure of these institutions for the year 1854, has been estimated, from the best information within the reach of this Department, to be £31,575.

The total number of educational institutions in Upper Canada is 3512—an increase of 122 over 1853,—attended by 214,734 students and pupils—an increase of 11,581 over last year.

#### SYSTEM OF PUBLIC LIBRARIES—TABLE K.

Before noticing the steps which have been taken to introduce this branch of our system of public instruction, I will reply to the only objections made to it. It has been objected, “that the purchase and sale of school requisites and books for public libraries, ought to be left to private enterprise—that the government ought not to have a map or book establishment for the supply of schools and municipalities with these essential instruments of sound education and general knowledge,—that the private trader ought not to be injured by government with whom he is unable to compete.”

This objection is based upon the acknowledged fact, that school requisites and books are supplied to local municipalities much more economically and advantageously for the latter by the aid of government than by private traders. It is then a question, whether the interests of public schools and municipalities are first to be consulted or those of private individuals?

It is also to be observed that the same objection may be urged upon the same ground and with equal force against any system of public schools whatever, as they interfere with the trade of the private teacher; for in proportion to the excellence of public schools, and the degree in which they are aided by the legislative grants and local assessments, and education to individuals thus cheapened, will private schools decline, and the interests of private teachers be effected? The same objection lies equally against all endowments or public aid of colleges, as the trade of the private tutor is thereby injured and for the most part extinguished in regard to the whole business of collegiate teaching. The interests of a class of private teachers are as much entitled to protection against the competition of public schools, as are the interests of a class of private booksellers to protection against the competition of government in supplying the public schools with the requisite maps, apparatus and libraries. If

the interest of an individual, or a class, are to be placed before those of the community at large, then there can be no system of public instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the government and legislation of any enlightened country.

The ground on which the public schools and municipalities are provided with school requisites and libraries, through the medium of a public department, and by means of public grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having public schools, for if a people determine through their legislature that they will have public schools at all, it is clear that those schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the legislature to promote the education of the people by the establishment of public schools, it is equally its duty to provide all possible facilities and means for supplying those schools with the maps, apparatus, and libraries, which render them most instrumental in educating and instructing the people.

The legislature will, therefore, no doubt, make the same provision for aiding public schools and municipalities in providing themselves with school maps, apparatus and libraries, as it has done for the training and support of their teachers; and the unseemly opposition which has been attempted by two or three newspapers in the interest of as many mistaken booksellers, has hitherto found no echo in the voice of the press generally, and not a single response within the halls of the legislature.

The objection too, is founded upon a false view of the legitimate sphere of government duty and private enterprise. It is as much the duty of government to adopt the most economical and effective means to furnish the public schools with all the needful appliances and instruments of usefulness, as to provide these for any one of its own departments. The extent and manner in which it does so, must depend on circumstances, and is a matter for the exercise of its own discretion, irrespective of any pretensions of private against public interests. The private bookseller has a right to sell his books as he pleases; and each school section and municipality, and each public body of every description, as well as each private individual, and not less the government, has a right to purchase books where, and of whom they please. Each municipality, as well as the legislative assembly itself, may have its own library procured and imported by a public agent, and not by a private trader, to whom large additional prices must be paid for his risks and profits.

Besides, nearly all the maps and other articles of school apparatus, and most of the books for the libraries, were unknown in the country and would have been

unknown, had they not been introduced by the agency of a public department. I believe that private booksellers have largely profited by what I have done in this respect; that they have found demand for many books which no doubt have first been made known in the official catalogue and through the medium of the public school libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the public schools and municipalities with books and school apparatus.

I have also considered it my duty to *import* nothing that could be *produced in the country*. I get most of the maps *mounted*, and many of them *colored* in Toronto; I have introduced models of *school furniture*, and encouraged its domestic manufacture, so that it is now becoming an important branch of business. All our common school books are now printed in the country; and I hope the day is not far distant when, in the largest sense, Canada will be a *book publishing*, as well as a *book reading* country.

Having noticed, perhaps more formally than was necessary, this only and narrow objection against public libraries, I will now state the steps which have been taken to establish this vitally important branch of our system of public instruction, and some of its results and advantages.

The first practical step towards establishing public school libraries in Upper Canada, was taken in the autumn of 1850. In that year the preliminary arrangements were made with the chief publishers in England and the United States, to supply the department with quantities of such works as might be selected by me, and approved by the council of public instruction for Upper Canada.

In 1853, the arrangements in regard to this important branch of our system of public instruction were perfected; and towards the close of that year—(having obtained the necessary supply from England and the United States)—the first library was despatched from the department. Since that time, the officers of the department, charged with this special duty, have been incessantly engaged in receiving books, and in despatching libraries to every part of Upper Canada. Up to the date of this report, there were despatched from the library depositories, libraries containing 105,509 volumes. A detailed statement of the number of libraries sent out, the names and designation of the municipalities and school sections, which have procured libraries, the amounts contributed from local sources for this object, the number of volumes sent out in each department of literature, and other statistical information in regard to libraries up to the close of 1854, will be found on referring to table K.

The regulations which have been adopted for the management and control of the libraries will be found in appendix F.

It will be seen by Table K, how widely the advantages of these public libraries have already been diffused. Each of the forty-two counties in Upper Canada, with the exception of Addington, Bruce and Victoria, has availed itself of the facilities which the Department, through the liberality of the Legislature, has been enabled to afford. They have been equally open to the most distant school sections as well as to the metropolis—to the most remote and thinly inhabited municipalities as well as to the most populous and wealthy. Each has been aided from the legislative grant, and supplied with books according to the extent of their own exertions and the amount of money contributed from their own resources.

As a singular instance of how little influence distance can have in preventing the establishment of public libraries, I may mention that, while very respectable libraries have been ordered and despatched to the extreme northern townships of the province, bordering on the Ottawa River, not a single book has yet been procured for public school libraries in either of the populous and important cities of Toronto, Ottawa or London; while the school authorities in each of these cities complain of a want of some additional inducements to encourage the idle boys in their streets to attend the schools and enjoy the advantages of instruction. It is but reasonable to suppose that, if the inducement of free access to the interesting and often beautifully illustrated works on various branches of knowledge and social duties, which are usually supplied, was held out and explained to the parents of these children, or to the lads themselves, the groups of idle, listless, or mischievous boys, would, in a short time, be very materially lessened. Young people are easily interested, and soon acquire a taste for reading; but when left to themselves, instead of to the companionship of good books, this taste soon degenerates into a morbid craving for the most dangerous and worthless productions of the press.

The magnitude and importance of this noblest feature of our public school system was deeply felt by Lord Elgin, who, in one of his valedictory addresses delivered on leaving the province, referred to the "township and county libraries as the crown and glory of the institutions of the province!" This is certainly the true light in which to view such great instruments in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. The youth attending our schools are taught to read, and read they will, either for good or evil. It therefore becomes an important and momentous question in all systems of public instruction, how shall this want be supplied—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has

been carefully pondered, and each conclusion has been cautiously arrived at. It is therefore a matter of satisfaction to know that this care and anxiety has not been in vain, but that there will have been put into circulation in Upper Canada, before these pages are printed, upwards of 110,000 volumes of choice and excellent works, relating to almost every department of literature and science.

The many references to the popularity and usefulness of these libraries contained in the extracts from the remarks of the local superintendents, (Appendix A.) shew the great good which the circulation of the books already sent out has accomplished. It is to be hoped that the legislature will concur in the appropriation of a still further sum to aid the department in the diffusion of additional light and knowledge in Upper Canada, and the source of much comfort and enjoyment during the long nights of our Canadian winter.

#### QUESTION OF RELIGIOUS INSTRUCTION IN THE SCHOOLS.

On this important subject I deem it unnecessary to add more than a few words to what I stated in my report for 1851, and which is as follows:—

“The question of religious instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America—has agitated more than one country on the continent of Europe—has hitherto deprived England of a national system of education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain religious denominations, while the great mass of the labouring population is unreached by a ray of intellectual light, and is “perishing for lack of knowledge,” amidst the din of sectarian war about “religious education,” and under the very shadows of the cathedral and the chapel. If I have not made this question a prominent topic of remark in my annual reports, it is not because I have undervalued or overlooked its importance. In my first and preliminary *Report on a System of Public Elementary Instruction for Upper Canada*, I devoted thirty pages to the discussion of this subject (pp. 22-52), and adduced the experience and practice of the most educating countries in Europe and America respecting it. In preparing the draft of the school law, I have sought to place it where it has been placed by the authority of government, and by the consent of all parties in Ireland—as a matter of regulation by a National Board, and with the guards which all have considered essential. These regulations\* have been prepared and duly sanctioned, and placed in the hands of

\* The following are the regulations on the *Constitution and Government of Schools in respect to Religious and Moral Instruction*, prescribed by the Council of Public Instruction for Upper Canada:—

“As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. Where it cannot be carried out in mixed schools to the satisfaction of both

all school authorities; nor have I failed from time to time to press their importance upon all parties concerned. It is, however, worthy of remark, that in no instances have those parties who have thought proper to assail the school system, and myself personally, on the question of religious instruction, quoted a line from what I have professedly written on the subject, or from the regulations which I have recommended; while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

“As some prominence has been given to this question during the year by individual writers, and some vague statements and notions put forth, I will offer a few remarks on it.

“1. My first remark is that the system of common school instruction should,

Roman Catholics and Protestants, the law provides for the establishment of separate schools. And the common school act, fourteenth section, securing individual rights as well as recognizing Christianity, provides, ‘That in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians; Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law.’

“In the section of the act thus quoted, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the government itself.

“The common school being a day and not a boarding school, rules arising from domestic relations and, duties are not required; and as the pupils are under the care of their parents or guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

“In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada make the following regulations and recommendations:—

“1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the scriptures or catechism or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school.

“2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that ‘in the national schools the importance of religion is constantly impressed upon the minds of children through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of christians.’ In each school the teacher should exert his best endeavors, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country; humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.”—[These regulations, as lately modified, will be found in the Appendix.]

like the legislature which has established, and the government that administers it, be non-sectarian and national. It should be considered in a provincial rather than a denominational point of view—in reference to its bearing upon the condition and interests of the country at large—and not upon those of particular religious persuasions as distinct from public interests, or upon the interests of one religious persuasion more than upon those of another. And thus may be observed the difference between a mere sectarian and a patriot—between one who considers the institutions and legislation and government of his country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his sect above his country, and supports or opposes every public law or measure of government just as it may or may not promote the interests of his own sect irrespective of the public interests and in rivalry with those of our sects; the other views the well-being of his country as the great end to be proposed and pursued, and the sects as among the instrumentalities tributary to that end. Some, indeed, have gone to the extreme of viewing all religious persuasions as evils to be dreaded, and as far as possible proscribed; but an enlightened and patriotic spirit rather views them as holding and propagating in common the great principles of virtue and morality, which form the basis of the safety and happiness of society; and therefore as distinct agencies more or less promotive of its interests—their very rivalships tending to stimulate to greater activity, and, therefore, as a whole, more beneficial than injurious. I think a national system of public instruction should be in harmony with this national spirit.

“2. I remark again, that a system of public instruction should be in harmony with the views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically or practically exclude christianity in all its forms as an essential element in the education of the country, is exceedingly small, and that more than nine-tenths of the people regard religious instruction as an essential and vital part of the education of their offspring. On this, as well as on higher grounds, I lay it down as a fundamental principle that religious instruction must form a part of the education of the youth of our country, and that that religious instruction must be given by the several religious persuasions to their youth respectively. There would be no christianity among us were it not for the religious persuasions, since they, collectively, constitute the christianity of the country, and, separately, the several agencies by which christian doctrines and worship and morals are maintained and diffused throughout the length and breadth of the land. If in the much that certain writers have said about and against ‘sectarian teaching,’ and against ‘sectarian bias’ in the education of youth, it is meant to proscribe or ignore the religious teaching of

youth by sects or religious persuasions; then it is the theory, if not the design of such writers to preclude religious truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels! But if, on the other hand, it be insisted, as it has been by some, that as each religious persuasion is the proper religious instructor of its own youth, therefore each religious persuasion should have its own elementary schools, and that thus denominational common schools should supersede our present public common schools, and the school fund be appropriated to the denominations instead of to the municipalities; I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of universal education than is the former theory to the interests of all christianity. The history of modern Europe in general, and of England in particular, teaches us that when the elementary schools were in the hands of the church, and the state performed no other office in regard to schools than that of tax-assessor and tax gatherer to the church, the mass of the people were deplorably ignorant, and, therefore deplorably enslaved. In Upper Canada, the establishment and support of denominational schools to meet the circumstances of each religious persuasion would not only cost the people more than five-fold what they have now to pay for school purposes, but would leave the youth of minor religious persuasions, and a large portion of the poorer youth of the country, without any means of education, upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their religious faith.

“3. But the establishment of denominational common schools for the purpose of denominational religious instruction itself is inexpedient. The common schools are not boarding but day schools. The children attending them reside with their own parents, and are within the charge of their own pastors; and therefore the oversight and duties of the parents and pastors of children attending the common schools are not in the least suspended or interfered with. The children attending such schools can be with the teacher only from nine o'clock in the morning until four o'clock in the afternoon of five or six days in the week, while during his morning and night of each week day and the whole of Sunday, they are with their parents or pastors; and the mornings and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for religious studies and instruction—portions of time during which pupils are not and cannot be with the teacher, but are and must be, under the oversight of their parents or pastors. And the constitution or order of discipline of each religious persuasion enjoins upon its pastors and members to teach the summary of religious faith and practice required to be taught to the children of the members of each such persuasion. I might here adduce what is enjoined on this subject by the Roman Catholic, and



the several Protestant churches; but as an example of what is required, in some form or other, by the laws or rules of every religious persuasion, I will quote the 59th canon of the Church of England,—which is as follows:

“Every parson, vicar, or curate, upon every Sunday and holy day, before evening prayer, shall, for half an hour or more, examine and instruct the youth and ignorant persons in his parish, in the Ten Commandments, the Articles of the Belief, and the Lord’s Prayer; and shall diligently hear, instruct, and teach them the catechism set forth in the book of common prayer; and all fathers, mothers, masters, and mistresses, shall cause their children, servants and apprentices, which have not learned the catechism, to come to the church at the time appointed, obediently to hear, and to be ordered by the minister until they have learned the same. And if any minister neglects his duty herein, let him be sharply reprovèd upon the first complaint, and true notice thereof given to the bishop or ordinary of the place. If after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then excommunicated, and so remain until he will be reformed. And, likewise, if any of the said fathers, mothers, masters, or mistresses, children, servants, or apprentices, shall neglect their duties, of the one sort of not causing them to come, and the other in refusing to learn, as aforesaid, let them be suspended by their ordinaries, (if they be not children,) and if they so persist by the space of a month, then let them be excommunicated.”

“To require, therefore, the teacher in any common day school to teach the catechism of any religious persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each religious persuasion; and instead of providing by law for the extension of religious instruction and the promotion of christian morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the common school teacher the duties which their church enjoins upon them, and thus sanctioning immoralities in pastors and parents, which must, in a high degree, be injurious to the interests of public morals no less than to the interests of children and of the common schools. Instead of providing by law for denominational day schools for the teaching of denominational catechisms in school, it would seem more suitable to enforce by law the performance of the acknowledged disciplinary duties of pastors and members of religious persuasions by not permitting their children to enter the public schools until their parents and pastors had taught them the catechism of their own church. The theory, therefore, of denominational day schools is as inexpedient on religious grounds as it is on the grounds of economy and educational extension. The demand to make the teacher

do the canonical work of the clergyman is as impolitic as it is selfish. Economy as well as patriotism requires that the schools established for all should be open to all upon equal terms, and upon principles common to all—leaving to each religious persuasion the performance of its own recognised and appropriate duties in the teaching of its own catechism to its own children. Surely it is not the province of government to usurp the functions of the religious persuasions of the country; but it should recognize their existence, and therefore not provide for denominational teaching to the pupils in the day schools, any more than it should provide such pupils with daily food and raiment, or weekly preaching or places of worship. As the State recognizes the existence of parents and the performance of parental duties by not providing children with what should be provided by their parents—namely clothing and food,—so should it recognize the existence of the religious persuasions and the performance of their duties by not providing for the teaching in the schools of that which each religious persuasion declares should be taught by its own ministers and the parents of its children.

“4. But, it may be asked, ought not religious instruction to be given in day schools, and ought not government to require this in every school? I answer, what may or ought to be done in regard to religious instruction, and what the government ought to require, are two different things. Who doubts that public worship should be attended and family duties performed? But does it therefore follow that government is to compel attendance upon the one, or the performance of the other? If our government were a despotism, and if there were no law or no liberty, civil or religious, but the absolute will of the sovereign, then government would, of course, compel such religious and other instruction as it pleased,—as is the case under despotisms in Europe. But as our government is a constitutional and a popular government, it is to compel no farther in matters of religious instruction than it is itself the expression of the mind of the country, and than it is authorized by law to do. Therefore, in the ‘*General Regulations on the Constitution and Government of Schools respecting Religious Instruction,*’ (quoted in a note on a preceding page) it is made the duty of every teacher to inculcate those principles and duties of piety and virtue which form the basis of morality and order in a State, while parents and school teachers and school managers are left free to provide for and give such further religious instruction as they shall desire and deem expedient. If with us, as in despotic countries, the people were nothing politically or civilly but slaves and machines, commanded and moved by the will of one man, and all the local school authorities were appointed by him, then the schools might be the religious teachers of his will; but with us the people in each municipality share as largely in the management of the schools as they do in making the school law itself. They erect

the school-houses; they employ the teachers; they provide the greater part of the means for the support of the schools; they are the parties immediately concerned—the parents and pastors of the children taught in the schools. Who then are to be the judges of the nature and extent of the religious instruction to be given to the pupils in the schools: these parents and pastors, or the executive government, counselled and administered by means of heads of departments, who are changed from time to time at the pleasure of the popular mind, and who are not understood to be invested with any religious authority over the children of their constituents?

“5. Then, if the questions be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those countries in Europe in which denominational day schools alone are established and permitted by government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the countries of Europe or America? Nay, the very reverse is the fact. And it were not difficult to show that those denominational schools in England which were endowed in former ages, have often been the seats of oppressions, vices, and practices, that would not be tolerated in the most imperfect of the common schools in Upper Canada. And when our common schools were formerly, in regard to government control, chiefly under the management of one denomination, were the teachers and schools more elevated in their religious and moral character, than at the present time? Is not the reverse notoriously the case? And if enquiry be made into the actual amount of religious instruction given in what are professedly denominational schools, whether male or female, (and I have made the enquiry,) it will be found to consist of prayers not more frequently than in the common schools, and of reciting a portion of catechism each week—a thing which is done in many of the common schools, although the ritual of each denomination requires catechetical instruction to be given elsewhere and by other parties. So obviously unnecessary on religious grounds are separate denominational schools, that two school-houses which were built under the auspices of the church of England for parish schools of that church—the one at Cobourg, by the congregation of the Archdeacon of York, and the other in connection with Trinity church, Toronto East—have, after fair trial, been converted for the time being into common school-houses, under the direction of the public boards of school trustees in Toronto and Cobourg.

“6. I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors.

and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also what is taught at home by the parents and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the holy scriptures. In all such cases pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, nor the common school system.

“7. But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour’s walk of every man’s door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to temptation—most need the best counsels in religion and morals—are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth needs the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their pastor and parent. Hence what is supplied by the parent and pastor at home, ought, as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

“8. Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient, and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, nor for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers

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—vincive of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution.

“9. It is not, however, my intention to discuss the question of recognizing and aiding denominational colleges in a system of public instruction. My object in the foregoing remarks is to shew that the objections against the establishment of a system of denominational day schools, do not form any objections to granting aid to denominational colleges as institutions of science and literature, and open to all classes of youth who may be desirous of attending them.

“10. The more carefully the question of religious instruction, in connection with our system of common schools, is examined, the more clearly, I think, it will appear that it has been left where it properly belongs—with the local school municipalities parents and managers of schools—the government protecting the right of each parent and child, but beyond this and beyond the principles and duties of moralities common to all classes, neither compelling nor prohibiting—recognizing the duties of pastors and parents, as well as of school trustees and teachers, and considering the united labors of all as constituting the system of education for the youth of the country.”

What I thus wrote in my report for 1851, has not been weakened, nor does it require to be modified, by anything which has since been written on the subject. Nay, all that has since appeared, either in the way of advocacy or objection, has tended to illustrate the correctness of the foregoing views. I might multiply comparisons and illustrations, but I feel it is useless to do either. Among the very few individual objectors to the present system on the ground of a deficiency of religious instruction, the greater number have stated that they did not wish to have denominational schools, nor denominational instruction in the schools, but general religious instruction. But it may be submitted, whether the regulations do not provide for all religious instruction and exercises which are not denominational?

It has also been objected, that our school system has been adopted from that established in the State of Massachusetts, the tendency of which is alleged by the objectors to be irreligious. I reply that the religious features of our school system have been derived from the Irish National School system,—whose text books and general regulations have been adopted;—that the only feature of the Massachusetts school system which has been introduced into Upper Canada is the principle of supporting schools by a rate on property, and thus making the schools free; but this is at the option of each municipality. However, as to the religious and moral character and tendency of the Massachusetts school system, the testimony of competent and unexceptionable witnesses may be given—shewing how perfectly

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ignorant the few Canadian objectors are on a subject on which they have written so confidently, and made assertions so unjust and unfounded. This testimony, and an explanation of the circumstances under which it was given, will be found in Appendix G. of this Report.

Tables S. and T. contain a summary of interesting facts. The first (Table S.) shews the total amount granted by the Legislature for the support of the entire system of public schools in Upper Canada connected with this Department; and, also, the corresponding amount contributed by the different municipalities for the same object. From this summary it appears that the aggregate of the yearly legislative aid in favor of the public schools amounted to £39,254 12s. 8d., and the local equivalent to £40,598 2s. 5d. This is independent of the large sums contributed by the people themselves through the trustee corporations, amounting to £133,132 12s. 7d, or to a total sum of £173,730 15s. 0d., contributed from local sources; making a grand aggregate of £212,985 7s. 8d. expended in 1854, for the maintenance and support of the Grammar and Common Schools of Upper Canada, under the supervision of this Department. The last (Table T.) exhibits an interesting tabular view of the comparative results of the public school system, from 1842 to 1854 inclusive. This table is worthy of careful study. It shews at a glance the steady intellectual progress which has been made in Upper Canada during the last twelve years. This progress is but an earnest of what may yet, under Providence, be reached during the next twelve years, and which, if it at all keeps pace with the past, will place Canada among the first educating countries in the world.

I have the honor to be,

Your Excellency's

Most obedient and humble servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, *March*, 1855.

## PART II.

## STATISTICAL REPORT.

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TABLE A.

STATISTICAL

No.	Municipalities or Upper Canada.	Number of School Sections. Of which are Union Sections.	COMMON SCHOOLS					COMMON SCHOOL			
			No. of Schools reported	No. of Free Schools.	No. of Schools partly Free.	Separate Protestant.	Roman Catholic.	TEACHERS'			
								Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of Free School Assessment.	Amount of Rate-Bills and Subscriptions.
1	Glengarry.....	63	4	60	8	6	1	421 11 3	436 0 0	377 3 5	701 8 10
2	Stormont.....	63	3	62	14	8	1	311 7 7	306 18 8	337 4 0	566 18 2
3	Dundas.....	66	6	64	43	15	1	329 11 10	337 0 0	928 16 0	211 0 4
4	Prescott.....	45	7	41	33	9	1	240 10 8	356 0 0	427 17 3	64 6 7
5	Russell.....	14	2	14	11	1	1	68 15 2	101 0 0	142 10 0	40 11 5
6	Carleton.....	94	4	85	37	20	1	542 18 0	511 12 0	1577 1 7	705 1 2
7	Greenville.....	79	10	79	33	28	1	443 5 11	533 19 2	892 17 1	574 12 8
8	Leeds.....	133	20	129	48	46	1	647 18 3	793 1 1	1270 2 8	677 12 9
9	Lanark.....	191	16	190	26	50	1	588 0 11	607 0 1	1322 6 3	1001 13 10
10	Renfrew.....	45	9	34	11	9	1	186 15 0	185 8 2	431 19 5	315 13 7
11	Frontenac.....	79	6	60	38	7	2	458 15 10	505 0 0	713 0 0	431 2 10
12	Adirongton.....	70	6	70	28	12	1	363 6 6	425 0 0	639 9 5	683 8 10
13	Leicester.....	43	4	43	11	9	1	190 11 8	220 0 0	271 16 2	495 7 1
14	Prince Edward.....	91	4	91	20	58	1	414 18 0	580 0 0	1030 8 1	968 3 0
15	Hastings.....	149	7	123	71	12	1	652 8 9	652 8 9	2020 9 7	629 0 3
16	Northumberland.....	122	10	118	53	36	1	631 9 10	631 9 10	2077 6 7	975 13 8
17	Durham.....	57	9	84	20	23	1	620 13 2	637 10 4	1689 1 7	1540 1 10
18	Peterborough.....	50	4	48	23	10	1	312 11 1	422 0 0	948 19 0	319 4 2
19	Victoria.....	58	5	53	32	15	1	270 5 7	326 0 0	1017 10 0	215 0 8
20	Ontario.....	98	1	93	36	42	1	681 1 11	681 1 11	2137 14 10	1210 1 3
21	York.....	145	27	136	22	63	1	1164 18 11	1223 4 2	2712 13 2	2333 10 2
22	Peel.....	76	14	72	16	39	1	606 3 2	677 5 10	1294 17 11	1333 3 1
23	Simcoe.....	109	13	92	56	10	1	620 13 6	696 13 4	1291 19 3	852 5 5
24	Haltou.....	56	2	56	2	40	1	438 19 1	526 9 5	1018 5 8	1110 10 3
25	Wentworth.....	76	8	75	2	46	1	598 14 1	698 14 1	1213 15 1	1227 1 10
26	Brant.....	64	17	60	2	42	1	414 14 10	428 4 1	1315 14 11	965 3 1
27	Lincoln.....	64	15	65	15	31	1	387 3 2	415 13 7	1256 14 1	802 13 10
28	Welland.....	78	10	74	15	30	1	427 16 2	587 19 7	1282 16 7	937 7 10
29	Haldimand.....	74	14	73	27	32	1	422 15 9	754 0 0	1524 15 2	941 7 7
30	Norfolk.....	99	9	96	37	48	1	475 1 2	521 18 0	1020 12 4	769 5 1
31	Oxford.....	110	20	103	25	63	1	702 16 7	760 0 0	2352 6 0	1243 9 3
32	Waterloo.....	63	16	82	36	23	3	530 6 4	640 0 0	1708 19 10	796 7 4
33	Wellington.....	78	7	72	27	25	3	597 8 2	774 7 4	1179 10 0	917 0 3
34	Grey.....	61	15	55	45	3	1	277 19 4	382 0 0	964 8 0	157 1 9
35	Porth.....	47	6	47	32	9	1	351 9 10	351 9 10	929 14 1	338 1 0
36	Huron.....	59	14	59	35	10	1	428 1 10	428 1 10	1392 14 0	244 7 8
37	Bruce.....	5	1	5	1	5	1	67 10 1	70 9 0	74 11 0	48 6 8
38	Middlesex.....	141	14	127	35	73	1	761 6 8	774 4 2	3189 2 3	1418 2 1
39	Elgin.....	115	6	102	20	54	1	554 5 10	565 2 10	1533 1 0	1312 14 10
40	Kent.....	73	6	72	25	34	1	355 14 3	358 4 4	1321 14 9	622 7 7
41	Lambton.....	76	11	60	29	11	1	238 8 10	236 5 8	1209 2 10	504 11 11
42	Essex.....	53	6	51	22	7	1	348 4 5	403 2 3	1018 11 0	592 2 3

REPORT for 1854.

TABLE A.

No.	MONEYS.						OTHER SCHOOL MONEYS.		GRAND TOTAL.
	SALARIES.			MISCELLANEOUS.			Amount received for Grammar School purposes.	Amount received by other Educational Institutions.	
	Amount of last year's balances and received from other sources.	Total Amount received for Teachers' salaries.	Total Amount paid to Teachers.	Amount of balances unexpended or unappropriated.	Amount received for Building, Rent and repairs of School Houses.	Amount received for Libraries, Maps and Apparatus.			
1	£ 54 19 9	£ 2081 3 3	£ 1934 8 5	£ 146 14 10	£ 85 10 7	£ 59 2 6	£ 130 18 4	£ 12 0 0	£ 2378 3 8
2	58 0 0	1680 8 5	1580 8 5	146 14 10	85 14 11	141 5 0	130 18 4	12 0 0	1790 3 4
3	19 7 1	1835 15 9	1891 14 5	34 1 4	320 8 11	201 12 6	50 17 11	20 0 0	2414 8 1
4	27 2 7	1101 18 11	919 17 1	182 1 10	98 13 5	228 0 0	221 10 4	42 10 0	1692 12 8
5	25 5 4	401 17 1	381 19 0	20 7 1	20 0 0	30 0 0	20 0 0	20 0 0	451 17 1
6	90 8 1	3547 0 10	3328 6 2	218 14 8	328 11 6	310 16 1	131 0 0	50 0 0	4317 3 5
7	183 12 2	2598 7 0	2389 8 6	208 18 6	193 11 5	126 15 0	83 10 0	20 0 0	3001 3 5
8	199 17 5	3338 12 2	3438 4 7	150 7 7	862 19 6	78 15 9	110 0 0	50 0 0	4691 6 5
9	44 14 8	3564 4 0	3562 15 4	1 9 5	292 14 1	543 14 8	130 0 0	20 0 0	4550 13 6
10	24 19 10	1144 15 6	1119 10 3	25 5 3	125 5 5	202 10 0	201 5 10	20 0 0	1673 16 9
11	144 9 8	2252 8 4	2198 11 8	50 16 8	345 3 7	63 15 0	20 0 0	20 0 0	2661 6 11
12	210 17 11	2322 2 8	2306 18 1	15 4 7	206 19 7	6 10 0	505 0 2	20 0 0	3040 12 5
13	70 19 5	1248 14 4	1132 8 4	136 6 0	91 17 1	180 5 0	118 15 0	85 0 0	1724 11 5
14	50 14 1	3044 3 8	2830 18 7	213 10 1	359 14 11	319 4 0	178 1 0	200 0 0	4101 3 7
15	330 6 10	4294 3 2	4242 15 0	51 8 2	1114 8 3	318 16 9	154 7 6	23 10 0	5900 5 8
16	179 17 11	4495 17 10	4396 2 8	99 15 2	308 6 9	982 0 7	194 14 1	40 0 0	6105 10 3
17	112 18 1	4620 5 0	4639 5 0	81 0 0	337 11 2	240 1 3	240 1 3	20 0 0	5197 17 5
18	112 6 10	2115 0 1	2084 17 0	30 3 1	245 15 3	228 15 1	112 10 0	20 0 0	2702 0 5
19	53 8 3	1891 4 6	1892 4 6	1892 4 6	530 15 2	27 5 0	30 0 0	30 0 0	2479 4 8
20	277 2 4	4087 2 3	4648 18 0	338 4 3	486 13 8	312 0 2	263 1 11	30 0 0	6678 18 0
21	638 16 3	8073 2 8	7803 14 5	269 8 3	1401 19 7	1764 4 11	317 3 5	140 0 0	11696 10 7
22	35 0 8	3846 10 8	3846 10 8	3846 10 8	764 5 8	1163 14 5	66 1 0	135 0 0	5675 11 9
23	259 14 1	3630 5 7	3609 9 5	129 16 2	282 0 5	487 10 5	131 11 0	115 0 0	4646 7 5
24	128 10 2	3223 3 2	3177 12 8	45 10 6	228 7 10	142 10 8	351 14 10	59 0 0	4004 16 6
25	214 2 2	3852 7 3	3852 7 3	3852 7 3	578 5 5	291 17 5	116 10 0	58 0 0	4897 0 1
26	107 2 1	3230 10 0	3203 3 2	27 15 10	480 8 4	90 19 6	145 9 8	80 0 0	3802 6 10
27	226 11 0	3378 15 8	3192 11 11	186 3 9	368 18 6	122 1 10	145 9 8	80 0 0	4905 5 8
28	428 6 3	3664 6 5	3468 4 10	256 1 7	354 9 10	150 10 0	50 0 0	50 0 0	4169 6 7
29	23 15 1	3666 13 7	3456 5 10	216 7 0	843 4 5	328 5 8	50 0 0	50 0 0	4688 3 8
30	230 10 5	3923 7 0	3835 10 0	87 17 0	569 9 3	175 13 9	12 10 0	12 10 0	4672 0 0
31	234 0 9	5293 1 7	4019 9 8	673 11 11	865 2 3	909 19 5	30 0 0	30 0 0	7098 3 3
32	231 10 3	3907 3 0	3746 17 9	190 6 0	1544 5 1	180 16 10	87 0 0	87 0 0	5710 5 8
33	118 14 1	3687 8 10	3564 0 8	23 8 2	987 12 10	239 18 3	150 0 0	740 0 0	5704 19 11
34	133 10 9	1915 0 7	1672 5 8	243 3 11	431 11 11	210 13 16	2567 15 4	2567 15 4	2567 15 4
35	99 5 9	2070 0 6	1927 14 11	142 6 7	137 10 7	424 15 6	2932 6 7	2932 6 7	2932 6 7
36	15 5 8	2508 11 9	2504 1 7	4 10 2	408 17 2	309 19 3	317 8 2	317 8 2	317 8 2
37	16 17 6	278 3 3	216 8 4	67 14 17	90 6 4	0 7 6	368 17 1	368 17 1	368 17 1
38	196 9 9	6289 4 11	6022 17 0	266 7 2	938 9 11	693 11 10	610 0 0	610 0 0	8431 6 8
39	147 5 3	4112 10 6	4112 10 6	4112 10 6	597 1 6	219 13 10	4920 5 10	4920 5 10	4920 5 10
40	89 3 1	2746 4 0	2503 5 7	242 18 5	859 16 4	693 1 4	60 0 0	60 0 0	4374 1 4
41	201 12 5	2580 1 8	2260 4 8	677 6 10	677 6 10	183 4 10	159 9 5	159 9 5	3690 2 9
42	180 12 6	2457 12 4	2198 16 0	263 16 4	201 16 9	261 2 4	223 16 1	400 0 0	3444 7 6

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TABLE A.—(Continued.)

STATISTICAL

No.	Municipalities of Upper Canada.	Number of School Sections.	Of which are Union Sections.	COMMON SCHOOLS.				COMMON SCHOOL TEACHERS' SALARIES.				
				No. of Schools reported.	No. of Free Schools.	No. of Schools partly free.	Separate Protestant.	Roman Catholic.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of School Section Free School Assessment.	Amount of Rate-Bills and Subscriptions.
<i>Cities.</i>												
1	Toronto	14	14	7	7	7	737 6 4	1023 15 6		334 19 2		
2	Hamilton	5	5	5			338 2 0	1328 3 8				
3	Kingston	11	11	2	9	2	277 11 1	645 0 4		182 0 0		
<i>Towns.</i>												
1	Bellefleur	6	6	6		1	109 9 3	607 4 1				
2	Brampton	5	5			1	92 17 8	343 12 1		245 7 3		
3	Brockville	4	4			1	77 15 4	114 19 10		161 12 5		
4	Bytown	16	16				185 18 4	760 8 10		214 5 9		
5	Cobourg	5	5				92 14 1	111 18 7		220 11 5		
6	Comwall	4	4				39 8 8	118 11 4		51 2 5		
7	Dundas	1	1				84 5 2	237 1 1		71 3 2		
8	Goderich	2	2			1	31 16 9	149 10 3				
9	London	1	1				168 10 11	982 18 5		14 5 10		
10	Niagara	4	5			1	80 0 5	196 19 10		124 18 11		
11	Perth	1	1			1	45 18 1	406 10 7		8 8 4		
12	Peterborough	1	2			1	52 9 10	305 12 2		50 0 0		
13	Pictou	4	5			1	37 11 9	101 1 7		125 0 0		
14	Port Hope	4	4				59 6 5	131 13 0		132 4 4		
15	Pre-cott	4	4			1	51 13 1	110 5 1		144 10 0		
16	St. Catharines	3	3				104 13 0	208 9 5		246 16 8		
<i>Town Municipalities.</i>												
1	Amherstburgh	3	4			1	45 0 10	128 16 8		214 15 0		
2	Burrio	1	2				24 2 6	90 17 6				
3	Chatham	1	3			1	49 11 10	227 0 8		166 17 6		
4	Geolph	4	5			1	44 11 3	162 0 8		153 0 10		
5	Simcoe	3	3				34 15 9	199 8 3				
6	Woodstock	2	2				50 12 0	369 17 3		127 7 3		
<i>Villages.</i>												
1	Berlin	1	3				25 6 7	147 17 2				
2	Rowinaville	1	1				56 6 0	99 14 0		55 0 0		
3	Brampton	1	1				17 5 0	76 4 7		44 16 2		
4	Caledonia	1	2				27 6 8	108 9 3		37 10 10		
5	Chippewa	1	2				28 11 7	101 2 7		9 4 3		
6	Galt	1	1				53 17 2	97 3 1		199 13 9		
7	Ingersoll	1	1				28 10 2	80 14 11		95 9 5		
8	Oshawa	1	1				27 7 2	53 8 2		84 0 9		
9	Paris	1	2				45 5 7	288 18 7				
10	Preston	1	1				28 5 5	208 16 0		11 5 11		
11	St. Thomas	1	1				30 10 5	160 0 0		66 2 0		
12	Smith's Falls	1	1				20 10 1	146 18 1		76 18 4		
13	Stratford	1	2				20 18 6	103 5 8				
14	Thorold	1	3			1	26 2 9	160 8 3		120 4 6		
15	Trenton	1	3				22 16 5	149 5 9				
16	Windsor	1	1				9 12 8	65 7 4				
17	Vienna	1	1			1	24 3 0	128 2 1		37 6 2		
18	Yorkville	1	2				31 14 9	138 7 9		9 17 6		
Grand Total, 1854		3412	388	3244	1177	1160	22022 13 7	32997 7 7	51084 3 2	36899 8 5		
" " 1853		3300	447	3127	1052	648	22591 12 3	30141 1 0	33208 2 6	33367 15 2		
Increase		112	117	126	521	12	31 1 4	2856 6 7	13776 0 8	2531 13 3		
Decrease			50			1						

REPORT for 1854.

TABLE A.—(Continued.)

No.	MONEYES.	SALARIES.				MISCELLANEOUS.		OTHER SCHOOL MONEYES.		GRAND TOTAL.
		Amount of last year's balances and received from other sources.	Total Amount received for Teachers' salaries.	Total Amount paid to Teachers.	Amount of balances unexpended or unappropriated.	Amount received for Building, Rent and repairs of School Houses.	Amount received for Libraries, Maps and Apparatus.	Amount received for Grammar School purposes.	Amount received by other Educational Institutions.	
<i>Cities.</i>										
1	Toronto	285 19 0	2382 0 0	2382 0 0	177 17 9	1114 5 3	20 0 0	775 2 8	18071 12 7	22363 0 6
2	Hamilton	1666 5 8	1658 5 8	1658 5 8	8 0 0	2701 17 9	596 16 4	400 0 0	1500 0 0	6864 10 9
3	Kingston	162 14 11	1267 6 4	1050 8 4	177 17 9	304 16 7	93 10 5	349 0 6	2100 0 0	4120 2 10
<i>Towns.</i>										
1	Bellefleur	22 17 6	730 10 10	572 19 3	166 11 7	202 1 0	30 7 11	347 8 4	700 0 0	2019 8 1
2	Brampton	71 4 2	753 1 2	743 10 7	9 10 7	1535 6 11	67 1 10	231 12 4	120 0 0	2747 2 3
3	Brockville	217 18 3	602 5 10	381 9 0	220 16 10	120 15 10	10 15 8	389 3 4	630 0 0	1763 0 8
4	Bytown	390 0 0	1550 12 11	1278 15 9	271 17 11	7 10 0		234 10 5	750 0 0	2542 13 4
5	Cobourg	21 18 2	459 3 0	438 15 0	11 8 0	66 2 0	100 0 0	138 10 0	900 0 0	1654 15 0
6	Comwall		209 2 5	209 2 5		224 2 0		180 0 0		613 4 5
7	Dundas		392 9 5	392 9 5		18 13 6	6 10 0		260 0 0	677 12 11
8	Goderich	27 5 5	208 12 5	177 10 0	31 2 5	18 16 6		364 13 4	100 0 0	692 2 3
9	London	102 4 7	1267 19 9	1118 18 4	149 1 5	44 9 5	10 18 10	419 18 6	600 0 0	2345 6 6
10	Niagara	100 12 9	502 11 11	383 10 0	114 1 11	12 7 0		286 11 6	300 0 0	1161 11 2
11	Perth		460 17 0	426 3 4	34 13 8	146 9 0	19 3 1	123 0 0	60 0 0	809 9 1
12	Peterborough		498 2 0	494 0 0	4 2 0	45 8 3	2 10 0	100 0 0	160 0 0	806 0 3
13	Pictou	41 7 5	305 0 9	266 10 0	39 10 9	32 17 0	0 16 0		150 0 0	633 13 9
14	Port Hope	9 6 3	332 19 0	332 19 0		5 10 0		167 9 0	147 0 0	652 9 0
15	Pre-cott	57 14 8	364 2 10	343 0 10	21 2 0	51 1 3		123 1 8	45 0 0	583 5 9
16	St. Catharines	6 0 0	565 19 1	564 3 4	1 15 9	23 5 3	2 5 0	145 18 8	200 0 0	937 8 0
<i>Town Municipalities.</i>										
1	Amherstburgh	3 17 6	392 10 0	392 10 0		1 15 0				391 5 0
2	Burrio	83 5 0	193 5 6	115 0 0	83 5 0		50 0 0		267 5 5	735 10 5
3	Chatham	14 5 0	457 15 0	457 15 0		98 14 8	10 12 0	200 11 4	110 0 0	877 13 0
4	Geolph	13 13 1	373 7 10	364 8 7	8 19 3	328 15 1	22 0 0	368 12 1	153 0 0	1185 15 0
5	Simcoe		234 4 0	223 6 8	10 17 4	25 0 5		318 6 0	140 0 0	717 10 5
6	Woodstock		547 16 6	520 0 0	27 16 6	867 6 2		216 17 0	50 0 0	1681 19 8
<i>Villages.</i>										
1	Berlin	37 4 7	203 8 4	206 7 1	2 1 3	34 5 0	55 17 6			208 10 10
2	Rowinaville	83 0 0	204 0 0	234 0 0	60 0 0	63 0 0			80 0 0	680 16 0
3	Brampton		138 5 9	112 10 0	25 15 9	3 0 0	50 0 0		25 0 0	216 5 9
4	Caledonia		173 6 9	148 18 10	24 7 11	26 12 2	1 0 0	146 9 0	50 0 0	397 7 11
5	Chippewa	35 8 5	174 6 10	127 1 8	47 5 2				200 0 0	374 6 10
6	Galt	30 6 10	381 0 10	381 0 10		32 4 7	51 1 1	308 9 7	60 0 0	830 16 1
7	Ingersoll		250 13 6	199 17 7	50 15 11	5 11 3	58 16 6	137 17 6	55 0 0	807 18 9
8	Oshawa	40 0 7	204 16 8	204 16 8		31 6 7	18 10 0		60 0 0	314 13 3
9	Paris	13 10 0	347 14 8	322 10 0	25 4 8	18 5 11	44 0 0	128 5 8	162 0 0	700 6 3
10	Preston		248 7 4	218 7 4		140 15 5	55 10 3			444 18 0
11	St. Thomas	46 13 8	303 6 1	303 6 1		24 0 0		246 12 3	60 0 0	633 18 4
12	Smith's Falls	5 11 5	249 17 11	220 0 0	29 17 11	60 15 3		36 5 10	30 0 0	376 19 0
13	Stratford	21 13 6	145 17 8	123 9 8	20 8 0	12 7 0		77 10 10		235 15 6
14	Thorold		308 15 6	306 15 6		61 10 11	10 12 3			503 18 0
15	Trenton	13 14 6	185 16 8	185 16 8		17 5 4		112 0 0	60 0 0	375 2 0
16	Windsor		75 0 0	75 0 0					60 0 0	135 0 0
17	Vienna	26 3 7	215 14 10	189 11 7	26 8 3	22 14 11	9 0 6	45 12 6	25 0 0	318 2 9
18	Yorkville		180 0 0	180 0 0		13 7 1				193 7 1
Grand Total, 1854		8252 17 5	151756 10 2	144717 10 9	7038 19 5	28827 17 11	15040 1 10	1928 13 4	31675 8 0	230128 11 8
" " 1853		5730 9 4	130039 0 3	122441 8 4	7657 11 11	30730 11 10	1377 10 1	10743 11 1	26783 8 2	106674 1 5
Increase		2522 8 1	21717 9 11	22276 2 5		13062 11 9		1185 2 3	4791 10 10	39554 10 3
Decrease						618 12 6				

TABLE B.

STATISTICAL

NO.	Counties.	SCHOOL POPULATION AND PUPILS.													
		TOTAL ATTENDANCE.						AVERAGE ATTENDANCE.						Children not attending School.	
		Children between the ages of 5 and 16 years.		Pupils between the ages of 5 and 16 years.		Pupils over the age of 16 years.		Summer.			Winter.				
		Indigent Pupils.	Total Pupils attending School.	Boys.	Girls.	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.				
1	Glengarry.....	5974	3187	08	41	3285	1084	1801	1692	908	724	1537	888		640
2	Stormont.....	3021	2781	52	4	2433	1403	1340	1392	714	678	1349	714	635	1121
3	Dundas.....	3986	3204	170	24	3374	1702	1582	1717	862	855	1642	887	755	449
4	Prescott.....	3300	2047	105	25	2152	1115	1037	980	521	468	1003	539	404	1080
5	Russell.....	320	408	71	25	530	247	202	215	90	116	240	120	120	265
6	Carlton.....	7186	4852	150	42	5002	2754	2248	2122	1145	977	2122	1140	982	2468
7	Grenville.....	5727	4116	106	27	4282	2258	2020	2040	1086	963	2034	1141	943	1889
8	Leeds.....	8093	5832	397	125	6220	3183	3046	2547	1462	1085	2686	1488	1198	1890
9	Lanark.....	6978	4887	150	36	5037	2782	2255	2340	1266	1074	2301	1310	901	1462
10	Renfrew.....	2085	1462	39	2	1401	847	644	693	300	303	691	421	270	827
11	Frontenac.....	4961	3568	105	46	3675	1953	1720	1680	889	791	1557	884	673	968
12	Addington.....	4398	3537	96	30	3653	1944	1709	1637	828	800	1583	832	701	323
13	Lennox.....	2219	1624	119	36	1743	930	813	702	418	374	862	497	395	461
14	Prince Edward.....	4877	3876	411	51	4287	2413	1874	1828	900	919	2201	1239	962	1126
15	Hastings.....	8245	5967	348	80	6315	3378	2937	3051	1571	1480	3102	1510	1092	1747
16	Northumberland.....	8080	5375	307	60	5772	3135	2937	2636	1357	1279	2005	1431	1174	2349
17	Durham.....	7677	5520	313	47	5333	3279	2534	2377	1348	1029	2325	1462	805	1142
18	Peterborough.....	3605	2902	114	20	3016	1620	1399	1347	672	675	1324	734	598	914
19	Victoria.....	3942	2745	339	4	3084	1707	1377	1377	778	599	1881	823	558	662
20	Ontario.....	8497	6200	458	93	6058	3044	3014	2034	1506	1363	2733	1598	1135	2328
21	York.....	13540	9315	481	601	9796	5585	4211	4224	2007	2217	4272	2521	1761	3843
22	Peel.....	6187	4634	236	105	4870	2755	2115	2212	1218	994	2297	1354	943	1471
23	Simcoe.....	8003	5523	187	33	5710	3062	2648	2346	1292	1051	2222	1305	917	2441
24	Halton.....	4891	3482	209	40	3691	2133	1558	1715	1010	705	1740	1082	678	917
25	Westworth.....	6500	4339	237	64	4576	2639	1937	1031	1071	860	2109	1251	858	1806
26	Brant.....	4295	3230	342	37	3578	1906	1582	1517	735	782	1635	927	708	792
27	Lincoln.....	5807	3229	248	18	3474	2143	1831	1636	852	784	1881	1064	707	678
28	Welland.....	4813	3639	507	63	4163	2353	1810	1678	888	787	1963	1051	912	968
29	Haldimand.....	5976	3718	181	42	3899	2275	1624	1831	947	884	1895	1044	851	1128
30	Norfolk.....	5962	4508	527	79	5005	2763	2332	2194	1130	1094	2468	1425	1043	1010
31	Oxford.....	8456	6339	507	139	6846	3822	3024	3380	1845	1535	3156	1794	1362	1545
32	Waterloo.....	7430	5316	182	47	5498	3237	2261	1754	992	762	1892	742	1060	2048
33	Wellington.....	6152	5112	153	42	6265	2998	2267	2103	1133	970	1954	1167	787	2004
34	Grey.....	3941	2472	106	1	2578	1390	1188	1187	633	554	1051	594	457	1079
35	Perth.....	4947	2884	81	19	2965	1623	1342	1490	855	635	1489	836	653	1220
36	Huron.....	5953	4044	104	22	4148	2338	1810	1814	1066	808	1643	955	688	1721
37	Bruce.....	438	312	9	63	321	185	130	141	86	55	99	58	34	N.R.
38	Middlesex.....	9183	7988	829	54	7017	4129	3788	3471	1886	1585	3491	2010	1475	1606
39	Edin.....	6079	5292	388	62	5080	2991	2089	2508	1289	1219	2666	1516	1150	783
40	Kent.....	4794	3490	153	8	3643	1953	1690	1595	819	770	1633	928	755	763
41	Lambton.....	3584	3080	155	4	3235	1488	1747	1348	649	699	1271	686	580	1203
42	Essex.....	4262	2483	158	20	2841	1514	1127	1195	667	528	1250	723	627	1265

REPORT for 1854.

TABLE B.

NO.	PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.																			
	READING CLASSES.					ARITHMETIC.			OTHER BRANCHES OF INSTRUCTION.											
	First or lowest class.	Second or next lowest class.	Third or third lowest class.	Fourth or next to highest class.	Fifth or highest class.	Total.	1st National or Elementary Rules.	2nd National or Higher Rules.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.			
	Vocal Music.	Linear Drawing.	Other Studies.																	
1	627	654	062	051	435	1265	918	217	555	539	150	1540	24	23	11	5	52	20	105	31
2	695	714	062	528	177	1186	771	405	509	581	96	1434	08	14	15	12	12	6	...	...
3	636	660	728	670	370	1319	886	273	525	581	32	1473	55	23	30	3	10	...	...	...
4	453	461	389	388	357	776	519	201	341	264	41	916	24	9	2	3	24	...	...	...
5	113	116	94	99	44	211	108	41	58	58	11	260	0	3	3	...	...	...	...	...
6	949	979	1036	940	636	1716	1141	432	631	1022	166	2265	39	18	22	135	85	...	...	...
7	837	790	1827	914	527	1660	911	536	479	569	192	1959	49	16	19	9	23	15	...	...
8	1164	1203	1553	1300	782	2624	2034	446	768	905	122	3002	57	12	19	13	30	...	...	...
9	811	766	1051	1215	719	1933	1397	386	779	731	137	2425	76	45	20	39	20	164	5	...
10	322	303	369	236	143	663	333	61	155	167	38	681	21	1	2	4	...	...	...	...
11	639	624	784	656	307	1334	836	274	528	527	116	1429	42	10	20	23	42	50	7	...
12	481	578	611	659	521	1692	1199	338	667	784	150	1592	98	20	63	38	107	20	...	...
13	267	313	334	259	322	751	530	141	325	430	167	767	40	9	20	11	42	5	...	...
14	602	783	855	987	901	2331	1759	575	913	1572	834	2393	99	22	86	29	133	164	5	...
15	1150	1269	1332	1017	765	2358	1823	495	1218	1657	593	2520	149	21	74	39	326	543	51	...
16	905	1064	1206	1124	657	2251	1806	311	675	1069	788	2399	79	12	17	69	48	...	...	...
17	841	917	1316	1076	655	2395	1634	531	597	1249	126	2759	80	35	49	27	35	211	10	...
18	622	524	655	472	259	1076	911	136	248	303	195	1164	17	15	5	3	9	...	...	...
19	473	528	599	462	301	761	478	208	262	327	64	1490	24	20	9	11	7	...	...	...
20	1059	1187	1598	1133	958	2838	2000	480	995	1480	317	3076	138	88	90	48	218	183	190	73
21	1572	1766	2166	1690	1266	6956	3447	904	1769	3423	545	4937	170	102	142	88	280	410	37	...
22	731	933	1167	911	617	2957	1618	519	769	1178	230	2382	116	52	63	35	83	259	60	...
23	1092	1126	1424	949	413	2188	1937	246	661	766	116	2199	23	7	13	3	63	92	8	...
24	487	619	770	725	540	1713	1397	314	806	970	309	1786	115	29	71	23	151	147	...	...
25	700	784	840	798	664	1845	1515	298	721	963	221	2133	75	31	27	5	27	132	44	...
26	446	602	740	703	673	1823	1399	857	818	1173	192	1965	99	67	69	19	84	25	15	...
27	482	616	694	726	543	1513	936	437	597	844	319	1723	70	22	38	65	115	142	12	...
28	639	685	890	713	716	1924	1193	476	964	1468	188	2314	60	33	77	22	59	400	41	...
29	736	805	790	611	467	1404	1089	257	440	610	117	1469	30	24	17	13	59	31	...	...
30	789	907	982	985	710	2770	1574	349	679	1138	268	2317	98	31	66	25	119	62	4	...
31	1164	1347	1486	1394	956	3124	2668	421	1087	1812	186	3345	71	39	41	20	223	377	...	...
32	1455	1367	1234	811	355	2125	2188	285	715	1105	137	2999	32	8	26	15	70	1129	...	...
33	1003	818	1066	872	595	1917	1557	233	806	1039	415	2159	38	30	20	13	35	12	...	...
34	546	606	576	382	78	742	65													



TABLE C.

STATISTICAL

NO.	Counties.	NUMBER OF COMMON SCHOOLS																		
		READERS.		ARITHMETICS.			GRAMMARS.			GEOGRAPHIES.			SPELLING BOOKS.							
		National.	English.	Various.	National.	Walkingame's.	Thompson's.	Various.	National.	Lennie's.	Kirkham's.	Various.	Sullivan's National.	Morse's.	Olney's.	Various.	Mavor's.	Canada.	Sullivan's.	Various.
1	Glenarry	7	35	54	60	12	4	47	44	10	1	4	29	5	3	6	14	20		
2	Stormont	4	38	60	12	4	47	44	10	1	4	29	5	3	6	14	20			
3	Dundas	4	38	60	12	4	47	44	10	1	4	29	5	3	6	14	20			
4	Prescott	2	10	21	12	1	3	31	10	1	1	1	34	2	1	2	12	2		
5	Russell	3	13	12	1	1	9	10	1	1	1	1	34	2	1	2	12	2		
6	Carleton	1	68	82	3	3	2	61	3	3	2	2	55	1	1	2	23	2		
7	Greenville	11	31	30	30	15	2	31	15	1	1	1	57	12	1	5	10	23		
8	Leeds	11	47	24	26	16	1	16	17	1	1	1	111	1	1	1	98	6	1	
9	Lanark	27	71	79	15	5	5	81	8	1	1	1	57	12	1	5	11	25	6	
10	Renfrew	4	17	24	2	0	1	22	2	1	1	1	21	25	1	6	6	1	6	
11	Frontenac	5	41	65	54	14	1	19	36	3	3	1	50	3	4	21	25	1	1	
12	Addington	4	53	66	66	1	1	6	57	1	1	1	50	3	3	14	1	38	15	
13	Lennox	8	23	41	38	1	1	1	36	1	1	1	31	6	1	9	1	9	16	
14	Prince Edward	5	25	97	87	5	1	1	37	1	1	1	36	2	2	8	8	15	15	
15	Hastings	26	73	119	119	1	1	0	3	8	8	5	92	2	1	13	25	78	47	
16	Northumberland	11	49	113	108	3	7	22	61	2	3	3	80	4	4	18	21	23	33	
17	Durham	7	67	84	82	4	4	8	55	24	2	3	63	3	3	4	43	11	13	
18	Peterborough	5	26	44	38	4	3	7	19	4	4	4	20	2	2	8	1	15	12	
19	Victoria	7	24	38	36	15	3	2	26	5	2	2	36	1	1	3	11	14	9	
20	Ontario	9	60	72	78	14	6	40	22	1	1	1	66	1	1	6	10	25	13	
21	York	21	81	130	126	3	7	9	112	4	11	113	33	1	1	24	36	70	70	
22	Peel	9	60	71	68	2	1	5	50	4	2	2	66	1	1	1	11	26	11	
23	Simcoe	18	68	80	88	11	12	19	46	2	2	2	51	1	3	16	17	19	16	
24	Halton	13	50	55	52	3	2	24	5	18	6	6	28	4	4	3	2	20	20	
25	Wentworth	11	41	72	70	1	1	2	41	2	2	2	23	4	2	12	14	14	5	
26	Brant	4	17	55	52	1	1	39	11	1	2	2	42	41	1	2	7	14	13	
27	Lincoln	2	2	58	50	1	14	11	52	1	1	1	61	1	1	24	6	24	24	
28	Windsor	10	3	67	59	1	5	8	46	9	3	3	52	13	1	33	4	19	6	
29	Haldimand	6	31	71	65	4	4	11	18	2	2	2	47	9	1	2	40	7	6	
30	Norfolk	9	39	101	101	1	1	57	32	2	2	2	70	22	2	11	10	12	21	
31	Oxford	2	61	75	75	1	1	5	50	5	2	2	51	7	1	5	1	1	30	
32	Waterloo	28	59	91	92	1	2	3	83	1	1	1	84	4	1	4	35	7	24	
33	Wellington	19	42	75	64	4	1	45	5	1	6	4	4	1	1	12	6	21	4	
34	Grey	11	45	50	41	3	5	28	2	1	1	1	26	1	1	7	4	9	5	
35	Perth	9	27	41	38	1	1	27	1	1	1	1	20	1	1	8	7	0	18	
36	Huron	15	46	57	57	1	1	40	3	1	1	1	27	2	1	1	1	1	12	
37	Brace	2	4	5	5	1	1	4	4	1	1	1	5	2	1	1	1	4	4	
38	Middlesex	20	97	130	120	3	1	10	00	4	4	5	57	24	3	11	32	25	47	
39	Elgin	7	36	102	92	1	1	3	53	42	1	1	68	15	6	7	31	18	4	
40	Kent	13	18	69	65	2	2	20	24	13	1	1	32	2	1	11	22	5	8	
41	Lambton	8	37	60	58	1	2	34	4	1	1	1	33	2	0	11	7	8	1	
42	Essex	20	19	32	27	1	1	16	1	1	1	1	22	1	10	5	4	6	10	

REPORT for 1854.

TABLE C.

NO.	USING TEXT BOOKS AND APPARATUS.																MODES OF INSTRUCTION.							
	HISTORIES.		BOOK-KEEPINGS.		MENSURATIONS.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.				APPARATUS.		MODES OF INSTRUCTION.							
	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Latin.	Greek.	Other Books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	Individual, or teaching one by one.	Simultaneous, or teaching by classes.	Monitorial, or teaching by aid of Monitors.
1	4	1	12	8	5	5	6	2	4	3	1					2	20	38	4	8	1	44		15
2	2	1	11	5	5	2	3	2	2	2	1					2	5	26	47	10	2	5	37	24
3	2	1	10	4	4	4	1	1	1	1						1	1	10	20	1	2	2	29	2
4	3	1	4	4	4	1	1	1	1	1						1	2	8	8	1		2	23	18
5	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	3
6	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	15
7	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	23
8	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	11
9	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	17
10	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	3
11	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	6
12	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	5
13	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	2
14	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	5
15	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	14
16	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	18
17	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	6
18	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	13
19	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	31
20	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	47
21	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	49
22	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	13
23	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	30
24	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	29
25	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	10
26	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	7
27	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	8
28	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	9
29	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	23
30	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	58
31	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	20
32	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	19
33	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	14
34	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	20
35	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	14
36	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	20
37	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	5
38	1	1	1	1	1</																			





TABLE D — (Continued.)

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.		COMMON SCHOOL																				
		TOTAL.		RELIGIOUS FAITH.										TRAINED IN				Other Institutions.				
		Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as "Protestants."	Universists and Unitarians.	Other Persuasions.	Not Reported.	Total.	Male.	Female.	Other Institutions.		
No.	Cities.	31	16	18	5	10	3	3	12	2	...	...	...	...	3	16	6	10	...			
1	Toronto	12	7	15	4	3	4	4	12	2	...	...	...	...	1	17	4	13	...	3		
2	Hamilton	14	6	8	12	3	2	6	...	...	...	...	...	...	1	...	...	...	...	...	...	
3	Kingston	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Towns.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	Bellefleur	8	5	3	12	2	1	2	...	...	...	...	...	...	1	1	1	...	...	...	...	
2	Bramford	10	4	4	1	2	3	3	...	...	...	...	...	...	...	6	3	3	...	...	...	
3	Brockville	6	3	3	1	2	3	3	...	...	...	...	...	...	...	1	1	...	...	...	...	
4	Rytown	10	10	6	2	10	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	Cobourg	6	6	6	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
6	Cornwall	4	2	2	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
7	Druidas	4	2	2	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
8	Goderich	2	1	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
9	London	12	7	7	3	3	3	3	...	...	...	...	...	...	...	6	6	3	...	...	...	
10	Nazara	6	3	3	2	1	1	1	...	...	...	...	...	...	...	1	1	1	...	...	...	
11	Perth	6	3	3	3	1	1	1	...	...	...	...	...	...	...	1	1	1	...	...	...	
12	Peterborough	7	4	3	1	2	1	1	...	...	...	...	...	...	...	1	1	1	...	...	...	
13	Pictou	5	4	1	1	1	1	1	...	...	...	...	...	...	...	1	1	1	...	...	...	
14	Port Hope	4	3	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
15	Prescott	4	5	2	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	St. Catharines	7	5	2	1	1	3	...	...	...	...	...	...	...	...	1	1	...	...	...	...	
Town Municipalities.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	Amberstburgh	5	2	3	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2	Barrie	2	1	1	1	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	Chatham	2	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4	Guelph	5	4	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	Sarnia	3	2	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
6	Woodstock	6	4	2	1	3	...	...	...	...	...	...	...	...	...	3	3	...	...	...	...	
Villages.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	Berlin	3	2	1	...	1	1	...	...	...	...	...	...	...	...	1	1	...	...	...	...	
2	Bowmanville	2	1	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	
3	Brampton	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4	Caledon	2	2	...	...	...	1	...	...	...	...	...	...	...	...	1	1	...	...	...	...	
5	Chippewa	5	5	1	1	1	3	...	...	...	...	...	...	...	...	2	2	1	...	...	...	
6	Galt	4	3	1	1	1	3	...	...	...	...	...	...	...	...	3	2	1	...	...	...	
7	Ingersoll	3	3	2	2	...	...	...	...	...	...	...	...	...	...	2	1	1	...	...	...	
8	Oshawa	2	2	2	2	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	
9	Paris	5	5	1	1	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	
10	Preston	3	3	3	1	...	...	...	...	...	...	...	...	...	...	2	2	1	...	...	...	
11	St. Thomas	4	4	2	2	...	...	...	...	...	...	...	...	...	...	2	1	1	...	...	...	
12	Smiths Falls	2	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
13	Stratford	2	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
14	Thorold	4	3	1	1	1	1	...	...	...	...	...	...	...	...	1	1	1	...	...	...	
15	Frankton	4	3	1	1	1	1	...	...	...	...	...	...	...	...	1	1	1	...	...	...	
16	Windsor	3	3	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
17	Vienna	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
18	Yorkville	2	2	1	1	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	
Grand Total, 1854		3339	2509	1031	702	42	989	1009	237	62	8	37	12	36	14	12	19	375	290	85	225	
" " 1853		3339	2601	938	740	386	940	1017	209	74	31	40	18	25	17	25	26	355	292	63	271	
Increase		...	93	...	3	40	...	...	27	...	23	...	...	...	...	...	...	20	...	23	...	
Decrease		...	93	...	38	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	46

REPORT for 1854.]

TABLE D — (Continued.)

TEACHERS.										AVERAGE ANNUAL SALARIES.				TIME OPEN.	
CERTIFICATES.					Highest Annual Salary.	AVERAGE ANNUAL SALARIES.				Total Time the Schools have been kept open.	Average Time the Schools have been kept open.				
County Board.		Total number classified.	Unclassified and unqualified.	Annulled.		Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.						
First class.	Second class.				Third class.	Provincial.	£	s.	£	s.	£	s.	M.	D.	M.
1	14	1	6	14	34	...	140	0	...	...	...	...	132	0	
2	2	1	1	3	22	...	300	0	...	...	...	...	12	0	
3	6	1	1	...	14	...	186	2	...	...	...	...	132	0	
1	5	...	1	2	8	...	100	0	...	...	...	...	60	0	
2	2	5	...	10	...	...	175	0	...	...	...	...	45	0	
3	2	2	...	1	6	...	95	0	...	...	...	...	48	0	
4	16	16	...	16	16	...	95	0	...	...	...	...	186	0	
5	1	1	...	2	6	...	108	15	...	...	...	...	80	0	
6	6	4	...	4	4	...	67	10	...	...	...	...	44	8	
7	7	1	...	4	4	...	112	10	...	...	...	...	11	0	
8	1	1	...	1	1	...	95	0	...	...	...	...	24	0	
9	9	9	...	3	12	...	200	0	...	...	...	...	60	0	
10	4	1	...	1	6	...	125	0	...	...	...	...	21	0	
11	11	2	...	1	6	...	200	0	...	...	...	...	60	0	
12	4	1	...	1	6	...	100	0	...	...	...	...	12	0	
13	4	2	...	1	6	...	135	16	...	...	...	...	24	0	
14	3	2	...	1	5	...	101	5	...	...	...	...	51	0	
15	2	1	...	1	5	...	85	0	...	...	...	...	48	0	
16	14	2	...	2	4	...	112	10	...	...	...	...	47	20	
17	1	1	...	1	5	...	200	0	...	...	...	...	22	0	
18	6	1	...	1	7	...	120	0	...	...	...	...	22	0	
1	2	1	...	1	5	...	100	0	...	...	...	...	44	0	
2	1	1	...	1	2	...	75	0	...	...	...	...	12	0	
3	4	4	...	1	5	...	100	0	...	...	...	...	32	15	
4	4	1	...	1	5	...	95	0	...	...	...	...	53	5	
5	2	1	...	1	3	...	100	0	...	...	...	...	32	0	
6	6	4	...	1	6	...	125	0	...	...	...	...	10	20	
1	1	1	...	1	3	...	100	0	...	...	...	...	24	0	
2	2	1	...	1	2	...	90	0	...	...	...	...	36	0	
3	3	3	...	1	3	...	90	0	...	...	...	...	36	0	
4	4	2	...	1	3	...	112	10	...	...	...	...	12	0	
5	5	2	...	1	2	...	85	0	...	...	...	...	22	0	
6	6	4	...	1	3	...									





TABLE E.—(Continued.)

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.	SCHOOL-HOUSES.														RENT AND REPAIRS.		Total Amount received for Building and Repair of School Houses.	Total Amount received for Rent, and Repairs of School Houses.														
	Total.	KIND.				TITLE.				BUILT DURING THE YEAR.				Amount received for Building School Houses.	Amount received for Rent and Repair of School Houses.																	
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.			Log.			Not reported.	Total.												
																					Total.											
No.	Cities.															£	s.	d.	£	s.	d.	£	s.	d.								
1	Toronto	13	6	...	7	...	6	3	4	...	3	...	3	...	3	...	3	232	6	0	114	5	3	2701	17	3						
2	Hamilton	4	2	...	...	...	4	...	...	...	...	...	...	...	...	...	...	2445	1	1	256	16	1	2701	17	3						
3	Kingston	11	2	...	...	...	1	...	10	...	...	...	...	...	...	...	...	304	16	7	304	0	0	304	0	0						
Towns.																																
1	Belleville	6	3	...	3	...	6	...	...	...	...	...	...	...	...	...	...	117	10	0	84	11	0	202	1	0						
2	Bramford	4	4	...	...	...	1	...	...	...	...	...	...	...	...	...	...	152	14	5	1573	6	11	1573	6	11						
3	Brockville	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54	4	5	66	11	5	120	15	10						
4	Bytown	16	1	...	10	...	10	...	...	...	...	...	...	...	...	...	...	7	10	0	7	10	0	7	10	0						
5	Colony	5	2	...	3	...	1	...	...	...	...	...	...	...	...	...	...	65	2	0	65	2	0	65	2	0						
6	Cornwall	4	3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	4	3	7	224	2	0	224	2	0						
7	Dundas	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	18	13	6	18	13	6	18	13	6						
8	Goderich	2	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	18	16	6	18	16	6	18	16	6						
9	London	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40	0	6	40	0	6	40	0	6						
10	Niagara	2	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	12	7	9	12	7	9	12	7	9						
11	Perth	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	41	10	10	41	10	10	41	10	10						
12	Peterboro'	2	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	45	8	3	45	8	3	45	8	3						
13	Pictou	4	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	10	0	28	17	0	28	17	0						
14	Port Hope	4	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	5	10	0	5	10	0	5	10	0						
15	Prescott	4	4	...	3	...	3	...	...	...	...	...	...	...	...	...	...	51	1	3	51	1	3	51	1	3						
16	St. Catharines	3	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	23	5	3	23	5	3	23	5	3						
Town Municipalities.																																
1	Amherstburgh	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	15	0	1	15	0	1	15	0						
2	Barric	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
3	Chatham	3	2	...	1	...	3	...	...	...	...	...	...	...	...	...	...	98	14	8	98	14	8	98	14	8						
4	Guelph	4	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28	15	1	328	15	1	328	15	1						
5	Simcoe	3	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...	25	0	5	25	0	5	25	0	5						
6	Woodstock	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	867	6	2	867	6	2	867	6	2						
Villages.																																
1	Berlin	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	15	2	6	15	2	6	15	2	6						
2	Bowmanville	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	63	0	0	63	0	0	63	0	0						
3	Brampton	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	3	0	0	3	0	0	3	0	0						
4	Caledonia	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	28	12	2	28	12	2	28	12	2						
5	Chippewa	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...						
6	Galt	3	1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	32	4	7	32	4	7	32	4	7						
7	Ingersoll	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	5	11	3	5	11	3	5	11	3						
8	Oshawa	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	21	6	7	21	6	7	21	6	7						
9	Paris	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	18	5	11	18	5	11	18	5	11						
10	Preston	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	119	3	1	21	12	4	140	15	5						
11	St. Thomas	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	24	0	0	24	0	0	24	0	0						
12	Smith's Falls	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	60	15	3	60	15	3	60	15	3						
13	Stratford	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	12	7	0	12	7	0	12	7	0						
14	Thorold	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	20	10	0	35	0	11	61	10	11						
15	Trenton	3	...	...	2	...	1	...	...	...	...	...	...	...	...	...	...	17	5	4	10	9	1	27	14	5						
16	Windsor	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	22	14	11	22	14	11	22	14	11						
17	Vienna	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	13	7	1	13	7	1	13	7	1						
18	Yorkville	2	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...						
Grand Total, 1854		3172	169	188	1306	1496	38	2436	446	218	78	29	16	101	80	14	240	22156	18	5	6651	16	5	23808	14	10						
" " 1853		3141	130	169	1253	1444	145	2206	481	174	280	31	13	96	86	...	...	226	23381	11	10	6849	0	0	30730	11	10					
Increase		31	39	...	53	...	52	...	230	...	44	...	3	5	...	14	40	...	...	...	...	...	...	...	...	...						
Decrease		...	...	1	...	...	112	...	...	...	30	...	207	...	...	...	...	...	1724	13	5	197	3	7	1921	17	0					

REPORT for 1854.

TABLE E.—(Continued.)

MUNICIPALITIES OF UPPER CANADA.	MAPS AND APPARATUS.										SCHOOL VISITS.								LEC- TURES.		MISCELLA- NEOUS.																								
	Total.	MAPS.				APPARATUS.				TOTAL. Amount received for Maps and other Apparatus	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates, Judges and Members of Parliament.	Trustees.	By other Persons.	Total.	Local Superintendents. Other Persons.	SCHOOLS WITH VISITORS' BOOKS.	REGISTERS.	PUBLIC EXAMINATIONS.																							
		World.	Canada.	Others.	Total.	Maps.	Black Boards.	Holbrook's Apparatus.	Object & Tablet Lessons.														Total.	Local Superintendents.	Other Persons.	SCHOOLS WITH VISITORS' BOOKS.	REGISTERS.	PUBLIC EXAMINATIONS.																	
																													Total.																
No.	£																						s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1	76	46	10	26	7	14	...	7	20	0	426	136	104	7	8	...	118	53	10	10	...	14	14	27																					
2	73	27	5	41	7	1	...	1	346	16	643	22	40	23	23	...	80	449	1	1	...	11	11	11																					
3	63	16	...	47	11	9	...	3	98	19	525	254	129	1	...	...	98	43	...	...	...	11	11	11																					
1	55	24	4	27	5	6	...	6	30	7	115	45	10	...	9	...	14	37	5	5	...	6	9	19																					
2	38	8	5	25	4	4	...	4	57	1	232	7	19	12	6	...	35	149	...	...	...	2	2	5																					
3	13	1	4	3	3	1	...	1	10	15	127	48	22	...	2	...	30	16	...	...	...	2	2	8																					
4	4	1	...	...	...	...	...	...	...	...	54	8	12	0	4	...	24	...	...	...	...	1	1	1																					
5	5	1	...	...	...	...																																							





TABLE G.

NORMAL SCHOOL

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS—

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Applicants for admission into the Normal School.			Rejected for want of the necessary qualifications.			Total number of students admitted.			Students admitted by paying the sessional fee.			Students admitted who had been Common School Teachers previously.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
No.																	
1	First Session, 1847-48	71	71	8	8	63	63	4	4	27	27	.....	.....	.....	.....	.....	
2	Second Session, 1848	140	12	28	15	11	4	125	101	24	5	4	93	80	7	.....	
3	Third Session, 1848-49	123	88	35	15	12	3	108	76	32	10	14	5	61	51	10	
4	Fourth Session, 1849	131	105	26	20	15	5	111	90	21	7	4	3	70	61	9	
5	Fifth Session, 1849-50	160	109	51	25	17	8	135	92	43	11	7	4	75	56	19	
6	Sixth Session, 1850-51	100	64	36	24	13	11	76	51	25	2	1	1	42	31	17	
7	Seventh Session, 1851-52	93	68	25	13	8	5	80	60	20	1	1	1	63	51	12	
8	Eighth Session, 1852	122	78	44	21	7	14	101	71	30	.....	.....	.....	60	47	13	
9	Ninth Session, 1852-53	162	83	79	18	9	9	141	74	70	.....	.....	.....	64	31	33	
10	Tenth Session, 1853	169	98	71	8	1	7	161	97	64	.....	.....	.....	66	40	17	
11	Eleventh Session, 1853-54	175	66	109	15	8	7	160	58	102	.....	.....	.....	61	29	32	
12	Twelfth Session, 1854	121	52	69	10	.....	10	111	52	59	.....	.....	.....	52	41	11	
13	Thirteenth Session, 1854-55	106	44	62	5	.....	5	101	44	57	.....	.....	.....	43	25	18	
	Total.....	1683	1048	635	197	100	88	1476	929	547	49	36	13	783	685	198	

ABSTRACT No. 2.—COUNTIES FROM WHICH

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Stormont, Dundas, and Glengarry.		Prescott and Russell.		Leeds and Grenville.		Lanark and Renfrew.		Carleton.		Frontenac, Lennox, and Addington.		Prince Edward.		Hastings.		
			Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	
1	First Session, 1847-48	3	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
2	Second Session, 1848	2	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
3	Third Session, 1848-49	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
4	Fourth Session, 1849	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
5	Fifth Session, 1849-50	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
6	Sixth Session, 1850-51	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
7	Seventh Session, 1851-52	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
8	Eighth Session, 1852	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
9	Ninth Session, 1852-53	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
10	Tenth Session, 1853	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
11	Eleventh Session, 1853-54	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
12	Twelfth Session, 1854	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
13	Thirteenth Session, 1854-55	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....	1	.....
	Total.....	36	25	11	17	12	5	20	24	5	38	33	12	12	30	14	5	5	10

FOR UPPER CANADA.

TABLE G.

WEEKLY AID GRANTED—CERTIFICATES, &c.

Admitted who received the weekly aid of 5s. each, towards defraying the expenses of Board, &c. &c.			Total amount of weekly aid granted to Students.			Students admitted who had attended during any previous sessions.			Left during the session, to take charge of schools, or from sickness, &c. &c.			Dismissed or suspended during the session, for incompetency, misconduct, &c.			Students receiving certificates from the Masters on leaving the Institution.			Students receiving Provincial certificates from the Chief Superintendent.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
No.																				
1	53	53	.....	£	210	10	0	.....	6	6	.....	2	2	.....	51	51	.....	.....	.....	
2	109	89	20	s.	430	10	0	.....	24	24	.....	6	6	.....	68	54	14	.....	.....	
3	75	57	18	d.	347	7	6	.....	17	7	10	4	2	.....	62	42	20	.....	.....	
4	72	61	11	.....	261	0	0	.....	24	7	17	53	47	6	40	30	10	.....	.....	
5	82	58	24	.....	416	15	0	.....	25	10	15	24	20	4	78	40	38	.....	.....	
6	62	43	19	.....	536	0	0	.....	12	5	7	16	12	4	23	20	3	.....	.....	
7	67	50	17	.....	429	5	0	.....	6	4	2	34	29	5	43	26	17	.....	.....	
8	90	64	26	.....	455	0	0	.....	9	7	2	16	14	2	45	39	6	.....	.....	
9	138	71	67	.....	701	5	0	.....	34	14	20	17	10	7	78	33	45	.....	.....	
10	132	79	53	.....	675	15	0	.....	34	11	23	13	10	3	71	56	15	.....	.....	
11	42	17	25	.....	234	15	0	.....	59	27	32	33	17	16	78	29	49	.....	.....	
12	20	5	15	.....	119	0	0	.....	39	5	34	30	16	14	40	23	17	.....	.....	
13	31	15	16	.....	224	0	0	.....	37	15	22	20	12	8	45	18	27	.....	.....	
	973	662	311	.....	5050	2	6	.....	320	136	184	332	253	79	300	159	147	.....	.....	

THE STUDENTS AT THE NORMAL SCHOOL CAME.

Northumberland and Durham.			York, Ontario, and Peel.			Peferborough and Victoria.			Simcoe.			Wentworth, Halton, and Brant.			Lincoln, Welland and Haldimand.			Norfolk.			Oxford.			Wellington, Waterloo and Grey.			Middlesex and Elgin.			Huron, Perth and Bruce.			Essex, Kent and Lambton.				
																																				Total.	Male.
1	3	.....	33	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1	.....	45	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
3	1	.....	52	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
4	1	.....	57	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
5	1	.....	66	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
6	1	.....	41	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
7	1	.....	19	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
8	1	.....	32	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
9	1	.....	47	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
10	1	.....	61	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
11	1	.....	72	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
12	1	.....	12	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
13	1	.....	15	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
	72	53	19	.....	330	305	.....	25	23	2	31	24	7	135	74	61	132	70	62	46	34	12	51	34	17	80	21										

TABLE G.—(Continued.)

ABSTRACT No. 3.—RELIGIOUS FAITH OF THE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Total number of Students attending the Normal School.			Church of England.			Roman Catholics.			Presbyterians			Methodists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session, 1847-48	63	63	.....	14	14	.....	7	7	.....	12	12	.....	21	21	.....	
2	Second Session, 1848	125	101	24	31	24	7	7	.....	1	30	23	7	35	30	5	
3	Third Session, 1848-49	108	76	32	21	9	12	6	6	.....	1	20	12	8	42	33	9
4	Fourth Session, 1849	111	90	21	25	18	7	7	.....	.....	1	14	12	2	51	41	10
5	Fifth Session, 1849-50	135	92	43	22	10	6	12	9	3	25	20	5	52	34	18	
6	Sixth Session, 1850-51	76	51	25	10	7	3	5	2	4	11	9	2	32	22	10	
7	Seventh Session 1851-52	80	60	20	8	7	1	5	2	3	16	16	.....	37	28	9	
8	Eighth Session, 1852	101	71	30	17	13	4	6	1	1	20	14	6	34	21	13	
9	Ninth Session, 1852-53	144	74	70	22	10	12	6	5	1	23	18	5	60	38	22	
10	Tenth Session, 1853	101	97	4	23	18	5	4	3	.....	38	22	16	55	32	23	
11	Eleventh Session, 1853-54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33	
12	Twelfth Session, 1854	121	52	69	16	5	11	9	3	6	32	17	19	40	20	20	
13	Thirteenth Session, 1854-55	106	40	57	20	7	13	1	.....	2	33	17	16	34	11	23	
		1401	934	557	249	154	95	85	56	29	335	208	127	566	341	225	

TABLE H.

Receipts and Expenditure of the NORMAL and MODEL

No.	HEADS OF RECEIPTS.	AMOUNT.					
		£	s.	d.	£	s.	d.
1	Warrants issued—Quarterly—by command of His Excellency, in full of the current expenses of the Normal and Model Schools ...	1500	0	0			
2	Warrants issued—Quarterly—by command of His Excellency, to facilitate the attendance of Students at the Normal School .....	1000	0	0			
3	Proportion of £1000 granted under the authority of the Act 16 Vict. ch. 185, sect. 23 .....	550	0	0	3050	0	0
4	Model School Fees .....	539	0	0			
5	Sundry Receipts for Books, sale of Produce of the Grounds, &c.	52	19	7	591	19	7
					3041	19	7

TABLE G.—(Continued.)

STUDENTS ATTENDING THE NORMAL SCHOOL.

	Baptists.			Congrega- tionalists.			Lutherans.			Quakers.			Universalists		Unitarians.		Disciples.			Other Per- suasions.			
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	4	4	.....	5	5	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	9	9	.....	11	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	9	9	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	9	9	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	14	14	.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	14	14	.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	9	9	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	9	9	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	10	10	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	10	10	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	10	10	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	16	11	5	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	8	6	2	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	124	70	54	56	32	24	1	1	.....	.....	.....	.....	16	13	2	.....	.....	.....	.....	.....	.....	.....	.....

Schools for Upper Canada, during the year 1854.

TABLE H.

No.	HEADS OF EXPENDITURE.	AMOUNT.					
		£	s.	d.	£	s.	d.
1	Salaries and Wages .....	1095	18	4			
2	Books, Apparatus and School Requisites .....	517	16	2½			
3	Agriculture, Chemistry and Natural Philosophy Department .....	221	9	7			
4	Advertising and Printing .....	6	18	4			
5	Repairs and Contingencies .....	171	8	6			
6	Light, Water and Wood .....	370	11	0			
7	Insurance .....	60	0	0	3050	1	11½
8	Aid granted to facilitate the attendance of Students at the Normal School—Five Shillings each per week—during the whole or part of the sessions .....				353	16	0
9	Balance .....				238	2	7½
					3041	16	7

TABLE I.

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.		OTHER EDUCATIONAL INSTITUTIONS.												
		COLLEGES.				ACADEMIES.		PRIVATE SCHOOLS.		TOTAL.				
		No. of Colleges.	No. of Students.	Amount of Annual Income or Legislative Aid.	Amount received from Fees.	No. of Academics.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils reported.	Amount received from Fees.	Total other Educational Institutions.	Total No. of Pupils.	Total available for other Educational Institutions.
No.	Counties.													
1	Glengarry						3	48	12 0 0		3	48	12 0 0	
2	Stormont													
3	Dundas													
4	Prescott				1	20	30	0 0			1	16	12 10 0	
5	Russell													
6	Carleton													
7	Grenville													
8	Leeds						2	35	50 0 0		2	35	50 0 0	
9	Lanark						1	17	20 0 0		1	17	20 0 0	
10	Kennew													
11	Frontenac													
12	Addington													
13	Lennox						2	60	85 0 0		2	60	85 0 0	
14	Prince Edward				1	50	200	0 0			1	50	200 0 0	
15	Hastings						1	19	23 10 0		1	19	23 10 0	
16	Northumberland						4	41	40 0 0		4	41	40 0 0	
17	Durham													
18	Peterborough													
19	Victoria						1	21	30 0 0		1	21	30 0 0	
20	Ontario						2	57	30 0 0		2	57	30 0 0	
21	York						4	106	140 0 0		4	106	140 0 0	
22	Peel						3	61	135 0 0		3	61	135 0 0	
23	Simcoe						7	128	115 0 0		7	128	115 0 0	
24	Halton						5	100	59 0 0		5	100	59 0 0	
25	Wentworth						2	29	58 0 0		2	29	58 0 0	
26	Brant													
27	Lincoln						3	38	80 0 0		3	38	80 0 0	
28	Welland													
29	Haldimand						2	67	50 0 0		2	67	50 0 0	
30	Norfolk						1	15	12 10 0		1	15	12 10 0	
31	Oxford						1	16	30 0 0		1	16	30 0 0	
32	Waterloo						4	82	87 0 0		4	82	87 0 0	
33	Wellington				1	157	720	0 0			1	157	720 0 0	
34	Grey													
35	Perth													
36	Huron													
37	Bruce													
38	Middlesex				1	45	460	0 0			1	45	460 0 0	
39	Elgin						3	33	50 0 0		3	33	50 0 0	
40	Kent						1	40	60 0 0		1	40	60 0 0	
41	Lambton													
42	Essex				2	60	300	0 0			1	30	100 0 0	

REPORT for 1854.

TABLE I.

SEPARATE SCHOOLS.															PROVINCIAL SUMMARY.										
Total.	KIND.			WHEN ESTABLISHED.											Total Colleges, Academies, Grammar, Common and Private Schools.	Grand total of Students and Pupils reported.	Total Amount available for Educational purposes in Upper Canada.								
	Protestant.	Roman Catholic.	Colored.	In 1841.	In 1842.	In 1843.	In 1844.	In 1845.	In 1846.	In 1847.	In 1848.	In 1849.	In 1850.	In 1851.				In 1852.	In 1853.	In 1854.	Not reported.	Discontinued.			
1	1	1																			64	3373	2378	3	8
2																					62	2893	1790	3	8
3																					65	5418	2414	15	1
4	1	1																			49	2408	1692	12	1
5																					14	539	451	17	1
6	1	1																			85	5071	4317	3	3
7																					80	4340	3002	3	3
8	1	1																			132	6284	4891	3	6
9																					102	5168	4550	13	9
10																					36	1623	1673	16	1
11	2	2																			69	3673	2661	6	1
12	1	1																			72	4028	3040	12	1
13																					46	1853	1724	11	1
14	1	1																			94	4487	3101	3	7
15																					125	6351	5000	5	3
16	1	1																			124	6898	6105	19	3
17	1	1																			54	2833	2197	17	1
18																					49	3136	2702	0	1
19																					51	3105	2479	4	0
20																					97	4789	3078	18	7
21	1	1																			136	6991	5696	10	9
22																					76	4851	3676	11	9
23																					100	5808	4046	7	6
24																					62	3998	3004	16	1
25																					78	4654	3807	0	1
26																					60	3678	2902	6	10
27																					99	3533	3005	6	3
28																					74	4163	3160	6	7
29																					75	3966	3358	3	3
30																					97	5110	4072	0	3
31																					104	6376	5088	3	3
32	3	3																			86	5590	4718	6	3
33	3	3																			80	5467	4704	10	11
34																					55	2678	2557	15	7
35	1	1																			47	2905	2632	2	3
36																					59	4148	3317	8	1
37																					6	321	305	17	3
38	2	2																			151	7895	6431	6	3
39																					102	5680	4925	5	10
40	1	1																			73	3683	3374	1	7
41																					61	3272	3000	2	3
42	8	1	2	5																	55	2704	2444	7	6



TABLE K.

STATISTICAL

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	COMMON SCHOOL LIBRARIES SUPPLIED									
	MONIES.			BOOKS.						
	Amount of Local Appropriation.	Amount of Legislative Apportionment.	Value of Books sent.	No. of Volumes.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Sciences.	Geology & Mineralogy.
	\$ cts.	\$ cts.	\$ cts.							
GLENGARRY: Charlottenburgh, No. 12	100 00	100 00	200 00	454	40	21	2	1	2	2
STORMONT: Cornwall, No. 5	80 00	80 00	160 00	350	43	42	12	21	3	3
Osnabrock	200 00	200 00	400 00	794	127	50	5	23	15	8
DUNNAS: Mabilda	400 00	400 00	800 00	1401	216	88	17	35	30	12
PRESCOTT: Caledonia, No. 1	26 00	26 00	52 00	136	27	15	4	3		3
Hawkesbury, West	100 00	100 00	200 00	467	84	18	6	23	2	3
Longneuil	320 00	320 00	640 00	1140	228	94	17	37	22	7
RUSSELL: Clarence, No. 1	40 00	40 00	80 00	184	56	22	2	22	2	3
CARLETON: Goulbourn	80 00	80 00	160 00	348	83	13	5	26	2	5
Marlborough	200 00	200 00	400 00	846	146	56	14	37	28	10
Napan	200 00	200 00	400 00	872	213	57	12	35	12	6
Osnoto	140 00	140 00	280 00	688	118	27	6	8	22	8
GRENVILLE: Augusta, No. 4	48 00	48 00	96 00	157	50	13		3	4	
Edwardsburgh	200 00	200 00	400 00	925	131	72	19	37	31	6
LEEDS: Elizabethtown, No. 21	50 00	50 00	100 00	152	41	28	5	12	3	3
Yonge and Escott Rear, No. 6	100 00	100 00	200 00	409	40	33	2	12	4	5
LANARK: Drummond	200 00	200 00	400 00	761	169	30	1	24	11	5
Lanark and Darling	240 00	240 00	480 00	1113	135	82	20	38	40	4
Pakenham	160 00	160 00	320 00	609	127	42	4	9	10	7
Ramsay	400 00	400 00	800 00	1480	337	138	18	30	23	10
Ramsay, No. 10	40 00	40 00	80 00	161	39	24	2	5	11	3
BRNREW: Bronley	60 00	60 00	120 00	344	50	9		13	4	3
Peulbroke, No. 2	85 00	85 00	170 00	352	107	47	3	25	1	5
Ross	60 00	60 00	120 00	201	48	21	4	12		1
Westmeath	200 00	200 00	400 00	823	154	86	13	27	20	4
FRONTENAC: Pittsburgh	120 00	120 00	240 00	573	124	74	12	32	5	5
ADDINGTON:										
LENNOX: Fredericksburgh	160 00	160 00	320 00	677	112	73	13	25	26	5
Richmond	200 00	200 00	400 00	870	123	78	21	41	22	10

REPORT for 1851.

TABLE K.

BY THE EDUCATIONAL DEPARTMENT.											SUNDAY SCHOOLS.		OTHER COMMON SCHOOL AND PUBLIC LIBRARIES REPORTED.		TOTAL.	
BOOKS.											Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches and Practical Life.	Teachers' Library.						
2	13	1	33	27	40		22	36	211	1	4	425			5	870
6	7	1	17	23	16		18	32	105	7	0	1050	2	300	13	2404
7	2	5	22	31	82	3	50	94	261	7	18	2508	1	50	20	4019
20	8	7	70	84	170	17	82	177	361	7	18	2533			21	4345
1	2	2	18	12	4		4	11	31	1						
2	2	5	20	14	11	1	0	34	223	10						
14	7	9	62	50	88	20	65	130	295	4						
3		1	3	2	13		9	23	19	4	6	572	1	121	8	877
3	1	3	19	17	24	4	17	65	51	10	27	3478			31	6132
27	5	3	41	38	42	7	71	119	195	6						
9	4	3	46	63	37	4	21	94	251	5						
3	1	4	14	18	27	3	37	52	231	9						
2			22	13	3		8	34	4		20	2723			22	3804
17	16	4	39	64	59	3	35	74	306	12						
3	3	2	9	6	16		10	9	11	3	30	4938	1	200	42	5649
1	1	2	36	14	19		43	18	166	4						
11	8	1	25	11	83		54	88	206	4	44	6676	20	5300	69	10300
19	11	5	31	60	75	6	34	91	450	12						
7	1	1	22	31	84		30	16	218							
10	6	3	79	47	27	2	126	118	264	4						
1	1	2	7	6	15	1	3	23	15	4						
1											9	1217	2	450	15	3438
4	3	1	14	26	24	1	3	33	51	4						
1	2	1	15	11	44		6	12	113							
21	15	3	45	45	45	1	68	56	221	4						
12	1	2	43	31	23	3	45	75	85	4	19	2323	1	200	21	3095
											22	2837	3	700	25	3427
11	6	3	44	38	66		54	77	122	3	7	996	2	270	11	2823
25	8	4	49	52	98	5	57	121	151	14						

\* This Township (Ramsay) had appropriated \$230, and purchased books to that amount, for a Library, before the Regulations came in force; the Clerk then remitted \$120 to the Department, with a list of the books they had purchased and 100 per cent. was apportioned on the whole amount, viz. \$400. *Erratum*—For \$300 on page 56, 13th line from bottom, read \$520.

† Libraries marked thus have not yet received the full amount of books due them.



TABLE K.—(Continued.)

STATISTICAL

COMMON SCHOOL LIBRARIES SUPPLIED

Table with columns for Counties and Names, Amount of Local Appropriation, Amount of Legislative Apportionment, Value of Books sent, and Books (No. of Volumes, History, Zoology, Botany, Natural Phenomena, Physical Sciences, Geology & Mineralogy).

\* Whithy and Vespra incomplete—report next year.

REPORT for 1854.

TABLE K.—(Continued.)

Table with columns for Books (Natural Philosophy, Chemistry, Agricultural Chemistry, Practical Agriculture, Manufactures, Modern Literature, Ancient Literature, Voyages, Biography, Tales, Sketches, and Practical Life, Teachers' Library, Sunday Schools, Other Common School and Public Libraries Reported, Total) and counts for Libraries and Volumes.

TABLE K.—(Continued.)

STATISTICAL

Table with columns: COUNTIES AND NAMES, COMMON SCHOOL LIBRARIES SUPPLIED, MONIES, and BOOKS. Includes data for various counties like Wentworth, Lincoln, Welland, Haliburton, etc.

REPORT for 1854.

TABLE K.—(Continued.)

Table with columns: BY THE EDUCATIONAL DEPARTMENT, SUNDAY SCHOOLS, OTHER COMMON SCHOOL AND PUBLIC LIBRARIES REPORTED, and TOTAL. Includes categories like Natural Philosophy, Chemistry, Agriculture, etc.



TABLE L.—STATEMENT in detail of the Superannuated Common School Teachers

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing Teaching.	Age in 1855.	Years of Teaching in U. C.	Subscriptions.		
								£	s.	d.
1	John McAuley	Ch. Scotland.	Ireland	Innisfil	Age and infirmity	72	22	£ 24	0	0
2	Hugh Earnett*	Protestant	Scotland	Dundas	Age and infirmity	75	30	31	0	0
3	Robert Mason	Pre-by terian	Scotland	Lanark	Age and infirmity	74	28	30	0	0
4	Magnus Swanson.	Baptist	Scotland	Markham	Age and infirmity	71	18	20	0	0
5	Robert McMurray*	Not stated	Ireland	Gosfield	Age and infirmity	90	40	41	0	0
6	Donald Currie	Ch. Scotland.	Scotland	Aldborough	Age and infirmity	66	18	20	0	0
7	James Baird	Baptist	Scotland	Lanark	Age and infirmity	82	16	18	0	0
8	John O'Connor	Not stated	Ireland	Kenyon	Age and infirmity	81	35	36	10	0
9	Anthony Lewars	Baptist	Scotland	Augusta	Age and infirmity	73	32	34	0	0
10	William Smith*	Not stated	L. Canada.	Pickering	Age and infirmity	81	33	35	0	0
11	Thos. John Graft	Universalist	Ireland	Arthur	See Abstract	47	18	20	0	0
12	Donald McDonald	Protestant	Scotland	Cornwall	Age and infirmity	77	20½	28	10	0
13	James Benton	Ch. Scotland	Scotland	Lochiel	See Abstract	58	25	27	0	0
14	Henry Gough	Not stated	Ireland	Hamilton	Age and infirmity	69	30	31	5	0
15	Jas. Breakenridge	W. Methodist	U. Canada.	Osnabruck	See Abstract	50	32	33	0	0
16	John Gillon	Ch. Scotland	Scotland	Ramsay	Age and infirmity	72	25½	26	10	0
17	Robert C. Mills	Ch. England	Ireland	Pakenham	Age and infirmity	68	23	24	0	0
18	John W. Leonard	Ch. England.	England	Chatham	Age and infirmity	61	22	23	0	0
19	Peter Stewart	Ch. Scotland.	Scotland	Perth	Age and infirmity	71	22	23	0	0
20	David Thompson†	Not stated	Scotland	Ningara	Age and infirmity	65	37	38	0	0
21	John Price	Ch. England.	Ireland	Brockville	Age and infirmity	62	24	25	0	0
22	William Gordon	Presbyterian	Ireland	Renfrew	Age and infirmity	67	30	31	0	0
23	Crawford Rainey	W. Methodist	Ireland	Ernestown	See Abstract	43	17	18	0	0

\* Since dead.

† This pension has been discontinued, Mr. Thompson having been enabled to resume his profession.

in Upper Canada, for 1854, with the Receipts and Expenditure of the Fund.

Pension.	For the years	Abstract of Case.	Certificates signed by	
			£	s.
£ 68	0 0	1853-1854.. He has been a Teacher 50 years. Has taught in W. Gwillimbury, Tecumseth, Essa and Innisfil 22 years. Holds also a certificate from Earl of Dalhousie, as Teacher in Nova Scotia, where he taught School from 1817 to 1830.	Rev. F. L. Osler, T. S. Stephens, J. P. Wm. Strong, J. P., H. A. Clifford.	
45	0 0	1853 .. Has been a Teacher for 50 years, and has taught in the County of Middlesex and in the late Gore District.	P. Thornton, P. M., J. M. Thornton, J. P.	
84	0 0	1853-1854.. Has taught the same School in the Village of Lanark for 28 years.	J. A. Murdock, J. Shaw, M. P., M. Lock, J. P.	
54	0 0	1853-1854.. Has been a Teacher for 35 years, and has taught in Scotland, Lower Canada, and for 18 years in Markham.	Rev. J. Boyd, T. S. Parker, M. D. Former certificates as Teacher signed by Bishops Stewart and Strachan.	
60	0 0	1853 .. Has been a Teacher 52 years; and, as the Rev. Mr. Case says, "Several persons to my knowledge who have filled offices of trust in the military and civil service, have been the pupils of Mr. McMurray."	Rev. W. Case, J. King, G. Buchanan.	
54	0 0	1853-1854.. Has been a Teacher for 50 years: 22 years in Scotland, and 18 years in "Aldboro", Oxford, Howard, Chatham and Moss, T. C.	Rev. R. Burns, D. D., Rev. D. McMillan, J. Gardiner, J. P., G. Duck, Junior.	
48	0 0	1853-1854.. Commenced in 1825 and ceased teaching in 1842 from age and lameness; taught the same School for the full period of 16 years.	Rev. M. Harris, J. Robertson, J. P.	
78	15 0	1853-1854.. Has been a Teacher for 53 years: 18 years in Ireland, and 35 in the Counties of Glengarry, Stormont and Prescott.	Rev. J. McLaurin, Rev. H. Urquhart, J. Grant, M. D., A. Chisholm.	
90	0 0	1853-1854.. Has taught in the County of Grenville for the full period of 32 years.	Rev. R. Blakely, H. W. Morton, M. D., J. Clapperton, J. Jessup, G. Mulloch.	
90	0 0	1853-1854.. Commenced in Upper Canada in 1817, and has taught in the Township of Pickering for the full period of 35 years—during which period the Rev. Mr. Barclay, states: "He has had the character of a good Teacher."	Rev. G. Barclay, H. Major, J. P., T. Hubbard.	
54	0 0	1853-1854.. Commenced in 1825. Has taught School in the County of Grenville for 18 years. "His health failed from excessive mental labour, which induced a predisposition to apoplexy and disease of the spine."	B. R. Church, M. D.; E. H. Whitmarsh, R. Waugh.	
70	10 0	1853-1854.. Commenced teaching in Scotland, in 1794, and ceased in U. C. in 1843. Has taught in the Counties of Stormont and Glengarry for 26½ years.	J. Pringle. Reference to Hon. Justice McLean, and affidavit before H. Clinch, J. P.	
75	0 0	1853-1854.. Commenced in 1822 and ceased in 1850. Has taught for 25 years in the Township of Lochiel: was afflicted with Epilepsy and compelled to desist.	Rev. J. R. Meade, J. Stirling, M. D., D. Cattanauch, J. P., J. Murray.	
56	5 0	1853-1854.. Has been 35 years a Teacher: 8 years in Nova Scotia, and 30 in various parts of Upper Canada.	P. Spang, J. P., P. B. Spohn: Former certificates signed by Bishop Strachan, &c.	
48	0 0	1854 .. Commenced Teaching in 1816, has taught in Counties of Dundas, Prescott, Russell, Carleton, Grenville, and Leeds for the full period of 32 years besides 2 years in Lower Canada. Is so afflicted with cataract in the eye, as to be compelled to desist.	Rev. W. Smart, Hon. H. Pinhey, J. Garvey, M. D., J. Mathew, J. P., J. A. Stuart, J. P., P. Glasford, J. P., T. Brady, A. Sherwood, S. Hart, J. Keays, W. Henderson.	
38	5 0	1854 .. Commenced teaching in Ramsay in 1821, opened the first school at Carleton Place in 1825. Has also taught in Beck with and Pakenham.	Rev. J. McMorine, D. Campbell, J. P.; Rev. A. Mann, Rev. M. Harris, J. Wylie.	
34	10 0	1854 .. Commenced teaching in 1824. Has taught in Huntley, Fitzroy, Pakenham, Ross and Bromley.	Rev. G. Thomson, A. Fowler, M. D.; Rev. M. Harris, Rev. A. Mann.	
33	0 0	1854 .. Commenced teaching in U. C. in 1817. Has taught in the Counties of Frontenac, Lennox, Addington, Kent and Lambton, as he states, subsequently to his application being approved, 30 years. He ceased in 1853.	Hon. E. Washburn, Thos. Cross, M. D., A. Lazier, J. P., T. McGee, J. P., C. Ingalls, J. P., E. H. Carhart, J. P., C. Pier, J. P.	
33	0 0	1854 .. Has taught school in the County of Lanark from 1831 to 1853. "Has done a good deal of good in his day."	Rev. M. Harris, J. A. Murdock, J. Young.	
55	10 0	1854 .. Commenced teaching in 1815. Has taught in Counties of Frontenac, Lincoln and Welland, Pains from old wounds received in the war of 1812. See him to desist.	Rev. T. Green.	
36	0 0	1854 .. Commenced teaching in 1827. Has taught in the Counties of Leeds and Grenville for 24 years.	Rev. E. Denroche, Rev. W. Smart, G. Sherwood, M. P., T. Reynolds, M. D., T. F. McQueen, M. D., A. Sherwood, W. Buell, J. Jessup.	
45	0 0	1854 .. Commenced teaching in 1823, and has taught in the Counties of Lanark and Renfrew ever since.	Rev. G. Thomson, D. Evans, M. D.	
25	10 0	1854 .. Has taught in Kingston, Ernestown, Camden and Portland. Disease of the heart and liver renders him unfit for teaching.	Rev. P. Shidley, R. McLean, M. D., J. Scotter, M. D., J. Miller, J. P., J. Asseltine, J. P., J. J. McDonald, S. Avarner.	

TABLE L.—(Continued.)—STATEMENT in detail of the Superannuated Common School

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing Teaching.	Age in 1854.	Years of teaching in U. C.	Subscription.		
								£	s.	d.
24	Benjamin Warren.	Ch. England.	Not reported	Augusta .....	Age and infirmity ...	70	27	£ 28	s. 0	d. 0
25	Thomas McMaster.	Ch. England.	Ireland .....	Stratford .....	See Abstract.....	58	20	21	0	0
26	Ronald Smith .....	Ch. England.	Scotland.....	Lanark.....	Age and infirmity ...	70	20	21	0	0
27	Wm. McEdward ...	Ch. Scotland.	Scotland .....	Lancaster.....	Age and infirmity ...	64	26½	28	10	0
28	William Dowling...	W. Methodist.	Ireland .....	Prescott .....	See Abstract.....	55	20	21	0	0
29	George Fieldhouse.	Friends .....	England .....	Murray .....	Age and infirmity ...	68	30	31	0	0
30	Olmsted Gates .....	Ch. Scotland.	United States	Longueuil.....	Age and infirmity ...	77	11	12	0	0
31	John McKenzie....	Presbyterian.	Scotland .....	Lancaster.....	Age and infirmity ...	63	17½	18	10	0
32	Patrick Benson ...	Rom. Catholic	Ireland .....	Plantagenet...	Age and infirmity ...	73	30	31	0	0
33	Francis Sharp .....	Calvinist .....	England .....	Asphodel.....	Age and infirmity ...	76	18½	19	15	0
34	John McDonell....	Rom. Catholic	Scotland.....	Charlottenburgh.	Age and debility ...	63	30	31	0	0
35	Francis Foster.....	Ch. England.	England .....	Chinguacousy	Age and infirmity ...	73	18	19	0	0
36	Donald McDonald.	Rom. Catholic	Scotland.....	Lochiel.....	Age and infirmity ...	68	13	14	0	0
37	John Ker.....	Ch. England.	Ireland .....	Winchester...	Age and infirmity ...	63	14	15	0	0
38	James Brenan .....	Rom. Catholic	Ireland (?)....	Ennismore.....	Age and infirmity ...	70	35	36	0	0
39	Thomas Hudson....	Ch. England.	England (?)....	Markham .....	See Abstract .....	58	19½	20	10	0
40	W. Marland Hynes.	Presbyterian.	Ireland .....	Elizabeth'wn	Age and debility.....	60	34	35	0	0
								1040	0	0

RECEIPTS AND EXPENDITURE of the Superannuated Common School Teachers' Fund.

RECEIPTS.		£	s.	d.
1853-1854...	Warrant for 1853—Issued by command of His Excellency.....	500	0	0
	Warrant for 1854—Issued by command of His Excellency.....	500	0	0
	Subscriptions as above .....	1040	0	0
	Subscriptions from Teachers not yet superannuated.....	70	0	0
		2110	0	0

Teachers in Upper Canada, for 1854, with the Receipts and Expenditure of the Fund.

Pensions.	For the year.	Abstract of Case.	Certificates signed by		
			£	s.	d.
40	1854	Commenced teaching in 1824, and has taught school in the Counties of Leeds and Grenville ever since.	Rev. W. Smart, G. Sherwood, M. P., T. Reynolds, M. D., J. Brouse, R. Vaughn, J. Reynolds, J. P., N. Horton, J. P., R. R. Euse, J. P.		
30	1854	Commenced teaching in 1825, and has taught in various parts of Upper Canada. Deafness and disease in the lower extremities compel him to desist	Rev. E. Patterson, Rev. T. McPherson, D. Vaughn, M. D., A. Monteith, J. P., W. P. McCullough, J. P., J. Hyde, W. Rath, A. McGregor, J. Stewart, former certificate signed by Bishop Strachan.		
30	1854	Commenced teaching in 1832, and has taught in County of Lanark ever since.	Rev. M. Harris, A. Munro, M. D., J. Robertson, J. P., J. McDonald, J. P., T. McCallry, J. P., E. Byrne.		
41	1854	Commenced teaching in 1812. Has been a Teacher for 38 years; 11 years in Scotland, 26 years in Lanarkshire, and 6 months in Williamstown, U. C.	Rev. J. McKenzie, Rev. T. McPherson, Rev. J. McLaurin, A. Beattie, M. D., R. S. McDonald, J. P.		
30	1854	Commenced teaching in 1822. Has taught in the Counties of Leeds and Grenville for 26 years. Ill health, occasioned by close application, renders him unfit to continue.	Rev. W. Smart, B. R. Church, M. D., W. Garvey, J. Howard, J. P., M. Read, J. P.		
45	1854	Commenced teaching in 1819 and has taught school in the Counties of P. Edward and North Cumberland nearly ever since.	P. Gross, M. D., B. Franklin, J. P., J. Bettes, J. P.		
16	1854	Commenced teaching in the United States in 1796, in Lower Canada in 1810, and in Longueuil in 1816. Has taught in L. C. 4 years, was assistant in a Public School 22 years, and Teacher of a common School 11 years. Ceased in 1849.	Sheriff Treadwell, A. Murray, M. D., J. Higginson, J. P., Jos. C. Waters.		
26	1854	Taught 2 years in Lower Canada, and 17½ in the County of Glengarry.	Rev. J. McKinnon, D. E. McIntyre, M. D.		
45	1854	Commenced in 1810, and continued teaching in the Counties of Stormont and Prescott for 30 years. Ceased in 1845.	C. Johnson, Junior, G. Presley, J. Bellore		
28	1854	Commenced in 1835, and continued teaching in the County of Peterboro for 18½ years.	Rev. T. Searight, W. Scott, J. P., H. Fowlds, J. Foley, R. C. Humphries.		
45	1854	Commenced in 1810, and continued teaching in the Counties of Stormont and Glengarry for 30 years.	Rev. J. McLaurin, J. Grant, M. D., D. McDonell, J. P., A. Fraser, J. P., Former certificate signed by Bishop McDonell.		
27	1854	Commenced in 1832, and continued teaching in the Gore of Toronto and Chinguacousy for 18 years.	Rev. J. G. Armstrong, T. Deasely, M. D., J. M. Chafee, R. Wright, J. Price, Former certificate signed by Bishop Strachan.		
19	1854	Commenced in 1806, and taught in the Counties of Stormont, Dundas and Glengarry. Is unable to procure certificates of teaching for more than 18 years. Ceased in 1853.	O. Quigby, J. P., C. McDonald, M. D., J. Murray, A. McMillan.		
21	1854	Commenced in 1835, and taught in the Counties of Stormont and Dundas for 14 years.	Rev. J. G. B. Lindsay, Rev. H. E. Pless, Rev. J. Harris, W. H. Brouse, M. D., J. J. Blacklock, M. D., J. Baird, M. D., H. L. Cook, M. D., J. W. Rose, M. P., J. & E. Brouse, J. Ps., W. Bell, J. P., P. Carman.		
52	1854	Has been a Teacher 50 years, 35 years in the Counties of Glengarry, Prince Edward and Victoria.	Rev. J. J. Chisholm, D. D., Rev. J. Bourke, Rev. J. M. Roger, Rev. R. Harding, W. Clunton, J. P., P. C. Sullivan, J. P., W. T. Bonte, A. McDonell, E. Burnham, T. Hay, B. S. Cory, M. D.		
29	1854	Commenced in 1832, and taught in the County of York for 19½ years. Ceased in 1821, hermitic and general debility having forced him to desist.	Rev. J. G. Armstrong, Rev. D. E. Blake, R. Pagot, M. D., G. Pexton.		
51	1854	Commenced in 1818, and taught in the County of Leeds, 34 years.	Rev. W. Smart, T. Reynolds, M. D., R. Edmondson, M. D., G. Sherwood, M. P., S. Reynolds, J. P., W. Dowling, J. P., W. Buell, G. Malloch.		
1876	2	6			

EXPENDITURE.

EXPENDITURE.		£	s.	d.
1854	Pensions paid to 40 Superannuated Common School Teachers as above.....	238	17	6
	Balance carried to 1855 .....	2110	0	0

TABLE M.—STATEMENT showing the apportionment paid and the balances forfeited, or in course of payment, out of the Legislative appropriation of £31,000 currency, for Common School purposes in Upper Canada, in 1854.

MUNICIPALITIES.	AMOUNT PAID.		AMOUNT UNPAID.		AMOUNT OF APPORTIONMENT.	
	£	s. d.	£	s. d.	£	s. d.
<i>Counties.</i>						
Glengarry.....	421	11 3	.....	.....	.....	.....
Stormont and Dundas.....	311	7 7	.....	.....	1062	10 8
Prescott and Russell.....	329	11 10	.....	.....	.....	.....
Carleton.....	210	10 8	10	14 1	319	10 11
Leeds and Grenville.....	68	15 2	.....	.....	555	17 8
Lanark and Renfrew.....	512	18 0	12	19 8	1001	4 2
Frontenac, Adolphustown and Lennox.....	617	18 3	.....	.....	.....	.....
Prince Edward.....	443	5 11	.....	.....	831	1 11
Hastings.....	608	11 0	.....	.....	.....	.....
Northumberland and Durham.....	786	15 0	38	15 11	1012	14 0
Peterborough and Victoria.....	458	15 10	.....	.....	414	18 0
Ontario.....	363	6 6	.....	.....	652	8 9
York and Peel.....	190	11 8	.....	.....	1252	3 0
Simcoe.....	414	18 0	.....	.....	.....	.....
Haldimand.....	652	8 9	.....	.....	501	16 8
Norfolk.....	631	9 10	.....	.....	681	1 11
Oxford.....	620	13 2	.....	.....	1742	4 9
Waterloo.....	312	11 7	.....	.....	626	13 0
Wellington.....	279	5 7	.....	.....	1037	13 2
Grey.....	681	1 11	.....	.....	423	3 9
Perth.....	1164	18 11	8	8 11	814	19 4
Huron and Bruce.....	577	5 10	.....	.....	422	15 9
Middlesex.....	626	13 6	.....	.....	475	1 2
Elgin.....	438	19 1	.....	.....	702	16 7
Kent.....	593	14 1	.....	.....	530	6 4
Essex.....	414	14 10	.....	.....	597	8 2
.....	387	3 2	.....	.....	300	7 9
.....	427	16 2	.....	.....	351	9 10
.....	422	15 9	.....	.....	496	0 11
.....	475	1 2	.....	.....	761	6 8
.....	702	16 7	.....	.....	554	5 10
.....	530	6 4	.....	.....	362	14 5
.....	586	0 8	11	7 6	288	8 10
.....	277	19 4	22	8 5	357	17 1
.....	351	9 10	33	8 2	.....	.....
.....	394	13 8	.....	.....	10314	10 6
.....	67	19 1	.....	.....	.....	.....
.....	761	6 8	.....	.....	.....	.....
.....	554	5 10	.....	.....	.....	.....
.....	355	14 3	7	0 2	.....	.....
.....	288	8 10	.....	.....	.....	.....
.....	357	17 1	.....	.....	.....	.....
<i>Cities.</i>						
Toronto.....	737	6 4	.....	.....	737	6 4
Hamilton.....	338	2 0	.....	.....	338	2 0
Kingston.....	277	11 1	.....	.....	277	11 1
<i>Towns.</i>						
Bellefleur.....	109	9 3	.....	.....	109	9 3
Brantford.....	92	17 8	.....	.....	92	17 8
Brockville.....	77	15 4	.....	.....	77	15 4
Rytown.....	185	18 4	.....	.....	185	18 4
Cobourg.....	92	14 10	.....	.....	92	14 10
Cornwall.....	39	8 8	.....	.....	39	8 8
Dundas.....	64	5 2	.....	.....	84	5 2
Goderich.....	.....	.....	31	10 9	31	10 9
London.....	168	10 11	.....	.....	168	10 11
Niagara.....	80	0 5	.....	.....	80	0 5
Perth.....	.....	.....	45	18 1	45	18 1
Peterborough.....	52	9 10	.....	.....	52	9 10
Pictou.....	37	11 9	.....	.....	37	11 9
Port Hope.....	59	6 5	.....	.....	59	6 5
Prescott.....	51	13 1	.....	.....	51	13 1
St. Catharines.....	104	13 0	.....	.....	104	13 0
Carried Forward.....	21750	1 9	222	17 8	21081	19 5

STATEMENT—(Continued.)

MUNICIPALITIES.	AMOUNT PAID.		AMOUNT UNPAID.		AMOUNT OF APPORTIONMENT.	
	£	s. d.	£	s. d.	£	s. d.
Brought Forward.....	21750	1 9	222	17 8		21981 19 5
<i>Town Municipalities.</i>						
Amherstburgh .....	45	0 10	.....	.....	43	0 10
Barrie .....	24	2 6	.....	.....	24	2 6
Chatham .....	49	11 10	.....	.....	49	11 10
Guelph .....	44	11 3	.....	.....	44	11 3
Simcoe .....	34	15 0	.....	.....	34	15 0
Woodstock .....	50	12 0	.....	.....	50	12 0
<i>Villages.</i>						
Berlin .....	23	0 7	.....	.....	23	0 7
Bowmanville .....	56	6 0	.....	.....	56	6 0
Brampton .....	17	5 0	.....	.....	17	5 0
Caledonia .....	20	7 2	.....	.....	20	7 2
Chippewa .....	28	11 7	.....	.....	28	11 7
Galt .....	53	17 2	.....	.....	53	17 2
Ingersoll .....	23	10 2	.....	.....	23	10 2
Oshawa .....	27	7 2	.....	.....	27	7 2
Paris .....	45	5 7	.....	.....	45	5 7
Preston .....	28	5 5	10	7 11	28	5 5
Richmont .....	30	10 5	.....	.....	30	10 5
St. Thomas .....	20	18 6	.....	.....	20	18 6
Stratford .....	26	2 0	.....	.....	26	2 0
Thorold .....	22	16 5	.....	.....	22	16 5
Trenton .....	24	3 0	.....	.....	24	3 0
Yorkville .....	31	14 9	.....	.....	31	14 9
<b>EXTRAS.</b>						
<i>Under 13 &amp; 14 Victoria, chap. 48.</i>						
Normal School .....	1500	0 0	.....	.....	2500	0 0
Do do Students .....	1000	0 0	.....	.....	3000	0 0
Libraries .....	3000	0 0	.....	.....	200	0 0
School Architecture.....	200	0 0	.....	.....	73	10 10
Teachers' Institutes.....	.....	.....	73	10 10	.....	.....
<i>Under 16 Victoria, chap. 185.</i>						
Poor Schools .....	500	0 0	.....	.....	500	0 0
Normal School and "Journal of Education".....	1000	0 0	.....	.....	1000	0 0
Library and Museum .....	500	0 0	.....	.....	500	0 0
Pensions .....	500	0 0	.....	.....	500	0 0
<b>Total</b> .....	<b>36693</b>	<b>4 7</b>	<b>308</b>	<b>16 5</b>	<b>5778</b>	<b>10 10</b>
						<b>2500 0 0</b>
						<b>31000 0 0</b>

TABLE N.—Showing the Apportionment paid and the Balances forfeited or in course of payment out of the Upper Canada GRAMMAR SCHOOL FUND, for the year 1854\*.

COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.
	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry .....	224 0 0	41 6 8	265 0 8
Prescott and Russell .....	147 19 0	...	147 19 0
Carleton .....	164 2 9	58 16 8	212 19 5
Leeds and Grenville .....	251 10 10	31 10 11	283 1 9
Lanark and Renfrew .....	231 17 6	...	231 17 6
Frontenac, Lennox and Addington .....	203 0 6	...	203 0 6
Prince Edward .....	107 16 0	...	107 16 0
Hastings .....	214 17 6	...	214 17 6
Northumberland and Durham .....	322 9 0	...	322 9 0
Peterborough and Victoria .....	100 0 0	96 11 1	196 11 1
Ontario .....	125 0 0	81 3 3	206 3 3
York and Peel .....	428 18 2	50 0 0	478 18 2
Simcoe .....	137 15 6	60 0 0	197 15 6
Wentworth and Halton .....	318 15 10	...	318 15 10
Brant .....	101 5 8	...	101 5 8
Lincoln and Welland .....	221 0 0	37 0 0	258 0 0
Haldimand .....	67 9 0	100 0 0	167 9 0
Norfolk .....	126 8 0	50 0 0	176 8 0
Oxford .....	217 3 4	...	217 3 4
Waterloo .....	47 12 9	147 12 9	195 5 6
Wellington .....	196 4 2	...	196 4 2
Grey .....	...	147 9 0	147 9 0
Perth .....	50 0 0	105 16 2	155 16 2
Huron and Bruce .....	179 2 2	...	179 2 2
Middlesex .....	200 0 0	43 4 4	243 4 4
Elgin .....	145 12 6	45 12 7	191 5 1
Kent .....	100 0 0	62 9 4	162 9 4
Lambton .....	100 0 0	43 4 6	143 4 6
Essex .....	160 7 6	...	160 7 6
Unapportioned .....	...	...	0 7 2
	5120 13 8	1201 17 3†	6322 18 1

\* See Table P. † Special Grants were made to Prescott and Russell, and Lanark and Renfrew out of this balance.—See Table P.

TABLE O.—Showing the sums apportioned and paid in special aid of Common Schools in New and Poor Townships in Upper Canada, in 1854. Under the authority of 16th Victoria, Chap. 185, Section 23.

COUNTY OF	£ s. d.	£ s. d.	COUNTY OF	£ s. d.	£ s. d.
DUNDAS:			OXFORD:		
Township of Winchester .....	12 10 0	12 10 0	Nissouri East .....	11 5 0	11 5 0
CARLETON:			GREY:		
Osgoode .....	12 10 0	12 10 0	Collingwood and Euphrasia...	5 0 0	
LEEDS:			Derby and Sydenham .....	7 10 0	
Lansdowne Rear .....	6 5 0		Glencol .....	7 10 0	
Lansdowne Front .....	6 5 0		Holland .....	6 5 0	
Leeds Front .....	6 5 0	18 15 0	St. Vincent .....	6 5 0	
LANARK:			Sydenham .....	7 10 0	40 0 0
Dalhousie .....	7 10 0	7 10 0	HURON:		
RENFREW:			Ashfield .....	6 5 0	
Admaston .....	6 5 0		Biddulph .....	6 5 0	
Bagot and Bithfield .....	20 0 0		Colborne .....	6 5 0	
Bromley .....	7 10 0		Hullet .....	12 10 0	
Ross, No. 3 .....	6 5 0	40 0 0	McGillivray .....	12 10 0	
FRONTENAC:			Stephen .....	12 10 0	
Portland and Hinchinbrooke.	30 0 0	30 0 0	Usher .....	12 10 0	
HASTINGS:			Osborne .....	12 10 0	
Marion .....	15 0 0	15 0 0	McKillop .....	20 0 0	88 15 0
ONTARIO:			BRUCE:		
Brook .....	12 10 0	12 10 0	Kincardine .....	25 0 0	25 0 0
YORK:			MIDDLESEX:		
Gwillimbury East .....	7 10 0	7 10 0	Mos .....	6 5 0	
SIMCOE:			Dorchester .....	6 5 0	11 5 0
Oro .....	7 10 0		ESSEX:		
Sunnidale .....	15 0 0	22 10 0	Colchester .....	6 5 0	
NORFOLK:			Tilbury West .....	17 10 0	23 15 0
Houghton .....	7 10 0				391 5 0
Woodhouse .....	5 0 0	12 19 0			



TABLE P.—SUMMARY of the Receipts and Expenditure of the Upper Canada Common, GRAMMAR and POOR SCHOOL LEGISLATIVE GRANTS for the year 1854.

DATE.	HEADS OF RECEIPTS.	AMOUNTS.			DATE.	HEADS OF EXPENDITURE.	AMOUNTS.		
		£	s.	d.			£	s.	d.
1854.	LEGISLATIVE SCHOOL GRANT.				1855.	LEGISLATIVE SCHOOL GRANT.			
March.....	Balance as per last account.....	434	3	11	March.....	Payments to this date .....	22493	3	7
June 27.....	Warrant.....	22725	9	2		Balance.....	657	9	6
	Less special appropriations.....	23160	13	1					23160 13 1
	GRAMMAR SCHOOL FUND.					GRAMMAR SCHOOL FUND.			
June 27.....	Warrant—Legislative Grant.....	2500	0	0	March.....	Payments to this date as per Table N.....	5120	13	8
	ditto—Interest on Investments.....	3422	18	1		Special payment to Prescott & Russell for 1853.....	29	13	4
Nov. 27.....	ditto—Legislative Grant.....	400	0	0		ditto—Lanark & Renfrew for 1854.....	36	5	10
						Balance.....	1136	5	3
									6322 18 1
	POOR SCHOOL FUND.				March.....	POOR SCHOOL FUND.			
June 27.....	Warrant—Grant for 1853.....	500	0	0		Payments to this date as per Table O.....	391	5	0
						Balance.....	108	15	0
									500 0 0

\* Part of these balances are still being paid upon receipt of the required returns from the Local School Officers.



TABLE R.—RECEIPTS and EXPENDITURE of the JOURNAL OF EDUCATION FUND, to the close of the Year 1854.—16th Victoria, chap. 185, sec. 23.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.		
	£ s. d.	£ s. d.		£ s. d.	£ s. d.	
<b>THE SIXTH VOLUME—1853.</b>						
Balance from 1852 .....	40	1 0	<b>THE SIXTH VOLUME—1853.</b> Paid, as per contract, for Printing, Folding, Addressing and Mailing 4,600 monthly copies, besides extra copies and incidentals .....	.....	437 18 10	
Proportion of Warrant issued by command of His Excellency .....	450	0 0		Paid for Periodicals .....	12 13 5	
Subscriptions received during 1853	71	19 0		Paid for Stitching .....	7 10 9	
				Paid for Stereotypes.....	20 0 0	
			Balance .....	.....	40 4 2	
		562 0 0			83 17 0	
					562 0 0	
<b>THE SEVENTH VOLUME—1854.</b>						
Balance from 1853 .....	83	17 0	<b>THE SEVENTH VOLUME—1854.</b> Paid, as per contract, for Printing, Folding, Addressing, and Mailing 5 000 monthly copies, besides extra copies and incidentals .....	.....	419 16 0	
Proportion of Warrant issued by command of His Excellency .....	450	0 0		Paid for Stereotypes and Periodicals	.....	8 2 6
Subscriptions received during 1854	26	11 3½		Balance .....	.....	132 0 9½
		560 8 3½			500 8 3½	

TABLE S.—Showing the distribution of the LEGISLATIVE SCHOOL GRANTS by the thereto, and OTHER MONEYS raised by Trustees, &c.,

MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.						
	For Common School Purposes.	For Grammar School Purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid.
No. Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 Glengarry	421 11 3	82 13 4	25 0 0			130 5 0	650 9 7
2 Stormont	311 7 7		70 0 0			66 0 0	447 7 7
3 Dundas	329 11 10	41 6 8	100 0 0	12 10 0	11 0 0	6 0 0	500 8 6
4 Prescott	240 10 8	147 19 0	111 10 0			18 10 0	518 9 8
5 Russell	68 15 2		10 0 0			78 15 2	
6 Carleton	542 18 0	85 6 3	165 0 0	12 10 0			795 14 3
7 Grenville	443 5 11	60 0 0	62 0 0			74 10 0	639 15 11
8 Leeds	647 18 3	60 0 0	37 10 0	18 15 0		16 0 0	780 3 3
9 Lanark	588 0 11	72 11 8	200 0 0	7 10 0	11 0 0	115 5 0	1054 7 7
10 Renfrew	186 15 0	36 5 10	101 5 0	40 0 0		14 0 0	378 5 10
11 Frontenac	458 15 10		30 0 0	30 0 0	5 10 0		624 5 10
12 Addington	363 6 6	120 0 0				7 10 0	490 16 6
13 Lennox	100 11 8	60 0 0	90 0 0		4 15 0		345 6 8
14 Prince Edward	414 18 0	67 16 0	150 0 0		5 5 0		637 19 0
15 Hastings	952 8 9	30 0 0	150 0 0	15 0 0	16 10 0		863 18 9
16 Northumberland	631 9 10	100 0 0	460 0 0		16 10 0	14 0 0	1221 19 10
17 Durham	620 13 2		100 0 0				720 13 2
18 Peterborough	312 11 1	50 0 0	110 5 0		5 10 0		503 3 7
19 Victoria	279 5 7						279 5 7
20 Ontario	681 1 11	125 0 0	116 10 0	12 10 0	41 5 0	64 0 0	1040 6 11
21 York	1164 18 11	200 0 0	837 15 5	7 10 0	43 15 0	42 15 0	2296 14 4
22 Peel	577 5 10	50 0 0	505 0 0		5 10 0	8 0 0	1205 15 10
23 Simcoe	626 13 6	77 15 6	231 15 0	22 10 0	11 0 0	42 0 0	1011 14 0
24 Halton	438 19 1	61 15 10	50 0 0		21 5 0		571 19 11
25 Wentworth	508 14 1	100 0 0	127 10 0		13 10 0		839 14 1
26 Brant	414 14 10		30 0 0		5 5 0		449 19 10
27 Lincoln	387 3 2	50 0 0	50 0 0				487 3 2
28 Welland	427 16 2		60 0 0				493 16 2
29 Haldimand	422 15 0		150 0 0				572 15 0
30 Norfolk	475 1 2		84 0 0	12 10 0			571 11 2
31 Oxford	762 16 7		430 0 0	11 5 0	16 0 0		1160 1 7
32 Waterloo	530 6 4		72 0 0				602 6 4
33 Wellington	597 8 2	60 0 0	115 10 0		10 10 0	34 0 0	817 8 2
34 Grey	277 19 4		100 0 0	40 0 0			417 19 4
35 Perth	351 9 10		198 10 0				549 19 10
36 Huron	428 1 10		136 0 0				562 16 10
37 Bruce	67 19 1		25 0 0				92 19 1
38 Middlesex	761 6 8		280 0 0	11 5 0	5 5 0		1033 16 8
39 Elgin	554 5 10		92 17 5		5 10 0	84 0 0	686 13 3
40 Kent	355 14 3		197 0 0			10 0 0	562 14 3
41 Lambton	288 8 10	100 0 0	81 15 0				470 3 10
42 Essex	348 4 6	160 7 6	125 0 0	23 15 0			676 6 11

EDUCATIONAL DEPARTMENT, together with the SUMS RAISED AS AN EQUIVALENT for the support of GRAMMAR AND COMMON SCHOOLS.

MUNICIPALITIES OF UPPER CANADA.	AMOUNT RAISED FROM LOCAL SOURCES.					Grand Total from Legislative and Local Sources.
	For Common School Purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local Sources as an Equivalent to Legislative Grants.	Other Moneys raised by Trustees, &c., for Grammar and Common School Purposes.	
No. Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 Glengarry	416 0 0	25 0 0	1 0 0	462 0 0	1375 19 1	1837 19 1
2 Stormont	306 18 8	70 0 0	1 0 0	377 18 8	1031 2 1	1410 0 9
3 Dundas	337 0 0	100 0 0	2 0 0	439 0 0	1606 16 7	2045 16 7
4 Prescott	356 0 0	111 10 0		467 10 0	641 1 8	1108 11 8
5 Russell	101 0 0	10 0 0		111 0 0	303 13 3	414 13 3
6 Carleton	541 12 0	165 0 0	3 0 0	699 12 0	2337 12 2	3337 4 2
7 Grenville	533 19 2	62 0 0	1 0 0	598 19 2	1840 18 4	2437 17 6
8 Leeds	793 1 1	37 10 0	1 0 0	831 11 1	3095 7 4	3896 18 5
9 Lanark	607 9 1	200 0 0	7 0 0	874 9 1	2857 11 10	3732 0 11
10 Renfrew	185 8 2	101 5 0		286 13 2	947 17 0	1234 10 11
11 Frontenac	503 0 0	30 0 0	2 0 0	537 0 0	1637 11 1	2174 11 1
12 Addington	425 0 0			425 0 0	2132 5 11	2557 5 11
13 Lennox	220 0 0	90 0 0		310 0 0	988 19 0	1298 19 0
14 Prince Edward	580 0 0	150 0 0		730 0 0	2538 9 7	3268 9 7
15 Hastings	652 8 9	150 0 0		802 8 9	4241 18 2	5044 6 11
16 Northumberland	631 9 10	480 0 0	1 0 0	1092 9 10	3732 19 7	4875 9 5
17 Durham	637 10 4	100 0 0		737 10 4	3739 13 11	4477 4 3
18 Peterborough	422 0 0	110 5 0	1 0 0	533 5 0	1696 19 4	2230 4 4
19 Victoria	326 0 0			326 0 0	1843 19 1	2169 19 1
20 Ontario	681 1 11	118 10 0		797 11 11	4238 14 2	5129 6 1
21 York	1223 4 2	837 15 5	1 0 0	2061 19 7	7292 16 8	9354 16 3
22 Peel	603 3 2	565 0 0	2 0 0	1173 3 2	3477 2 9	5856 5 11
23 Simcoe	596 13 4	231 15 0	4 0 0	832 8 4	2790 15 1	3599 3 5
24 Halton	526 9 5	50 0 0		576 9 5	2818 12 2	3395 1 7
25 Wentworth	598 14 1	127 10 0	3 0 0	729 4 1	3289 11 11	4015 16 0
26 Brant	428 4 1	30 0 0	2 0 0	460 4 1	2890 7 11	3359 12 0
27 Lincoln	615 13 7	50 0 0		665 13 7	2892 8 11	3525 2 6
28 Welland	587 19 7	66 0 0		653 19 7	3021 10 10	3675 10 5
29 Haldimand	754 0 0	150 0 0	1 0 0	905 0 0	3661 7 11	4266 7 11
30 Norfolk	521 18 0	84 0 0		605 18 0	3494 10 10	4100 8 10
31 Oxford	760 0 0	430 0 0	1 0 0	1191 0 0	4745 6 8	5936 6 8
32 Waterloo	640 0 0	72 0 0		712 0 0	4917 19 4	5629 19 4
33 Wellington	774 7 4	115 10 0		889 17 4	3392 4 5	4192 1 9
34 Grey	332 0 0	100 0 0		432 0 0	1607 16 0	2170 16 0
35 Perth	351 9 10	198 10 0	1 0 0	550 19 10	1536 6 10	2083 6 8
36 Huron	428 1 10	136 0 0	2 0 0	566 1 10	2180 4 0	2755 6 4
37 Bruce	67 19 1	25 0 0	1 0 0	91 19 1	301 9 0	301 18 0
38 Middlesex	774 4 2	230 0 0		1000 4 2	5813 15 10	6874 0 0
39 Elgin	595 2 10	92 17 5	25 0 0	683 0 3	3024 2 4	4307 2 7
40 Kent	353 4 4	172 0 0	2 0 0	527 4 4	2022 2 9	3454 7 1
41 Lambton	246 5 8	81 15 0		308 0 8	2701 18 1	3120 18 9
42 Essex	403 2 3	125 0 0	1 0 0	529 2 3	1982 13 4	2511 15 7

TABLE S.—(Continued.)—Showing the distribution of the LEGISLATIVE SCHOOL GRANTS thereto, and OTHER MONEYS raised by Trustees, &c.,

MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.						
	For Common School Purposes.	For Grammar School Purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid.
<i>Cities.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 Toronto.....	737 6 4	178 18 2	.....	.....	60 0 0	.....	1015 4 6
2 Hamilton.....	338 2 0	200 0 0	125 0 0	.....	.....	.....	663 2 0
3 Kingston.....	277 11 1	113 6 6	.....	.....	.....	.....	390 17 7
<i>Towns.</i>							
1 Belleville.....	109 0 3	124 17 6	.....	.....	.....	.....	234 6 9
2 Brantford.....	92 17 8	100 0 0	50 0 0	.....	.....	.....	192 17 8
3 Brockville.....	77 15 4	100 0 0	.....	.....	.....	.....	177 15 4
4 Bytown.....	155 18 4	127 13 2	.....	.....	11 0 0	.....	313 11 6
5 Cobourg.....	92 14 10	100 0 0	.....	.....	.....	.....	212 14 10
6 Cornwall.....	39 8 8	100 0 0	.....	.....	.....	.....	139 8 8
7 Dundas.....	84 5 2	.....	.....	.....	14 0 0	.....	98 5 2
8 Goderich.....	31 16 9	179 2 2	.....	.....	.....	.....	210 18 11
9 London.....	168 10 11	200 0 0	.....	.....	.....	.....	368 10 11
10 Niagara.....	80 0 5	134 0 0	.....	.....	17 10 0	.....	231 10 5
11 Perth.....	45 18 1	123 0 0	.....	.....	10 0 0	.....	178 18 1
12 Peterborough.....	52 0 10	100 0 0	.....	.....	.....	.....	152 0 10
13 Picton.....	37 11 9	100 0 0	.....	.....	.....	.....	137 11 9
14 Port Hope.....	59 6 5	52 0 0	.....	.....	.....	.....	111 6 5
15 Prescott.....	51 13 1	63 1 3	.....	.....	9 0 0	.....	123 14 4
16 St. Catharines.....	104 13 0	74 0 0	.....	.....	.....	.....	178 13 0
<i>Town Municipalities.</i>							
1 Amherstburgh.....	45 0 10	.....	.....	.....	.....	.....	45 0 10
2 Barrie.....	24 2 4	120 0 0	25 0 0	.....	.....	.....	169 2 4
3 Chatham.....	49 11 10	100 0 0	.....	.....	.....	.....	149 11 10
4 Guelph.....	44 11 3	131 4 2	.....	.....	.....	.....	180 15 5
5 Sarnee.....	34 15 0	126 8 0	.....	.....	.....	.....	161 3 8
6 Woodstock.....	50 12 0	157 3 6	.....	.....	.....	.....	207 15 6
<i>Villages.</i>							
1 Berlin.....	23 6 7	.....	24 18 9	.....	.....	.....	48 5 4
2 Bowmanville.....	56 0 0	70 0 0	.....	.....	.....	.....	126 0 0
3 Brantton.....	17 5 0	.....	25 0 0	.....	.....	.....	42 5 0
4 Caledonia.....	27 6 8	67 9 0	.....	.....	.....	.....	94 15 8
5 Chippewa.....	23 6 7	.....	.....	.....	.....	.....	23 6 7
6 Galt.....	53 17 2	65 5 0	25 0 0	.....	.....	.....	143 12 2
7 Ingersoll.....	28 10 2	60 0 0	29 8 3	.....	.....	.....	117 18 5
8 Oshawa.....	27 7 2	.....	.....	.....	.....	.....	27 7 2
9 Paris.....	45 5 7	91 5 8	20 0 0	.....	.....	.....	156 11 3
10 Preston.....	28 5 5	100 0 0	25 15 0	.....	.....	.....	53 0 5
11 St. Thomas.....	30 10 5	100 0 0	.....	.....	.....	.....	130 10 5
12 Smith's Falls.....	20 10 1	36 5 10	.....	.....	.....	.....	56 15 11
13 Stratford.....	29 18 6	50 0 0	.....	.....	0 0 0	.....	79 18 6
14 Thorold.....	26 2 9	.....	.....	.....	.....	.....	26 2 9
15 Trenton.....	22 10 6	60 0 0	.....	.....	.....	.....	82 10 6
16 Windsor.....	9 12 8	.....	.....	.....	.....	.....	9 12 8
17 Vienna.....	24 3 0	45 12 6	.....	.....	.....	.....	69 15 6
18 Yorkville.....	31 14 9	.....	.....	.....	.....	.....	31 14 9
Grand Total.....	22022 13 7	5484 10 10	6515 14 10	301 5 0	3403 10 11	836 2 0	39264 12 8

by the EDUCATIONAL DEPARTMENT, together with the SUMS RAISED AS AN EQUIVALENT for the support of GRAMMAR AND COMMON SCHOOLS.

	AMOUNT RAISED FROM LOCAL SOURCES.						Grand Total from Legislative and Local Sources.
	For Common School Purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local Sources as an Equivalent to Legislative Grants.	Other Moneys raised by Trustees, &c., for Grammar and Common School Purposes.	Total from Local Sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1023 15 6	.....	.....	1023 15 6	2351 7 11	3375 3 5	4900 7 11
2	1328 3 8	125 0 0	.....	1453 3 8	3248 14 1	4701 17 0	5380 10 9
3	645 0 4	.....	.....	645 0 4	984 4 11	1629 5 3	2020 2 10
1	607 4 1	.....	.....	607 4 1	477 17 3	1085 1 4	1310 8 1
2	343 12 1	.....	.....	343 12 1	2090 12 6	2434 4 7	2927 2 3
3	114 10 10	.....	.....	114 10 10	830 5 0	945 5 4	1184 0 8
4	760 8 10	.....	.....	760 8 10	718 13 0	1479 1 10	1792 13 4
5	118 18 7	50 0 0	2 0 0	169 18 7	350 1 7	514 0 2	756 15 0
6	118 11 4	.....	.....	118 11 4	355 4 5	473 15 9	613 4 5
7	237 1 1	.....	.....	237 1 1	96 6 8	333 7 9	431 12 11
8	140 10 3	.....	.....	140 10 3	231 13 1	381 3 4	502 2 3
9	982 18 5	.....	.....	982 18 5	393 17 2	1376 15 7	1745 6 6
10	196 10 10	.....	.....	196 10 10	300 10 11	587 10 0	819 1 2
11	406 10 7	.....	1 0 0	407 10 7	174 0 5	581 11 0	700 0 1
12	395 12 2	.....	.....	395 12 2	97 18 3	493 10 5	646 0 3
13	101 1 7	.....	.....	101 1 7	245 0 5	346 2 0	483 13 9
14	131 13 0	.....	.....	131 13 0	202 0 7	333 13 7	605 9 0
15	110 5 1	.....	.....	110 5 1	513 5 11	623 11 0	847 6 0
16	208 9 5	.....	.....	208 9 5	350 5 7	558 15 0	737 8 0
1	128 16 8	.....	.....	128 16 8	220 7 0	349 4 2	394 5 0
2	90 17 0	25 0 0	.....	115 17 0	183 5 0	299 2 0	408 5 0
3	227 0 8	.....	.....	227 0 8	391 0 6	618 1 2	767 13 0
4	102 0 8	.....	.....	102 0 8	680 16 11	851 17 7	1032 13 0
5	199 8 3	.....	.....	199 8 3	210 18 5	416 0 8	577 10 5
6	369 17 3	.....	.....	369 17 3	1054 7 0	1424 4 3	1631 19 8
1	147 17 2	24 18 0	.....	172 15 11	77 9 7	250 5 6	298 10 10
2	99 14 0	.....	.....	99 14 0	374 16 0	474 10 0	600 16 0
3	70 4 7	25 0 0	.....	95 4 7	143 0 9	238 4 6	311 5 9
4	108 9 3	.....	.....	108 9 3	144 3 0	262 12 3	347 7 11
5	101 2 7	.....	.....	101 2 7	145 15 3	246 18 0	347 6 10
6	101 2 7	.....	.....	101 2 7	145 15 3	246 18 0	347 6 10
7	67 3 1	25 0 0	.....	92 3 1	474 10 4	566 13 5	770 16 1
8	80 14 11	29 8 3	.....	110 3 2	224 17 2	335 0 4	462 18 9
9	53 8 2	.....	.....	53 8 2	173 17 5	226 6 1	255 13 3
10	284 18 7	20 0 0	1 0 0	305 18 7	381 15 0	686 6 3	888 6 3
11	208 16 0	25 15 0	.....	234 11 0	156 1 7	390 12 7	444 13 0
12	100 0 0	.....	.....	100 0 0	283 7 11	383 7 11	473 18 4
13	146 18 1	.....	.....	146 18 1	143 5 0	290 3 1	340 19 0
14	103 5 8	.....	.....	103 5 8	61 11 4	164 17 0	244 15 6
15	160 8 3	.....	.....	160 8 3	192 7 8	352 16 11	378 18 8
16	140 5 9	.....	.....	140 5 9	82 19 10	222 5 7	315 2 0
17	65 7 4	.....	.....	65 7 4	.....	65 0 4	75 2 0
18	128 2 1	.....	.....	128 2 1	95 5 2	223 7 3	293 2 9
19	138 7 9	.....	.....	138 7 9	23 4 7	101 12 4	193 7 1
Amount of Subscriptions deducted from Pensions granted:	.....	.....	1040 0 0	.....	.....	1040 0 0	4000 1 11
Grand Total.....	32007 7 7	6490 14 10	1110 0 0	40598 2 5	183132 12 7	173730 15 0	212085 7 8

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

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.
1	Adult population of Upper Canada during the years.....	486,055	...	...	*022,570	...
2	Population between the ages of five and 16 years .....	141,143	...	183,539	202,013	204,580
3	Colleges in operation .....	5	...	5	5	5
4	County Grammar Schools and Academies .....	*25	...	*25	*30	*31
5	Private Schools reported .....	*44	...	*60	*65	*80
6	Normal and Model Schools for Upper Canada .....	...	...	...	...	...
7	Total Common Schools in operation as reported.....	1,721	...	2,610	2,736	2,589
8	Grand Total Educational Establishments in operation in Upper Canada .....	1,705	...	2,700	2,836	2,705
9	Free Schools reported in operation .....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities .....	Do	Do	Do	Do	Do
11	Total Students attending Academies and County Grammar Schools .....	Do	Do	Do	Do	Do
12	Total Pupils attending Private Schools .....	Do	Do	Do	Do	Do
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada .....	Do	Do	Do	Do	Do
14	Total Pupils attending the Common Schools of Upper Canada .....	65,078	...	96,756	110,002	101,012
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools .....	65,078	...	96,756	110,002	101,012
16	Total Amount available for the Salaries of Common School Teachers in Upper Canada.....	£41,500	...	£51,714	£71,514	£67,006
17	Total Amount levied or subscribed for the erection or repairs of School Houses, and for Libraries and Apparatus.....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
18	Grand Total available for Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus.....	Do	Do	Do	Do	Do
19	Amount received by other Educational Institutions .....	Do	Do	Do	Do	Do
20	Grand Total available for Educational purposes in Upper Canada .....	Do	Do	Do	Do	Do
21	Total Common School Teachers in Upper Canada .....	...	...	...	2,860	2,925
	Total Male do do .....	...	...	...	...	...
	Total Female do do .....	...	...	...	...	...
22	Average number of Months each Common School has been kept open by a qualified Teacher.....	...	...	7½	8	8½
23	Nett average attendance of Pupils at the Common Schools, during the summer of .....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
	Do Boys do do .....	Do	Do	Do	Do	Do
	Do Girls do do .....	Do	Do	Do	Do	Do
24	Nett average attendance of Pupils at the Common Schools during the winter of .....	Do	Do	Do	Do	Do
	Do Boys do do .....	Do	Do	Do	Do	Do
	Do Girls do do .....	Do	Do	Do	Do	Do

\* An Approximation only—no specific information having been received by the Department.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they Returns are now pretty extensive, and embrace all Institutions of Learning on the Common School up to the private than official, which should not be the case. The Annual Report of a Department of Public Instruction, should Primary, Intermediate and Superior.

PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, Colleges, years 1842 to 1854, inclusive. Compiled from returns in the Educational Department.

No.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.
1	...	725,879	...	803,493	950,551	953,239	...	...
2	230,975	241,102	253,304	259,258	258,607	262,765	268,967	277,912
3	6	6	7	7	7	8	8	9
4	32	33	39	57	70	74	79	84
5	96	117	157	224	159	167	174	186
6	2	2	2	2	2	3	3	3
7	2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244
8	2,863	2,958	3,076	3,340	3,239	3,253	3,391	3,515
9	No Reports.	No Reports.	No Reports.	252	855	801	1,052	1,177
10	700	740	773	684	632	751	756	806
11	1,000	1,115	1,120	2,070	2,800	3,194	3,839	5,153
12	1,831	2,345	3,048	4,663	3,948	5,133	3,822	4,607
13	...	256	400	370	356	645	735	623
14	124,829	130,730	138,405	151,891	168,159	179,587	194,736	204,168
15	131,300	135,295	144,406	159,678	175,895	189,310	203,080	217,356
16	£77,599	£86,069	£88,478	£88,429	£102,050	£113,991	£130,030	£151,756
17	No Reports.	No Reports.	No Reports.	£14,189	£19,334	£25,094	£32,013	£43,865
18	Do	Do	Do	£102,619	£121,384	£139,055	£161,769	£195,624
19	Do	Do	Do	...	£32,334	£36,989	£37,526	£43,504
20	Do	Do	Do	...	£154,218	£170,074	£199,674	£239,128
21	3,023	3,177	3,209	3,476	3,277	3,388	3,539	3,559
	2,305	2,507	2,505	2,697	2,551	2,541	2,001	2,598
	663	670	704	779	726	847	938	1,031
22	8½	9	9½	9½	9½	9½	9½	9½
23	No Reports.	70,450	72,204	70,842	83,390	85,161	90,090	91,890
	Do	38,539	39,382	41,784	44,647	45,409	48,008	49,475
	Do	31,920	32,822	35,040	38,743	39,752	41,428	42,405
24	Do	76,711	78,460	81,469	84,931	86,756	90,659	92,925
	Do	45,429	46,402	48,303	49,000	49,867	52,252	52,696
	Do	31,282	31,904	35,161	35,931	36,889	37,407	40,229

have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The University; but hitherto the sources of information regarding this latter class of Institutions have been rather present in one comprehensive tabular view the actual state and progress of all our Educational Institutions.

TABLE U.—STATEMENT OF THE PROVINCIAL LIBRARY AND MUSEUM FUND to the close of 1854.

16 Victoria, chap. 185, section 23.

No.	RECEIPTS.	AMOUNT.			No.	EXPENDITURE.	AMOUNT.		
		£	s.	d.			£	s.	d.
1	Warrant for 1853 .....	500	0	0	1	Paid in London for rare works relating to Canada .....	16	1	10½
2	Warrant for 1854 .....	500	0	0	2	Paid for Specimens of Natural History, and materials for stuffing and arranging them.....	23	6	0
					3	Paid for Geological Specimens from Nova Scotia.....	30	0	0
		1000	0	0		Balance.....	925	12	1½
							1000	0	0

NOTE.—Books and Specimens of Canadian Natural History, &c., to the value of this balance have been procured, but, as the cases have not yet been prepared, the cost of them has not yet been transferred to this account.

TABLE V.—MEMORANDUM relating to the FUND for the PROMOTION OF SCHOOL ARCHITECTURE and PRACTICAL SCIENCE.

13 and 14 Victoria, chap. 48, section 41.

Balance at the close of 1853.....	£131	15	11
Warrant for 1854.....	200	0	0
	£331	15	11

NOTE.—There has been no payment from this Fund for 1853-4; a series of Plans of School-houses is, however, in course of preparation, the cost of which will be defrayed out of this Fund, when completed.

APPENDIX TO THE ANNUAL REPORT  
 OF THE  
 NORMAL, MODEL, GRAMMAR  
 AND  
 COMMON SCHOOLS  
 IN UPPER CANADA,  
 FOR THE YEAR 1854.

PUBLIC PRINTING  
 and STATIONERY

MAR 19 1965

DOCUMENTS LIBRARY

Appendix A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS, AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF ELEMENTARY EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS AND VILLAGES, FOR THE YEAR 1854.

I. COUNTY OF GLENGARRY.

1. *The Reverend John M'Laren, Charlottenburgh*: "Some of the schools in this section of the country are admirably conducted, and most efficiently taught; while others, for many reasons, cannot be spoken of with the same high degree of praise. I have found it invariably the case, that where the teachers are well qualified, energetic and conscientious in the discharge of their important duties in the school, those highly favored sections feel that 'the schoolmaster is abroad,—the schools flourish, and the teachers' labors are crowned with success. When the teachers are not so well qualified, and consequently not discharging their duties with the same degree of efficiency, there is a languor and a lethargic deadness felt in all the workings and ramifications of system in such sections,—a navigation on the high seas without chart or compass, a noble ship breasting the gale with the rudder bands loose. I know that in many such sections, nevertheless, the teachers are satisfied with the progress of their pupils—the pupils themselves are satisfied—and, *mirabile dictu*, the parents equally so,—a lamentable state of things based upon ignorance and indiffer-



ence in all concerned. I am well aware, however, sir, that it is much easier to detect and point out faults, than to devise a remedy. Were the whole army of teachers to come forth trained and approved from the Normal School, or any kindred institution, then it were an easy matter at once to point to an efficient remedy. There is an old *adagium* that you know well, 'Emulation maketh scholars.' This noble emulation in order to be successful can only be fostered by those who are themselves well qualified and pains-taking teachers, whose heart is in their work, and who are determined to excel: who live, so to speak, for the general good, and labor more especially for the benefit of their own pupils. In many of the school sections in different parts of the Province, it is to be feared that not a few of the trustees bend so low before the god mammon, as to be more solicitous for the lowest rate at which they can command the services of a teacher, than for such qualifications in him as would ensure success to his labors, and make his mode of teaching beneficial to their children committed to his care. I regret much having to remark of the populous township of Charlottenburgh, that within a fraction of the one-half of the whole number of children, from the ages of five and sixteen, never go to school at all. This is indifference in the abstract—a sad state of things, indeed! I would further remark, and which I do with deep regret, that, with the exception of Martintown, situated in the school section in which it is my lot to reside, no other section in this township availed themselves of the opportunity afforded and offered by the Government for the establishment of school libraries. Thus with their eyes open, permitting the young and rising generation to grow up in comparative ignorance, and perish as it were 'for lack of knowledge.' This is another sad state of things, another proof of how little some men value and regard many of those privileges so well calculated to confer a boon and a blessing of no small import upon themselves and families. It affords me, however, no small pleasure to be able to say that no complaint has been lodged against any of the school teachers: this is so far satisfactory, and speaks well at least for their general good conduct and prudence. It has frequently occurred to me since, *ex-officio*, so much power is vested in the school trustees—all power indeed—that it might be for the benefit of all concerned, (and more especially for the actual school teachers themselves,) were these teachers to know some time before the expiration of their engagement, whether there was a likelihood, or certainty, of their being continued in the same school: if they were not, they would have time and opportunity of letting others know that they would be ready and willing to accept of a suitable situation in some other section. Permit me still further to say that the *Journal of Education* though a silent is always a welcome visitor in all the sections. All seem to be alive to its intrinsic value, its useful and instructive remarks. Other important papers are sent from the department from time to time, most useful in their way, and always (so far as known to me) most thankfully received. In closing these remarks, I would only further say that I know of no good reason why the day may not arrive, and the time soon come in which Canada, in the full enjoyment of her untold privileges, may aspire to the high position of becoming one of the most intellectual as well as one of the best educated countries on the face of the globe. This much desired consummation, however, need never be expected until at least another link be added to the

educational chain; until the government of the country, in the plenitude of its wisdom, by statute, call upon all to uphold a universal system of education. Then a capacious door will be opened, and a kind welcome tendered to all and sundry to enjoy those privileges which a sound and a thorough education is so well calculated to confer—securing at the same time to the most indigent the benefits of a common school education, as it were, ‘without money and without price.’ Were such a system adopted over the length and breadth of the land, my humble opinion is, that well qualified, pains-taking, and conscientious teachers, would be everywhere hailed, and only such would be sought after. Then the torch of Education would resemble the ‘Bush of old,’ burning most brilliantly but not consuming; sending its light-giving lustre and life-giving rays to the darkest, the most indigent, and the most remote corners of the land.”

2. *Angus McDonell, Esq., Kenyon*: “Upon entering on the duties of my office, on the 20th day of June, 1854, it afforded me great pleasure to find over two-thirds of the common schools in this township in full operation, and in a fair way of making suitable proficiency at learning. This regularity is wholly attributable to efficiency on the part of trustees, and competency on the part of teachers. On the other hand, I beg leave to state that it afforded me less pleasure to find nearly the remaining portion of the schools in a confused and complicated state: all owing to the indifference of parents for the education of their children, and the inefficiency of trustees to perform the duties of their office in accordance with the school act. I am happy to state, however, that they now begin to open their eyes, and throw aside their former indifference about the education of their children. The manner in which I am, by the school act and your instructions, to apportion the public moneys to the several school sections in operation for 1854, is much appreciated by the trustees. So much so, that all the schools in the township but two had been opened for the whole last six months of the year 1854; and I make do doubt but they will all be in operation during the whole year 1855.”

3. *William McEdwards, Esq., Lancaster*: “Of fourteen schools under my superintendence, I found at my last visit twelve in operation. Two were closed, but I understand that teachers have since been appointed to them. I am happy that of most of the schools I have to report favorably. In some of the sections, where trustees have the educational interests of the youth at heart, teachers have been appointed of good scholarship and ‘apt to teach;’ whose success in communicating instruction has been very marked. In these instances the progress of the pupils in the common and higher branches has been truly creditable. I find it invariably the case, that whenever a teacher of superior qualifications is appointed, the parents are stimulated to take more interest in the education of their children; and in the pupils themselves a desire is enkindled after a higher knowledge than the mere common routine of reading, writing, arithmetic, &c. Whenever it happens that the trustees search for a good teacher, and pay him—not at the same rate with a common wood-chopper, but—as a teacher ought to be paid, and show him that respect which his profession demands, there education is seen and felt to be a thing of some value, and the cause

is sure to prosper. But when the reverse of this is the case; when (and I am sorry to say it is too often thus) when trustees are callous, when parents are indifferent, and delight more in seeing their families improve in bodily strength than in mental cultivation; and when the teacher has not that position assigned him to which he has a right, can it be wondered at that the cause of education should languish? is it to be expected that the condition of the children can be otherwise than wretched? And when it is asked, 'What is the reason of this, why are matters in such a state?' all eyes are turned, and every finger is pointed—to whom? not to the callous trustee—not to the indifferent parent, but to the teacher. The poor—the ill-paid—the despised—high minded and well educated, yet guiltless teacher must endure the odium, I do not write at random; I have seen this, and done all in my power to have it rectified; but there is something more than the exertions of a local superintendent necessary to the removal of such evils. The common school act, which is in many respects good, still requires amendment. There are two or three amendments which I would suggest, and which, were they adopted, would I believe tend greatly to the advancement of education throughout the Province. The first is in regard to the mode of raising the teachers' salary. The law provides three modes for this purpose, either subscription, rate-bill, or taxation. Now instead of three let there be but one legal mode, and let that be the one which is most congenial to the wishes of the majority of the householders and freeholders throughout the Province. Were this plan adopted, the main cause of all the unseemly canvassing and the bitter divisions which are witnessed before and at the annual meetings, would be removed, and the teachers' salary would be quietly and easily collected. The second amendment which I would suggest is that a *minimum* rate of salary be fixed, below which trustees should not descend in employing a teacher. One rate—say £50—for a third class, a higher—say £75—for a second class, and a higher still—say £100—for a first class teacher. In this way the too common cry of 'cheap schools' would be silenced, and a restriction put upon those trustees who act upon the principle that 'the cheapest teacher is the best.' For a third amendment, let the standard qualification of the teacher be raised. This I consider very important. Not merely a higher amount of scholarship should be asked of the teacher, but his 'aptness' to simplify and communicate knowledge; and his power to draw out what is in the pupils ought to be strictly enquired into. I consider teaching an important art, without which all the learning of the most accomplished scholar would be of little avail in a common school. For attaining this end training in normal schools is good and should be supported; but there are many young men who may be desirous of entering the profession living in localities so distant, and whose means are so scanty, that the normal school is quite beyond their reach. For the benefit of such I would say, let them be apprenticed as it were under the most efficient teacher in the district in which they reside, whose system they would study, and where they would not only acquire a proper education, but what is as essential to a teacher, 'aptness' to teach or the art of communicating."

4. *The Reverend John R. Meade, Lochiel*: "The system of education generally adopted this year is the free school system, although there have been some objections

made by those who have no children to send to school : still, I am of opinion that the free school system will work admirably ; the negligence and apathy of some who have neither desire nor taste for education will be roused into action by the fact of their being obliged to pay their quota. The schools generally in this township are in a backward state, owing to the inferior teachers employed. The salary allowed them is not sufficiently encouraging to labor hard for the mental culture and improvement of the pupils entrusted to their care. Another great deficit, particularly in this county, is a spelling book. Gaelic is the vernacular language, and hence the necessity of having them initiated and acquainted with the English language. I found the scholars in general well able to spell, but when I asked them the meaning of such a word they were thoroughly ignorant of it. This is no great fault of the pupils, but through a want of requisite books in this section of Upper Canada. I would, therefore, humbly suggest to you the propriety, nay the absolute necessity of having this want supplied, as from experience, I feel confident it would be productive of much good. Accept of my humble thanks and those of the trustees of this township for your very valuable literary and scientific *Journal of Education.*”

## II. COUNTY OF STORMONT.

5. *John McDonald, Esq., Cornwall* : “I am glad to inform you that most of the schools in this township have made great improvement over that of any former year. The people seem to appreciate the benefit of a good education to their offspring ; and with very few exceptions understand and work harmoniously together in providing good comfortable school houses, and efficient teachers whom we pay punctually,—disagreement seldom occurring with either party.”

6. *Duncan Mc Kercher, Esq., Roxborough* : “The educational condition of this township generally appears to me to a certain extent satisfactory. The free schools here as you are aware are four in number. The people, however, are rather backward concerning free schools, owing perhaps to the fact that our municipality generally speaking is against them, and this too notwithstanding that the free schools and those that were partly free, gave more satisfaction as to progress in education than those that were conducted on the rate bill system or that of voluntary subscription. I may remark here that, in my opinion, the local superintendency of schools will never answer the design of the framers of the law, until the appointment is left to your own disposal or to that of the council of public instruction for the province, where you would have a voice in the appointment.”

## III. COUNTY OF DUNDAS.

7. *John Irvin Kerr, Esq., Winchester* : “I have the satisfaction to announce that the common schools in this township are well classified, and that an uniform system prevails throughout all the schools. The teachers are qualified, according to their certificates, to instruct ; and have been assiduous in the performance of their duties. I think, however, it is much needed to ensure confidence in the efficiency of the schools, that the parents and trustees should more frequently visit them, and by their

personal examination ascertain what progress the pupils are making in their several studies. This would tend to encourage the teachers, and cause emulation in the various classes of the schools. We have enough of examples to shew that the free school system, not only ensures a large attendance, but bestows on the juvenile population the blessing and privilege of education to qualify them for the performance of their duties in after life as citizens of the world. It is to be hoped that parents and guardians in this township who have hitherto been remiss in respect to the subject of education will hereafter exhibit a zeal in its favor commensurate with its great importance to the present and future welfare of the community."

8. *The Reverend James Harris, Mountain* : "In school matters generally in this township we are not standing still, and the more so that we are not going backwards ; as you will see by last year's report that we have had four new school houses erected. This argues well for the increasing interest taken in education here. I regret that, for a time at least I have failed in securing to the township the advantages of a lending library. It may be, however, that by renewing our entreaties we shall soon succeed in providing food for the minds of the youthful population ; an event which in the consideration of councillors should be, I believe, paramount to any measures fitted for the building of bridges or improvements of roads. It however affords me pleasure to say that there are some things cheering in this township, and not the least of these is the higher stand taken by our teachers, with but few exceptions. This is owing partly to some advancement in the salaries, and chiefly to the increase of candidates, which affords more room for taking exceptions to persons who a short time since had no difficulty with slender qualifications in obtaining certificates. It is to be hoped that the educational system, so well adapted to the general mass of the people, will be more appreciated as it goes on with gathering facilities to develop itself—that where there is no trace now, something tangible may yet be found, made, as it were, alluvial deposits from the fountain of knowledge—that it will emancipate the rising generation from the withering influence of incompetent persons in public trust, and pull down that unworthy praise so often now given to men whose reputation for learning is built upon the ignorance of their admirers. It appears to me, though the plan is in opposition to the anti-endowment spirit of the age, that the only feasible way of ensuring for the country's lasting good an efficient staff of thoroughly trained scholars for the duties of teaching, is to hold out greater inducements for young men in a pecuniary point of view : and these should not be of a transient but of a permanent character. Some will say that at present this is impracticable, and to some extent I admit it, but it is not wholly so. The first embarrassment, and in my opinion, one of the chief from which I would relieve the teachers, is the itinerant manner in which in many parts of the province they live by going from house to house. This is confessedly not only disagreeable, but in certain seasons of the year prejudicial to health. Let a house therefore be provided in every school section in Canada for the teacher and his family as the case may be. This can easily be done, if the Provincial Legislature by a grant, and Municipal Councils by assessment, or the inhabitants by subscription were simultaneously to put forth an effort for the purpose, of an acre of ground and the erecting of a neat

cottage in every section to be held in fee-simple by the trustees for the benefit of the teacher. This arrangement which might be so easily effected, considering the present value of land, cheapness of building materials, and liberality of the people, would remove much of that dreariness which overhangs the prospect of teaching through life; and retain the services of men, who with a comfortable dwelling now, and a hope that in a short time an ample remuneration will be given, would otherwise abandon the profession (as many do) and seek for one perhaps less wearing both to body and mind, but which at least affords them the necessaries of life.

#### IV. COUNTY OF PRESCOTT.

9. *John McMaster, Esq., Caledonia*: I am happy to say that the three schools reported are making good progress under your most excellent regulations."

10. *Albert Hagar, Esq., Plantagenet, North*: "You will observe by my annual report that the free school system was universally adopted in this township during the past year, and I have the pleasure to add that the inhabitants at their annual school meetings have resolved to pursue the same course for the coming year."

#### V. COUNTY OF RUSSELL.

11. *James Keays, Esq., Cambridge and Russell*: "In the united counties of Cambridge and Russell, the interest of a sound education appears to be advancing, as I predicted to you last year. In the township of Russell there are two free schools, and another partly free. I labored hard, I assure you, to get these free schools; and hope the people will soon see the benefit of them, although strong prejudices, I am sorry to say, exist against the system. I only wish there was an act of parliament passed to establish free schools throughout the province; it would doubtless, be a public and lasting benefit."

12. *The Reverend John Edwards, Clarence*: "Though not to the degree we could wish, progress has been made. Our prospects brighten for the future. The necessity and importance of education are taking firm hold of the public mind; means for its attainment must be furnished. This, in connection with the blessings of true religion, inspires the pleasing hope of seeing our children rise up to take their places in society, intelligent and virtuous—contributing to the peace, stability and glory of our country."

#### VI. COUNTY OF CARLETON.

13. *The Reverend J. A. Morris, Fitzroy*: "I cannot refrain from remarking that, although my experience is very limited, the greatest injury which the cause of education has to sustain, is owing to the inefficiency as well as the unsettled character of the teacher. These evils are, I conceive, the result of the miserable remuneration they receive for their services, the want of houses attached to the respective schools to lodge them in; and above all, the insecurity of their situation. Their liability to be removed every year renders them careless and indifferent, and the emolument which they derive from their professional labors is not sufficient to

stimulate them to extend the sphere of their knowledge This township is at present suffering severely from the consequence of this state of disorganization. The teacher is not respected; for in many cases he does not deserve respect. He is in his own turn discontented; no progress is made, and the school is closed, only to be opened again with hesitation and fear, succeeded by despair. Pupils and parents are dissatisfied; and the object of the school acts is in a great measure nullified."

14. *The Reverend William Lohead, Gloucester and Osgoode*: "The subject of common school education is steadily working its way into the affections of the people. This is manifest on the very face of the trustees' reports. In the township of Osgoode, in the year 1853, there was *one* free school—in 1854 there were *six*, or nearly one half of the whole number in the township. In Gloucester there have been twelve free schools out of fourteen—the remaining two almost free, with a rate-bill of  $7\frac{1}{2}$ d. per month on scholars. There is a steady rise in the salaries of teachers also, and in the style and manner of their teaching. The number of scholars attending the schools in the township of Gloucester in the year 1853 being 594, and in 1854, 763, an increase of 169 for the year. We deeply feel the need of the normal training school in this section of the province. We are so remote from Toronto, that young men in poor or even moderate circumstances, are unwilling to incur the expense consequent upon attendance at the Normal School there. And the few who are willing to incur the expense, are attracted to the west by a higher rate of remuneration for their services than they expect to obtain here—and so do not return."

15. *The Reverend John Flood, Gower, North, &c.*: "It would be far better for the country if the expenses of every school were levied on the rateable property by act of parliament, without any reference to a school meeting. Calling a meeting of the householders to say in what manner the school shall be supported embitters the feelings of nearly all in the section, wastes much time, and produces constant quarrelling and frequent litigation. It is perfectly evident that the free school system is the best for educating the population; and even those who are opposed to the tax declare that they would rather see it imposed by parliament than have the contention which prevails at present."

16. *The Reverend James Godfrey, Huntley*: "Although there may be some improvement in the state of education in this township as compared with former years, it is yet by no means *satisfactory*. Many causes conspire to retard the advance of learning in this part of the country. In winter the weather is too severe for small children to attend school; and as most of the grown male population are then very often away to the lumber shanties, the stouter boys are obliged to take their places at home. At other seasons of the year, all who are able to do anything in the field are kept at work there, as their parents are unable or unwilling to procure hired assistance. There is, I dare say, a great want of a proper appreciation of the value of education, and an unwillingness to give teachers good salaries. Hence it is only under very peculiar circumstances that good teachers remain here; they move westward as fast as they can. The nature of the country too presents a

great obstacle to the progress of education. There are almost everywhere large tracts of swamp and pine wilderness separating the scattered families from each other and from the school-house. Many children live two or three miles in the swamp, where a couple of hours storm or drift would fill up their badly beaten paths, and make it difficult even to find the way home. This of course fosters the carelessness and neglect of the parents, and makes them unwilling to contribute to the support of a teacher of whose services they can avail themselves only to a very small extent, and upon which at best they set but little value."

#### VII. COUNTY OF GRENVILLE.

17. *James Clapperton, Esq., Augusta*: "I have to report that a greater desire for the improvement of youth is taking hold of the public mind. This year we have four teachers who hold first-class certificates of qualification—two of these have been trained at the Normal School, in Dublin, one at Victoria College, and the other has attained the first-class by his own exertions. Trustees seem more anxious to have the schools longer in operation than formerly. The greater part of our schools would have been in operation the most of the year, could teachers have been obtained. We have had eleven free schools, and twelve partly free—only one supported by rate-bill. This year trustees have shewn a more liberal spirit when engaging the teachers, most of whom have got an addition to their salary, and are employed for a longer period, so that I trust the schools will go on more successfully the current year than they have done heretofore."

18. *The Reverend James Geggie, Edwardsburgh*: "Some children of school age are prevented by distance from attending school, but too many parents from ignorance, carelessness and parsimony, keep their children at home. A law, making all the schools free, is urgently required."

#### VIII. COUNTY OF LEEDS.

19. *Lewis Chipman, Esq., Bastard, &c.*: "I think the schools are slowly but steadily improving in most sections. New and commodious school-houses are every year being erected, and more attention paid in general to the selection of suitable school teachers than formerly."

20. *Edward F. Weeks, Esq., Elmsley, South*: "Although we are not making very rapid strides in the march of improvement, still, our course is decidedly onward. The schools in the township have been kept open a longer average period during the past than any previous year; a marked increase has taken place in the average attendance of pupils; and a considerable increase has been made in the salaries of the various teachers. However, although these are good indications, and tend materially to animate our hopes in the future, yet, it would be folly to deny that much, very much, yet remains to be accomplished ere the aspirations and desires of you and all philanthropists are fully realized, namely, the education of the entire youth of the country. My report shews that, out of a school population of 372, there are 98 who have not entered a school room throughout the past year: that is



over a fourth of the youth of the township are allowed to grow up in ignorance, treated *by their parents* in the same manner as the cattle in their yards "that perish." Again, of the 279 of all ages, reported as being on the registers, the attendance for the twelve months shews but an average of 144, or a fraction over six months tuition to each—not a very flattering certainty. But, sir, when we consider the position in which education stood in the township, and in the country, when you were placed at the helm, and look at matters now, we cease to wonder that so little has been done, and are only amazed at the amount of good already accomplished. In 1846, there was but *one* building in this township, erected for a school-house, now there are *five*, besides three others immediately on the Kitley side of the township line, and one in the newly incorporated village of Smith's Falls, in which portions of the children of the township receive instruction. In 1846, there were but *two* sickly and ill-supported schools in the township, now there are *nine*, the most of which would bear a fair comparison with the best of the old *regime*. Surely, if the history of the past is a beacon to the future, and an index to our prosperity in years to come, we have ample cause for congratulation, and encouragement to persevere in our exertions. Reverting to what I have stated regarding the large number of children who, notwithstanding all that has been done in order to bring the means of education within their reach, are still, through the unaccountable (but doubtless criminal) negligence of their natural protectors, deprived of its blessings; it is obvious to all that something must be done to remedy the evil, and wipe out this foul blot from our character as an intelligent and christian people. I say then, let a tax be levied by our legislature upon the entire property of the country for the education of its youth, and thus put an end to the constant jarring, bickering, and ill-feeling in school sections on the subject of "free schools,"—the greatest blessing the people could enjoy, and the universal adoption of, which has only been prevented by unhallowed exertions on the part of a few selfish misers in different parts of the country. A law should also be enacted rendering it imperative upon parents or guardians to send the youth, under their charge, to school for some certain and reasonable period. The people upon their part should raise the salary paid to teachers, thereby rendering the office more remunerative and respectable, and inducing parents to prepare their children to engage *permanently* in the profession, thus increasing the supply of qualified teachers, the present supply being wholly inadequate to meet the demand. Indeed, the cause of education is suffering severely in every section of the country with which I am acquainted, from the want of a sufficient number of properly qualified teachers; and this state of affairs will not only continue to exist, but must increase until the standard of the teachers' salary is materially raised."

21. *Thomas Vanston, Esq., Escott, &c.*: "You will perceive that very little improvement has been made in the condition of the school houses during the last year; only one new frame has been erected; the greater part of the school-houses are log buildings, and very poorly seated. If possible there should be a building fund established—conditionally distributed to those sections that would keep themselves. For example, let the sum of fifty pounds be granted to any school section,

the trustees of which should secure to it three acres of land, and erect thereon a good stone or frame school-house, not less than 24 by 36, and also a teachers' house, not less than 18 by 24, of stone or a frame—twenty-five pounds to be paid as soon as either one of the buildings should be completed, and twenty-five pounds on the completion of the other. This would give one acre for vegetables, and two for grass and hay for teacher's cow; and with such conveniences he himself would find a home where the fruits of his labor might be seen. Nothing short of good school-houses, large school sections, comfortable teachers' houses, constant employment, and good professional teachers, can satisfy the demands of the youth of our country in order to her rise among the nations. I regret to say that the attendance of children at school is not so good as it should be. In some instances, this may be attributed to bad roads in winter, and in summer to the children being kept at home by their parents to assist in agricultural pursuits; but these cases are few, the great cause of non-attendance is the neglect of parents who allow their children to rove at large, and be their own masters. I think some step should be taken to have these parents, who allow their children to absent themselves from school while in the enjoyment of good health, and not employed at any ordinary work, pay a rate-bill of sixpence per month in every section where there is a free school. Ignorance and idleness are the forerunners of crime, and it is much better that we should pay for the prevention of crime than for the punishment of it. It is easier to bend the twig than to cut down the tree. Education should be free to all, and all should avail themselves of it. A contingent fund should be provided, and an apportionment of it given to each township to help those poor thinly populated sections that cannot compete in their average attendance with wealthy and thickly populated ones. I think, too, that if the *Journal of Education* were increased to four times its present size, and three copies of it sent to each section instead of one; and contained, in addition to what it now contains, the most useful and interesting information that other journals do; and if it were thus used as a text-book, it would give the scholars a knowledge of the passing events that are daily taking place; of the improvements of the country; give them a knowledge of our laws and institutions and some idea of the resources of Canada. Such a fund of information would not be confined to the pupil only, he would communicate to the parent, the parent to others, and thus all classes would be benefitted by it. In conclusion, it affords me pleasure to say that there are more free schools this year than last—the strong prejudices against them must and will wear away."

22. *Robert W. Ferguson, Esq., Killey*: "I am able to state that during the latter part of the year all the schools that were in operation did well, but more especially those which were entirely free. As regards the present year I have great hopes that the schools will do much better, for the people are becoming more alive to the interests of education and of their children. They are offering much higher salaries to teachers where they can get good ones; and in fact there are some sections which seem anxious to obtain the services of good teachers at any cost, no matter what the salaries might be, but from some cause or other there is a great scarcity of good teachers, and the people cannot obtain them. However, all the

schools that are furnished with teachers have obtained very good ones, so that I see the prospects are encouraging. I sincerely hope they may be more and more so till your most sanguine expectations regarding the prosperity of schools in Canada are realized."

23. *Henry P. Washburn, Esq., Leeds and Lansdown, Rear*: "We have one school furnished with large maps and tablet lessons. The use of the black board is becoming a general thing with us, and I hope the day is not far distant when the mass of the people will supply their schools with apparatus, tablet lessons, maps, &c., and libraries in townships and sections. I am sure that we sustain a great loss for the want of such things."

#### IX. COUNTY OF LANARK.

24. *John A. Murdoch, Esq., Bathurst, &c.*: You will observe that, for the year 1854, there have been forty-five school sections which reported, and that of this number twenty-five have been free, or partly free. Although in sections which are entirely free, a numerous attendance is generally the result, yet the mode of supporting a school, partly by rate-bill and partly by rate on property, does not seem to answer the purpose satisfactorily. The rate-bill system must be considered as defective. Without counting the children in small sections, in which no school has been open, there appear to be six hundred and thirty-six children out of two thousand five hundred and eighty-seven of school age in the townships within my limits not attending any school, excepting perhaps a very few who may attend in some of the adjoining sections. The maximum of one shilling and three pence per month as fixed by law was so far so good, in preventing the shutting up of a school by voting an unreasonable rate-bill; but parents who have five or six children fit to go to school cannot in every case afford, even at one shilling and three pence per month, to send them all. Some more efficient measure, then, is yet wanting to complete our school system. The leaving to the inhabitants of school sections the option of choosing the mode of supporting their school has hitherto occasioned contention, and violent disputes among neighbors. All those with whom I converse, whether the advocates or opponents of free schools, deprecate this state of things, and would now gladly see the free system established without further delay by an act of the Provincial Parliament, taking care at the same time to make it binding on parents to send their children to school. This seems to be the only remedy for a great evil, and the only course that can be adopted, whether to reserve multitudes of children from growing up to manhood and womanhood in ignorance, or to preserve peace and good feeling among neighbors. When once established by law, opposition to free schools would soon die a natural death. The municipal councils of the townships of Bathurst and South Sherbrooke, Lanark, Dalhousie, North Sherbrooke and Lavant, procured from the educational depository, Toronto, a sufficient number of maps of the world to supply one to each school section in those townships. This step on the part of the councils has given great satisfaction to the people, and will readily facilitate the study of geography to the pupils. Were there to be (as you seem to intend proposing) a legislative grant made to aid in furnishing schools with maps

and other apparatus on the same terms as those on which books are furnished to municipalities for libraries, it would have a powerful influence in promoting education. I trust such a measure will pass the legislature, since it is needless to expect that schools will otherwise be supplied with the necessary school apparatus. I also most earnestly hope, that our legislature may be enabled to see the expediency and the wisdom of establishing free schools by law for the benefit of the youth of Upper Canada.

25. *The Reverend Duncan Morrison, Beckwith:* "In forwarding my report I beg leave to make a few suggestions relative to our educational system: *First*, to make free schools the law, and no longer to leave the matter an open question. There can be no doubt that the free school system is the system best suited for us, and it is a pity that the friends of it should have to fight the battle annually. This causes more bitterness amongst the different neighborhoods than anything else I know, and before the feeling subsides another annual meeting comes round and the whole is acted over again. I feel assured that had the free school system been made law at first, everything would be going on most harmoniously now, and the country reaping the full fruits of our excellent system of public instruction; but as it is, the country is filled with complaints and almost every neighborhood in it has a minority smarting under real or imaginary grievances. The sooner that this state of things is put an end to the better: *Secondly*, to carry out the scheme of getting maps and apparatus for all the schools, through the aid of a legislative grant. Such a scheme carried out to an extent adequate to the wants of the country would soon bring forth its good fruits. It would act immediately and most beneficially on all the poorer and remoter sections, and would be hailed with even greater delight than the magnificent libraries now in the course of distribution over the country: *Thirdly*, to get the council of public instruction to frame a prayer suited for all our schools, and to recommend its use to all the local authorities.\* Coming from this high source it would be well received, and, I think very generally adopted: And surely it would say much for our common school system that it was carried on day by day under the prayers of all its teachers and scholars. I see nothing in the way of carrying out such a proposal. A prayer can be made just as unsectarian as the scriptures.

26. *The Reverend John Bell Worrell, Elmsley, North:* "I may be permitted to state after 5 years experience as local superintendent, that I believe the school system is working well in this township. Certainly greater interest is taken in the matter, the teachers are of an improved stamp, and there is a greater willingness to support the schools. I know, that as a practical man, you have to deal with things as they are, and not as we think they should be, or as we should wish them to be; but I perceive you design using your influence (as, I may say, I think justly,) to procure a legislative enactment to make education in some degree compulsory. I would certainly wish to see the same done in respect to the use of the Holy Scriptures in common schools.† I have no wish to disturb the system of national education by

\* This has been provided. See amended regulations.

† Ibid.

denominational teaching—I believe it to be impracticable—but, I repeat, I would certainly wish to see the use of the sacred Scriptures compulsory in schools.”

27. *The Reverend Alexander Mann, A. M., Pakenham*: “As regards the number of persons who can neither read nor write in this township, the reports of trustees do not furnish any definite information. I believe, however, that the individuals of mature years in the sections from which reports have been obtained are comparatively few, who can neither read nor write. The reason assigned by some trustees for the paucity of scholars, is indifference on the part of the parents. This statement may be strictly correct in some instances, but it is not so in all. In some sections on account of distance from the school-house young children are prevented from attending; others are apparently kept back from school, because the teacher is considered a severe disciplinarian; and as the people in the country live chiefly by farming, some children of school age are doubtless kept at home to assist in agricultural operations. There has been great inducement to act in this manner, from the difficulty which was felt in procuring assistance otherwise. I cannot conclude without alluding to the improvement which has taken place in the educational affairs of this township since I formerly held office as superintendent of schools. Although all things are not yet as they should be, there is very marked advance in the right direction.”

28. *The Reverend John McMorine, Ramsay*: “You will see by my report that the township is becoming more and more in favor of the free school system. The adoption of this system, if the teacher be at all popular, is followed by a considerable accession of pupils to the school. But I have seen it producing something like carelessness in the teacher, and probably less diligence on the part of parents in keeping their children *regularly* at school. Good teachers are becoming more and more scarce among us. Our schools have, with difficulty, been supplied for the current year; and some of those employed are not the most capable. Nothing but the offer of increased salaries will induce the most efficient teachers to continue with us, and the people are very unwilling to raise them. I cannot say that education is making any progress in this quarter. The books in the school libraries are pretty extensively read. Many of the school-houses are too small, and otherwise unsuitable.”

#### X. COUNTY OF RENFREW.

29. *George Brown, Esq., Admaston*: “I have been partially successful in convincing the parents of hitherto much neglected children in this township, of the crime and folly of allowing their children to grow up in ignorance. I have got two new school sections formed in this township and school-houses built in them. One great drawback to the progress of education here is the scattered state of the population. The distance of the school-house from many of the houses of the children is too good an excuse for keeping them at home; and the pecuniary aid they are called upon to subscribe for the payment of a teacher’s salary and the building of a school-house, they consider an oppressive burden. I hope the time is not far distant, when our legislators will be so deeply impressed with the vital importance of an

educated population being the only sure foundation on which security of property, and the progressive prosperity, and true greatness, and happiness of a people can be built, that the whole expenses of the education of the youth of this province will be provided by the country: and that they will enact such laws as will make it criminal for the parents, or guardians, of the youth of our common country, negligently to allow them to grow up in ignorance, and for which neglect they should justly be made liable to penalties and punishment. If this were done by an indirect taxation, it would never be felt or grumbled at; and then under proper governmental supervision, we should have efficient teachers, commodious school-houses, and an end to the continual war and strife occasioned by free school or no free school in the school sections.

30. *William Holliday, Esq., Bagot, &c.*: "The cause of education in this municipality is far from encouraging. The labor may be aptly compared to that of Sisyphus struggling upward with his stone—gaining but little ground. Two schools are at present vacant for the want of teachers, who are hard to be got of any description. Another great drawback is the apathy and indifference of parents. It is a melancholy fact not to be disguised, that owing to their negligence and the distance from schools, nearly one-half of the children in these townships are growing up without any education whatever. How to remedy the evil, I know not. It is generally admitted that every child in the land should be educated; if so, any thing that can be done to gain so desirable an end should be done quickly. I believe that if the free school system were altogether adopted, there would be a better attendance of pupils residing within reach, but the case of those who are debarred by distance calls for redress. It is certainly a great hardship that those children should grow up without an opportunity of acquiring any education whatever.

" 'How many costly gems deep buried lie,  
 Within the bowels of their native earth;  
 Many bright talents formed in embryo die,  
 And not an effort made to give them birth:  
 In mist and darkness shrouded drear and deep,  
 No flickering light shews where the treasures sleep!'

A great evil has hitherto existed with respect to the election of trustees that were unfit to fill so responsible an office. They should not only be educated and liberal minded men, if such can be had, but also responsible men with respect to property; as some have been elected holding none in their own name, and when a difficulty arises, (but often creating difficulties themselves,) if they consider their office a burthen they throw it off their shoulders, thus breaking up corporations at will, causing endless trouble and setting all law at defiance. The supplementary school act, prohibiting the levying of a rate bill of more than 1s. 3d. per month for each scholar, is well received: the people generally seem to prefer paying something towards the teacher's salary for each pupil attending school, rather than irritate the feelings of their more wealthy neighbors. I beg to acknowledge with gratitude, on behalf of the several schools under my charge, the welcome and munificent grant of five pounds to each, out of the grant made to poor school sections; it being a great

boon to people in our situation, which I trust will be duly appreciated, and be the cause of stimulating us forward to more exertion—for I believe legislative grants will be of little service unless the people themselves put their shoulders to the wheel with a progressive determination worthy of such a cause. As Lord Brougham spoke in England in 1853, so we may now speak in Canada—"The efforts of the people are still wanting for the purpose of promoting education, and parliament will render no substantial assistance until the people themselves take the matter in hand with energy and spirit, and the determination to do something." Our council is averse to taxing the municipality for a township library, as they consider that the people, according to present circumstances, are taxed high enough already. We are in great want of maps and school apparatus of every description. There are two good school-houses in the townships, the one a frame building, very commodious, which was finished in 1853, the other is built of sided timber, a substantial durable house, but not yet finished. The other two are very indifferent log buildings in bad repair, but I expect the worst one will be replaced by a new building this summer coming. The *Journal of Education* is doing much good; may you be long spared as its conductor, and may you never forget the high influence you thus exercise over the social, well-being, and moral and intellectual improvement of your country."

#### XI. COUNTY OF FRONTENAC.

31. *Asa Phillips, Esq., Loughborough*: "Our schools are improving, and there is some spirit manifested in most of the sections for the cause of education."

#### XII. COUNTY OF ADDINGTON.

32. *The Reverend Paul Shirley, Camden East, &c.*: "I have much pleasure in transmitting my reports to the education office this year. My labor the past year was nearly double that of the preceding. As our schools progress, so the duties of the local superintendent increase. The schools which, three years ago, I could have examined in two or three hours, this year, occupy me a whole day. Several teachers apprised me, before the day of examination, that they expected I would be with them at 10 o'clock, a. m., as they could not do justice to their pupils and themselves in less than the whole day. This, though it increased my labor, is most cheering, as it is the best indication we can have of the progress of our common schools. The favorable comparison which the county of Addington bears to her sister counties, older and larger than herself, is very encouraging. From the report of the Chief Superintendent of education for the year 1853, I perceive that Addington, in the higher departments, will bear a favorable comparison with any of the counties reported, nor will she be thrown much into the shade by even the towns and cities. This advantage must be chiefly ascribed to the Newburg academy, the industry and usefulness of which are experienced by the surrounding country. Its influence is so generally felt and acknowledged, that it has commended itself to the cordial support of the united counties in which it is established."

## XIII. COUNTY OF LENNOX.

33. *John J. Watson, Esq., Adolphustown*: "Much as we have to admire in the present school law,—and indeed so far as I am competent to decide, it is far more perfect than human institutions generally are,—yet something more is required to make education not of a secondary, but of paramount importance. And the more I ponder the progress of education in this part of the country, the more I am convinced that a more stringent law is required to force an ample provision for its support and advancement, and render *imperative* the maintenance of a system that must assuredly be beneficial to every free country. This would, I think, have a tendency to overcome that narrow-minded prejudice of many wealthy people who provide much for the physical wants of the rising generation, while they leave them intellectually to pine for want."

34. *The Reverend John A. Mulock, Fredericksburgh*: "I regret to say that the interest felt on the subject of education in this township, is decidedly on the wane; and until the penalties imposed upon worthless trustees are made heavier than at present, the interests of education will languish. The mere loss of the amounts of legislative grant and municipal assessment (if required) of the trustees is disregarded; they pay it cheerfully and pocket money by their neglect, as their taxes for a school, in many cases, far exceed the amount that can be levied off them, if they close the school against the section. I rejoice to hear that measures are about to be adopted to require, as far as possible, parents and guardians to send their children to school. This is a move in the right direction, and will be a blessed boon to the rising generation; but I would, with all deference, suggest that the trustees be first compelled to keep the schools open for at least nine months in the year, and that should they fail to do so they be fined much more heavily than at present."

35. *E. A. Dunham, Esq., Richmond*: "The operations of our schools for the township of Richmond, during the past year, have not been characterized by that efficiency which the friends of education and general improvement would have desired. In some of our schools, however, a marked improvement is to be seen, but in others retrogression is apparent, developing an almost criminal apathy on the part of those whose province it is to be foremost in pushing forward this noble enterprize. One very great drawback to a progressive movement in this department is the want of *efficient* teachers. This arises from various causes. It may be seen in the want of encouragement, by way of remuneration, so that young men of promise are induced to seek other employment; this is brought about, either by an utter disregard to the claims of education; a miserly selfishness; a limited sense of duty; or a crippled state of ability, caused by local dissensions and illiberal sectional legislation. Another source of inefficiency is to be found in the system of licensing—some parties through favoritism, or the failing to appreciate the responsibilities involved in their position, have granted certificates to those whose qualifications did not warrant it: this will especially apply to third class certificates—a class that should be entirely abolished, for no one, unless under peculiar circumstances, should be allowed to assume the office of teaching who holds no higher qualification. I may



be permitted here to remark, that the present mode of forming boards of public instruction, is susceptible of improvement: and as a step thereto, allow me to suggest the propriety of making all duly qualified grammar school teachers ex-officio members of said board. Our common school system will not have assumed perfection until the property tax be the *only* mode of sustaining its operations, and coercive measures be adopted to secure universal attendance: these provisions with competent teachers, cannot fail in giving character to our educational efforts which otherwise can scarcely be attained. If our people in general would better inform themselves on the subject of education, and the provisions and workings of the school law, one great barrier to the progress of intellectual improvement would be removed. It is a matter of regret that so little concern is observable in our school operations by many whose interest should be otherwise shown than by an attendance at the annual meetings, ostensibly for the purpose of thwarting any *liberal* measure that might be proposed. The prejudices still existing in the minds of many against the free school system, continue to characterize local feeling and affect its harmony. The circulation of the *Journal of Education* is by no means corresponding to the wants of the people; and it is a deplorable fact, that even with its limited circulation, as is provided for by legislative liberality, its invaluable contents are not appreciated so as to ensure a contemplated circulation, thereby defeating the object so wisely and generously proposed in its issue. The system of its present circulation is defective, but to propose a remedy is difficult. It would, however, be very desirable, in my humble opinion, that *every* trustee and teacher, at least, be furnished with it; likewise, if possible, every member of a municipal corporation. If a few copies could be connected with each school library it would unquestionably result in good. The *Journal*, to be appreciated, must be read; and to be read, it must be circulated."

#### XIV. COUNTY OF PRINCE EDWARD.

36. *John B. Denton, Esq.*: "In reference to the state of our schools here, there has not been much improvement during the past year, notwithstanding the future prospects are brightening. Teachers of experience and talent are sought after far more eagerly, I believe, than at any former period. Many sections are being united, forming two and even three into one, for the purpose of enabling trustees to employ competent teachers, and build commodious school-houses. Trustees of many wealthy sections are obliged to close their schools or employ persons whose incompetency is a burlesque upon the art of teaching and every thing connected with it. I should not have retained my situation any longer, but from a desire to effect some changes during the present year in the establishing of libraries in the remaining townships of this county, and furnishing the schools with maps and other apparatus; but how far I may succeed remains yet to be seen."

#### XV. COUNTY OF HASTINGS.

37. *The Reverend J. W. Chesnut, Elzévir, &c.*: "In consequence of another having acted as superintendent during the greater part of the year, I am not able to

express an opinion regarding the working of the schools in all the several sections, but can say, that touching those I have visited, they are in a prosperous and growing state. The free school system is almost exclusively adopted with us, and it is found to work well; notwithstanding which a few sections at the last annual meeting went back to the rate-bill, in consequence of a few who were discontented on account of the tax: but I think, ere the year closes, they will return to the free school system again. Many of the sections are still in want of the necessary apparatus, and it appears impossible to convince trustees that it is an evil. I would wish that it was in my power to give a fuller account of the per centage of children who do not attend school, but here nearly all the trustees' reports are defective. I do think this column of great importance, in showing the necessity of a compulsory clause in the act to carry out the free school principle effectively."

38. *John Johnston, Esq., Hungerford*: "I have not realized the prosperity in our schools which I anticipated; but there is decidedly an improvement. In 1852, six schools were in operation—for 1853, I reported twelve schools—and I now, for 1854, report seventeen schools in operation."

39. *James J. Ryan, Esq., Huntingdon*: "The people of this township appear to be generally getting acquainted with the common school law; the result being that they take a lively interest in carrying it into successful operation. Though most of the schools have been on the free school system in this township the past year, yet I cannot say that the improvement in the schools is as much as might have been expected. But in some sections sickness has prevailed to a considerable extent; in others, unions for the enlargement of sections; and in others, meetings to consider of the enlargement of sections; all which circumstances were obstacles to the advancement of education in the schools, as was the next thing, namely, to determine about building a new school-house on a new site. There was one stone school-house built last summer. The job of building two new school-houses this summer is already let out. The log-houses are fast disappearing—these were generally too small, and in a poor state of repair, especially in the winter season,—a great obstacle to the advancement of the pupils, and the discharge of the duties of the teacher. I hope to see the normal system of teaching become general. At present I have great hope of the progress of the school system in this township."

40. *Joseph Gander, Esq., Rawdon*: "There are as many as two hundred children of school age in this township that never enter a school for instruction. We have a population of about three thousand three hundred, and about one-third of these not able to read or write—that is 2,200 can read and write, 1,100 can do neither."

41. *Isaac Denike, Esq., Thurlow*: "In many respects it is impossible to obtain from trustees correct reports, either half-yearly or annually; consequently much of this is taken from my own "memoranda," in examining of which I find a general disposition for free schools. I have taken care throughout the year to have each school at all times provided with everything necessary for its well being, yet in consequence of the smallness of many of the sections, and the indifference of the people

who elect trustees of their own sort, it is almost if not quite impossible to keep up a school for any length of time; a difficulty which must continue until the six months limitation clause, and the clause making it discretionary with the people to have free schools, is expunged from the act altogether. It is encouraging, however, to observe that a desire for education is increasing; that a thirst for knowledge is beginning to manifest itself in various ways; and a certainty that the people are becoming willing to submit to anything required to ensure good schools. Much of this improvement I conceive to be owing to the invaluable collection of library books now circulating through the township: which, like so many faithful servants, are convincing the people of the many and great advantages now brought within their reach. In addition to the authorised books for the schools, we have succeeded in getting the Scriptures into all the schools save one. The *Journal of Education* is beginning to attract the attention of the people generally, and is a powerful auxiliary for aiding us in the work. In reference to the salary of the teachers I beg to say that, although there may be an apparent discrepancy in my report, the average salary to male teachers will be about £75, and to females about £40, per annum. At these rates we have no great difficulty in getting a supply of teachers above the middling order."

42. *The Reverend E. G. Anderson, Tyendinga:* "The schools are not in a flourishing a condition as I would wish, owing in a great measure to the trustees in many of the sections employing insufficient teachers, and then changing often, and sometimes if they cannot engage a "cheap master," closing their schools for six or eight months. I have endeavored to impress upon them, that it was more economical to employ a good teacher and keep their schools open the year round, than to be continually changing without in any way improving the condition of their children. I have invariably found that where a teacher is employed for some time the children improve rapidly; but where there is a constant seeking after novelty they retrograde. In my visits I have offered two prizes in each school, to be given in my next visit, for the children who make the most progress and attend most regularly. It already stimulates them, and I am told that in some sections children that scarcely ever attended, are now vying with each other for the book. I think it would be very beneficial, and advance the schools, if the municipalities would give something in every township for prizes."

#### XVI. COUNTY OF NORTHUMBERLAND.

43. *John R. Clark, Esq., Haldimand:* "The scarcity of school teachers is very much felt in this township, and renders our excellent school system less productive of good than it otherwise would be. I readily admit that our present school law is superior to any other of which I have any knowledge; but from the large number of children reported not attending school, I am inclined to believe it is yet defective. I, however, hope and trust the time is not far distant when the careless and indifferent parent will not be permitted to prevent his children from acquiring a good English education."

44. *Henry Fieldhouse, Esq., Murray*: "I am very sensible that the cause of education is improving in this township. Our teachers are of a better stamp than in former years. The free school system is generally adopted in the township, and if no other system were allowed by law it would be better for the country; thereby doing away with petty strifes in neighborhoods between trustees and inhabitants of sections. All parties would settle down quietly under it."

45. *George Hart, Esq., Percy*: "I have nothing particular to state in regard to the past year; I trust, however, we are still progressing as a township."

#### XVII. COUNTY OF DURHAM.

46. *William T. Boate, Esq., Darlington*: "I beg to state that, although our schools are not advancing so rapidly as I could wish, there has been a marked improvement during the past year; and an increased interest in educational matters is being manifested by both parents and teachers. I have attended examinations, and delivered public lectures in most of the sections in the township on various subjects relating to the government and efficient management of common schools; and the people generally have shown a willingness to cooperate with me in the work, by coming out to listen to the lectures, as well as to attend the public examinations; and strenuous and well directed efforts are being made by the most enlightened part of the community, to make our schools more efficient, and raise them to a higher standard than they have yet attained. During the past year three new school houses have been erected, one of brick, and two frame buildings, which are the best in the township; and I believe several more are to be erected during the present year. The pay of teachers is steadily increasing; indeed good salaries and good teachers are fast becoming the ruling maxim of our people. The average time that the several schools have been kept open during the year is about ten and five-sixths months, being something longer than in any previous year. It appears from the report that there are three hundred and ninety-one children in the township who are not attending school, and it is a difficult matter in many instances to ascertain the real cause; it must be attributed, however, in a great measure to neglect on the part of parents and guardians. It is much to be lamented that there are many in our country who are unable to appreciate the blessings of education, and consequently make no effort to educate their children, even when the means are placed within their reach. A teachers' association was organized six months since, to meet quarterly in different parts of the country, from which we anticipate much good."

47. *The Reverend James Baird, Hope*: "I may say in few words all that I have to say in reference to this township—education is steadily progressive."

#### XVIII. COUNTY OF PETERBOROUGH.

48. *Daniel Donoghue, Esq., Ennismore*: "I have made several visits and examinations in the school sections of this township during the present year, and am sorry to say I have found the schools in a very imperfect state. As the free

school system has been introduced, however, they are now on a better footing than before."

49. *The Reverend Francis Andrews, Otonabee*: "Although our report does not afford a more cheering account of the state of education in our township, still I think we are making some progress. You will see that we are deficient in many things. There is but one school wholly *free* in the township, although a number are partially so. I could wish that the feeling was more general in behalf of free schools. The schools are also very defective in *apparatus*, and it is difficult to impress the people in reference to such things. We have also a lack of well qualified teachers, being but one only who has been trained in the Normal School. It is a pity that we have not more, as Normal School teachers give most general satisfaction. There are but small salaries generally given to the teachers, and this has a tendency to prevent men of talent engaging in the work. In some cases the teachers feel a difficulty to preserve order in the schools, but this may arise partly from the bad training of the children at home, and partly from not knowing their duty. On the whole, I think that our educational system is conferring a great blessing upon the place."

#### XIX. COUNTY OF VICTORIA.

50. *Charles Low, Esq., Eldon, &c.*: "I have much pleasure in saying that education is becoming a subject of great interest in the townships of Eldon and Mariposa; and the call for qualified teachers, particularly those trained in the Normal School, is daily increasing. But I am of opinion that the schools will not prosper as it is desired they should, until the fund for the teacher's salaries be raised by a tax on property."

#### XX. COUNTY OF ONTARIO.

51. *Joseph Richard Thompson, Esq., Brock*: "Having held the office of local superintendent for Brock ten years ago, I observe and acknowledge with sincere satisfaction, the great and important contrast between the schools, teachers, books used, and system of education pursued *now* and in 1844. The buildings are much warmer and more comfortable, and in many of them the walls inside are covered with valuable maps. The titles are all freehold. The children read and spell with much greater correctness, and answer questions in geography and arithmetic which no one would have ventured to put to the scholars of a common school ten years ago. That, however, which struck me as the greatest improvement of all is the widely different character of the books now used in the schools. Ten years since some old-fashioned spelling books, and occasionally an English Reader, were the only works to be met with. Now every school in the township is well supplied with the excellent works comprised in the National series. This change has already effected an entire revolution in the education of the youth of Canada, if I am to judge from what has taken place in Brock. In every school I visited, the children shewed an animated interest in what they read, and were desirous of

knowing more of the subjects which had awakened it, and of advancing further in their studies."

52. *D. G. Hewett, Esq., Mara, &c.* : "I am happy to report that the population has awakened to a sense of the vital importance of education, and I trust by the next year's report I may have the satisfaction of shewing every section with a school-house and a teacher. I much wish that larger and better school-houses could be put up in the first instance; it would prevent the agitation occasioned by incurring additional expenses, which are absolutely necessary in a short time. The school-houses now in course of erection are miserable buildings of the shanty kind, and must be, upon the increase of population and improvement of the pupils, soon replaced by more sufficient ones: but where the people are not in a situation to raise the money necessary for better erections without inconvenience, it is difficult to overcome the evil by reasoning on the matter. Time must, and I dare say, will produce the remedy."

53. *The Reverend John Mitchell, Reach, &c.* : "I am happy in stating that a school has been in operation in almost every section of the townships of Reach and Scugog during the greater part of the year. I think I am justified in saying that the tone of education is improving among us. Greater desire is manifested by parents and trustees that sound and wholesome instruction be imparted to the rising generation. But we are still greatly deficient in school apparatus. I am glad, however, to find that a movement has lately been made in several of the sections, towards the obtaining of maps, libraries, &c. This I earnestly hope will lead to exertion on the part of all, and to the greater number of our schools being supplied with suitable apparatus. A large number of people are in favor of the free school system, and with the exception of a few the schools are free, or partly so."

54. *Abraham Bagshaw, Esq., Scott, &c.* : "The schools under my superintendence are certainly improving, and I anticipate a continuance of their progress."

55. *The Reverend R. H. Thornton, Whitby* : "In transmitting this Report I have great satisfaction in having occasion to advert to the remarkable improvement which it exhibits in the state of the schools generally, but especially in the following respects: 1st. In the *status* of the teachers employed. The third class I have long been urging the people to keep "back of the ridges," and have now succeeded in this. The second class are mostly of a superior order. 2nd. Salaries are not only much increased, but mostly paid up; and the employers are beginning to understand better that a good teacher is much the cheapest. 3rd. In nothing does progress seem to be so marked as in the higher departments of study. The columns for Algebra, Mensuration, Geometry, &c, which used to be returned blank in regard to more than two-thirds of the sections, now exhibit a highly respectable number engaged in these studies. 4th. The rate-bill is rapidly decreasing, and in the most of the sections where an interest in education exists will be set aside. The antipathy to a property rate is growing rapidly less. One objection prevails with not a few favorable to free schools, viz., the fact that several parents do not avail them-

selves after all of the advantage. An effectual change in this respect would secure the triumph of free schools here very soon. As to the causes of children being absent from school, the trustees' reports are only supposition, but I believe correct in it, viz., neglect of parents."

## XXI. COUNTY OF YORK.

56. *The Reverend J. Gilbert Armstrong, B. A., Etobicoke, &c.*: "The total number of children attending no school in Vaughan, is, as near as can be ascertained, 453. The reasons are various. Some parents remove their children at an early age, and before they have had sufficient opportunities of education, from the common school, and employ them on their lands. This, perhaps, might in some measure be excusable in a new part of the country, where the difficulty of procuring workmen might be experienced by parents; but in a township like Vaughan, so old and so wealthy, the only cause which can be justly given for the absence of so many children during the year, is a want of a thorough appreciation of the advantages of education, as well as the absurd notion which too generally pervades the country, particularly the rustic localities, that at most a year or two's schooling (as it is commonly called) is quite sufficient for those who desire to make their children "earn their bread by the sweat of their brow." Doubtlessly, if parents can be got to attend, school lectures will contribute in time to remove this absurd idea; but some law which would compel parents to send, or pay for their children whether or not, would no doubt work efficiently; for then, if for nothing else, parents would send their children to school, because they were obliged to pay for their education, whether they sent them for instruction or not."

57. *William Robert Morgan, Esq., Scarborough*: "An analysis of my report presents the following results, which speak for themselves: Including 48 children in the Pickering portion of the union section of Pickering and Scarboro', there are 1245 children of school age, resident within the limits of the eleven school sections in Scarboro', of whom 832, or between 66 and 67 per cent. attend school, and 413, or between 33 and 34 per cent. do not. There are also 43 children above school age attending school. Of the above, 67 children of school age, and 4 above that age, attend "Ormeid's" school, in school section No 3, at present; though in 1854, the highest attendance there was (I believe) 54. Of the 1243 children of all ages, who belong to the township of Scarboro' (exclusive of the 48 children who belong to the Pickering portion of the union section of Pickering and Scarboro') there are, omitting some fractions:—

61	per cent.	<i>learning</i> ,	and	38	per cent.	<i>not learning</i> ,—	<i>Reading.</i>
36	"	(nearly)	"	64	"	"	<i>Arithmetic.</i>
15½	"	"	"	84½	"	"	<i>Grammar.</i>
20¾	"	"	"	79½	"	"	<i>Geography.</i>
5 or 6	"	"	"	91 or 95	"	"	<i>History.</i>
40	"	(nearly)	"	60	"	"	<i>Writing.</i>
1½	"	"	"	98½	"	"	<i>Book keeping.</i>
1	"	more than	"	98	"	"	<i>Mensuration.</i>
1½	"	"	"	98	"	"	<i>Algebra.</i>
1	"	nearly	"	99	"	"	<i>Geometry.</i>
5½	"	"	"	94¾	"	"	<i>El. Nat. Philosophy.</i>
8	"	"	"	96	"	"	<i>Other Studies.</i>

## XXII. COUNTY OF SIMCOE.

58. *Thomas Drury, Esq., Essa, &c.* : "With respect to the township of Essa, I am sorry to report that very little progress has been made in the efficiency of the schools during the past year; this has been owing to the difficulty of procuring teachers, and to the disposition evinced by trustees of changing their teachers, and of teachers to try some new scene of action. From these causes some of the schools have been closed for several months, although the trustees have used every exertion in their power to procure suitable teachers, to whom they were willing to pay a liberal stipend. Under these adverse circumstances, it is not surprising that the children have made but slow progress in their studies; however, the number of pupils on the roll is only 13 less than last year; and while the children reading in the 1st and 2nd books have decreased, those of the 3rd and 4th books have increased, showing that some progress has been made. In writing, the number has slightly increased, and in Arithmetic, the increase has been from 60 to 104; of course the most of these are beginners. In Grammar and Geography, I have to report a decrease. You will observe that we have only two free schools, Nos. 1 and 2, but contrast them with No. 4, which has about the same school population, and you will perceive that the attendance of each of the former schools is nearly double that of the latter. This fact is much in favor of free schools. In Tossorontio the schools have been kept open about the same time as in 1853, and by the same teachers, which is a great advantage; as a consequence, the children have improved considerably. This pleasing state of things, I am sorry to say, no longer exists, for both teachers have recently left. In the remaining section, the trustees are building a frame school-house, which will soon be finished. The time has now arrived when I retire from the office of local superintendent of these townships, the duties of which I have endeavored to fulfil to the best of my humble ability, for about five years; and in closing my correspondence, it is with pleasure that I can refer to the careful attention paid to all my communications, and to the ready promptitude of the answers; to the strict examination of cash accounts, and to the correct and business-like manner of all the proceedings of the department, as far as I have been concerned. And now, sir, permit me to thank you very sincerely for the untiring energy you have manifested in bringing our valuable school system into successful operation. A good system of education is one of the greatest blessings that can be conferred on any country; that we now possess; and to be instrumental in establishing such a system, is honor enough for any man to enjoy. May you be long spared to see it flourish in Upper Canada."

59. *The Reverend William Fraser, Gwillimbury West* : "The school library is a township library, and is distributed among the several school sections in proportion to their population. At the end of every six months the books are returned to the township librarian and distributed anew. The plan appears to work well. It seems to be the best means of making the books available to the whole population."

60. *The Reverend John Fletcher, A.B., Mono, &c.* : "I have great pleasure in remarking that every school in the two townships was open during some part of the



year, at an average of eight and a half months per school, and that the Book of God is used in every school but one."

61. *Andrew Jardine, Esq., Nottawasaga*: "Some of the sections in this township are employing good teachers and giving high wages, and I have no hesitation in saying that in these only can the children hope for any benefit. A poor teacher and a cheap one may profit himself, but can do no good to the rising generation."

62. *The Reverend John Gray, Orillia, &c.*: "I have obtained very little information from the reports of the trustees regarding the causes of non-attendance at school—the one most generally given is that they were kept at home to work. The causes that have appeared most prevalent to myself, are a positive indifference to, or a very inadequate apprehension of, the blessings of education; the high price of labor, and the consequent temptation to employ the young at a very early age in agricultural and other labors. Much, also, depends upon the efficiency of the teacher, and the character and energy of the trustees. The evil might, to some extent, be remedied by the formation of evening schools, and the establishment of evening lectures on scientific and other interesting subjects. I conceive, too, that the institution of libraries will do much to remove the apathy that, alas! characterizes so many of our fellow citizens. In alluding to the subject of libraries, I have great pleasure in stating that those established in Oro and Orillia are in successful operation, and already promise well; but they have so lately gone into operation that I shall defer, for the present, making a formal report on the subject."

63. *The Reverend F. L. Osler, M.A., Tecumseth*: "During the past year the schools of this township generally were kept open longer than in any previous year; and the council of 1854 having redivided the township into school sections, making fourteen whole sections out of eighteen sections and parts of sections, I think a stimulus will be given to the cause of Education which was much needed. Already contracts have been given for the erection of good frame school-houses with their necessary appurtenances, and larger salaries offered for good teachers. It is out of my power to ascertain, with any degree of accuracy, the per centage of illiterate persons in the township. The trustees report, with one exception, 'cannot tell.' Judging from my marriage register, 18 per cent of the females and 12 per cent of the males are unable to write their names. With respect to the children not attending any school, at least one-fifth, *i. e.*, many from 5 to 8 years of age, who reside at a distance from the school-house, cannot attend."

#### COUNTY OF HALTON.

64. *The Reverend John Armour, Esquesing*: "In this township we had 18 schools open part of, or the whole, year—average about ten and a quarter months. The public money being divided here on the principle of time, has the tendency to encourage trustees to keep the school-house open. We have a school population of 1700, of which nearly 1200 are on the register as having attended school part of the year. The school population averages in each section above 90. There are several

sections, however, which embrace a much larger proportion, and in which, notwithstanding the efforts of trustees and teachers to accommodate the youth, there is not school room enough for the whole. In these sections the energies and abilities of the teachers are taxed to the uttermost. Such ought to have two schools and two teachers. Notwithstanding this defect, there are several schools which will compare in numbers, in furniture, in teaching and in progress, with any rural schools in the province; whilst the pupils will also bear an equal comparison, for intelligence and attainment. The present school law, and school system, are doing great things, in improving the intellects, and I trust, also, the hearts, of the rising youth of Upper Canada. It is, however, to be deeply regretted that all the children of school age are not scholars. The report shews that somewhat more than one-fourth of the school population has attended no school during the year. The causes for this unhappy neglect are various; some of which are referred to in the report: many of them, I have no doubt, would be obviated by the universal adoption of the free school system. Let the school be free to all and it will fill the house. Fifteen of our schools were partly free last year; and several have determined to be wholly free this year, and are filling the school-room. The advance in teachers' salaries has had a very beneficial influence upon the teachers themselves. They have been led thereby to emulation in self-improvement and self-consecration to their profession. In this township are several young men, of ardent and enterprising minds, who have entered on the onerous duties of the schoolmaster, are throwing their whole souls into their labors, and are becoming highly useful as teachers, and very successful in their work.

65. *The Reverend Thomas Greene, A.B., Nelson*: "I think I may with confidence affirm we have made some progress in nearly all our schools during the past year. The stipends of the teachers have been augmented, and a lively interest in the improvement of the children manifested. There has been a good attendance of parents and friends at our public examinations. I entertain the hope that the inhabitants of Nelson will yet occupy as proud a position because of their zeal in behalf of the education of their sons and daughters, as they at present enjoy for their skill and energy in all agricultural pursuits. The instructions recently issued by the Department, in reference to the opening and closing the schools with prayer, have been acted on without any opposition, as far as I can learn, and who that professes himself a Christian could possibly raise an objection to the use of the 'Lord's Prayer?' I feel confident if Nelson were polled on this question nineteen-twentieths of the population would sustain the Council, and I certainly trust the unreasonable clamor of a few men, however prominent, may never prevail to set aside a regulation so correct, so desirable, so upright."

66. *The Reverend James Nisbet, Trafalgar*: "If from the number of children of school age in this township (which, exclusive of those in part sections, is 1595,) we take the whole number on registers, (1183) we find 412, or more than one-fourth, have not found their way to any school during the year. Again, if from the number on registers we take the mean average of attendance, 612, we find a defi-

ciency in attendance of 562. In other words, that, those who have been at school have attended only a little more than half-time. All of which shew that but a fraction more than one-third of the children of school age have been in actual attendance at school at any one time during the year—certainly a state of things far from being desirable. It is gratifying, however, to observe that the Holy Scriptures are used in all the schools in the township; although I am disappointed rather in that two only are opened and closed with prayer. It is also encouraging to find that the desire to obtain well qualified teachers, and to have the schools properly furnished with maps, &c., is on the increase—while some trustees are still too much afraid of increasing the expenditure in their sections.”

## XXIII. COUNTY OF WENTWORTH.

67. *Andrew Hall, Esq., Flamboro' East:* “The schools when in operation last year, were prosperous; and the people in the several sections appeared anxious to make progress in the cause of education.”

68. *W. D. Donaldson, Esq., Flamboro' West:* “The free school system, I am sorry to say, and as you will perceive by the report, has not hitherto been adopted in this township to any considerable extent. Efforts were made in several of the sections at the last annual meeting to establish it, but, I regret to add, in every instance except one without success. We must not, however, despond, as in section No. 4, the largest and most populous in the township, it has been decided by a very large majority to adopt that system; which of itself is something gained in a school population of 220. The school in school section No. 9, is nearly free, the rate being only five-pence per month; and the consequence has been that the average attendance has increased so as to entitle the section to a larger portion of the municipal assessment for 1854, than any other school in the township, although there are two other sections in it have each nearly an equal number of children of school age; and one with 95 children of school age more than are in section No. 9. This, I think, affords conclusive evidence that the nearer we approach the free school system, the greater will be the number of children to receive instruction. And, as, according to the mode now adopted of apportioning the school money, the school which has the largest average attendance, will receive the largest portion of the school money, even those who take the lowest view of the matter, will find it necessary to adopt the free school system in order to receive, what they consider, their just proportion of the legislative grant and municipal assessment. I feel ashamed to direct your attention to the fact that there is yet but *one* common school library in this township, namely, that in school section No. 4, in which I reside, and that, even, I succeeded in establishing only by considerable personal exertion. We are therefore at present behind many other townships, both in the matter of free schools and school libraries; still I conceive, that on the whole our prospects are not discouraging; the ground is fairly broken; a step has been taken in the right direction; and the people of this township, I have reason to believe, are beginning to awake to a sense of what they owe to themselves, to their children, and to society at large. It is my intention again to bring the subject of common school libraries before township council at its

first meeting, and I trust that, before the end of the present year, there will be a common school library in every school section in the township."

## XXIV. COUNTY OF BRANT.

69. *The Reverend Elijah Clark, Dumfries South*: "I am happy to state, what it must be gratifying to yourself to know, that our schools in this township are advancing rapidly under a system which you have been mainly the instrument in establishing. There is one thing, however, in the school act which is counted a grievance here to many—the power to establish free schools and make people pay for their support. But who are these that find fault? Not the men in moderate circumstances, but the wealthy who have, as they say, "educated their own children, and now have to educate their neighbors." And these will never rest, until the school-tax they now pay for the support of "free schools" be demanded from them under another form. I am confident, not only from my own observation, but from the statements of those around me, who have had considerable experience in the working of the free school system, that no other plan of instruction is so well adapted to the necessities of the country and the world at large. We would, emphatically, have the schools made free by legislative enactment, so as to end the strife and contention which every school section experiences once a year: doing away with rate-bills altogether, except in cases of attendance, where the parties are over school age, when it should be left in a great measure discretionary with the trustees. No one finds fault with free schools but those who are childless or wealthy. The employers in the respective sections, the parents, guardians, and all classes are present at the examinations of the schools. It is truly encouraging to see the difference between the interest now taken upon such occasions, and the apathy we had to endure in 1853, when one or two trustees only used to be present at our visits to the schools. A spirit of generous rivalry is infused in almost every school in the township; if one pupil determines to excel in a school, he is sure to find an opponent to contest the point with him equally emulous to carry off the laurel. By a patient continuance in the steady course you have begun, sir, we anticipate yet much more for the very important subject of education in our favored province. May the Preserver of all spare you life and health to accomplish all you desire in the enterprise. There having been much sickness in this township during the summer and fall, the schools have been much more thinly attended than they otherwise would have been. We want more teachers, also; we could give four more employment immediately, if we had them."

## XXV. COUNTY OF LINCOLN.

70. *Andrew Wilson, Esq., Caistor*: "The schools in this township are very backward; but as some of them are adopting the free school system in part this year, we may hope to find some entirely free next year; and thus find a prospect of their redemption."

71. *The Reverend William Hewson, Clinton*: "Having been confined to my bed by sickness, and being yet unable to write at large a particular account of

education in this township, I may nevertheless say that the school law works well,—the cause prospers,—a livelier interest is generally manifested by the people,—and the importance of securing the best class of instructors is felt more and more. I feel confident that your name will live in the memory of a grateful and intelligent people (made so chiefly by your devoted labors.) May you long be spared to adorn the important office you now fill with such distinguished ability.”

72. *Jonathan Wolverson, Esq., M. D., Grimsby*: “The present school law seems as a whole to work very well, and to offer every facility for the establishment of good schools in each and every section, would the community but properly appreciate its spirit and endeavor to carry out to the letter the provisions of the act. This, however, is a *desideratum* as yet far from being realized, and as far from being accomplished. But understand me not to say that this is the fault of the system, for, I believe, sir, you have done everything in your power to perfect it. I think it is not hard to find the defect, and even to place our finger upon the spot, in fact it may be summed up in one word “*incompetent teachers.*” Now, sir, we have a “normal school,” and one that is doing much to remedy and to remove the evil; but I never knew a greater dearth of teachers than at the present, and *such teachers*, only a sprinkling of them have ever seen the inside of a normal school or any other regular institution of learning. Nor is it the fault of the examining board, or of trustees, that we have incompetent teachers. It would seem that from some cause or other, the more active portion of the young men who leave the normal school soon abandon the profession of teaching, perhaps for business of a more lucrative or less fluctuating character; and this I fear will continue to be the case until some more efficient means be adopted to raise the standard of education among us. The common school is right in its place, but then it has its limits for action. What we want is a higher grade of educational institutions; in which classical and mathematical studies may be pursued to an extent which it is folly to expect the common schools can ever carry out. The extension of the grammar school system would meet my views upon the subject, but then these schools are so sparse and so far between, that their influence is too limited for the wants of the community. I hold that every youth in Canada should, if practicable, enjoy the means of a respectable education without wandering from the social circle or the domestic hearth. I contend that every village should have a grammar school. And I think that if the government would grant some encouragement in the shape, say of £50 a year, that localities would generally respond thereto and do the rest. When this shall be the case, we may expect to see a noble band of youth from every part of the province, flock not only to our normal school but to every other institution of learning; and then, I am bold to say, this dearth of teachers, and this famine for lack of knowledge, will give place to plenty, contentment and happiness.”

#### XXVI. COUNTY OF WELLAND.

73. *Alexander Reid, Esq., Crowland*: “I am truly sorry, reverend sir, to report so great a number of absentees from school during last year. It plainly shews that all is not right; and although the cause is reported to be unknown, I fear that in

most-cases it may be ascribed to ignorance and penuriousness. Teachers' salaries are good in this township, averaging \$25 per month without board. It is truly lamentable that in a Christian age like this, and in a Christian land, no less than five school sections out of nine should not use the Word of God which is necessary to make us wise unto salvation; and that out of nine schools, but two of them are either opened or closed with prayer. This negation of religion will not do. How can we expect to prosper in these matters, when God's blessing is not implored? You will see that the authorised books are in general use. The schools are kept open, however, very little over six months in most cases, which is a crying evil, and does great injury to all concerned. But there is one noble exception, under a teacher who is doing great things. I am sorry to say that we have not a single common school library—a matter which should be strictly attended to, for I am persuaded it would tell beneficially both on young and old. I think we may hope for a change in this soon, for there is evidently a growing interest in favor of common schools, as evinced by the visits made to them by various gentlemen, although it is not what it might be. The schools are uniformly furnished with Visitors' Books, and (a few excepted) with Registers. In conclusion I would state generally that education is on the advance here; but we are in our infancy. Great obstacles have to be overcome from previous habits. Our schools should be kept open longer during the year, and better filled. While I write there are no fewer than five vacancies out of nine. Teachers are very scarce, which aggravates the evil; yet we must not despair. Trusting that you may long be spared to fill the office you now occupy so worthily; and that greater success may yet attend your labors, is my earnest prayer.

74. *Dexter D'Everardo, Esq., Pelham*: "On the whole the schools have prospered. The new principle of paying the teacher by one-third rate-bill and balance by assessment has been pretty generally adopted, and has worked quite satisfactorily."

75. *John Radcliff, Esq., Thorold*: "I am happy to say that the schools here are all progressing very satisfactorily in every point except one, a rather essential one, namely, the very frequent change of teachers, and for which I see no especial remedy. Few contracts are made for more than three months, and seldom extend over six. I need not point out to you, sir, the disadvantage this must be to the pupils; for although the teachers may have been educated at the Normal School, yet every one has a system or mode of his own: besides, on this frontier position many of our teachers are from the United States, or having received their education there bring in a different manner and pronunciation. In the course of a few words which I delivered at a school examination, I placed myself in the position of a resident in a large town or city, with a family of children requiring school education, and I took it into my head to send them first to one school, then to another, and so on, until they had gone to six schools in the course of the year. What would be thought of a parent acting in this manner? No doubt the community would think him mad, or at least very foolish. And yet, gentlemen, I observed, it is precisely after this fashion that

you are acting—only reversing the matter by sending six teachers to your children. They all saw the force of the remark, but as the trustees say, if we hire a first class teacher for a long period, the parents of small children complain that the A B C class are neglected, the teacher's whole attention being occupied with the higher classes. Then comes the change, or the A B Cs are withdrawn, and the school attendance falls off. At the end of this year I hope to be able to report the erection of three new school-houses in the township. Most of the sections have appointed librarians, and received a portion of their library books, which will give much satisfaction to the reading public."

## XXVII. COUNTY OF HALDIMAND.

76. *John Mylne, Esq., Moulton, &c.*: "The schools generally, I must say, since my appointment, are greatly improved; the people seem to be becoming fully alive to the importance of education, and I sincerely hope that ere another report reaches your office we shall not only have many better school-houses, but that all of them will be furnished with maps, &c, &c."

77. *William Jones, Esq., Rainham*: "I am happy to inform you that the prospects here are most cheering. We have some good schools; and so ne excellent young men as teachers, getting good salaries and being willing to earn their money."

78. *William Hursell, Esq., Seneca*: "The condition of the schools generally in this towunship, I am sorry to say, is not a very prosperous one; though in some cases matters go on very well. In some sections the slowness of progress is in a great measure owing to the mismanagement of trustees, and a consequent carelessness on the part of parents and guardians of children whether the schools be kept open or not. Many of the schools, however, were taught by efficient teachers last year with very favorable results. At present the prospect is gloomy, four schools now lying idle for want of teachers. The inducements I think are strong enough for young men and women to devote themselves to the profession of teaching, as the demand far exceeds the supply. The free school system in most sections of this township meets with strong opposition. There are two free schools. In four sections the course adopted is to impose a fee of 2s. 6d. per scholar per quarter, and the balance of the teacher's salary to be raised by tax. In five others the fee is 3s. 9d. per scholar, and the balance of the teacher's salary by tax. Last year I felt convinced we should have had a township library established, but unforeseen difficulties have retarded this privilege. I still look forward to it, however, as a means of supplying the schools and people with instructive reading matter, and thus contributing to the social progress."

## XXVIII. COUNTY OF NORFOLK.

79. *James Covernton, Esq., Charlotteville*: "The free schools have declined in this township; the mixed system of capitation tax on scholars and rate upon property, is general and likely to be universal. The annual report will exhibit a very low rate in many instances of salary to the teachers, and as in most cases, there is a

close affinity between remuneration and qualification it is to be regretted that the scant means of many sections oblige the trustees to make the amount of wages the highest consideration. It is certainly to be deplored that the fixed payments from the public sources are not larger—for although the powers of the municipalities are unlimited as to taxation, yet a very general disinclination prevails to pass any other than a very low school rate. I would take leave to submit that, if the share of the government grant was only bestowed when county councils doubled it, an improvement in this particular might be made without creating any very sensible addition to the general taxation. In my humble judgment our schools languish from this unwise parsimony; nor do I believe that any very great amelioration is to be expected, until superior teachers are everywhere encouraged as they deserve to be. As is the employment, instead of being viewed and followed as a permanent vocation, it is only used in a very temporary manner; in many cases as a mere auxiliary to other more lucrative or esteemed pursuits. It is certainly only a matter of simple justice that in a country where the wages of skilled and manual labor have increased from 30 to 50 per cent. within a very few years, the very arduous and important duties devolving upon the teachers of our youth should at least partake of a similar increase: and, indeed, the generally professed impression of the value of education is very inaptly illustrated as long as the barest pittance is doled out to school teachers which their various circumstances induce them to accept. I have, perhaps, taken leave to dilate too much on this matter; but I can only say in apology, it is one on which I feel strongly, as I believe it to be indissolubly connected with the educational advancement we all profess to be anxious to forward.”

80. *The Reverend Aaron Slight, Jr., Townsend*: “The number of children set down in the report as not having attended any school in 1854, is 313; but the whole number of school age, as compared with the total of school age on the register, shews 66 more than I have reported. Possibly some of them have not been in school, but the most of them have attended in other townships or elsewhere. It certainly would not be amiss to adopt stringent measures to compel those who are positively careless to send their children a part of the year. I hope before long we may see still more liberal provision made for the education of our youth,—when all the schools shall have become, by general law, as free as the air we breathe,—when the unprotected part of the young shall find the school-room a general asylum of care and instruction. The large amount of reading matter now introduced into our township is already producing a good influence, but the supply is not half equal to what we require. The books are well liked, and the faithful *Journal of Education* is being prized more and more. I have nothing special to communicate further than the report will show: on the whole, I think our course is otherwise than retrograde.”

81. *J. A. Backhouse, Esq., Walsingham*: “The provision of the supplementary school act, whereby trustees can avail themselves of the rate imposed for school purposes on the “non-resident lands,” has placed both trustees and teachers in a better position, by enabling the former to meet more promptly their engagements with the latter. Another very important provision in the law is, the defining the



largest amount of rate-bill which can, under any circumstances, be imposed. This, by removing the chief cause of contention, has materially softened the tone of public discussions at the annual school meetings. Formerly, it was but too often the case that those best qualified shirked the office of trustee, by conferring it on some one entirely ignorant of the duties attached to it. Now, it is not so—in some sections, at the last annual meetings, a poll was opened and contested a whole day by some of the best men in the section. Parents and people are beginning to be alive to the fact that ignorant, careless or selfish men are not to be trusted with the expenditure of their money, and the management (or rather mismanagement) of the moral and intellectual training of the youth of their section; and the office is now looked upon, not only as a responsible, but as an honorable one. One of the most serious difficulties which the cause of education has to contend with in this township is, the great scarcity of well qualified and thorough teachers. To obtain first-class teachers has been almost out of the question; and I deeply regret that my report shows so many third-class. I hope, however, by the co-operation of trustees, to effect a change in this respect, and in another also, the habit of changing the teacher so frequently. The library books, by the direction of the township council, have been distributed, giving a portion to each section. By this arrangement, school section libraries have been established at once in every part of the township, tending greatly to encourage the schools, and to the diffusion of useful knowledge on various subjects. The circulation of the *Journal of Education* in the various sections, has also proved a great auxiliary in behalf of free schools and education generally; while it has at the same time afforded a guide to all parties entrusted with the administration of the law. With a school law, I believe, the very best established in any country, coupled with the very liberal and ample provisions for furnishing libraries, embracing a selection of excellent books on almost every subject; and with an efficient “department of public instruction” constantly exerting a powerful influence by infusing life and energy into the whole—I think, as Canadians, we are not anticipating too much when we look forward for a high destiny in the fast approaching future. I beg that you, and the officers of the department will accept, through me, of the thanks of the trustees of the various schools of this township, for the judicious selection of, and despatch in forwarding, the library books.”

82. *Daniel Wesley Freeman, Esq., Windham*: “I am happy to inform you that common school education in this township is on the advance, generally. I find a marked improvement in the views and feelings of parents and trustees on educational matters; efficient teachers are sought after, and remunerating prices offered for their services, unhappily hitherto; however, with little effect. With one exception, all the schools here are in successful operation: with a good supply of school books, but a lamentable deficiency of maps and school apparatus. But I regret to state that there is not a public library in the township, although I have repeatedly urged the great importance of these establishments, and have held out as an inducement the very advantageous terms upon which books may be obtained. I feel it to be a standing disgrace to Windham, and would charitably hope it is no index to the minds of its inhabitants, upon the subject of general information. In making up

my report, I find a great number of children not attending any school, the cause of which I ascribe in part to the small rate imposed upon those who do attend school; as where free schools prevail a much greater number will be found on the registers comparatively than in sections under other systems. In conclusion, I would suggest the propriety of allowing common school teachers, who make teaching a profession, to procure books from the library depository upon the same terms as municipalities and school sections."

#### XXIX. COUNTY OF OXFORD.

83. *Ebenezer V. Bodwell, Esq., Dereham*: "Although the returns from the several school sections of this township are not as flattering as might be desired, yet the great improvement in the character of our schools gives occasion to hopes for more rapid and satisfactory advancement. Many causes have hitherto contributed to prevent the full realization of the advantages that might have been expected to result from the improvement of our common school system. The township, in the first place, being new, settlers had rushed in from parts of the world with different views upon the subject of education. As a general thing, the acquisition of property being the principal object, and in the absence of unity of feeling in regard to education, there had arisen an indifference to its interests—an apathy which it required much exertion on the part of those entrusted with them to remove. The want of correct views, not only upon the school law, but upon the improved system of educational instruction, together with a desire to accommodate new settlements, had resulted in the formation of school sections in the township of inconvenient proportions, many of which lacked ability to support a good school. And the very general erroneous idea, that "almost any one is good enough to teach our children at present," has been prolific of its legitimate results—*bad schools*. I take pleasure in stating, however, that these difficulties and hindrances are fast disappearing. More enlightened and liberal views are taken of the improved methods of teaching, since the fruit begins to appear in its superior excellencies. The spread of legal and general knowledge, through the instrumentality of the *Journal of Education*, and the libraries established, is fast dispersing the clouds that so long hung darkly over our educational prospects. Free schools are established, good teachers are employed, and wages to induce efficient service in the teachers' department are offered. Our library system, although attended with some difficulties, is not, as some supposed, impracticable, and we anticipate from it important and beneficial results—especially to the young. We do not hope in general to bend the sturdy oak, but the twig may, we trust, be properly bent by useful and entertaining reading; and the common school library, with our Sunday school and circulating libraries, will, I doubt not, be productive of the most salutary effects. With the consent of the municipal council, I have revised the school sections in the township, and in doing so, have enlarged them and reduced the number from 16 to 13. And now, since they are established upon a more equitable and permanent basis, I hope the schools will in future exhibit a more creditable character: for although much improved from what they were, there is abundant room for further improvement. One barrier seems to exist to a satisfactory advancement—the school law seems to lack power

Parties not being obliged to sell a school site, and trustees being allowed to purchase as small a site as they please, it is sometimes impossible to locate a house conveniently for the section; besides, any school site containing less than an acre of ground, ought not to be tolerated—grounds cannot be properly ornamented, fenced, and conveniences prepared, without room; and where the one thing is wanting, license seems to be taken to neglect all. Witness the miserable hovel thrown up by the way side, without sufficient space between it and Her Majesty's property to admit of a sidewalk,—without ventilation, without furniture, without attraction or attractive grounds—every external and internal arrangement, in short, repulsive to the lively, merry disposition of childhood. The public mind here, I think, is prepared for a general *free school law*. May it soon be gratified in that respect, with a binding clause on negligent parents to send their children to school."

84. *Elihu M. Schooley, Esq., Norwich*: "In my official visits this winter, I found a goodly number of the schools in a highly satisfactory condition, creditable alike to the teachers and the warm interest manifested by parents and guardians in the educational welfare of their children. But at the same time, I have had to deplore a want of interest in some sections, where better things might reasonably be looked for. The indifference and apathy which seems to prevail in some cases respecting every thing pertaining to education, is indeed painful to contemplate; and is strikingly visible in the want of comfort and convenience in the fitting up of the school-room, in the almost total absence of object and tablet lessons, maps, school apparatus, &c.; and last, though not least, to be regretted, the employing of ill-qualified and inefficient teachers, hired at low wages. I trust, however, that there is a general movement in the right direction, and that a few years will produce a great change in the minds of the people in relation to the great subject of education. An improvement in the manner of keeping the financial and other accounts of the sections by the trustees, is loudly called for; and in order to effect it, I propose to meet the corporation of trustees in each section during my next official visit, with a view to encourage the adoption of a more systematic and correct method of management in this respect."

85. *Gilbert Telfer, Esq., Oxford North*: "I am happy to be able to say that education is progressing in this township. Three of the schools have been free this last year, and the other two partly free. Sections that were in the habit of employing indifferent or cheap teachers, have this last year given liberal salaries and employed well qualified teachers. This, no doubt, will produce good results. Trustees are beginning to understand their duties better, and to take a more lively interest in the cause of education. On looking over the reports for 1853, I find 156 children reported as not attending school. During this last year but 66 are reported—a large number still for five school sections. The reason is in a great measure carelessness on the part of parents and guardians. I hope, however, they will not have such reason this year, as better teachers are employed."

### XXX. COUNTY OF WATERLOO.

86. *Robert Brydon, Esq., Dumfries North, &c.*: "I do not know that we have a great deal to boast of in these townships in regard to the progress of education. In

some sections there is an indication of improvement, while in others there is no advance worthy of notice. A change of teachers generally produces a change for better or worse during the term of engagement. The county board has been aiming during the past year at raising gradually the standard of teachers' qualifications, and the county council has endeavored to assist in giving an impulse to education by the offer of prizes to the best scholars. The competition consequent on this offer was almost wholly confined to the village schools; but I anticipate a more general one should the council see meet to renew the proposition. Two circumstances are operating unfavorably for the interests of education at present, in these townships. The first is a deficiency in the supply of competent teachers. Several schools have continued vacant for a considerable time during the past year, from this cause, the trustees being most anxious to procure "good teachers"; and in several instances willing to increase their usual allowance to procure them. Another thing that operates materially against the interests of education in these townships is the injudicious arrangement of the school sections. Some sections, not in reality too large, are laid off so irregularly, that families are placed at inconvenient distances from the school of their own section; while others are so small that the inhabitants will not support a school longer than six months, and some even not so long. Of course no teacher of any standing in his profession cares to engage with one of these sections; it is, therefore, impossible that a high standard of education can be reached in them. As the existing divisions of the townships into school sections are to a considerable extent owing to the success of exertions made by selfish and interested parties to have them so at the time of the division, it is only to be expected that some influence would be made to bear on any re-arrangement of the sections in which the views of the inhabitants themselves are consulted. I have no hope of the people ever agreeing voluntarily to such changes as would be necessary to remedy the evil. It seems to me, therefore, that if the county council were authorized, if it has not already the power, to appoint a staff of suitable commissioners to re-arrange the school sections and equalize them in the twofold respect of area and population—with a prospective view to the future and permanent interests of education, and irrespective of the selfish views and petty whims of present proprietors, (whom death or a good bargain will remove in a year or two,) and if this were done in a judicious manner, it would be a most important step towards the advancement of education in several localities. The township council has indeed been making slight alterations in the boundaries, but not such as are fitted to remedy the evil complained of.

87. *The Reverend James Sim, Wellesley, &c.*: "In compiling the annual report from the school statistics furnished by trustees, the local superintendent must greatly depend upon his notes, taken at the time of his visits, and his knowledge of a school section for some of the items required. The reason for this has been in the fact that, in many cases, to save their pockets, the electors have put men in the trustees' office who were popular only for ignorance, stiffness, and general inefficiency; and who had so little of interest in school matters at heart, as to shelve, without reading, school acts, annual reports, *Journal of Education, &c.*, as often as they were furnished with them. Happily, however, for the cause of education, a better

state of feeling is beginning to prevail ; the former opposition to taxes for free schools is mostly laid aside ; the most active men in the community are made trustees, because best adapted to give effect to the school system ; all which is encouraging. Free schools are becoming popular, because they are found to work better than others. In Woolwich, last year, they were mostly all free ; and in Wellesley a goodly share of them. So also, judging from the minutes of the annual meetings, will it be found this year. In comparatively new townships like Wellesley, the first school houses are generally log, because easiest built, and they are ill-constructed and poorly furnished. In a few years, however, they will give way to better. Upon the whole, it is pleasing to contrast Canada now with Canada twelve years ago. At that time there were but few country schools, and very few of them of the first class ; while at present, (with the exception of a few settlers in the back townships) the privilege of a good education is placed within the reach of every child in Canada. In the county of Waterloo there are pupils who would not do discredit to any common school teacher in the province. But while the spirit of education has been aroused let ministers and local superintendents see that religion and good morals keep pace with literature. Although there is nothing in the school act to enforce it, I have encouraged the reading of the scriptures in the schools, because the morals of our country depend upon them.

88. *Martin Rudolph, Esq., Wilmot.* : The schools in the township of Wilmot are not in such a satisfactory state, as from the flourishing state of the country in general, might be expected. Good teachers are scarce, and will continue to be so until the salaries are brought up to a higher figure. Only six schools out of twenty-two were kept open the whole year ; six from 7 to 9 months, and 10 for only 6 months. The highest salary paid is \$25 per month, and this only in two instances. It is my humble opinion, that the schools in this township will always remain in a sickly condition so long as it is optional with the inhabitants to raise the teachers' salaries by tax or rate-bill. I have tried to persuade the people to join into one school corporation, but met with a great deal of opposition in this respect. A great drawback for our schools too, is, that our children have to learn two languages, the German and the English ; and well qualified teachers in both languages are few, seeing that they can earn more in any other vocation than that of school teaching. An English teacher who is not acquainted with the German language will meet here with a great many difficulties ; as the most of our children speak the German language in their families, and he is not able to make familiar explanations to them. A German teacher who teaches the German language only is of very little use, as it would be unwise to educate children in a country without a knowledge of the language of that country.

### XXXI. COUNTY OF WELLINGTON.

89. *John Cadenhead, Esq., North Riding.* : A very great scarcity of teachers is felt in my district, and several schools are now vacant. The remuneration of teachers, like all other money transactions, has been affected by the great change of value in all saleable commodities, and I believe the change will be favorable. There is a

disposition to be more liberal on the part of trustees; and this is the true way of raising the standard of qualification,—very low hitherto.

90. *John Kirkland, Esq., South Riding*: "The new rule of apportionment on the basis of the last six months attendance is, (although it need not be) a great obstacle to both promptitude and accuracy; and the considerations suggested by the way in which it becomes so, induce me to suggest the propriety (as you once properly remarked that the orderly arrangement of the affairs of all municipalities constitutes a part of the education of the people), of appealing to the people themselves to co-operate with the local superintendents in enforcing prompt compliance with the law—not only for statistical reasons but as a means of prompting the rate-payers to make "responsible government," so far as their own rights and duties are concerned, not a mere legal abstraction, but a fixed fact, as a matter in which their own personal and collective interests are more deeply involved than they seem to be at all aware of. I have generally made it a rule on looking over the registers to suggest to the teacher the propriety of adding up the column of every day's attendance every time the roll is called over, for the obvious reason that if done then, it would, by the force of habit and the prevention of an accumulation of arrears in the work of addition, render a prompt compliance with the requirements of the law with respect to the semi-annual returns both the easier and most natural when they ought to be made. The neglect of the rate-payers to insist on their rights has led to much confusion in financial matters; so much so that in one section, as I have recently learned, through want of system, there has not been a clear statement of accounts laid before them for five years. Another consequence is, that the trustees, in some instances, to save unnecessary trouble, have exercised their power of assessment to the accumulation of unnecessarily large balances; and the result has been that in about half a dozen instances the teachers have been paid up for the year out of such balances, and the legal apportionments have remained uncalled for for weeks after the accounts of the sub-treasurers might (and ought to) have been closed for the year. I think it right the trustees should continue to possess all the power that, in these cases they have abused, because the abuse may be checked without difficulty in the way suggested.

#### XXXII. COUNTY OF GREY.

91. *William Ferguson, Esq., Third School District*: "The townships and parts of townships which I have the honor to superintend, are among the most recently settled in the county, and consequently the inhabitants have still to cope with the many difficulties incident to new settlements. But notwithstanding, there seems to be a determination on the part of many to secure for their youth the inestimable privilege of a good common school education. In several sections where schools have not yet been opened, preparations are being made to have them in operation within a few weeks; and in many other neighborhoods where, through selfishness or want of information, or both together, the system of free schools was not tolerated, now when the spirit and meaning of our present excellent school law is properly exhibited, and its bearings are becoming developed, the mass of the people are

decidedly in favour of free schools. Though very much indeed remains to be done, yet I have ardent hopes, that if spared, my next year's report will exhibit manifest improvement. Your kindness in furnishing each corporation of trustees in my district with a copy of the school acts, will, with the circulation of the annual reports and your valuable *Journal of Education*, contribute very much to the progress of common school education. In conclusion, I beg to thank you sincerely for your ceaseless and disinterested endeavors for the educational welfare of our country's hope, the youth of Canada.

### XXXIII. COUNTY OF PERTH.

92. *John Hyde, Esq., M. D.*: "The trustees generally have taken but little pains in filling up their reports which has put me to extra labor, inconvenience and trouble. The sections are not discriminating enough in their choice of persons to fill that office, and double labor is thus cast upon the local superintendent. On the whole, this county is progressing in school as well as other things conducive to the march of moral and intellectual improvement. Several township libraries are formed containing valuable books calculated to give a legitimate and salutary impetus to the mind as well as refinement and elevation to the moral sentiments of the heart; and we hope that the good example thus set will be followed, so that in every township all facility may be afforded to counteract the many evil tendencies existing, and especially that have to human progress and moral well-being of a people, *social drinking*, regarding which it is not inappropriately styled the "destroyer of the nations." This appears to be the monster foe of the age, and the incubus that presses on every useful and benevolent enterprise. One of the teachers has been suspended on account of indulgence in this vice the past year. As a class, however, all honor to them, they truly take a deep and lively interest in their profession; and deserve more encouragement than is extended to them pecuniarily, and by the more frequent visitations of those immediately interested and others among us who should feel interested in the cause of the elementary education of the young. My predecessor merits the thanks of every admirer of human culture, for the efforts put forth and the sacrifices made in behalf of the cause of education in this country. I must express the conviction that it is suicidal to change superintendents and teachers on the paltry ground of £. s. d.; but such has been to a large extent the procedure carried on in this quarter with its natural results, injury to the schools. The free system is all but triumphant here, and from all I can learn will soon become general in the county.

### XXXIV. COUNTY OF HURON.

93. *John Nairn, Esq.*: "Education in this county seems to be in a very satisfactory state. During the last twelve months ten new schools have come into operation, making the present number 66—and all of these have been open the full period of twelve months, except two or three that could not procure teachers. A good system of teaching is also followed in a large proportion of the schools, in which the meaning of the lesson read,—the roots, derivations, and meaning of words, form a principle part. In my visits to the schools, I take the opportunity

of enforcing these improvements as eminently calculated to forward the great aim of education—the exercising and strengthening the mental powers by inducing research and investigation, and causing thought and reflection on the part of the scholars. Indeed, as a mental exercise in giving a fixedness to the mind, and in concentrating the thought upon a definite point, to the exclusion of what does not bear upon it, this exercise of derivations is of incalculable importance; and, therefore, it is to be regretted that some parents cannot appreciate its value, and have even been so inconsiderate as to interfere with the teacher, and issue their veto against the endeavor thus made to impart a good education. But when it is remembered that the exercise in prefixes and roots was comparatively unknown in the best schools of Britain a few years since—just as gas, steam, railroads and telegraphs, are recent improvements in the sciences of chemistry and mechanics—it is not wonderful that some should be insensible to this improvement in the science of education. In all my addresses, I particularly advert to this subject, as well calculated to secure an uniform system of good teaching, and as most conducive to shrewdness and discrimination in after life. And I have reason to know that some who were formerly opposed or indifferent to this branch of education, now fully admit its importance.”

#### XXXV. COUNTY OF BRUCE.

94. *William Gunn, Esq.*: “The walls of several new school-houses were erected in different parts of the county during the past year, which are now in the course of completion; and preparations are being made for the erection of several others in various places during the current year. New school sections are also being laid off in several townships. The people, generally speaking, contribute most willingly of their time and means for the erection and completion of school-houses; and in most instances, individuals with laudable generosity, bestow free sites for school purposes. When the poverty of a great proportion of the settlers is considered, such conduct is entitled to great praise. Judging from my intercourse with the people for the past two years, I should have no hesitation in stating that a most commendable interest exists throughout the county in reference to the subject of education—and that this interest is of a progressive nature. Several sections have adopted the free school system for the current year. The mixed system of providing school funds seems to be more generally favored. I must say, that I prefer the mixed system myself. Let education be made as cheap as possible, but let the parent or guardian contribute something. Be it even a nominal rate, it will yet interest the parties in the improvement which the children make at school. The free school system, so far as my experience extends, has not been productive of those results, the attainment of which its friends claim as one of its principal objects; namely, a more general diffusion of the benefits and blessings of education. And so far as I am capable of judging, at least, in reference to this section of the country, the system will never accomplish that object unless attendance at school be rendered compulsory by law. General statistics clearly and undeniably prove that nine-tenths of the crime committed in our midst, or in the world, arises from drunkenness and ignorance. And if, on the grounds of morality and the welfare of society, a law for



the suppression of the former can be demanded and justified, surely then a law for the removal of the latter would be equally desirable, necessary and just. From a perusal of the 'general instructions,' I am led to imagine that you purpose something of this kind. Should you succeed in accomplishing it, I would look upon such a consummation as the placing of the 'cove stone' of our common school system."

## XXXVI. COUNTY OF MIDDLESEX.

95. *Archibald Campbell, Esq., Carradoc*: "Most of the schools in this township, I think, will compare favorably with those of the adjoining township. The system of learning by rote, is now happily discarded; and children are taught, not only to read, but to understand what they read. Most of the schools are provided with maps; but not until this year (1854) have they had one of Canada. The county council very generously appropriated a sufficient amount for the purpose of supplying each school in the county with a map of Canada—still, a proper text-book on the geography of the country is much wanted. By referring to my report you will observe, that of the ten schools in operation in this township, eight are free—entirely supported by rate on property. Thus, upon equal terms; the door of the school-house is opened to the poorest child in the section, as well as to the most wealthy. Notwithstanding these facilities and privileges, I regret to say that in some sections a portion of the school population never enter the threshold of the school-house. I am of opinion, if the state makes the property of all liable to be taxed for the support of free schools, that where such exist, it should be made imperative to participate in their advantages. This year we have no teachers engaged who were trained in the normal school. However, I would not have you infer that those engaged are all of an inferior grade. Some of them are teachers of long standing, possessing no mean literary attainments, and a good share of those qualifications necessary for communicating to others the knowledge possessed by themselves. In two or three sections very inferior teachers had been engaged the first six months, but were replaced by others better qualified. In visiting the schools it is gratifying to witness the development of intellect exhibited by most of the children. The ready answers given to questions show clearly the kind of training they receive. Compare this with the mode of teaching some twelve years ago, and the contrast is found to be very striking. Instead of the vacant look, and blank amazement as then evinced by children upon being asked almost any question, however simple, we have now the ready answer and intelligent glance, shewing that a different system is pursued. And this happy change is, I believe, in a high degree to be attributed to our noble school system, aided in no small degree by your indomitable perseverance and unwearied exertions in the great work of national education."

96. *The Reverend Richard Flood, M. A., Delaware*: "This township is rapidly filling up with settlers; the population by the last census amounted to nearly 2,000 souls: but even for this figure, we ought to have more children under instruction. The inhabitants, however, have it in contemplation to create new school sections, which will promote the object we have in view in affording education to the greatest amount of the rising generation." I have no doubt also but our township libraries;

if the inhabitants will avail themselves of those literary treasures, will indirectly afford an additional stimulant to the subject of education?"

97. *John W. Kerr, Esq., Dorchester North*: "I visited most of the schools and found them, generally, in good working order, fully equal in improvement to the generality of common schools under similar circumstances, and the attendance rather improved since previous annual report."

98. *The Reverend C. C. Brough, A.B., London*: "I have had sufficient opportunity so far to witness the working of the common school system of education, as to warrant the expression of my conviction that it is well calculated to promote the intellectual and social improvement of the population of this country. I am strengthened in this impression by the masterly report of the Chief Superintendent of Schools, and the accumulated testimony found in that volume, as gathered from the evidence of parties in every portion of the province. I congratulate the learned functionary and the country on the happy measure recently recommended by the council of public instruction, in relation to the reading of the sacred scriptures, the teaching of the commandments, and the exercise of prayer in the schools. These amendments render the common school system, in my opinion, almost complete. I cannot look upon the educational advantages of the people of Canada, as inferior to anything I witnessed during my recent visit to Europe,—in many respects I consider them superior. I could wish it were required of all common school teachers to undergo a probationary course in a training establishment, the superior capabilities in imparting instruction is obvious in those who have attended the normal school in Toronto. A large proportion of the masters in the township of London, are young men who obtained their education in our local schools, and many of them only require a little previous discipline in the mode of teaching, to render them valuable in the pursuit they have undertaken. It will be seen from my report that the majority of our school-houses continue to be log structures; still, many of them are by no means bad buildings. Nevertheless, I should hope that ere long, as a feature on the face of the country, they will partake more of the character of the admirable brick dwelling-houses which are arising around us. I regard the present system of school superintendence as necessarily defective, and would recommend the employment (if such could be had) of efficient county inspectors. The amount paid by the municipalities under the present mode would possibly form in the aggregate sufficient remuneration for competent men—men of educational attainment and institutional turn of mind, placed at the same time under responsibilities calculated to insure faithful services. A department for the training of such persons might be perhaps connected with the present normal establishment in Toronto. Thus a prospect of interesting and useful employment might be opened to young men eligible for such occupation. The law might be arranged so as to require the county councils, on the services of such persons being required, to refer for these officers to the department of public instruction. The school section organizations I regard as most valuable, and calculated to elicit an interest in school matters in all classes of the community. Every inhabitant feels that he is connected, by the election of trustees,

the determining of the mode by which schools are to be supported, &c., &c.,—he feels, by proceedings of such character, that he has an interest in, and is identified with the progress and prosecution of the great cause of education in the land. Discrepancies will arise in school meetings held for determining these questions; I have frequently been called upon to adjust matters of dispute, and I might almost say that in no instance have I been unsuccessful; a little reflection invariably brings matters to a successful issue. It will be seen from my report that the free school system is adopted in almost every school section in the township of London. As regards instructions in writing, I fear school teachers are very generally defective, and I respectfully submit whether some approved uniform system might not be enjoined by the competent authorities; it might be carried out by means of copy-pieces or head-lines, to be furnished by the educational department, with concise instructions accompanying. I beg to say that whether connected officially or not with the common schools of this township or the country generally, I shall be happy to bear my testimony to the value of the school system, and the growing benefits which I believe it is calculated to confer upon this province."

99. *J. B. Winlow, Esq., Metcalfe*: "You will be pleased to find that the free school system is the prevailing one, and I do not hesitate to say that it is growing into favor more and more every day. The average attendance of scholars in proportion to the number of school children in the several sections is, I am bound to admit, small, in comparison with other townships, but I think it may be fairly accounted for, by the fact that the last season has been very sickly in our remote townships. I cannot, however, help observing a most manifest indifference on the part of the teachers generally, upon religious subjects. I find that out of six schools in this township, there is but one in which prayer is ever used. What can we expect from the rising generation, and what a libel would it be upon this otherwise prosperous country, were such a state of things to continue. I am well aware that even a form of prayer has been furnished for the use of the common schools, but it is truly lamentable to find so few making use of it, or of any other. I have never found any excuse on account of religious scruples; on the contrary it seems to be regarded as "merely superfluous." I venture to submit that if the county board of public instruction would act in this matter, it would be attended to more than by any individual exertion on the part of the local superintendent, the more so as I am happy to find that clergymen are usually appointed to fill that office."

100. *Archibald Currie, Esq., Mosa, &c.*: In reference to the schools under my superintendency during the last year, I have to say there are many drawbacks to their efficiency. First, the frequency with which teachers are changed in almost every school section. Secondly, the irregularity of attendance which can be seen where the disproportion between the average attendance, and the number of names on the school register, is taken into consideration. And this disproportion is much greater in reference to the number of children in the school sections between the ages of 5 and 16 years, and the number of names given as in actual attendance. The cause of the non-attendance of children (I speak in reference to those who never

enter a school) can be traced to the carelessness or indifference of parents and guardians, not, I should think, to the expense attendant upon their education. Generally speaking the expense is trifling, for many schools are free, or partly free: and even in those in which fees are charged, the amount is so small I can scarcely imagine it to be the cause of the non-attendance of the children. I have no doubt that a measure compelling parents and guardians to send the children under their charge regularly to school is the only remedy for an evil which is so general; and would prove of incalculable benefit to the rising generation. I regret exceedingly that nothing has been done by the municipal councils of Mosa and Aldboro' for providing school or township libraries, but I am led to hope that something will be done in that direction the present year.

101. *Alexander Strathy, Esq., Westminster*: "I am happy to observe that both the average attendance, and time the schools have been kept open, exceed that of last year. In my visits to the schools I endeavored to impress upon the minds of both teachers and pupils, the importance of education, and particularly of good reading, by telling them that good reading was not only the proper pronunciation of the words, although that was indispensable, but also that the voice should be modulated according to the subject, and that the full meaning of every word should be understood. It gives me pleasure to state that very great improvement has taken place in the mode of teaching."

#### XXXVII. COUNTY OF EGGIN.

102. *The Reverend Edmund Sheppard, Dorchester, South, &c.*: "In transmitting my reports for 1854 I would remark that, though they are more accurate than those of preceding years, yet there are some branches of information which have been very imperfectly furnished to me by the trustees. I am becoming more and more convinced that the people generally are not competent to carry out the requirements of the present system; owing, either to the want of education, or to negligence and indifference. I had to return nearly all the trustees annual reports for 1854, and some of them a second time, and even then they were not right. In one case the rate bill was lost, in another they did not know how much they had paid their teacher, &c., &c. In regard to the general welfare of the schools, I would remark that the power given to the township councils to alter the boundaries of sections without the consent of a majority of the inhabitants has a very injurious effect. I have pleasure in reporting an increase in teachers' salaries; yet teachers are scarce even at the present high rate of remuneration. Several schools in Malahide, for this reason, have been vacant some time.

103. *Thomas M'Coll, Esq., Dunwick*: "In the course of my visits to the several schools in this township, I find some of the school sections characterized by an unaccountable apathy and want of interest on the part of some parents and guardians, in not sending their children to school; for there are many children that do not attend more than two-thirds of the time they might attend—some, not half the time—and there are several who have not been within the walls of a school-house these

three years or more. It is true that some are poor, but none so poor as to be unable to afford the pittance required to educate their children, for 'where there is a will there is a way.' Others, again, in some of the less populous parts of the township, live at a considerable distance from the school-house, consequently the younger children cannot attend during the bad state of the roads; but in warm and dry weather that obstacle is removed. Apart from its being morally and imperatively their duty, it is to be hoped that the people will foresee the advantages to the community at large, that must arise from educating the growing generation in a proper manner—'training them up in the way they should go,' and thus qualifying them for the proper discharge of every responsible duty of life. The feeling seems to be general in favor of the present school act, excepting always 'the separate school' clauses. I have to regret very much that our township council has made no provision for establishing school libraries in Dunwich. They certainly do not appreciate the noble and liberal assistance offered by our legislature, and the facility with which so desirable an object can now be accomplished through the agency of the Department of Public Instruction."

104. *Thomas Daniel, Esq., Yarmouth:* "In regard to public lectures, I beg to state that, on each of my visits to the several schools under my charge, I have devoted several hours to the practical examination of scholars in the various branches of studies; and in explaining the most approved method of instruction and school discipline generally. I have done this in the presence of parents and trustees when they could be called together, and am happy to say it has been approved by municipal councillors and other local authorities in preference to a formal public lecture."

#### XXXVIII. COUNTY OF KENT.

105. *The Reverend A. Campbell, Chatham, &c.* "I am happy to be able to state that some of the schools are in active operation, and to all appearance the children are making good progress in those branches which will prepare them for future usefulness; at the same time the larger number is very backward. Various reasons may be assigned for the low condition of our schools—a few of them I may be allowed to enumerate:—1st. The want of suitable school-houses and other conveniences. School-houses are generally built upon the old style, and almost in every instance too small to be healthy or convenient. The arrangement of seats and desks is generally very bad, and unsuitable both to the scholars and teacher, most of the seats being without backs and so high as to be a torment to children to keep them. Many of the schools are without maps, and some without black-boards; and as for outside conveniences, to all appearances they are never thought of. The time allotted for recreation must be spent on the highway; for not a single school-house is enclosed or furnished with anything for the amusement or comfort of the children. At such time the children are exposed, in one part of the year, to bleak winds and inclement weather—at another part of the year to the scorching rays of a meridian sun. The school, instead of being a comfortable, pleasant, and delightful place, as it should be, is to the child positively offensive—a dreary prison which he learns to hate, and where he hates instruction and all that is taught in it of good; so that on arriving

at manhood, instead of proving a blessing to his family and an useful member of society, he too frequently drags out a wretched life of ignorance and penury between the poor-house and the jail. The public mind, however, seems to be aroused to see the importance of providing suitable school-houses. As you will observe from the reports, six commodious ones have been erected during the past year, and many more are in course of preparation for being built this year. The second obstacle to the favorable progress of the schools is in the want of well qualified teachers. With few exceptions, our teachers have been satisfied with third class certificates; but lately a great improvement is visible in this respect, many of them having obtained second class certificates and are even now aiming at the first. 3. Another hindrance is in the fact of many schools being kept open only half the year; long enough merely to secure the public grant. 4. The irregularity of attendance is also injurious, arising from want of proper interest on the part of parents and guardians. Children are sent to school for a time; kept at home a while; and allowed to run at large the balance of the time. It cannot be expected that such unfavorable and distracting influences will conduce to the growth of respectable members of society. 5 The greatest obstacle to the progress of popular education is in the appointment of careless and unqualified officers in school sections. I find that in many instances men are appointed who will keep the school in operation as short a time, and employ teachers at as low a rate, as possible; and as such can often hardly write their own names, it becomes next to an impossibility to decipher their reports. The free school system is gaining ground rapidly. It is what we need in order to be blessed with universal education. Nothing short of this will dissipate the evils of ignorance, and diminish pauperism and crime. Universal education will indefinitely augment human happiness, and do more for the general prosperity of our country than any other means that can possibly be employed."

## XXXIX. COUNTY OF LAMBTON.

106. *Christopher Blunden, Esq., Plympton*: "I am happy to say that the schools in this township have fully answered my most sanguine expectations. The free school system is still progressing, and for the last month every school in the township has been, and is, in operation save two—a convincing proof that the people are more liberal in their offers to teachers than they have been. I have made the strictest investigation respecting the working of the township library, and find everywhere a corroboration of my own personal opinion as to the results. It works well through all the sections, the books changing hands very frequently, and the people heartily grateful to you for the services you have rendered them by the distribution of such an abundant supply of general information. Upon a thorough examination of the pupils throughout the township, in the several branches of learning taught in the schools, I must say that they have made as much progress as could well be expected."

107. *William Paterson, Esq., Sombra*: "I am sorry to state that there were only six of the thirteen sections into which this township is divided, with schools in operation during the past year, and most of these only part of the time. This was

partly owing to the impossibility of procuring competent teachers, although the trustees were in most cases willing to give a higher salary than was formerly offered in this part of the country. The schools have been conducted in a respectable manner, the national school-books invariably used, and two of the sections have made arrangements for purchasing the necessary school apparatus. There is but one common school library as yet in operation, but more are in progress of formation. Two new school-houses have been built last year, others have received considerable repairs, and, I trust that in most, if not all, the sections schools will be in operation during the present year."

108. *The Reverend Daniel McCallum, Warwick*: "As yet there is not a right sentiment here respecting the importance of education. Owing to the newness of the place and the consequent difficulty of making a living, it was but little attended to formerly, and thus young men and women are found who, reared in Canada, cannot write their own names. There has also been a disposition hitherto to engage the cheapest teacher that could be found, and thus the schools which were kept open during a part of the year did not do much good. But there seems to be some progress. A desire is manifested to obtain better qualified teachers, and to give them a fair remuneration. Two illustrative cases may be mentioned. In sections Nos. 1 and 2, but two years ago the teachers had respectively \$13 and \$9 per month. In the former of these sections this year the teacher has \$28, and in the latter \$23 per month. There is one great drawback to education in this township in the number of sections and manner in which they are divided. A good deal of dissatisfaction exists on this account. Some of the sections are so small that it would come very heavy on them were they to have a school open during the year; and as there is a desire on the part of many to have the boundaries of the sections altered, the erection of new school-houses is deterred, while those in use are not at all comfortable. In some of the sections there has been considerable contention in time past, but I rejoice to state that at present, so far as I know, there is harmony and peace. No doubt these blessings will increase with self-government under our free laws; and as intelligence spreads, many of the causes of contention will be removed. The schools are now nearly all open, or about to be so."

#### XL. COUNTY OF ESSEX.

109 *James King, Esq., Gosfield*: "I have much gratification in stating that scholastic education and general mental culture are very much on the increase in this township, to which the township public school library is a very powerful addendum. I do not believe a greater boon can be granted to a community than a library of such books as are now to be found in many (I wish I could say all) of the towns and townships in this province. I do not speak at random when I assert that among our young people a perfect revolution is about to take place. I know of a great number of young men in this township, who, in preceding winters have sought their amusement and recreation in the ball-room, and some even in the bar-room, but who, during the past winter have been constant applicants for, and readers of books from the public library. Thirst for reading is still increasing."

110. *Jonathan Wigfield, Esq., Mersea*: "You will perceive that five schools have been in operation during the year in this township; but it is to be regretted that the average attendance compared with the number of children of school age is so small. However, I hope the time is not far distant when the negligence and indifference of parents to the intellectual improvement of their children and the importance and utility of education shall no longer exist."

## II. CITIES.

111. *T. W. Ambridge, Esq., Hamilton*: "In presenting the annual report of the school trustees for this city, it affords me much pleasure to be able to say that the common school system is working admirably in Hamilton, and a good deal of interest is taken by the inhabitants generally in seeing it properly carried out. When the central school was first opened, in May, 1853, a good deal of opposition was met with from persons having considerable influence in the community, and its failure was confidently predicted. The system has now, however, been in operation for nearly two years, and many of those who opposed it at first are now its warmest friends. The central school, which at first was considered abundantly large, has proved far too small, and other school houses have been built in each ward in the city, and the whole of them filled with scholars. All are under the management of the Principal, to whose abilities, for the responsible post he occupies. I consider that much of the success of the undertaking is justly to be attributed. That the common school system, as carried out here is popular, is evidenced by the fact that the pupils attending the schools are the children of persons of all classes and creeds. While the poor find in it a means of educating their children at a very trifling expense, the wealthy see in the excellence and efficient management of the schools a guarantee that the proper education of their children will be secured; and there can be no question that the feelings of friendship and good will which will naturally spring up among the children (meeting as they do upon terms of equality) must have a beneficial effect upon them in after life. Upon the whole I think we have every reason to be proud of our free common schools; although it is lamentable, if true, that 1325 children are not only not profiting by them, but not attending any school at all. It is consolatory to know, however, that a considerable number of pupils are added weekly to the central and ward schools."

112. *Alexander Workman, Esq., Ottawa*: "Our schools, though not on as extensive a scale as the board of trustees would wish, are progressive; notwithstanding clashing of opinions. The board at its last sitting, came to the decision to adopt the 'free school system.' One thing here in favor of our common schools:—if an observer will place himself in a book store about the hour of dismissal, he will at once, if any attractive book be in the window, see the little children stop and read distinctly the various open pages—though poorly clad outwardly the mind is gaining inwardly; and it would be a good suggestion to booksellers to place interesting, instructive moral lessons in their show windows. Impressions of this kind made on the young mind will remain permanently, as the stamp of the seal on the softened wax, and bear fruit in due season."



## III. TOWNS.

113. *The Reverend Henry D. Powis, Belleville*: "During the past year the efficiency of our schools has been much impaired by the prevalence of disease, and by the introduction of many changes in our system—they are, however, at present improving very much, and will, I trust, be rendered very successful."

114. *The Reverend John M'Murray, Brockville*: "I may remark that, so far as I am able to form a judgment, from observation on the state and progress of education in this town for some years, both in the class of teachers and the quality of instruction given in the common schools, there is a decided improvement. The want of suitable school rooms has hitherto operated unfavorably to the interests of common school education. The trustees during the year have done what they could to provide the best school accommodation, and they have now so far succeeded in their plans as to have purchased three school sites, on one of which there is in progress of creation a school-house, of such size, dimensions and adaptation to the wants of the town, as may be judged of when I add that not less than £3,000 is the estimated cost to complete it. The building is to be finished and ready for occupation by the 1st of October next. The trustees have had four schools in operation during the year. At the end of the year 1855, Brockville will not be behind any place in the province as regards the provisions made for education. Its common schools will be on a good footing. It is intended to have a staff of first class teachers. Its grammar school is equal if not superior to any in Canada. The board deemed it expedient to provide for teachers' salaries and other matters, partly by assessment and partly by rate bill,—each pupil being charged the very small sum of 7½d. per month. It was believed that this mode of management would work well in all respects. The opinion of the board was correctly formed, as proved by the result. The same plan is in operation for the year 1855. It gives parents who would otherwise feel but little interest in the education of their children, the idea that they have something at stake; and in such cases there is greater regularity at school, and therefore the benefits reaped by parents and children are more largely enjoyed. Since the establishment of the Roman Catholic separate school, the Scriptures are daily read in the common schools, and the business of the day opened and closed with prayer. This is not the least important or interesting part of the daily work; as, before the dismissal of the schools the minds of the children are drawn to sacred things; and it is hoped that the seed sown in the day school will, by the blessing of God, spring up and bear abundant fruit in riper years and declining life."

115. *W. O. Buell, Esq., Perth*: "This being the county town the grammar school is located here, and for many years was kept in a building somewhat dilapidated and by no means creditable to the county. The teachers have been very good, but, owing to various circumstances, the number of pupils was not large; probably averaging less than 40 in number. One of the principal hindrances was the comparatively high rates of fees per quarter. About £150 per annum being available from government funds towards the support of the principal and an assistant,

it was deemed advisable by some of the active friends of education here to unite the common schools of Perth into one, and to form a union between this school and the government school, and thus afford to the inhabitants the advantage of a well sustained institution, under the superintendence of the grammar school teacher as a principal. £200 a year was guaranteed by the terms of union as the lowest salary to be paid to the principal. A constitution based upon the laws regulating common schools and the grammar school, was drawn up and adopted by the respective boards of trustees, and the schools eventually brought together in a new, large and commodious building put up expressly for the purpose, by the common school board of trustees. Perth early adopted the free school system, and under its operation a very large proportion of the children within school age filled up the seats of the new institution, giving most active employment to three male and three female teachers, the salaries ranging from £200 to £120, £100, £75 down to about £40. The ample powers given to the common school board by the school law, enabled them to prosecute the enterprise, undertaken by them in co-operation with the grammar school board, with much spirit and energy; and notwithstanding the obstacles which presented themselves and the prophesies of failure, success has crowned the effort, and Perth can now boast of one of the largest and best schools this side of Toronto. It is not to be doubted but that eventually an effort will be made by the friends of education and of the prosperity of Perth, to establish a seminary of much higher grade than present arrangements will admit of, so that young men designed for teachers, or the learned professions, and who may not possess the means conveniently to live at a greater distance from their homes, will be able to secure the necessary instruction at Perth. To the free school principle, and the noble manner in which it has been sustained by the mechanics of the town, must such a desirable result be attributed. It is now too late in the day to doubt the advantages to be derived by throwing open the school to all, supported chiefly by an assessment on the property of all. Education is a necessary attendant on our free institutions, and it cannot be expected that an ignorant population can make wise laws, necessary to the success of our country, and of the greatest value to the rich, who have most opposed the tax put upon them, though one of their best investments. We often hear of the complaint made against paying for the education of what are denominated 'other people's children,' under some vague impression that none but the parent could have any interest in the matter, and forgetting that, in this free land of ours, no man owns or can dispose of the intellect or body of his child, but that these are the staple commodities without which the wheels of progress must be stayed, and the rich man's wealth cease to be an object of desire, and the poor man's home become still more desolate and dismal. How does the disconsolate grumbler, who grudges the pittance taken from him by the school tax, know, but that the very intellect which it goes to improve, may become the solace of his old age, or be an agent in promoting his own prosperity through another man's child. How many as apprentices, as clerks, and in various capacities, give their best years and services in the employment of some other person than the parent, who but too often does not reap the fruit of the industry of his own offspring? And who can point out the boundaries within which the operations of an enlightened intellect, taught at the free school, and which otherwise

might have remained in darkness and obscurity, shall or can be confined? The conclusion of the whole matter is this, education is necessary in our free land, and under our progressive institutions, and free schools we must have whoever says no, because they increase the numbers of those who are taught. This is our experience in Perth, where education is more general and cheaper than ever, and where it is becoming every year more and more liberal and elevated, improving the tastes of its youth, refining the manners and courting renown for some in after life, calculated to make glad the hearts of grey headed and revered parents, and rendering old Perth illustrious as the place of their birth and of their school days. That such will be the happy lot of many youthful faces now receiving instruction at the Perth free school is my ardent hope."

116. *George Gillespie, Esq., M. D., Picton*: "There is great lack of interest here in school matters, although the community find no fault with the raising of the amount of money required. In fact our schools are nearly free; as those who are poor are not required to pay the rate-bill. We hope by next summer to unite the common and grammar schools."

117. *James Anderson, Esq., Port Hope*: "I am sorry to state that the affairs of the schools were found at the commencement of this year in a very unsatisfactory state,—the board as yet not being aware of the whole amount of liabilities remaining unsettled; and in respect to the management of last year, the results by no means correspond with the amount of money expended. It is in contemplation to unite with the grammar school trustees, on purpose to erect a suitable building for a central school, with a view to an improved system of education on the division of labor principle; at the same time it is proposed to retain the two brick schools for primary schools. I trust that on the next occasion the board will be able to report in a much more satisfactory manner."

118. *W. H. Brouse, Esq., M.D., Prescott*: "The trustees have deemed it advisable for the interests of education, to combine the grammar with the common schools here—a successful operation, for we already see the children more ambitious and interested in their studies. Education in Prescott has been lightly appreciated hitherto. The desire of parents—who worship the system of their fathers and abhor innovation—has been that their children may be taught to read and write, qualifications sufficient to transact business. We have a better prospect for the future. One of the trustees, with his usual zeal to advance the public good, Walter D. Dickenson, Esq., has erected a large, well-planned academy at his own expense, to which are attached a cupola and bell, clock, furnace, and in fact everything to make the rooms comfortable and healthy. The accommodations are ample for 200 scholars. The system heretofore pursued of shutting children in small poorly ventilated rooms without regard to heat and cold, has in my opinion been one of the obstacles to the better working of our common school system. The evil has been fully removed in this municipality, and we have reason to believe that the improvements in our system of education will be more flattering for the coming year."

## IV. TOWN MUNICIPALITIES.

119. *The Reverend James Cooper, Woodstock*: "We regret to return you so great a number who attend no school; and it is difficult to see how to remedy the evil, unless a room be opened and appropriated to this class alone: but this plan (although it has been talked of) would be attended with some difficulty which the trustees are not at present prepared to meet."

## V. VILLAGES.

120. *The Reverend John Climie, Bowmanville*: "As we have one grammar school here and a private academy besides two private (ladies) schools, the greater part of the children in this village are at school. There are not less than 100 pupils in these schools other than common amongst us; our population is about 9,000, and you can form a better estimate of the proportion from their statistics of those who attend the schools than I can. The teachers' wages are raised this year. Each of the male teachers have £100 annually; and every reasonable encouragement is given to our common schools that could be expected, considering the low estimate that society entertains of the value of proper means of education. One good favor has been granted to the teachers lately, viz: the vacation of school every Saturday—I think every thing should be done for them that is reasonable, to let them breathe a little more pure air, and attend to their own improvement."

121. *Peter Cook, Esq., Galt*: "I am happy to say that, after repeated efforts, we have succeeded in establishing the free school system of education,—from which I anticipate much good. I am duly sensible of the incalculable benefits accruing to the country from the system introduced by the education office, and of the immensity and variety of the labors it devolves upon that department."

122. *The Reverend David Caw, Paris*: "The free school system which we so much approve and follow, has been carried out successfully these two years: we have been so successful by this system finding it work so well, that we intend to abide by it. We enjoy the great advantage of having men in our municipal council and as school trustees who are intelligent, liberal minded, and enthusiastic in regard to education; consequently education is cheerfully sustained, and every known and approved means for forwarding it is readily adopted. The number of children in the common schools under tuition is 598, and the number between the school ages is 613. The discrepancy between these two numbers, 15, is through the children of some of the more wealthy inhabitants attending private select schools. Hence all the children of every class of society in the community are being educated. There is one evil which has been much felt and complained of by the teachers during the last year: it is this, many of the children attend school very irregularly, Their names are on the roll, but almost every week they are one or two days absent; this conduct is a great barrier in their way of improvement; and the evil lies with the parents. "The way in which we intend to remove it, is by public lectures on

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education, in which we will have an opportunity of pointing out to parents the evil, and warning them against it. The school library which we have got fitted up and opened, during the past year, is, we find, of great advantage. The books are well selected and valuable, and the children read them with avidity—hence they are not only well instructed, but have their minds stored with useful knowledge.”

123. *Otto Klotz, Esq., Preston*: “The school here is a free school, an ornament to the village and the pride of its inhabitants.”

124. *John Stewart, Esq., Stratford*: “In forwarding the annual report, I regret exceedingly that I cannot, unless at the expense of truth, give a more flattering account of the state of education in this locality. We have ample means within ourselves, however, for improvement, plenty of children, free hands and willing hearts. I have the pleasure of stating, that our town council has voted £1800 for the erection of a school-house.”

125. *J. McGuire, Esq., Trenton*: “Our report for this year is anything but discouraging. In that for last year, I could boast of having on the register of the three common schools in this village 254 pupils, each of whom, at some part of the year received to a certain extent the benefits of a good education. In the enclosed report you will find a total on the registers of 308 pupils, shewing an increase of 54. Certainly our population is increasing fast. The supporters of the free school system are gaining strength every day. We still have reason, however, to complain of the state of the school rooms, as regards size and ventilation; but the council promises soon to commence public buildings, among which will be two good school houses.”

126. *S. S. Macdonell, Esq., M. A., Windsor*: “I must say on behalf of this village, as accounting for the unsatisfactory condition it appears to be in as regards educational advancement, that it was last year only that it underwent incorporation from a portion of the township of Sandwich into a village. That the village suffered the calamity of much sickness from the detention there of numbers of emigrants on their way to the far west, and that the energy of the inhabitants was prostrated. I am happy to say that Windsor contains at present, and is attracting to it an intelligent mechanical population, who will give great encouragement to schools. The trustees this year have made a requisition on the municipality to erect two school-houses, and to purchase sites therefor; and to accomplish that in an efficient way the municipality are taking the means of raising money upon debentures.”

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## Appendix B.

APPORTIONMENT OF THE LEGISLATIVE GRANT IN AID OF COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1855.

MUNICIPALITIES.	Common School Apportionment, 1855.	Assumed Separate School Apportionment, reserved, 1855.*	Total Apportionment, 1855.	Total Apportionment, 1854.
<i>Counties.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Glengarry . . . . .	464 14 6	5 10 0	470 4 6	421 11 3
2. Stormont . . . . .	343 1 9	— — —	343 1 9	311 17 7
3. Dundas . . . . .	385 14 0	— — —	385 14 0	329 11 10
4. Prescott . . . . .	283 5 0	5 10 0	288 15 0	261 4 9
5. Russell . . . . .	71 15 0	— — —	71 15 0	68 15 2
6. Carleton . . . . .	598 15 6	— — —	598 15 6	555 17 8
7. Grenville . . . . .	492 7 3	— — —	492 7 3	443 5 11
8. Leeds . . . . .	688 17 3	7 10 0	696 7 3	647 18 3
9. Lanark . . . . .	614 6 6	— — —	614 6 6	608 11 0
10. Renfrew . . . . .	232 8 9	— — —	232 8 9	225 10 11
11. Frontenac . . . . .	462 11 3	7 0 0	459 11 3	458 15 10
12. Addington . . . . .	378 6 6	6 10 0	384 16 6	363 6 6
13. Lennox . . . . .	166 1 6	— — —	166 1 6	190 11 8
14. Prince Edward . . . . .	437 15 6	5 10 0	443 5 6	414 18 0
15. Hastings . . . . .	695 11 6	6 0 0	701 11 6	652 8 9
16. Northumberland . . . . .	679 0 0	8 0 0	687 0 0	631 9 10
17. Durham . . . . .	661 14 9	— — —	661 14 9	620 19 8
18. Peterborough . . . . .	356 1 3	— — —	356 1 3	312 11 1
19. Victoria . . . . .	333 19 9	— — —	333 19 9	279 5 7
20. Ontario . . . . .	743 9 9	— — —	743 9 9	681 1 11
21. York . . . . .	1172 5 0	12 10 0	1184 15 0	1164 18 11
22. Peel . . . . .	623 17 6	— — —	623 17 6	577 5 10
23. Simcoe . . . . .	739 9 3	— — —	739 9 3	626 13 6
24. Halton . . . . .	448 15 9	— — —	448 15 9	438 19 1
25. Wentworth . . . . .	598 15 0	— — —	598 15 0	598 14 1
26. Brant . . . . .	431 0 9	— — —	431 0 9	423 3 9
27. Lincoln . . . . .	438 2 3	— — —	438 2 3	387 3 2
28. Welland . . . . .	457 3 9	— — —	457 3 9	427 16 2
29. Haldimand . . . . .	436 3 0	8 0 0	444 3 0	415 16 3
30. Norfolk . . . . .	529 5 9	— — —	529 5 9	475 1 2
31. Oxford . . . . .	729 18 0	10 0 0	739 18 0	702 16 7
32. Waterloo . . . . .	578 16 9	21 5 9	600 2 6	530 6 4
33. Wellington . . . . .	582 2 9	24 0 0	606 2 9	597 18 2
34. Grey . . . . .	344 16 9	— — —	344 16 9	300 7 9
35. Perth . . . . .	348 10 9	2 10 0	351 0 9	351 9 10
36. Huron . . . . .	500 17 9	— — —	500 17 9	428 1 10
37. Bruce . . . . .	60 6 6	— — —	60 6 6	67 19 1
38. Middlesex . . . . .	814 4 3	7 10 0	821 14 3	761 6 8
39. Elgin . . . . .	584 8 3	— — —	584 8 3	554 5 10
40. Kent . . . . .	419 9 6	— — —	419 9 6	362 14 5
41. Lambton . . . . .	324 7 3	— — —	324 7 3	238 8 10
42. Essex . . . . .	360 2 6	17 0 0	377 2 6	357 17 1

\* The new Roman Catholic Separate School Law, lately passed, authorises the Chief Superintendent of Schools to distribute the separate school apportionment directly among the schools interested. The apportionment in this column has, therefore, been assumed from last year's distribution, as a basis upon which to make a correct apportionment upon receiving the semi-annual returns required by law. The several amounts specified will also be retained by the Department, in order to pay the apportionment direct to the separate schools, and not to the County Treasurer.

## APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT—(Continued.)

MUNICIPALITIES.	Common School Apportionment, 1855.	Assumed Separate School Apportionment reserved, 1855.	Total Apportionment, 1855.	Total Apportionment, 1854.
<i>Cities.</i>				
1. Toronto .....	£ 542 10 0	£ 250 0 0	£ 792 10 0	£ 737 6 4
2. Hamilton.....	383 10 6	— — —	383 10 6	338 2 0
3. Kingston.....	261 10 0	50 0 0	311 10 0	277 11 1
4. London.....	200 10 0	— — —	200 10 0	168 10 11
5. Ottawa.....	210 0 0	— — —	210 0 0	186 18 4
<i>Towns.</i>				
1. Belleville....	72 2 9	37 10 0	109 12 9	109 9 3
2. Brantford....	85 0 0	20 0 0	105 0 0	92 17 8
3. Brockville...	71 5 0	25 0 0	96 5 0	77 15 4
4. Chatham.....	35 2 6	25 0 0	60 2 6	49 11 10
5. Cobourg.....	90 1 9	— — —	90 1 9	92 14 8
6. Cornwall.....	41 13 0	— — —	41 13 0	39 8 9
7. Dundas.....	85 12 0	— — —	85 12 0	84 5 4
8. Goderich....	28 0 3	12 10 0	40 10 3	31 16 9
9. Niagara.....	58 4 6	25 0 0	83 4 6	80 0 0
10. Perth.....	38 15 0	15 0 0	53 15 0	45 18 0
11. Peterborough	37 10 0	20 0 0	57 10 0	52 9 0
12. Picton.....	34 19 6	6 10 0	41 9 6	37 11 9
13. Port Hope...	71 7 3	— — —	71 7 3	59 6 5
14. Prescott....	32 10 0	20 0 0	52 10 0	51 13 1
15. St. Catharines	110 15 3	— — —	110 15 3	104 13 0
16. Whitby.....	In County Apportionment.			
<i>Town Municipalities.</i>				
1. Amherstburgh	34 0 0	18 10 0	52 10 0	45 0 10
2. Barrie.....	35 0 0	— — —	35 0 0	24 2 6
3. Guelph.....	48 0 3	12 10 0	60 10 3	44 11 3
4. Simcoe.....	41 2 6	— — —	41 2 6	34 15 9
5. Woodstock...	57 16 9	— — —	57 16 9	50 12 0
<i>Villages.</i>				
1. Berlin.....	31 1 9	— — —	31 1 9	23 6 7
2. Bowmanville	47 7 3	— — —	47 7 3	56 16 0
3. Brampton...	23 16 0	— — —	23 16 0	17 5 0
4. Caledonia...	28 16 0	— — —	28 16 0	27 6 8
5. Chippewa...	29 18 6	— — —	29 18 6	28 11 7
6. Elora.....	In County Apportionment.			
7. Galt.....	55 5 9	— — —	55 5 9	53 17 2
8. Ingersoll...	36 13 6	— — —	36 13 6	28 10 2
9. Napanee.....	28 1 9	— — —	28 1 9	— — —
10. Oshawa.....	27 2 6	— — —	27 2 6	27 7 2
11. Paris.....	53 12 9	— — —	53 12 9	45 5 7
12. Preston.....	30 0 0	— — —	30 0 0	28 5 5
13. St. Mary's...	23 1 6	— — —	23 1 6	— — —
14. St. Thomas...	34 7 9	— — —	34 7 9	30 10 5
15. Smith's Falls	23 12 6	— — —	23 12 6	In C'ty App't.
16. Stratford...	21 17 6	— — —	21 17 6	20 18 6
17. Thorold.....	24 15 0	8 10 0	33 5 0	26 2 9
18. Trenton.....	29 6 3	— — —	29 6 3	22 16 5
19. Windsor.....	21 17 6	— — —	21 17 6	In C'ty App't.
20. Vienna.....	27 1 0	— — —	27 1 0	24 3 0
21. Yorkville....	34 15 0	— — —	34 15 0	31 14 9
<b>GRAND TOTALS:</b>				
Counties, Cities, Towns and Villages.	23942 4 9	700 5 6	24642 10 9	22726 9 2

## 1. COUNTY OF GLENGARRY.

TOWNSHIPS.	APPORTIONMENT.
	\$ cts.
Charlottenburgh .....	500 15
Kenyon .....	497 85
Lancaster .....	420 00
Lochiel .....	500 90
R. C. Separate Schools .....	22 00

\$1880 90  
£470 4 6

## 2. COUNTY OF STORMONT.

Cornwall .....	518 00
Finch .....	124 95
Osnabruck .....	484 40
Roxborough .....	245 00

\$1372 35  
£343 1 9

## 3. COUNTY OF DUNDAS.

Matilda .....	455 00
Mountain .....	299 25
Williamsburgh .....	429 10
Winchester .....	359 45

\$1542 80  
£385 14 0

## 4. COUNTY OF PRESCOTT.

Alfred .....	17 50
Caledonia .....	91 35
Hawkesbury, East .....	337 45
Hawkesbury, West .....	262 50
Longueuil .....	163 80
Plantaganet, North .....	164 15
Plantaganet, South .....	96 25
R. C. Separate Schools .....	22 00

\$1155 00  
£288 15 0

## 5. COUNTY OF RUSSELL.

Cambridge and Russell .....	74 55
Clarence .....	44 10
Cumberland .....	168 35

\$287 00  
£71 15 0

## 6. COUNTY OF CARLETON.

Fitzroy .....	244 67
Gloucester .....	332 33
Goulbourn .....	300 67
Gower, North .....	157 00
Huntley .....	250 10
March .....	46 33
Marlborough .....	240 33
Nepean .....	389 00
Osgoode .....	379 67
Torbolton .....	55 00

\$2395 10  
£598 15 6

## 7. COUNTY OF GRENVILLE.

TOWNSHIPS.	APPORTIONMENT.
Augusta .....	460 95
Edwardsburgh .....	476 70
Gower, South .....	89 60
Oxford .....	588 00
Wolford .....	354 20

\$1969 45  
£492 7 3

## 8. COUNTY OF LEEDS.

Bastard and Burgess, South .....	439 60
Crosby, North .....	173 60
Crosby, South .....	127 75
Elizabethtown .....	463 05
Elmsley, South .....	128 10
Kitley .....	370 55
Leeds and Lansdowne Front .....	376 60
Leeds and Lansdowne Rear .....	161 70
Yonge and Escott Front .....	280 00
Yonge and Escott Rear .....	234 50
R. C. Separate Schools .....	30 00

\$2785 45  
£696 7 3

## 9. COUNTY OF LANARK.

Bathurst .....	251 17
Beckwith .....	270 97
Burgess, North .....	138 97
Dalhousie and Lavant .....	122 10
Darling .....	65 40
Drummond .....	209 00
Elmley, North .....	168 67
Lanark .....	233 57
Montague .....	360 33
Packenham .....	175 27
Ramsay .....	387 20
Sherbrooke, North .....	26 52
Sherbrooke, South .....	48 18

\$2457 30  
£614 6 6

## 10. COUNTY OF RENFREW.

Admaston .....	108 50
Bagot and Blithfield .....	94 85
Bronley and Wilberforce .....	113 40
Brougham and Grattan .....	81 20
Horton .....	88 55
McNab .....	199 85
Pembroke and Stafford .....	83 30
Ross .....	42 50
Westmeath .....	117 60

\$929 75  
£232 8 9

## 11. COUNTY OF FRONTENAC.

Bedford .....	123 20
Kingston .....	448 20
Loughborough .....	222 57
Pittsburgh .....	389 61
Portland and Hinchinbrooke .....	246 77
Storrington .....	233 20
Wolfe Island .....	146 70
R. C. Separate Schools .....	28 00

\$1888 25  
£459 11 3



12 COUNTY OF ADDINGTON.

TOWNSHIPS.	APPORTIONMENT.
Amherst Island	69 65
Camden, East	762 30
Ernestown	434 25
Sheffield	247 10
R. C. Separate Schools	26 00
	\$1539 30
	£384 16 6

13. COUNTY OF LENNOX.

Adolphustown	56 35
Fredericksburgh	295 05
Richmond	512 90
	\$664 30
	£166 1 6

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	287 00
Athol	183 75
Hallowell	275 15
Illier	350 70
Marysburgh	400 75
Sophiasburgh	253 75
R. C. Separate Schools	22 00
	\$1773 10
	£443 5 6

15. COUNTY OF HASTINGS.

Elzevir, Madoc and Tudor	273 35
Hungerford	385 00
Huntingdon	205 10
Marmora	77 70
Rawdon	367 85
Sidney	408 80
Thurlow	483 15
Tyendinaga	581 35
R. C. Separate Schools	24 00
	\$2806 30
	£701 11 6

16. COUNTY OF NORTHUMBERLAND.

Alnwick	58 45
Brighton	421 40
Cramah	376 95
Haldimand	401 45
Hamilton	483 85
Monaghan, South	127 05
Percy	305 90
Murray	304 50
Seymour	236 45
R. C. Separate Schools	32 00
	\$2748 00
	£687 0 0

17. COUNTY OF DURHAM.

Cartwright	171 50
Cavan	397 60
Clarke	676 80
Darlington	620 90
Hope	459 90
Manvers	320 25
	\$2646 95
	£661 14 9

18. COUNTY OF PETERBOROUGH.

TOWNSHIPS.	APPORTIONMENT.
Asphodel	194 20
Belmont and Methuen	34 00
Douro	242 20
Dummer and Burleigh	204 75
Ennismore	94 50
Monaghan, North	78 50
Otonabee	446 95
Smith and Harvey	129 15
	\$1424 25
	£356 1 8

19. COUNTY OF VICTORIA.

Eldon	136 50
Emily	369 25
Fenelon	53 55
Muriposa	436 10
Ops	280 35
Verulam	60 20
	\$1335 95
	£333 19 9

20. COUNTY OF ONTARIO.

Brock	815 85
Mara and Rama	127 40
Pickering	711 55
Reach	438 90
Scott	114 80
Scugog Island	21 85
Thorah	125 30
Uxbridge	180 95
Whitby	427 35
	\$2973 95
	£743 9 9

21. COUNTY OF YORK.

Etobicoke	286 35
Georgina	117 25
Gwillimbury, North	124 25
Gwillimbury, East	334 95
King	641 90
Markham	604 80
Scarborough	436 80
Vaughan	743 40
Whitechurch	581 30
York	868 00
R. C. Separate Schools	50 00
	\$4739 00
	£1184 15 0

22. COUNTY OF PEELE.

Albion	459 55
Caledon	410 55
Chinguacousy	791 00
Gere of Toronto	135 45
Toronto	698 95
	\$2495 50
	£623 17 6

23. COUNTY OF SIMCOE.

Adjala	250 97
Essa	171 87
Flos	60 92
Gwillimbury, West	452 58

SIMCOE—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Innisfil	205 82
Medonte	75 27
Mono	301 02
Mulmur	114 12
Nottawasaga	200 17
Orillia and Matchedash	85 42
Oro	315 03
Sunni-Inle	31 87
Tay and Tiny	93 82
Tecumseth	440 68
Tossorontio	74 22
Vespra	78 07

\$2957 85  
£739 9 3

24. COUNTY OF HALTON.

Esquesing	625 80
Nassagaweya	159 60
Nelson	423 50
Trafalgar	586 25

\$1795 15  
£448 15 9

25. COUNTY OF WESTWORTH.

Ancaster	484 80
Burton	116 55
Beverly	586 90
Bimbrook	169 75
Flamborough, East	265 30
Flamborough, West	359 10
Glanford	185 15
Stadthet	247 45

\$2395 00  
£598 15 0

26. COUNTY OF BRANT.

Brantford	572 60
Burford	441 35
Dumfries, South	417 20
Oakland	71 80
Onondaga	221 20

\$1724 15  
£431 0 9

27. COUNTY OF LINCOLN.

Caistor	184 75
Clinton	298 55
Gainsborough	275 45
Grantham	392 35
Grimby	265 30
Louth	154 70
Niagara	231 35

\$1762 45  
£438 2 3

28. COUNTY OF WELLAND.

Bertie	312 55
Crowland	202 65
Humberstone	172 20
Pelham	248 85
Stamford	348 60
Thorold	233 15
Wainfleet	145 60
Willoughby	115 15

\$1828 75  
£457 3 9

29. COUNTY OF HALDIMAND.

TOWNSHIPS.	APPORTIONMENT.
Canborough	125 30
Cayuga, North	233 80
Cayuga, South	74 90
Dunn	78 05
Onida	146 15
Rainham	188 30
Seneca	279 65
Moulton and Sherbrooke	258 65
Walpole	359 80
R. C. Separate Schools	32 00

\$1776 60  
£414 3 0

30. COUNTY OF NORFOLK.

Charlotteville	282 45
Houghton	191 45
Middleton	171 15
Townsend	593 25
Walsingham	335 65
Windham	273 70
Woodhouse	269 50

\$2117 15  
£529 5 9

31. COUNTY OF OXFORD.

Blandford	139 30
Blenheim	409 85
Dereham	396 85
Nissouri, East	249 90
Norwich	534 75
Oxford, North	117 95
Oxford, East	239 05
Oxford, West	192 50
Zorra, East	231 75
Zorra, West	357 70
R. C. Separate Schools	40 00

\$2959 60  
£739 18 0

32. COUNTY OF WATERLOO.

Dumfries, North	320 85
Waterloo	737 40
Wellesley	361 00
Wilnot	538 75
Woodwich	367 35
R. C. Separate Schools	85 15

\$2400 50  
£600 2 6

33. COUNTY OF WELLINGTON.

Apportioned upon Local Superintendents' returns.	
Amaranth	30 55
Arthur, Luther and Minto	86 60
Bramosa	259 35
Erin	407 75
Garnfraxa	136 15
Guelph	263 05
Marvborough	44 45
Nichol	167 75
Peel	232 10
Pilkington	232 75
Puslinch	428 05
R. C. Separate Schools	96 00

\$2424 55  
£606 2 9

34. COUNTY OF GREY.	
TOWNSHIPS.	APPORTIONMENT.
Artemesia . . . . .	145 25
Bentinck . . . . .	200 55
Collingwood . . . . .	56 00
Egremont . . . . .	105 00
Ephrasia . . . . .	67 55
Glencelg . . . . .	85 05
Holland . . . . .	92 40
Melancthon and Proton . . . . .	59 85
Normanby . . . . .	24 50
Osprey . . . . .	50 75
St. Vincent . . . . .	168 85
Sullivan . . . . .	43 40
Derby and Sydenham . . . . .	280 70
	<hr/>
	\$1379 35
	£344 16 9

35. COUNTY OF PERTH.	
Blanchard . . . . .	215 55
Downie . . . . .	263 90
Easthope, South . . . . .	185 30
Ellice . . . . .	187 55
Fullarton . . . . .	199 50
Hilbert . . . . .	49 00
Logan . . . . .	92 05
Mornington and North Easthope . . . . .	251 30
R. C. Separate Schools . . . . .	10 00
	<hr/>
	\$1404 15
	£351 0 9

36. COUNTY OF HERON.	
Ashfield . . . . .	76 65
Biddulph . . . . .	188 65
Colborne . . . . .	189 65
Goderich . . . . .	292 60
Hay . . . . .	80 30
Hullett . . . . .	87 85
McGillivray . . . . .	146 65
McKillop . . . . .	266 70
Stanley . . . . .	151 55
Stephen . . . . .	98 00
Tuckersmith . . . . .	181 30
Usborne . . . . .	108 50
Wawanosh . . . . .	185 15
	<hr/>
	\$2003 55
	£500 17 9

37. COUNTY OF BRUCE.	
Arran . . . . .	} Defective Returns from these Townships.
Biant . . . . .	
Bruce . . . . .	
Carriack and Culross . . . . .	
Elderslie . . . . .	
Greenock . . . . .	
Huron . . . . .	
Kincardine . . . . .	
Kinloss . . . . .	
Saugeen . . . . .	
	<hr/>
	\$241 30
	£60 6 6

38. COUNTY OF MIDDLESEX.	
Adelaide . . . . .	253 05
Carradoc . . . . .	318 15
Delaware . . . . .	115 50
Dorchester, North . . . . .	207 90
Ekfrid . . . . .	219 80
Lobo . . . . .	297 85

MIDDLESEX—(Continued.)	
TOWNSHIPS.	APPORTIONMENT.
London . . . . .	534 45
Metcalfe . . . . .	112 00
Mosa . . . . .	244 65
Nissouri, West . . . . .	234 50
Westminster . . . . .	498 85
Williams . . . . .	220 15
R. C. Separate Schools . . . . .	30 00
	<hr/>
	\$3236 85
	£821 14 3

39. COUNTY OF ELGIN.	
Aldbrough . . . . .	107 10
Bayham . . . . .	360 85
Dorchester, South . . . . .	143 50
Dunwich . . . . .	238 50
Malahide . . . . .	438 55
Southwold . . . . .	515 20
Yarmouth . . . . .	534 45
	<hr/>
	\$2337 65
	£584 8 3

40. COUNTY OF KENT.	
Camden and Zone . . . . .	181 70
Chatham . . . . .	181 60
Dover, East and West . . . . .	159 95
Harwich . . . . .	242 55
Howard . . . . .	345 10
Orford . . . . .	162 75
Raleigh . . . . .	315 00
Romney (based on Local Superintendents' returns) . . . . .	49 70
Tilbury, East . . . . .	39 55
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	\$1677 90
	£419 9 6

41. COUNTY OF LAMBTON.	
Bosanquet . . . . .	136 85
Brooke . . . . .	26 25
Dawn . . . . .	49 00
Emmiskillen . . . . .	12 60
Euphemia . . . . .	157 85
Moore . . . . .	177 45
Plympton . . . . .	202 30
Sarnia . . . . .	136 50
Sombra . . . . .	152 60
Warwick . . . . .	248 05
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	\$1297 45
	£324 7 3

42. COUNTY OF ESSEX.	
Based upon Local Superintendents' returns.	
Anderdon . . . . .	46 55
Colchester . . . . .	184 10
Gosfield . . . . .	197 40
Maldstone . . . . .	119 70
Malden . . . . .	126 85
Mersca . . . . .	138 25
Rochester . . . . .	109 55
Sandwich . . . . .	451 95
Tilbury, West . . . . .	68 15
R. C. Separate School . . . . .	68 00
	<hr/>
	\$1508 50
	£377 2 6

## Appendix C.

### DECISIONS OF THE COURT OF QUEEN'S BENCH ON APPEALS OF THE CHIEF SUPERINTENDENT OF SCHOOLS.

Michaelmas Term, 18 Vic., 1854, 12 U. C. Q. B. R. 525.

THE CHIEF SUPERINTENDENT OF SCHOOLS FOR UPPER CANADA, APPELLANT, IN A CAUSE OF THE TRUSTEES OF SCHOOL SECTION No. 2, IN THE TOWNSHIP OF MOORE V. WILLIAM McRAE.

*Alteration of school section—Election of new trustees.*

An alteration of the boundaries of a school section under 13 & 14 Vic. ch. 48, sec. 18, subsec. 4, does not make it necessary to call a school section meeting and appoint new trustees.

The trustees in this case proceeded to collect the rate by action instead of by warrant, as provided by 13 & 14 Vic. ch. 48, sec. 12, subsec. 2, 7, 8; and *semble* per *Draper, J.*, that the appeal might have been dismissed on this ground: but the objection was waived.

This was an appeal from the Division Court of the county of Lambton.

The action was brought by summons bearing date the 16th of May, 1854, issued out of the First Division Court of the county of Lambton, to recover £1 7s. 11d. for the causes stated in the plaintiff's statement of claim (which statement by the judgment returned appeared to have been for school assessments for 1851, 1852, 1853. The statement itself was among the papers, and was, for 1851, for support of school, \$1,52.; for 1852, for support of school, \$1.12½.; for 1853, for support of school, \$1.47., and for the same year 1853, for special assessment for building school house, \$1.47.

It appeared that on the 11th of March, 1850, the Municipal Council of the township of Moore passed a resolution that the following school sections were recommended by the Rev. Geo. Salter, and unanimously adopted by the council: Section No. 2, commencing at No. 19, front concession, running east to 19, 4th concession inclusive; then north to 19, in the 6th concession, inclusive, then west to the river St. Clair; thence to the place of beginning.

On the 17th of June, 1851, a by-law was passed by the same municipality confirming the resolution of 11th March, 1850, and as to this section No. 2, enacting "Section 2nd to commence at No. 19, front concession, inclusive, running east to 19, 4th concession, inclusive; thence north to 19, 6th concession, inclusive; thence west to the river St. Clair; thence south to the place of beginning."

The defendant was a resident in school section No. 2, as defined by the resolution of 11th March, 1850, and the by-law of 17th June, 1851.

The evidence of George Wright, given in the court below, as follows;

*Geo. Wright*, sworn, says he was one of the trustees of above section in 1850, '51 and '52. The section elected trustees in 1851. Put the necessary notices up

himself. The regular annual school meetings were called on notices put up for that purpose in '51 and '52 by himself. There were only six or seven opposing these alterations. None made at the meetings. There was but one meeting (annual) in 1850; did not at any meeting see defendant there; does not recollect receiving any notice of limits, &c., from the township clerk. There was no change of number, but a part taken off the north and parts added to east and south sides. Read a written notice of alteration from Mr. Salter, the township superintendent.

The defendant waived all objections as to the method of proceeding, but objected, first, that the requisites of the 13 & 14 Vic., ch. 48, sec. 18, subsec. 4, had not been complied with in passing the by-law of 17th June, 1851; and secondly, that the section No. 2, as altered, constituted a new section, and therefore new trustees should have been elected, as provided by 13 & 14 Vic., ch. 48, sec. 4, 5, 6, which was not done.

As to the first objection, the learned judge held that the court below had no power to inquire whether the township council proceeded legally in passing the by-law or not; but that upon the second objection the defendant was entitled to succeed, and on that ground a non-suit was ordered.

The Chief Superintendent appealed from this decision under the provisions of 16 Vic. 185, sec. 24.

ROBINSON, C. J.—The facts of this case are not stated with any distinctness, but we are left to glean them from the evidence and documents as we can.

I infer from them that McRae lives in section 2, and that he is sued in the Division Court for not paying school rates imposed from that section. There is no paper annexed to the summons shewing the claim, though such misapprehension of claim is referred to as if annexed. The question which we are asked to adjudge upon is, whether an alteration made in school section 2, by taking a part from it, and adding to it what formed part of another section, *constitutes* the section No. 2, so altered, a *new section* within the meaning of the 18th clause of 13 & 14 Vic., ch. 48, subsec. 3, and made it necessary to call a school section meeting, and to proceed therein as in the 4th and 5th clauses of the act is directed, before any rates for such altered section could be imposed; or whether, as the Chief Superintendent of Schools contends, the trustees chosen for the section before its alteration did not continue in office for that section in its altered state as before, and had power to impose rates, without the necessity for a new election of trustees, as at a first meeting for a new section.

I cannot say that I am certain I have succeeded in picking out the facts, but as I understand them I think there was no necessity for any school section meeting, or new appointment of trustees in the section 2, on account of the alteration that had been made in its limits, and that the judgment of nonsuit given in the Division Court should therefore be reversed, and judgment given for the plaintiffs in the cause.

I do not see on the face of the papers submitted why the trustees did not proceed to collect the rate in this case by warrant. I see no authority for proceeding by action except where the person rated resides out of the section. However,

there is no appeal on this point, and what has been done may be right in that respect, though the foundation of the proceeding is not explained.

DRAPER, J.—It is nowhere shewn what were the boundaries of school section No. 2. prior to the 11th of March, 1850; that a section No. 2, existed before the 11th of March, 1850, appears from the fact stated in the evidence of Geo. Wright, that he was a trustee in 1850, in which year he says there was only one meeting (I presume for the election of school trustees) which was the annual meeting, and according to the 12 Vic., ch. 83, sec. 21, must have been on the second Tuesday in January of that year. Wright's evidence further goes on to state that the change made in 1850, was the taking off part from the north and adding a part to the east and south sides of section No. 2. Now it appears to me that this was the alteration of a school section, so far as the evidence shews. It is not shewn to have been a new division of the township into school sections: it certainly was not the union of two or more sections; and therefore only the third alternative provided for by the 18th section of 12 Vic, remains; namely, the alteration. If therefore we can assume that an alteration of the school section could be made by resolution, then this alteration made on the 11th of March, 1850, was expressly confirmed by the statute 13 & 14 Vic., ch. 48, and the appeal must be sustained. If it were necessary to rest the decision upon this point, however, I should require further consideration before concluding that the powers conferred for common school purposes on the Municipal Council do not require to be exercised by by-law. But it is not necessary to rest on that ground. In June, 1851, a by-law was passed, almost in the words of the resolution of the proceeding year, and the provisions of that act equally bring me to the conclusion that this is an alteration of a school section and no more according to the evidence submitted. I think the learned judge held rightly in the court below, that the regularity of the proceedings preparatory to that by-law were not a subject for his enquiry. He took it, and I think properly, as it stood before him. It was within the power of the township council by the 18th section, sub-sec. 4, of the 13 & 14 Vic., to make such an alteration, and they have done it in the way that is free from doubt as to the due execution of the power, *i.e.* by by-law. That an *alteration* involves a change of parties from being members of one school section by transferring them into another is quite clear from a part of the proviso to the 4th section of section 18, "that the inhabitants transferred from one school section to another shall be entitled, for the common school purposes of the section to which they are attached, to such a proportion of the proceeds of the disposal of the school house or other common school property as the assessed value of their property bears to that of the other inhabitants of the school section from which they shall have been separated." This language expressly applies to the disposal of school property not required in consequence of the "alteration or union of school sections." In my opinion, therefore, confirming attention to the statute 13 & 14 Vic., ch. 48—(the 16 Vic., ch. 185, does not affect the question)—the evidence in this case shews only an alteration of an existing school section, not the formation of a new one; and therefore, as there were three trustees in the section No. 2, elected according to law, before this by-law, they continued to be trustees after it. The judgment of non-suit is

therefore wrong. The plaintiffs should recover for the school rates for 1852. As to those for 1851, treating the alterations to have been made by the by-law of June, 1851, sub-section 4 of section 18 of 13 & 14 V., c. 48 provides "that any alteration in the boundaries of a school section shall not go into effect before the 25th day of December next after the time when it shall have been made." The rate bill is headed thus: "Rate-bill of persons liable to school fees in section No. 2, in the township of Moore, for nine months, commencing 21st January and ending the 30th November, 1851; and it is issued with a warrant to levy, addressed to the collector on 2nd September, 1851. Now, as I understand, the defendant only became a resident of school section No. 2, by force of the alteration. It seems to follow that he would not be liable for the rate imposed prior to the 25th of December, 1851, as the alteration made by the by-law of June in that year could not take effect earlier.

The judgment in this case was given in the court below on the 23rd of June, 1854. The notice of appeal was given, as appears, on the 10th of July following. According to 16 Vic. ch. 185, section 25, the matter ought to have been set down for argument "in the *next term*," i.e. in Trinity. This seems to have been done, but too late for argument last term.

The only point I entertain any doubt upon is whether this appeal might not have been dismissed upon the ground that the statute 13 & 14 Vic., ch. 48, section 12, sub-sections 2, 7, 8, provides specific means for collecting all school rates with the exception contained in sub-section 9, which in express terms authorizes the school trustees to sue for and recover by their name of office the amounts of school rates and subscriptions due from persons residing *without* the limits of their school section and making default in payment. This objection was not however taken on the argument.

BURNS, J.—I think the judge has taken quite a mistaken view of the effect of the 3rd and 4th sub-sections of section 18 of 13 & 14 Vic. ch. 48. The 3rd sub-section gives the municipal council of the township power to form portions of the township, where no schools have been established into school sections, and in such case the proceeding to elect trustees is to take place under the provisions of the 4th section. This case does not come within that provision. Then under the 4th sub-section the municipal council has power to do two things—first, to alter any school section already established; secondly, to unite two or more school sections. It is only in the case of two or more school sections being united that the provisions of the fourth section of the act is brought into operation. A mere alteration of the boundaries does not require a new election of trustees. An union of two or more sections might take place at any period of the year, and then it would be required to have a new election, which the fourth section of the act provides for. In the case of an alteration of the boundaries, the fourth sub-section declares that such alteration in the boundaries shall not go into operation before the 25th of December next after the same shall have been made. This evidently contemplates that no new election is necessary upon a mere alteration of the boundaries. It was contended on the argument that there should have been evidence before the judge below that the people of the school section desired the alteration. I do not think

such evidence required. So long as the by-law of the township council remained *de facto*, it was unnecessary for the trustees of the school to prove it to be correct *de jure*. In proceedings by the trustees of the school section it must be assumed that all preliminary matters were performed.

Appeal confirmed.

THE CHIEF SUPERINTENDENT OF SCHOOLS, APPELLANT. IN RE JOHN A. KELLY V.  
CHARLES HEDGES ET AL.

Under 13 & 14 Vic. ch. 48, school trustees are authorized to levy a rate for the erection of a schoolhouse in their section.

Appeal from the Division Court of the county of Brant.

This was an action of trespass brought for seizing and selling the plaintiff's cow. It was admitted that the cow in question was seized and sold under a warrant of the defendants, as school trustees of Union Section No. 20 in Burford and No. 13 in Windham, to levy a rate imposed by the trustees for the purpose of building a schoolhouse in said section.

The only question to be decided was, whether the Common School Act of 1850, 13 & 14 Vic. ch. 48, authorizes school trustees to levy a rate to build the section schoolhouse.

The following is the judgment delivered in the court below:—

JONES, J.—The only clause of the act which shews for what purposes the trustees may levy a rate is the 7th clause of the 12th section. It is there enacted that it shall be the duty of the trustees “to provide for the salaries of the teachers, *and all other expenses of the school*, in such manner as may be desired by a majority of the freeholders or householders, at the annual school meeting, and to employ all lawful means, as provided for by this act, to collect the sum or sums required for such salaries and *other expenses*.”

The 9th clause of the same section then goes on to shew how the trustees are to collect the “sums required for such salaries and other expenses” as follows: “To apply to the municipality of the township, or employ their own lawful authority, as they may judge expedient, for the raising and collecting *all sums* authorized in *the manner hereinbefore provided*, to be collected from the freeholders of such section by rate,” &c.

By these clauses it will be observed that the purposes for which the trustees are authorized to *levy a rate* “are to provide for the teacher's salary and the *other expenses of the school*.” I take it that the word “expenses” here, in connection with “salary,” means the necessary yearly outlay incidental to carrying on the school, and that it does not apply to the original cost of purchasing the site and erecting the schoolhouse. It will be seen by reference to the *1st clause of the 18th section*, where township councils are empowered to levy monies for school purposes, that the power conferred is much fuller than that given to trustees by the *7th clause of the 12th section*. It enacts that they (the township councils) shall have power to levy the required sum by assessment upon the taxable property in any school section



“for the purchase of a school site, the erection, &c., of a schoolhouse,” and, in addition, gives them power to levy money for all the purposes that the trustees could under the 12th section. There seems to be that distinction between the power conferred on township councils and that given to trustees, that the latter are not authorized to levy a rate to purchase a school site, nor, as I think, for the reasons stated, to erect a schoolhouse.

It will be observed that by the Supplementary School Act of 1853, 16 Vic. ch. 185, sec. 6, the power here contended for is expressly given to school trustees. It enacts, “That the trustees of each school section shall have the same authority to assess and collect school rates, for the purpose of *purchasing school sites* and the *erection of school-houses*, as they are now invested with by law to collect rates for *other school purposes*.”

The legislature, who should be the best interpreter of their own acts, clearly did not consider that the statute of 1850 gave trustees this power, else why the necessity for this enactment?

It is agreed that the word “building,” which occurs in the 4th clause of the 12th section, implies an authority to the trustees to levy a rate to erect a schoolhouse. I think this expression has reference merely to the trustees superintending the building of the schoolhouse and expending the money therefor, which they would require to do, though the rate were levied by the township council. I am therefore of opinion that, under the act of 1850, school trustees had no power to levy a rate for the erection of a schoolhouse, but that they should have applied to the township councils, as provided by the 18th section of that act.

The Chief Superintendent appealed from this judgment under the 16 Vic. ch. 185, sec. 24.

The statutes and sections referred to are cited in the judgment.

ROBINSON, C. J.—I cannot say that I am quite satisfied whether the legislature did not mean by the statute 13 & 14 Vic. ch. 48, to give to school trustees the power to raise and collect the rates that might be required for building a new schoolhouse in their division.

If I confined myself to the consideration of what is to be found in that act without looking to any provision made before or afterwards upon that point, I should have a strong impression that Mr. Jones's view of the question, which is clearly stated and precisely expressed, is the sound one; but in tracing this subject through the three acts (12 Vic. ch. 83, 13 & 14 Vic. ch. 48, and 16 Vic. ch. 185), I find it no easy matter to form an opinion. Upon the first of these statutes, now no longer in force, there could be no room for doubt; for by the 30th clause of that act it was provided in express terms, that no rate should be levied for the building of a schoolhouse otherwise than by a by-law of the municipal council of the township, &c., in which the section might be; and it required that any such rate should be sanctioned by a majority of the landholders and householders; and this restriction was inserted as a qualification of the former part of the same clause, by which the trustees were empowered to do whatever might be expedient with regard to *building, repairing, &c.*, the schoolhouse of their section.

The inserting such a proviso affords a strong ground for argument that the

legislature assumed that without the proviso the power they had given in the beginning of the clause would have extended to the raising and collecting monies to defray the expense of building the schoolhouse.

Then, in 1850, the legislature, after some experience of the measure, repeal this statute of 1849, and pass a new act providing for the whole subject of common schools. And when we find them in this case empowering the trustees, almost in the very words of the former act, to do whatever they might judge expedient for building schoolhouses, and at the same time dropping the proviso which had before restrained them from raising monies for the purpose, one can hardly resist the conclusion that they did mean by the new act to allow the trustees to impose and collect the necessary rate.

Yet, as I have already said, if I were to place a construction upon the act of 1850, looking at its provisions alone, I think I should draw from the 4th, 7th, 8th, & 9th subsections of the 12th section the same conclusions that the learned judge of the Division Court has formed upon them. Looking at the 13 & 14 Vic. in connection with the former statute which they were repealing, I should be inclined to think that the legislature did intend by it to give the trustees the power in question, though they left their meaning obscure.

But the last act of the three increases the difficulty; for by the 6th section of that act (16 Vic. ch. 185) the legislature, by express words, gave to the school trustees power to assess and collect rates for the erection of schoolhouses, and they give it in such terms as they would naturally use if they were conferring a new power; for they provide "that they shall have the same authority to collect those rates *as they are now, or may be* invested with by law to assess and collect rates for other school purposes." Any one must understand that the legislature, when they used these words, were under the impression that they were giving power to trustees which they had not before.

The clause is not in the language of a declaratory law; it rather implies a consciousness that there was a restriction which it was expedient to remove.

Still, looking at all that has been done, and the footing on which the matter is now put, we think the authority of the trustees to impose the rate under the school law of 1850 may be vindicated. The words in the 4th subsection of the 12th clause of the 13 & 14 Vic. ch. 48—"to do whatever they may judge expedient with regard to the building, repairing, &c., the section schoolhouse"—are very comprehensive certainly, and, when coupled with the other powers given to them, might not unreasonably be held to convey power to impose a rate for *building*, as well as for the other school purposes, mentioned in the 7th subsection; though it might be objected that the enumeration of inferior objects, without giving specifically a power to raise a rate for this, creates a difficulty; and further, that a power to any public body to raise money should be given in express terms, rather than be held to be included under a general authority to do whatever may be thought expedient. But the fact that the Legislature, by the statute of 1849, seems to have looked upon these words as conveying the right to impose a rate, unless they had restrained their meaning, as they did in that statute, coupled with the fact that in 1850 they used the comprehensive words and dropped the restrictive, and in 1853 gave the

power to raise the rate in express words, which we may regard as done by way of removing all doubt merely—these considerations, I repeat, incline us to confirm the construction which we find has been hitherto put upon the act, and so avoid difficulty and confusion.

BURNS, J.—The question seems to me to turn upon the meaning and effect to be given to the 4th and 7th subsections of section 12 of 13 & 14 Vic. ch. 48. The 4th subsection gives the trustees power in direct words to do whatever they may deem expedient with regard to the building the section schoolhouse. Of course they cannot build it without the means. Who, or what power, then, is authorized to raise the means? It is said that because 16 Vic. ch. 185, sec. 6, gave the trustees the express power to assess and collect school rates for the purpose of building schoolhouses, therefore it must be inferred that they had no such power before. The argument is entitled to great weight, if there were no other acts or language of the legislature to guide us in determining the matter. When we turn to the 3rd subsection of section 30 of 12 Vic. ch. 83, which act was repealed by 13 & 14 Vic. ch. 48, we find the same language used as to building schoolhouses; but there is a proviso that no rate for the building of a schoolhouse, or purchasing a site for the schoolhouse, shall be levied, otherwise than under a by-law of the municipal council. This 3rd subsection is divided in the act 13 & 14 Vic. ch. 48, between subsection 4 of the 12th section and the 1st subsection of section 18. In the statute of 1849 the power of the trustees is limited by the proviso; but in the statute of 1850 no limitation is attached to the power of the trustees, but what was formerly a limitation upon them is given to the municipal council, to be exercised upon the desire of the trustees. The removal of the limitation argues very forcibly that the trustees may build without asking the municipal council for the funds, provided the other parts of the act will enable them, from their own power and authority, to levy the means. Now when we look at the 5th subsection of the 30th section of 12 Vic. ch. 83, we see that all the trustees could levy on their own authority was the rate-bill, which was to be the amount the respective parties were liable for for instruction, for firewood, or for any charge necessarily incurred by such attendance. The 7th subsection of section 12 of 13 & 14 Vic. ch. 48, enabled trustees to provide for the salaries of teachers and all other expenses of the school. It will not be pretended but that this authority would enable the trustees to levy for the rent of a schoolhouse if they were obliged to rent, and which they have authority to do under the same fourth subsection. If they may do so to pay the rent of a schoolhouse, if there be no suitable one, or to pay the rent of a second schoolhouse, if it be required, I cannot understand why they may not also do so to build one. The one seems to me to come under the denomination of expenses of the school as much as the other. This, I think, would be the construction of 13 & 14 Vic. ch. 48, if it stood by itself upon the repealed law.

Then it only remains to say what effect the provision contained in 16 Vic. ch. 185 has. Now we see by the sixth section that the legislature were conferring upon the trustees the same powers which formerly were vested in the municipal council, and the trustees were acquiring a power in respect of school sites which was altogether new to them, and in that power is also contained the other. I think it more

reasonable to hold that the legislature, in the last act, included the power to the trustees to levy rates to build schoolhouses *ex abundanti* than to reject the power to levy those rates from the former act, and yet say, as we must, that an express power was given to them by the former act to build schoolhouses.

For these reasons I think the judgment of the judge of the Division Court should be reversed.

DRAPER, J., concurred.

Judgment for the appellant.

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## Appendix D.

### THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

#### *No. 1. Revised Terms of Admission into the Normal School, Toronto, adopted by the Council of Public Instruction for Upper Canada.*

The Council of Public Instruction, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of students at that institution.

*Ordered*, I. That the semi-annual sessions of the Normal School shall commence on the 15th day of May, and the 15th day of November of each year, [and if those fall upon Sunday, the day following,] and continue for a period of five months each—to be concluded by a public examination and followed by a vacation of one month.

II. That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of arithmetic, and with the elements of geography and English grammar; [4]—must sign a declaration of their intention to devote themselves to the profession of school-teaching, and that their object in

coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the institution without any charge, either for tuition, the use of the library, or for the books which they may be required to use in the school.

IV. That the teachers-in-training shall board and lodge in the city, in such houses, and under such regulations as are approved of by the Council of Public Instruction.

V. That a sum at the rate of five shillings per week, (payable at the end of the session) shall be allowed to each teacher-in-training, who, at the end of the first session, shall be entitled to a provincial certificate.

VI. That all candidates for admission into the Normal School must present themselves during the first week of the session, otherwise they cannot be admitted; and their continuance in the school is conditional upon their diligence, progress, and observance of the general regulations prescribed by this council.

VII. That all communications be addressed to the Reverend Dr. RYERSON, Chief Superintendent of Schools, Toronto.

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*No. 2.—Programme of Studies in the Provincial Model Schools, Toronto.*

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BOYS' DEPARTMENT.

*First Division.*

Elementary Arithmetic, Calculator, Writing or Drawing on Slate, Object Lessons, Spelling, Geography, Singing, Gymnastics.

*Second Division.*

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Writing, History, Geography, Singing, Natural History, Grammar, Gymnastics.

*Third Division.*

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Geography, History, Grammar and Composition, Writing, Spelling and Dictation, Natural History Drawing, Singing, Gymnastics, Natural Philosophy, Book-keeping, Geometry, Algebra, Mensuration.

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## GIRLS' DEPARTMENT.

*First Division.*

Elementary Arithmetic, Calculator, Writing or Drawing Lessons, Object Lessons, Spelling, Geography, Singing, Calisthenics, Plain Needlework.

*Second Division.*

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Writing, History, Geography, Singing, Spelling and Dictation, Natural History, Grammar, Calisthenics, Plain Needlework.

*Third Division.*

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Geography, History, Grammar and Composition, Writing, Spelling and Dictation, Natural History, Drawing, Singing, Calisthenics, Natural Philosophy, Domestic Economy, Plain Needlework, Algebra, Geometry.

## EXPLANATORY REMARKS.

The basis of classification adopted in the Provincial Model School is Reading and Arithmetic.

As the text-books used are those of the Irish National Series, sanctioned by the Council of Public Instruction for Upper Canada, the school is divided into five classes, corresponding to the five reading books of that series.

The following is a summary of the studies in which each class is engaged :—

*First Class.*—Reading, Spelling, Defining, Writing on slates, Drawing on slates, Elements of Arithmetic, Geography, First Principles of Grammar, Object Lessons, Vocal Music, and Gymnastics or Calisthenics.

*Second Class.*—Reading, Spelling and Defining, Writing on paper, Drawing on slates, Tables, Weights and Measures, Simple Rules of Arithmetic, Theory of ditto and Mental Arithmetic commenced, Geography, Grammar, Natural History, Vocal Music, Gymnastics or Calisthenics, and History of Canada.

*Third Class.*—Reading, Spelling from Dictation and Defining, Writing, Drawing on paper, Arithmetic (Theoretical, Mental, and Practical), Geography, Grammar, (Prefixes, Affixes, and Composition), Natural History, Music, Gymnastics or Calisthenics, and, with the girls, Sewing, &c.

*Fourth Class.*—Reading, Arithmetic (Fractions and Decimals) ; the preceding studies in an advanced state continued ; the Nations of the Earth, with an Intro-

duction to Astronomy, in connection with Geography (Mathematical, Physical, and Political; Population, Extent, &c., of Countries.)

*Fifth Class.*—Reading in fifth and sixth books, Arithmetic, Interest, Exchange, Logarithms, Formulæ in solving Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and, with those sufficiently advanced in Algebra and Arithmetic, Mensuration. And in the Female department, Domestic Economy, with those of the preceding class.

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## Appendix E.

### THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

#### *No. 1.—Programme of Studies, and General Rules and Regulations for the Government of Grammar Schools in Upper Canada.*

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vict., cap. 186, and approved by the Governor General in Council.

#### PREFATORY EXPLANATION.

The fifth section of the Grammar School Act requires, "That in each county grammar school provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of mechanics and natural philosophy, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University Collège, or for any college affiliated to the University of Toronto, according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved of by the Governor General in Council: Provided always, that no grammar school shall be entitled to receive any part of the grammar school fund, which shall not be conducted according to such programme, rules, and regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided, "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law it is clearly the object and function of grammar schools not to teach the elementary branches of English, and especially

to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction of Upper Canada, after mature deliberation, have adopted the following regulations, which, according to the fifth section, and the fifth clause of the eleventh section of the Grammar School Act, 16 Vict., chapter 186, are binding upon all boards of trustees and officers of grammar schools throughout Upper Canada.

*Section I.—Qualifications for the Admission of Pupils into the Grammar Schools.*

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the summer vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each term. The examinations for the admission of pupils shall be conducted by the head master; as also examinations for such scholarships, exhibitions, and prizes as may have been instituted by municipal councils as authorized by law,\* or by other corporate bodies, or by private individuals. But the board of trustees may, if they shall think proper, associate other persons with the head master in the examinations for such scholarships, exhibitions, or prizes.

2. Pupils, in order to be admitted to the grammar school, must be able,—

1. To read intelligibly and correctly any passage from any common reading-book.
2. To spell correctly the words of an ordinary sentence,
3. To write a fair hand.
4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion.
5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose; and,
6. Must be acquainted with the definitions and outlines of Geography.

\* The *Upper Canada Municipal Corporations Act*, 12 Vict., chap. 81, section 41, enacts that the municipal council of each county shall have power and authority to make a by-law or by-laws for each, all, or any of the following purposes, that is to say:—

*Thirdly.* For the purchase and acquirement of such real property as may be required for county grammar school purposes, and for the erection, preservation, improvement, and repair of county school houses, for the use of grammar schools, in such parts of the county, or within any city or the liberties thereof, lying within the boundaries of such county, as the wants of the people most require; for the sale and disposal of the same when no longer required; and for making such provision in aid of such grammar schools as they may deem expedient for the advancement of education in the same.

*Fourthly.* For making some permanent provision for defraying, out of the public funds of each county, the expense of the attendance at the seat of the University of Toronto, and of that of Upper Canada College and Royal Grammar School there, of such and so many of the pupils of the different public grammar schools of such county, as shall be desirous of, and in the opinion of the respective masters of such grammar schools, shall be of competent attainments for entering into competition for any of the scholarships, exhibitions, or other similar prizes offered by such University or College to competition amongst such pupils; but which pupils, from the inability of their parents or guardians to incur the necessary expense of such attendance, might otherwise be deprived of the opportunity of competing for the same.

*Fifthly.* For the endowment of such and so many fellowships, scholarships, exhibitions, and other similar prizes in the University of Toronto, or in Upper Canada College and Royal Grammar School there, to be open to competition amongst the pupils of the different public grammar schools of such county, as they shall deem expedient for the encouragement of learning amongst the youth of such county.



Section II.—Programme of Studies in the Grammar Schools of Upper Canada.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR LOWEST	Arnold's First and Second Latin Book. Latin Grammar Cornelius Nepos	None.	None.	English Grammar and Composition. Reading and Sullivan's Spelling-Book superseded.	Arithmetic. Algebra (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND	Latin Grammar and Exercises. Caesar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued.) Etymology of Words and Versification. Art of Reading (national series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 4th National Readers.	Writing. Drawing. Vocal Music.
THIRD	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar to end of Irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading & Fifth Book (national series.)	Commercial Arithmetic. Algebra (quadratics.) Euclid, Bb. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH	Virgil & Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad Greek Testament. Lucian. Greek Prosody and Exercises.	Rules on the use of the Pronouns and Participles, with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class-Book.	Algebra. Euclid, Bb. III. IV., definitions of B. V. and B. VI.	Ancient and Medieval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping Vocal Music.
FIFTH	Horace. Composition in Prose and Verse. Previous subjects reviewed	Homer's Odyssey. Greek Prosody. Previous subjects reviewed	Syntax & Idioms. Composition. Oral and Written Translations. Fénélon, Dialogues des Morts. Molière. Les Fourberies de Scapin. Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy, (Fifth Reader). Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Outlines of Egyptian History to the death of Cleopatra. History of Spain and Portugal, in the reign of Ferdinand and Isabella. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

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*Explanatory Memoranda to the foregoing Programme:—*

1. Pupils preparing for the University, are *required* to study those subjects only which will qualify them for matriculation.
2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study; but he may not, without the special permission of the head master, select any subject not included amongst those prescribed for the class in which he has been placed on examination.
3. The pupils shall be arranged in classes, corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.
4. Drawing includes linear, map, geometrical, and ornamental drawing.
5. Instructions shall be given to each pupil in penmanship, as long as the Head master shall think it necessary.
6. It is recommended that the elements of vocal music shall form part of the course of instruction for all pupils capable of learning to sing.

*Section 3.—Opening and Closing Exercises of each Day.*

The arrangements for the daily religious exercises of each grammar school shall be left to the judgment of the board of trustees.\*

*Section 4.—Duties of the Head Master and Teachers.*

1. Each head master and teacher of a grammar school shall punctually observe the hours for opening and dismissing the school; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening, as stated in the preceding section; shall daily exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism, and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every head master shall keep the daily, weekly, and quarterly register of his school, according to the forms and instructions authorised by law. The head Master of every senior county grammar school shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vict., chap. 186; in addition to which, every head master shall keep, and cause to be kept, a class register, in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of

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\* The Trustees can avail themselves of the recommendation on this subject, and the forms provided by the Council of Public Instruction for Upper Canada, in regard to Common Schools. See Common School Regulations, published in the Appendix to this Report.

such pupil in each subject of his studies. The head master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The head master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases he shall keep a record of the offences and punishments, for the inspection of the Trustees at or before the next public examination, when the said record shall be destroyed.

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

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the head master, with the approbation of the board of trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the head master his regret for such course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the board and head master, be readmitted to the school.

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the second clause of the 11th section of the Grammar School Act, 16 Vict., chap. 186, it shall be the duty of the head master to give strict attention to the proper ventilation and temperatnre, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

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

#### *Section 5.—Duties of Pupils.*

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

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

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

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

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

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

*Section 6.—Terms, Vacations, Daily Exercises, and Holidays.\**

1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th January, and end the Tuesday next before Easter, the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the 15th October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd December.

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

3. Every Saturday shall be an holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoon of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays, shall be holidays in each grammar school.

4. The public half-yearly examinations required to be held in each grammar school, by the 5th clause of the 11th section of Act, 16 Vict., chap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

\* 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed, that the several clauses of the *eleventh* section of the Grammar School Act empower boards of trustees to prescribe any duties, or make any regulations, in connexion with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved by the Governor in Council.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent of Schools, on the 15th day of February, 1855.

*No. 2.—List of Text Books for Grammar Schools in Upper Canada, prescribed by the Council of Public Instruction, under the authority of the 6th Section of the Grammar School Act, 16 Vict., chap. 186.*

[NOTE.—The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each school. These books, &c., can be obtained at the Educational Depository, Toronto, at the prices affixed.]

### I. LATIN.

Arnold's First and Second Book, 63 cts. each, \$6.75 per doz.

Arnold's Prose Composition, 87 cts. each, \$9.50 per doz.

Anthon's Latin and English Dictionary, 12mo., \$1.70 each, \$17.25 per doz.

Bullions' Adam's Grammar, 75 cts. each, \$8.50 per doz.

Edinburgh Academy Rudiments, 45 cts. each, \$4.75 per doz.

Eton Grammar. White's, Yonge's, etc., 60 cts. each, \$6.90 per doz.

Kaltschmidt's Latin and English Dictionary, 12mo. (Chamber's Educational Course), \$1.80 each, bound together; \$1.00 each, Latin part; 90 cts. each, English part.

### II. GREEK.

Arnold's First Book, 63 cts. each, \$6.75 per doz.

Arnold's First Prose Composition, 63 cts. each, \$6.75 per doz.

Arnold's Second Prose Composition, 63 cts. each, \$6.75 per doz.

Arnold's Reading Book, \$1.00 each, \$11.00 per doz.

Bullions' Grammar, 90 cts. each, \$10.25 per doz.

Edinburgh Academy Rudiments, 75 cts. each, \$8.40 per doz.

Eton Grammar, Homer's, Routledge's, etc., 90 cts. each, \$10.25 per doz.

Anthon's Prosody, Eng. Edi., 55 cts. each; Am. Edi., 63 cts.

Liddell and Scott's Greek Lexicon (abridged), Eng. Edi., \$2.00 each, \$20.40 per doz.

Donnegan's Greek Lexicon, 8vo., \$3.25 cloth, \$3.75 sheep, each.

### *Classical Dictionaries, &c.*

Smith's Classical Dictionary, illustrated, 8vo., Eng. Edit., \$3.20 each, \$37.00 per doz.

Smith's Smaller Classical Dictionary } illustrated, 12mo., Eng. Edi., \$1.60  
Smith's Smaller Dictionary of Antiquities } each, \$18.60 per doz.

Rich's Companion to Latin Dictionary and Greek Lexicon, \$3.75 each, \$43.20 per doz.

Baird's Classical Manual, 40 cts. each, \$4.50 per doz.

## III. FRENCH.

Merlet's Grammar, Eng. Edi., \$1.20 cts. each, \$14.00 per doz.

Merlet's La Traducteur, Eng. Edi., \$1.20 each, \$14.00 per doz.

Merlet's Dictionary of Difficulties, Eng. Edi., \$1.45 each, \$16.50 per doz.

Also, in Parts, as follows:—

Grammar:

Pronunciation and Accidence, 80 cts. each, \$9.00 per doz.

Syntax, 80 cts. each, \$9.00 per doz.

Key to Grammar, 80 cts. each, \$9.00 per doz.

La Traducteur:

Synonyms Explained, 60 cts. each, \$6.40 per doz.

Stories from French Writers, 50 cts. each, \$5.20 per doz.

Synopsis of the Language, 60 cts. each, \$6.40 per doz.

Table of Verbs, on a card, 13 cts each, \$1.35 per doz.

Arnold's First Book.

Arnold's Vocabulary.

Noël and Chapsal's Grammar (in French), 70 cts. each, \$7.50 per doz.; (in English), 65 cts. each, \$7.20 per doz.

Collot's Levizac's Grammar . . . . .

Collot's Pronouncing Reader . . . . .

Collot's Interlinear Reader . . . . .

Collot's Anecdotes and Questions . . . . .

Collot's Dialogues and Phrases . . . . .

} 50 cents. each, \$5.25 per doz.

Am. Edi.

Key to Collot's Exercises in Grammar, 30 cts. each.

Collot's French and English Dictionary, 8vo., \$3.00 each.

Surrenne's New Manual, Am. Edi., 55 cts. each, \$6.00 per doz.; Eng. Edi. 75 cts. each, \$8.40 per doz.

Spiers' and Surrenne's French and English Dictionary, 12mo., Am. Edi., \$1.25 each, \$14.00 per doz.; Eng. Edi., \$2.10 cts. each, \$24.00 per doz.

## IV. ENGLISH.

Lennie's Grammar, 34 cts. each, \$3.60 per doz. (Key, 80 cts. each.)

Bullions' Grammar, 50 cts. each, \$5.50 per doz.

National or Sullivan's Grammar—National, 13 cts. each, \$1.10 per doz.; Sullivan's, 20 cts. each, \$1.80 per doz.

Art of Reading (National Series), 20 cts. each, \$1.90 per doz.

Sullivan's Dictionary of Derivations, 50 cts. each, \$4.80 per doz.

Sullivan's English Dictionary, 70 cts. each, \$6.60 per doz.

The National Readers—English Editions—Price as follows\* :—

First Book, 3 cts. each, 25 cts. per doz.

Second " 10 " \$1.10 " "

\* The First and Second Books are not required to be used in the Grammar Schools, but they are inserted here in order to give the series complete. The sixth Book is designed for girls.

Third Book, 20 cts. each, \$2.15 per doz.

Fourth " 25 " \$2.40 "

Fifth " 15 " \$2.40 "

Sixth " 35 " \$2.40 "

Sullivan's Spelling Book Superseded, 25 cts. each, \$2.40 per doz.

Sullivan's Literary Class Book, 62 cts. each, \$6.00 per doz.

Whately's Lessons on Reasoning, Eng. Edi., 38 cts. each, \$3.95 per doz.

Whately's Lessons on Christian Evidences, or the Truth of Christianity (Appendix to Fourth National Reader), Eng. Edi., 10 cts. each, \$1.00 per doz.; Am. Edi., 25 cts. each, \$2.75 per doz., including Questions in a separate pamphlet.

Whately's Introductory Lessons on the British Constitution, 13 cts. each, \$1.20 per doz.

Political Economy in Chambers' Educational Course, 40 cts. each, \$4.20 per doz.

Spalding's English Literature, Eng. or Am. Edi., 75 cts. each, \$8.40 per doz.

Reid's Rudiments of English Composition, 45 cts. each, \$4.75 per doz. (Key, 75 cts. each.)

#### V. MATHEMATICS.

Arithmetic in Theory and Practice (National Series), Eng. Edi., 30 cts. each, \$2.70 per doz.

Thompson's (James, LL.D., Glasgow) Arithmetic.

Thompson's (James, LL.D., Glasgow) Algebra, 95 cts. each, \$10.80 per doz.

Loomis' Treatise on Algebra, 88 cts. each, \$9.60 per doz.

Colenso's Simson's Euclid, \$1.05 each, \$12.00 per doz.

Colenso's Algebra, Part I., 85 cts. each, \$9.60 per doz.

Pott's Euclid, 75 cts. each, \$8.15 per doz.

Mensuration and Appendix (National Series.) "Mensuration, 22 cts. each, \$1.90 per doz.; Appendix, 14 cts. each, \$1.35 per doz.

(For Mathematical Instruments and Geometrical Forms and Solids, see "Miscellaneous," No. 4, at the end.)

#### VI. GEOGRAPHY AND HISTORY.

Sullivan's Introduction to Geography and History, 18 cts. each, \$1.80 per doz.

Sullivan's Geography Generalised, 50 cts. each, \$4.50 per doz.

Epitome of Geographical Knowledge (National Series), 35 cts. each, \$3.60 per doz.

White's Elements of General History, Parts I., II., III. (Ancient, Middle Ages, and Modern), bound together, 95 cts. each, \$10.80 per doz.; in parts, 55 cts. each, \$6.00 per doz.

White's History of Great Britain and Ireland, 65 cts. each, \$6.90 per doz.

White's History of France, 65 cts. each, \$6.90 per doz.

Putz's Ancient Geography and History. By Arnold and Paul. 87 cts. each, \$9.50 per doz.

- Putz's Mediæval Geography and History. By Arnold and Paul. 63 cts. each, \$6.75 per doz.
- Putz's Modern Geography and History. By Arnold and Paul. 87 cts. each, \$9.50 per doz.
- Johnston's General School Atlas, }  
 Johnston's Physical School Atlas, } \$2.50 each, \$27.00 per doz.  
 Johnston's Classical School Atlas, }
- Pillans' Physical and Classical Geography (Companion to Johnston's Classical Atlas), 80 cts. each, \$8.60 per doz.

## VII. PHYSICAL SCIENCE.

- Third, Fourth, and Fifth National Readers.
- Youman's Chemical Atlas, with thirteen coloured plates, 4to., pp. 105, Am. Edi., \$1.60 each singly; \$1.50 each per half doz.
- Youman's Chemistry, with coloured chart, \$5.00; 63 cts. each. \$6.75 per doz. without chart.
- Olmsted's School Philosophy. 75 cts. each, \$8.60 per doz.
- Johnston's Four Charts of Natural Philosophy, with Hand-Books, \$9.00 per set.
- Patterson's Zoology, Parts I. and II.

## VIII. MISCELLANEOUS.

- Hullah's Manual of Vocal Music, \$1.00 each, \$10.80 per doz.; also Charts, Books of School Songs, &c.
- Mulhauser's Writing Manual, 50 cts. each, \$5.40 per doz.; Models, No. 1, 50 cts. each per doz.; Nos. 2, 3, and 4, 20 cts. each, \$1.50 per doz.
- National Copy-Lines, 38 cts. per set. Latin or English, 10 cts. each, \$1.00 per doz.
- National Book-Keeping, 14 cts. each, \$1.35 per doz.
- Drawing-Books and Materials authorised by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository. Various prices.

N.B.—The above text-books can be procured at the Educational Depository, Toronto, at the prices annexed.

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*No. 3. Circular from the Chief Superintendent of Schools to the Boards of Trustees of Grammar Schools throughout Upper Canada, explanatory of the foregoing Regulations.*

GENTLEMEN,

I have the honor to transmit you, herewith, the regulations which have been adopted by the Council of Public Instruction, and approved by the Governor General in Council, for the better organization and government of grammar schools in



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Upper Canada—including rules as to the qualifications for admission to each grammar school, the exercises and discipline to be observed, the course of studies to be pursued, and the text-books to be used. These regulations have been very carefully considered; and they will, I am persuaded, contribute much to the improvement of the grammar schools, and greatly facilitate their management on the part of boards of trustees and head masters.

### 1. GRAMMAR SCHOOL TEXT-BOOKS.

2. In regard to the text-books sanctioned for use in the grammar schools, three remarks may be made: The first is, that in the English branches, the national books, with one or two additions, have been selected and authorized, as they are, upon the whole, the best series of English text-books published, are in use in the common schools, and are easily obtained. The second remark is, that in the Greek and Latin languages, more than one text-book on the same subject has, in some cases, been authorized—especially grammars. The reason is, that each of the books mentioned is used and preferred by a large class of teachers; and the first object of the council of public instruction being to secure the use of an uniform series of text-books in each grammar school; and then after the test of comparison and experiment, (which may be made under the new system,) to secure the use of the same Greek and Latin grammars in all the schools. This is, indeed, effected in part by the regulations requiring Arnold's first lessons in Latin and Greek alone to be used by the pupils in commencing the study of those languages. My third remark is, that while each board of trustees will, of course, determine which of the books authorized (where there is an option) shall be used in their school, some regard should be had to the circumstances of individual parents and pupils, in superseding the use of some books now in use by the introduction of new ones. In first introducing an uniform series of text-books into the common schools, I stated that the authorized books should be introduced as the old and unauthorized books might become worn out, and as new classes should be formed in each school. I think it best for the board of trustees to adopt the same method in introducing an uniform series of text-books into the grammar schools. They have authority under the present grammar school act and accompanying regulations, to determine not only which of the text-books authorized should be used in each school, but also that each pupil shall be provided with such books. I may, however, add, that it is the teacher, rather than the books, that makes the school, whether it be an elementary, or high school, or even college.

### 2. COURSE OF STUDIES FOR GRAMMAR SCHOOLS.

3. In respect to the course of studies and the order of subjects prescribed by these regulations, it is important that the board of trustees and head master should exercise a philosophical as well as parental discretion in recommending or sanctioning the selection and pursuit of *optional* subjects by pupils. In preparing this programme of studies, it has been sought to keep the following educational axioms in view:—First, "That a course of studies should be adapted to exercise and improve

the various intellectual powers of children, according to the natural order of their developement." Secondly, "That the subjects of study should be so arranged that the knowledge of the first prepares the mind of the pupil for the acquisition of the second, the second for attaining the third, and so on in regard to all the subjects of the course." In the exercise of options in regard to one or more subjects of study, (as is allowed in the accompanying programme) trustees and head masters cannot too sedulously exert their influence upon parents and pupils to direct their preferences in harmony with the foregoing axioms, and to that which is most practical and useful in ordinary life.

### 3. PRACTICAL REMARKS ON THE OBJECTS AND METHODS OF TEACHERS.

4. In giving practical effect to the accompanying regulations and programme of studies, I beg to offer for the consideration of the boards of trustees and head masters, two or three remarks on the objects and methods of teaching, which I think should be insisted upon and pursued in every grammar school. As the office of the grammar school is that of a *preparatory* school to the University for one class of pupils, and that of a *finishing* school to another and larger class of pupils, *thoroughness* should characterize the teaching of all the subjects of the course of studies. *Every* pupil should be taught the language of his country,—should be able to read it with accuracy, intelligence and grace—should know the orthography and the meaning of its more difficult, as well as of its more easy words—should understand its grammatical structure, and should learn to use it with skill, and to appreciate its excellencies, by the practice of speaking it accurately in ordinary conversation, by frequent composition in writing, and by the critical reading and analysis of portions of the English classic authors, in both prose and poetry. The foundation of sound scholarship in *foreign languages* can only be laid in an accurate knowledge of their proper pronunciation, and a clear perception of their differences of structure and idiom from the English and from each other—objects which cannot be accomplished without the practice of oral and written exercises and compositions in the language taught, as well as of accurate and free translations of their standard authors. In *Mathematics* the pupil should be familiar with the definitions, should perfectly understand the reason, as well as the practice, of each step of the process in the solution of every question, from simple cases in arithmetic to the more difficult problems of algebra and propositions of geometry. In *teaching all the other subjects* of the course, there should be like accuracy and thoroughness. No pupil should be allowed to advance from one rule or subject to another in any of the branches taught, without a thorough knowledge of that which precedes it. The progress of the pupils should be judged, (and will be judged in practical life,) not by the number of pages of *books* they may have gone through, but by the nature and number of the *subjects* they have mastered; and the thorough teaching and study of a few subjects is better for the purposes of mental discipline, solid learning, and success in life, than the superficial teaching and study of many subjects.

## ELEMENTS OF SUCCESS.

5. The success and efficiency of the grammar schools must now chiefly depend upon the manner in which you, gentlemen, discharge your duties in the selection of masters and teachers, and in the oversight and provisions for the furnishing and support of the schools. All the text-books, maps and apparatus required, can be procured at the Educational Depository connected with this department, at the cost prices. I had hoped, that before the adjournment of the Legislature in December, a bill would have been passed amending the "Grammar School Act," so as to facilitate the discharge of their duties by boards of trustees, and greatly contribute to the interests of grammar schools. I think we may now anticipate the passing of such a bill in the course of a few weeks, as I believe there is no less ardent desire on the part of the government and legislature, than throughout the country, to do all in their power to promote the success and usefulness of all our educational institutions.

I have the honor to be,

Gentlemen,

Your most obedient servant,

(Signed,)

E. RYERSON.

EDUCATION OFFICE,

Toronto, 17th February, 1855.

*No. 4. Programme for the Examination of Candidates for Masterships of County Grammar Schools.*

Candidates for masterships of county grammar schools shall be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books, in which the senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any college affiliated with that institution, as contemplated by the 5th section of the grammar schools amendment act, 16 Victoria, chap. 186. Which subjects of examination are as follows:—

GREEK AND LATIN LANGUAGES.

Homer, Iliad . . . . .	B. I.	Cæsar, de bello Gallico, . . .	Bb. V. and VI.
Lucian, Vita, and Charon.		Virgil, Æneid . . . . .	B. II.
Translation from English into Latin Prose.			

Additional for Honors and Scholarships.

Homer, Iliad . . . . .	B. VI.	Horace, Odes . . . . .	B. I.
Homer, Odyssey . . . . .	B. IX.	Virgil, Æneid . . . . .	Bb. I. and III.
Lucian, Menippus, and Timon.			

Translation from English into Latin verse.

## MATHEMATICS.

*Algebra and Arithmetic.*

Ordinary rules of Arithmetic,  
 Vulgar and Decimal Fractions,  
 Extraction of Square Root,  
 First four rules of Algebra.

*Geometry.*

Euclid, B. I.

Additional for Honors and Scholarships.

*Algebra.*

Proportion and Progression,  
 Simple and Quadratic Equations.

*Geometry.*

Euclid, Bb. II. III. and IV.

## ELEMENTS OF NATURAL PHILOSOPHY.\*

*Mechanics.*

Explain the composition and resolution of statical forces.

Describe the simple machines (mechanical powers.)

Define the Centre of Gravity.

Give the general laws of motion, and describe the chief experiments by which they may be illustrated.

State the law of the motion of falling bodies.

*Hydrostatics, Hydraulics, and Pneumatics.*

Explain the pressure of liquids and gases; its equal diffusion, and variation with the depth.

Define specific gravity, and show how the specific gravity of bodies may be ascertained.

Describe and explain the barometer, the siphon, the common pump and forcing-pump, and the air-pump.

*Acoustics.*

Describe the nature of sound.

*Optics.*

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

*Astronomy.*

Motion of the earth round its axis and round the sun: with applications of these motions to explain the apparent movement of the sun and stars, the length of days and the change of seasons—explanation of eclipses and the moon's phases.

\* Only a popular knowledge of these subjects is required.

## ELEMENTS OF CHEMISTRY.\*

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

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

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

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

Chlorine and iodine, as compared with oxygen.

Water: its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.

Hydrogen; its proportion in water: its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid: their properties and uses.

Alkalies, earths, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

## MODERN LANGUAGES.

*English.*

Grammar and Composition.

*French.*

Grammar, and translation from French into English.

Additional for Honors and Scholarships.

*English.*

Rendering of English verse into prose.

Composition.

*French.*

Fenelon, Dialogues des Morts,

Moliere, Les Fourberies de Scapin.

## HISTORY AND GEOGRAPHY.

Outlines of English History to present time.

“ Roman “ to death of Nero.

“ Grecian “ to death of Alexander.

“ Ancient and Modern Geography.

\* Only a popular knowledge of these subjects is required.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.

History of Spain and Portugal in the reign of Ferdinand and Isabella.

*Note.*—The Committee of Examiners of Candidates for Masterships of County Grammar Schools in Upper Canada, hold their examinations, quarterly, in the Normal School Buildings, Toronto,—commencing on the first Monday of January, April, July, and October, in each year. Candidates are required to send in their names to the Chairman of the Committee, at least one week previous to the day of Examination.

## Appendix F.

### THE FREE PUBLIC LIBRARIES OF UPPER CANADA.

*No. 1.—General Regulations for the Establishment and Management of Public School Libraries in Upper Canada, adopted by the Council of Public Instruction, on the 2nd of August, 1853.*

#### DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd August, 1853.

The Council of Public Instruction for Upper Canada, as authorised by the 38th section of the School Act of 1850, makes the following regulations for the establishment and management of public school libraries:—

I. There may be school section libraries, or township libraries, as each township municipality shall prefer. In case of the establishment of a township library, the township council may either cause the books to be deposited in one place, or recognise each school section within its jurisdiction as a branch of the township library corporation, and cause the library to be divided into parts or sections, and allow each of these parts or sections of the library to be circulated in succession in each school section.

II. Each township library shall be under the management of the township corporation; and each branch or school section library shall be under the management of the school section corporation. The township council shall appoint or remove the librarian for the township, and each trustee corporation shall appoint or remove the librarian for the school section, as already provided by the seventeenth clause of the twelfth section of the School Act of 1850.

III. Each township council and each school section corporation receiving library books, must provide a proper case for the books, with a lock and key; and must cause the case and books to be kept in some safe place, and repaired when injured; and must also provide sufficient wrapping-paper to cover the books, and writing-paper to enable the librarian to keep minutes of the delivery and return of books, and write the needful notes or letters. The members of the township and school section corporations are responsible for the security and preservation of the books in their charge.

IV. When any books are taken in charge by the librarian, he is to make out a full and complete catalogue of them; and at the foot of each catalogue, the librarian is to sign a receipt to the following effect:—

“I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the municipal council of the township of——, or, (as the case may be,) by the trustees of school section No.——, in the township of——, to be carefully kept by me, as their librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by authority of the statute for the management of public school libraries, to be accounted for by me according to the said regulations, to said council, (or trustees, as the case may be,) and to be delivered to my successor in office. Dated, &c.” Such catalogue, with the librarian’s receipt, having been examined by such council or trustees, or some person or persons appointed by them, and found to be correct, shall be delivered to such trustees or council, and shall be kept among their official papers.

V. The librarian is accountable to the trustees or council appointing him, for the cost of every book that is missing, or for the whole series of which it formed a part. The librarian is also accountable, in like manner, for any injury which a book may appear to have sustained, by being soiled, defaced, torn, or otherwise injured; and can be relieved from such accountability only by the trustees or council, on its being satisfactorily shown to them that some resident within their jurisdiction is chargeable for the cost of the book so missing, or for the amount of injury so done to any work.

VI. The librarian must see that in each book belonging to the library, the number of the book and the name of the library to which it belongs shall be written, either on a printed label pasted inside the cover of the book, or on the first blank leaf of it; and he is on no account to deliver out any book which is not thus numbered and identified. He is also to cause all the books to be covered with strong wrapping-paper, on the back of which is to be written the title of the book, and the number in large figures. As new books are added, the numbers are to be continued, and they are in no case to be altered; so that if the book be lost, its number and title must still be continued on the catalogue, with a note that it is missing.

VII. The librarian must keep a blank book, which may consist of a few sheets of writing-paper, stitched together—ruled across the width of the paper, so as to

leave five columns of the proper size for the following entries—to be written lengthwise of the paper. In the first column the title and No. of the book; in the second column, the name and residence of the person to whom delivered; in the third column, date of delivery; in the fourth column, the date of its return; in the fifth column, remarks respecting the condition of the book—as good, injured, torn, or defaced, &c., in the following form:—

TITLE AND NO. OF THE BOOK.	TO WHOM DELIVERED.	WHEN DELIVER'D.	WHEN RETURNED.	CONDITION OF THE BOOK.

As it will be impossible for the librarian to keep any trace of the books without such minutes, his own interest, as well as his duty to the public, should induce him to be exact in making his entries at the time any book is delivered; and when returned, to be equally exact in noticing its condition, and making the proper minute.

VIII. The librarian is to act at all times and in all things according to the orders of the corporation appointing him; and whenever he is removed or superseded, he is to deliver to his successor, or to the order of his trustees or council, all books, catalogues, and papers appertaining or relating to the library; and if they are found to be satisfactory, his trustee or council, or successor in office, shall give him a receipt to that effect. But if any of the books shall have been lost, or in anywise injured, the librarian shall account and pay for such loss or injury, unless released by his trustees or council.

IX. The trustees and council are to attend faithfully to the interests of their library; they are, at all times, when they think proper, and as often as possible, to examine the books carefully, and compare the books with the catalogue, and note such as are missing or injured; and to see that all forfeitures are promptly collected, and that injuries done to books are promptly repaired, and that the library is properly managed and taken care of.

X. The following are the regulations for the care and use of the books in the library:—

1. The librarian has charge of the books, and is responsible for their preservation and delivery to his successor, or to the order of his trustees or council appointing him.

2. A copy of the catalogue of the books is to be made out and kept by the librarian, and open to the inspection of all persons entitled to get books from the library, at all seasonable times, or at such times as may be determined by the trustees or council.



3. Books are to be delivered only to residents of a school section in which a library or branch library is established; or to the residents of a township where branch school section libraries do not exist.

4. Not more than one book can be delivered to a person at a time; and any one having a book out of the library must return it before he can receive another.

5. No person upon whom a forfeiture has been adjudged under these regulations, can receive a book while such forfeiture remains unpaid.

6. Each individual residing in a school section, of sufficient age to read the books belonging to the library, shall be entitled to all the benefits and privileges conferred by these regulations relative to public school libraries; but no person under age can be permitted to take a book out of the library, unless he resides with some inhabitant who is responsible for him; nor can he receive a book if notice has been given by his parent, or guardian, or person with whom he resides, that he will not be responsible for books delivered to such minor. But *any* minor can draw a book from the library, on depositing the cost of such book with the librarian.

7. When there is a sufficient number of volumes in a library to accommodate all the residents of a school section who wish to borrow, the librarian may permit each member of a family to take books as often as desired, as long as the regulations are punctually and fully observed. But where there are not books enough to supply all the borrowers, the librarian must accommodate as many as possible, by furnishing each family in proportion to the number of its readers or borrowers, or by delivering not more than one book at a time for each family.

8. Every book must be returned to the library within as many weeks after it shall have been taken out, as it contains hundreds of pages—allowing one week for the reading of a hundred pages; but the same person may again take the same book, if application has not been made for it while it was so out of the library, by any person entitled, who has not previously borrowed the same book—in which case such applicant shall have the preference in the use of it. And where there have been several such applicants, the preference shall be according to priority in the time of their application, to be determined by the librarian.

9. If a book be not returned at the proper time, the librarian is to report the fact to the trustees, and he must exhibit to them every book which has been returned injured by soiling, defacing, tearing, or in any other way, before such book shall be again loaned out, together with the name of the person in whose possession it was when so injured.

10. For each day's detention of a book beyond the time allowed by these regulations, the forfeiture of one penny shall be incurred by the borrower,\* and shall be payable forthwith to the librarian.

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\* A forfeiture of six cents per day is imposed in each similar case in the State of New York.

11. For the destruction or loss of a book, a forfeiture shall be incurred by the borrower equal to the cost of the book, or of the set, if the book be one of a series. And on the payment of such forfeiture, the party paying it shall be entitled to the residue of the series.

12. For any injury which a book may sustain by a borrower, and before its return, a forfeiture shall be incurred by such borrower of not less than three pence halfpenny for every spot of grease or dirt upon the cover, or upon any leaf of the volume; for writing in or defacing any book, or for cutting or tearing the cover, or the binding or any leaf, not less than sixpence or more than the cost of the book.

13. If a leaf be torn out, or so defaced or mutilated that it cannot be read, or if anything be written in the volume, or any other injury done to it, which renders it unfit for general circulation, the trustees shall consider it a destruction of the book, and the forfeiture shall be incurred accordingly, as above provided in case of the loss of a book.\*

14. When a book shall have been detained seven days beyond the time allowed by these regulations, the librarian shall give notice to the borrower to return the same within three days. If not returned within that time, the book may be considered as lost, and the forfeiture imposed in such case as incurred accordingly.

15. When, in the opinion of the librarian, any forfeiture has been incurred by any person under these regulations, he shall refuse to deliver any book to the party liable to such fine until the trustees shall have decided upon such liability.

16. It is the special duty of the librarian to give notice to the borrower of a book that shall be returned injured, to show cause why he should not pay the forfeiture incurred. Such notice may be given to the agent or child, or sent to his house, of the borrower who returns the book; and it should always, if possible, be given at the time the book is returned.

17. The librarian is to inform the trustees of every such notice given by him, and they shall assemble at the time and place appointed by him, or by any notice given by them, or any one of them, and shall hear the case. They are to keep a book of minutes, in which every forfeiture which, in their judgment, has been incurred, shall be entered and signed by them, or the major part of them, or by their secretary on their order; and these minutes, or a duly certified copy of them, shall be conclusive evidence of each of the facts recorded in them.

18. It shall be the duty of the trustees to prosecute promptly for the collection of the forfeitures adjudged by them; and all forfeitures shall be applied to in defraying the expenses and increasing the books of the library.

XI. The foregoing regulations apply to branch school section libraries as well as to school section libraries; also to township councils the same as to trustees of

\* These forfeitures are the same as in the State of New York in similar cases.

school sections, and to township libraries, and to the residents in a township in which there are no school section libraries, the same as to the residents of a school section; likewise to the librarian of a township, the same as to a librarian of a school section.

XII. When a township councillor or school trustee shall be notified as having incurred a forfeiture for detaining, injuring, or destroying a book borrowed from the library, he shall not act as a judge in his own case, but such case shall be decided upon by the other members, or a majority of them, of the township council or school corporation authorised to act in the matter. In all cases the acts of a majority of a corporation are to be considered as the acts of the corporation.

XIII. In order to prevent the introduction of improper books into the libraries, it is required that no book shall be admitted into any public school library, established under these regulations, which is not included in the catalogue of public school library books, prepared according to law.

XIV. The council or trustees have authority, if they shall think proper (according to the common practice of circulating libraries), to require the borrower to deposit with the librarian a sum equal to the cost of the book taken by him, as a security for its safe return, and the payment of any injury which may be done to it.

XV. These regulations shall apply to cities, towns, and incorporated villages, the same as to school sections. By fourth clause of the twenty-fourth section of the School Act of 1850, the board of trustees in each city, town, or incorporated village, has the same authority to establish and maintain "a school library or school libraries," as the trustees of a school section have by the seventeenth clause of the twelfth section of the same Act, to establish and maintain a school library.

XVI. The foregoing regulations being made under the express authority and requirement of the thirty-eighth section of the School Act of 1850, are binding upon all parties concerned in the establishment, support, management, and privileges of public school libraries; and all parties act with a full knowledge of those regulations.

XVII. The local superintendents of schools should inspect and enquire into the state and operations of the libraries or branch libraries within their respective jurisdictions, and give the results of their observations and inquiries in their annual reports; and each township or school section corporation must report annually, at the time of making the annual school reports, the condition of their libraries, with the number of volumes in each, and the success and influence of the system.

XVIII. These regulations will be subject to reconsideration and revision from time to time, as experience and the circumstances of the country may suggest.

*No. 2. General principles on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd August, 1853.

The council of public instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The council regards it as imperative, that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments inculcated or combatted in such books, but merely as an acquiescence on the part of the council in the purchase of such books by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

*No. 3. Remarks by the Chief Superintendent of Schools.*

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of public school libraries, to provide for the accomplishment of the following objects:—

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.

2. The protection of local parties against imposition, by interested itinerant book venders, in regard to both the prices and character of books introduced into their libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of all restrictions upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning, in all cases, the amount of public aid to the amount raised by local effort.

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No. 4. *Departmental Notice on the Apportionment of the Legislative Grant for Public School Libraries.*

TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by municipal councils and school corporations, for the establishment or increase of public libraries in Upper Canada, under the regulations provided according to law.

In selecting from the general and supplementary catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books, without their number and department (as is frequently done), causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

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## Appendix G.

EVIDENCE AS TO THE RELIGIOUS AND MORAL TENDENCY OF THE MASSACHUSETTS SCHOOL SYSTEM, WITH A PREFATORY NOTE BY THE HON. EDWARD TWISLETON, LATE CHIEF COMMISSIONER OF POOR LAWS IN IRELAND.

The following evidence was presented more than two years ago, to the Committee of the House of Commons, on the Manchester and Salford Education Bill; and was printed in the Appendix to the first volume of that Committee's Report. I will, at the same time, briefly explain how this evidence came into my possession, and what is its nature.

In parts of the years 1849-1850, I travelled in various States of the North American Union, and I was especially struck by the high standard of intelligence and the general mental superiority which prevailed among the inhabitants of New England. In considering the causes of that superiority, it seemed impossible to account for it merely by peculiarities in race, religion, or political institutions. As to race, the main body of their ancestors were 21,200 Englishmen, (including men, women and children,) who left their mother country and settled in North America, between the years 1620 and 1643. Genealogical researches seem to shew that nothing material depends on the part of England from which those ancestors came. Lincolnshire, the adjoining parts of Yorkshire and Nottinghamshire, Norfolk, Suffolk, Essex, Middlesex and Devonshire, made the largest contributions; but some came from every cathedral town, and almost every seaport; and I have been assured by Mr. James Savage, the learned and accurate President of the Massachusetts Antiquarian Society, that there is not a single English county which did not send to New England at least one emigrant. Again, religion, by itself, appeared to be an inadequate solution of the problem, inasmuch as similar religious views to those of the New Englanders<sup>3</sup> have been entertained by communities on the continent of Europe, without leading to a similar intellectual superiority. Moreover, political institutions alone were clearly an insufficient explanation, inasmuch as this could not account for their collective intellectual pre-eminence over the other free States of the Union. Yet this pre-eminence, as a general fact, is undeniable, and to Englishmen presents itself forcibly in the circumstance that, with the illustrious exception of Mr. Washington Irving, every living American author, whose literary works are well known in England, is by birth a New Englander.\* It became evident, therefore, that something more distinctive than race, religion, or political institutions as requisite to explain the intellectual superiority by which the New Englanders are distinguished.

On reflection, various circumstances led me to connect that superiority with the system which has been in force in New England above 200 years, requiring by law every township, to make provision for the education of the children within it;

\* As for example, Prescott, Sparks, Bancroft, Ticknor, Emerson, Dana, Bryant, Longfellow, Hawthorne, Mrs. H. B. Stowe.

and when I returned to England in the summer of 1850, I frequently, in conversation, called attention to that system, and, in contrast with it, to the defective arrangements for instruction in England, as a source not only of national discredit, but likewise of comparative national weakness. I found, however, an impression generally existing that the New England system of instruction must, of necessity, be either sectarian or irreligious, and although well aware that this impression was at variance with facts, I perceived that it was hopeless to endeavour to remove it, merely by the statements of a cursory traveller.

In the autumn of 1851, I paid another visit to New England; and as it struck me that the statements, on this head, of eminent New Englanders known in England, might be interesting and instructive, I issued the accompanying printed circular of questions, which was intended to elicit information as to the effects, in a religious point of view, of the New England system of free schools. Want of time subsequently induced me to restrict my inquiries more immediately to the State of Massachusetts; but I received statements from some of the leading statesmen and authors of that Commonwealth, all pointing to the same conclusion, and tending to shew:

1st. That the New England system of free schools is not sectarian in its tendencies;

2ndly. That it is not irreligious;

3rdly. That, indirectly, at least, if not directly, it is religious, in the sense of being favourable to the cultivation of the religious sentiments and to the promotion of morality;

4thly. That by means of Sunday schools, combined with the teaching of parents at home and instruction from the pulpit in church, the children of the free schools are, for the most part, taught the peculiar tenets of the various religious denominations to which they respectively belong.

5thly. That the system of free schools in New England is effective in giving instruction to the children of the poorest classes, and is deserving of approbation.

The answers will be found in the following pages, and the names of those who all bear testimony, more or less strongly to the above mentioned propositions, are

No. 1. The Right Rev. Dr. Eastburn, Protestant Episcopal Bishop of Massachusetts.

No. 2. Hon. William Appleton, late Representative of Massachusetts in Congress.

No. 3. Hon. R. C. Winthrop, late Representative of Massachusetts in Congress.

No. 4. Hon. Daniel Webster, late Secretary of State, and Senator in Congress from Massachusetts.

No. 5. Hon. Edward Everett, late American Minister in England.

No. 6. Hon. George Bancroft, late American Minister in England.

No. 7. Hon. F. C. Gray, late Senator of Massachusetts, and author of a work on Prison Discipline.

No. 8. Hon. G. S. Hillard, late Senator of Massachusetts, and author of a work called "Six Months in Italy."

No. 9. William H. Prescott, Esq., the Historian.

No. 10. Dr. Sparks, President of Harvard University, and Historian.

No. 11. George Ticknor, Esq., author of "History of Spanish Literature."

No. 12. Henry W. Longfellow, Esq., the Poet.

At the same time that the circular of questions was distributed, Rev. Dr. Barnas Sears, the efficient Secretary of the Massachusetts Board of Education, was good enough to consent to be examined by me, orally, in reference to the religious element of the free schools, and to the manner in which the religious difficulties connected, or supposed to be connected, with the instruction of children of various religious denominations in one school, had been surmounted. It appeared to me that explanations on this subject would be peculiarly valuable, if furnished by that gentleman, whose official position and long experience would necessarily render him conversant with all the details of the existing system; and his evidence is accordingly now published, containing such explanations.

Moreover, in 1852, in order to leave no room for doubt as to the number of the children in the free schools who likewise attend Sunday schools, I requested Dr. Sears to be so good as to furnish, if it were possible, precise statistical information on this head. No such information was then in existence, and it would have been a work of great labour and expense to obtain it for the whole Commonwealth of Massachusetts, but Dr. Sears adopted the expedient of selecting six cities or towns, which might be deemed fair representatives of the other cities and towns in the Commonwealth.\*

In connection with the same subject, I endeavoured to obtain statistical information concerning the exact number of Roman Catholic children receiving instruction in the free schools of Massachusetts. I was not able to procure this information; and to furnish it was evidently not within the line of the ordinary duties of the School Committees, or of the General Board of Education. However, Mr. Bishop, the Superintendent of the Boston Public Schools, informed me by letter, in 1852, that whereas at that time there were nearly 22,000 pupils in those schools, (i. e. including primary schools), more than one third of them were from Roman Catholic families.

*No. 4. The following is the evidence which has been obtained by the Hon. Daniel Webster respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

\* Perhaps the best authority of the Anglican Church on this subject for the whole of Massachusetts generally, is the Protestant Bishop of the State, whose evidence will be found elsewhere. Mr. Ticknor, in his evidence, has analysed the classes to which, with rare exceptions, the few children in free schools, who do not attend Sunday schools, belong.



I believe that the system of instruction in the common schools of New England does not interfere with the special tenets of any denomination of Christians, and from the state of opinion on which that system rests, no less than from the laws that regulate it, I am persuaded that such interference, if attempted by an individual teacher, would cause him to be removed from his place. In fact, the teachers of the public schools are paid by assessments upon the property of all denominations alike, and care being taken by law that what is to be taught in the schools shall be unobjectionable to all denominations, the different denominations are equally careful to see that the law is entirely respected.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

I think that children in New England are, to a remarkable extent, practically instructed in the tenets of Christianity entertained by their respective families, but not in the public schools.

3. If they do receive such instruction, what are the agencies by which it is communicated to them ?

Direct religious instruction is given to children in New England by their parents, by the clergymen, and by Sunday schools, which collect together the children of all classes and conditions in life, according to the religious tenets of their families, and which employ a great many more teachers than are employed in the week-day schools. In these Sunday schools, and also in private families, catechisms and other manuals are often used, such as conform to the religious opinions of the parents of the children. It is perhaps important to be added, that in New England, everybody, or almost everybody, is capable, of reading, and young persons read books of religious instruction as early as they read other books. I do not know how religious instruction could be made more general or more effectual than it is in New England by these several means.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality ?

I have no doubt that the system of instruction in the free or common schools of New England promotes religious sentiments, encourages a reverence for the Scriptures, and tends always indirectly, and sometimes directly, to the formation of a religious character in the pupils. The morals of the children are always carefully watched by their teachers.

5. Generally, do you approve, or do you disapprove of that system ; and what are the main grounds on which your approbation or disapprobation of it is founded ?

I have been familiar with the New England system of free schools for above 50 years, and I heartily approve of it. I owe to it my own early training. In my

own recollection of these schools there exists, to this moment, a fresh feeling of the sobriety of the teachers, the good order of the school, the reverence with which the Scriptures were read, and the strictness with which all moral duties were enjoined and enforced. In these schools, or it may be partly by my mother's care, I was taught the elements of letters so early, that I never have been able to remember a time when I could not read the New Testament, and did not read it. Many moral tales, and instructive and well-contrived fables, always so alluring to childhood, learned by heart in these schools, are still perfectly preserved in my memory. And, in my own case, I can say, that without these early means of instruction ordained by law, and brought home to the small villages and hamlets for the use of all their children equally, I do not now see how I should have been able to become so far instructed in the elements of knowledge as to be fit for higher schools.

In my opinion, the instruction communicated in the free schools of New England has a direct effect for good on the morals of youth. It represses vicious inclinations; it inspires love of character; and it awakens honourable aspirations. In short, I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all, by public law, in such forms that all shall gladly avail themselves of it. Although a little beside the immediate object of these inquiries, I may be permitted to add, that, in my judgment, as the present tendency of things, almost everywhere, is to extend popular power, the peace and well-being of society require, at the same time a corresponding extension of popular knowledge.

DANIEL WEBSTER.

11th October, 1851.

No. 5. *Answers of the Hon. Edward Everett respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

There is, and from the nature of the case, can be, no such interference. The schools are supported by a tax laid upon the whole people of the cities and towns in which they are situated. They are under the immediate control of school committees, chosen by popular election. If any one sect have a preponderance among the people, should attempt to exercise it by giving a sectarian character to the school committee, and through them to the instructors of the schools, the other sects, though in a minority, would take the alarm. In a word, it is a fundamental principle of the whole community that the schools shall not be sectarian; and what all agree in is of course sure to take place in a popular government. A portion of Scripture is daily read in most schools, and some kind of devotional exercise generally performed by the instructor. This is done in such a manner as not to offend any serious person; and in this there is no practical difficulty where people act in good faith; and there is no temptation to act otherwise in this respect.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

In nearly all the religious societies of New England there are (as far as I am aware) Sunday schools, taught by the young men and women of the society, under the general direction of the pastor. These schools are not charity schools for the poor, who get no instruction in the course of the week, but religious schools for all classes. The instruction is of course in conformity with the tenets of the denomination to which the school belongs. It is usually kept in the church, or in some vestry or other apartment connected with it.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

This question is answered in the reply to the second question.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I answer this question decidedly in the affirmative. Public opinion requires of all persons connected with the schools a constant observance of all the practical duties of religion and morality. A schoolmaster decidedly failing in either would instantly lose his place. A considerable portion, often a majority, of the school committee, are clergymen. With respect to the actual condition of individual schools, much of course must depend upon the force of character of the teacher, and upon the state of society from which the children who attend the school are gathered; but the religious and moral tendency of the system is uniformly good.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I think our school system, in theory, perfect; in practice it varies, of course, with local circumstances. I do not know much personally of the schools, except in this neighbourhood, where they are excellent.

The great merit of the system is, that it is a public provision for the education of all the children. The schools are so good that the children of the wealthy are sent to them from choice; hence there is nothing eleemosynary in their character. They are free and gratuitous, without being in reality or appearance charitable. As the burden of taxation falls on the rich, the children of the poor get a good education gratuitously, and all classes mingle together in the school-room.

This would be good, I think, in any country; in ours it is an essential part of our general social system. I send my child to the public school in Cambridge, because it is the best within my reach. If there were a private school where he would be better taught, I might think it my duty to send him to it; but I should regard this as an evil.

EDWARD EVERETT.

Cambridge, 30th September, 1851.

*No. 6. Answers of the Hon. George Bancroft respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

Every New England town has inhabitants attached to different denominations of Christians; they all unite cordially in support of the common school system. Everybody takes an interest in common schools: and Calvinists, and members of the Protestant Episcopal Church, and Unitarians, and Baptists, and Methodists, and Catholics, (where there are Catholics), give them their support, and have no reason to apprehend any interference with the special religious tenets of their respective denominations.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

Children educated in common schools practically receive instruction in the tenets of the religious denomination to which they respectively belong, and receive it apart from the common schools.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Such instruction is communicated at home, under the direction of, or by their parents, at the Sunday schools, by the respective ministers of the different denominations, and generally by such agencies as the parent, or the Church of which he is a member, may adopt.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

The common school system of instruction in New England has been of incalculable service to the promotion of morality, and makes the whole population susceptible of a higher degree of knowledge on subjects connected with religion. I could hardly use language strong enough to express my sense of the benefit done by the common school system to the character, vigour of enterprise, morality, industry, general self-respect, love of liberty, respect for law, and attainments in religious knowledge, of the people of New England.

GEORGE BANCROFT.

*No. 7. Answers of the Right Rev. Bishop Eastburn respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

As far as I know there is no interference by any of those who have charge of them with the religious tenets or predilections of the pupils, and I do not believe that such interference is practised.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?
3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Although in these schools the only religious instruction conveyed is that afforded through the reading of the Holy Scriptures at the opening of school, and that which is incorporated necessarily, more or less, with the studies pursued by the pupils; yet this deficiency is elsewhere made up to a very great extent, not only by the teaching of the clergy in their churches, but by the powerful instrumentality of our Sunday schools. The pupils of these Sunday schools, it is important to bear in mind, are not confined to the poorer classes, but consist of the children of the parishioners of our various congregations, without distinction as to their position in life.

4. In your opinion is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I think so. A general respect for religion and its institutions would be promoted by that system. It is a fact that no one suspected of entertaining irreligious sentiments would be employed as a teacher in the common schools.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

Although I individually should prefer arrangements under which the tenets of my own Church were directly taught in the common schools, yet, on the whole, I approve of the present system, because it ensures the means of providing a more efficient system of instruction than could permanently be maintained for all the children of the commonwealth in any other way.

MANTON EASTBURN,  
Bishop of Massachusetts.

*No. 8. Answers of the Hon. W. Appleton respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I do not believe the system adopted in our common schools interferes with the special religious tenets of any particular sect of Christians. Such is the zeal of our

various religious denominations, that if any religious instruction, other than the reading of the Bible, was introduced by the teachers, complaint would be made, such as would compel the masters or teachers to resign their situation.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction, in the tenets of the religious denomination to which they respectively belong?

To this question I answer in the affirmative.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Formerly, in New England, it was generally the custom for parents, after the church service on Sunday, to instruct their children, by hearing them repeat the Lord's Prayer, the Ten Commandments, the Creed, and to read to them from the Bible and other religious works. This custom is, I am led to believe, to a great extent discontinued; and, as a substitute, it is almost uniformly the case that the various denominations have connected with their society and place of worship Sunday schools. But to speak more within my own particular knowledge. (I belong to the Episcopal Church, and for more than thirty years have taken active interest in the Sunday school of our parish and others), the children of parents the most favoured as to property, those of mechanics, and those of the most humble in the community, meet together on Sundays, and are instructed according to their age and understanding. They are taught the Creed, the Lord's Prayer, and instructed in the Church Catechism, and such books as are approved by our bishops and other clergy, by religious young men and women, under the general superintendence of the rector. Children are admitted as soon as they can read, and continue until they are at a mature age, when such as are inclined are formed into Bible classes, and there remain until they are at a suitable age in their turn to become teachers.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

No teachers would be approved or continued unless of a moral and religious character. Their example would be followed to some extent by their pupils; and I cannot doubt that the more education is advanced, the more morality is increased and vice lessened.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

Generally, I do approve of the system, believing it to be better than any other within my knowledge; and the main grounds on which my approbation is founded may be found in the foregoing replies.

W. APPLETON,

Boston, Massachusetts, 11th Oct., 1851.

*No. 9. Answers of the Hon. Robert C. Winthrop respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians ?

Not the slightest : on the contrary, I believe that the system of common school instruction in Massachusetts is in perfect harmony with the express provision of our State constitution, that "all religious sects and denominations demeaning themselves peaceably and as good citizens of the commonwealth, shall be equally under the protection of the law, and no subordination of any one sect or denomination to another shall ever be established by law." I may add, that there is an express prohibition in our statutes of the purchase or use, in any of the town schools of "any school books which are calculated to favour the tenets of any particular sect of Christians;" and at least one instance has occurred of a teacher being dismissed from his office for persisting in efforts to give sectarian instruction.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

It is : I speak, of course, in regard to such children as have fallen under my own observation ; but what is true of them is undoubtedly true of almost all. Parents are not accustomed to look to the week-day schools for the religious instruction of their children. They look, at most, for that general religious influence which may result from the recognition of God and of his word, in the daily prayer or reading of the Scriptures with which our schools are commonly opened. To suppose, then, that the children do not practically receive instruction in the tenets of the religious denomination to which they belong, is to suppose that they are either abandoned without any religious instruction whatever, or that their parents and pastors are indifferent to the tenets of their own denomination. Neither of these ideas could be entertained for a moment by those who know anything of New England clergymen, or of New England fathers and mothers.

3. If they do receive such instruction, what are the agencies by which it is communicated to them ?

The pulpit, the Sunday school, and the fireside. There is no lack, certainly, of doctrinal discourse and instruction in the pulpits of the Protestant Episcopal Church with which I am associated ; while the catechisms of the Church, and the tenets of the Liturgy are diligently taught in the Sunday school of the parish. It is not to be doubted that, in most families, there is a greater or less degree of attention paid to the religious education of the children. The Bible, the prayer-book, the hymn-book, are the familiar manuals of parental teaching, and the influences of home are thus brought in aid of the instructions of the Sunday school and the pulpit.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality ?

In the highest degree. The mere influences of the order, the discipline, the obedience, and the "good behaviour" which belong to a well kept school, and which it is made the duty of our teachers to enforce, are, I need not say, of the utmost importance in establishing moral habits and inculcating moral principles. Indeed, were our schools to do nothing more than to supply a stated and innocent occupation to our children, keeping them from idleness, and from the temptation to mischief, of which it is the parent, for six days out of seven their importance to the prevention of immorality and vice could hardly be overrated. It is, however, among the positive duties which our law imposes on all instructors and teachers, "to exert their best endeavours to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth;" and the pupils of our normal schools, who are afterwards to become the teachers of our common schools, are expressly required to be educated "in the principles of piety and morality common to all sects of Christians."

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded ?

I should find it almost as difficult to state the main grounds for my unqualified approbation of our common school system as I should to state the reasons for cherishing the common bounties and blessings of Providence,—the light, the air, or the seasons. I cannot conceive of our getting along without them under a political system like ours. They are at a vital part of our Government; they are our most efficient police; our institutions would not enable us to provide any substitute for them. But apart from any consideration connected with the character of our government, they seem to me the only effective means for promoting the intelligence, developing the energies, and elevating the character of a whole people. Any voluntary system of education must leave great numbers of children untaught. It may be that among these neglected children are the persons whose natural capacities would have enabled them to do most for their fellow men, who, if their faculties could have been cultivated and developed, might have been foremost in art or science, in invention or enterprise, in literary, civil, or military pursuits. It is certain that our American common schools have given their earliest, and sometimes their only, education to not a few of our most distinguished men in all conditions of life. Universal education, freely offered to all, and of which all are, in a manner, constrained to partake, secures to society the benefit of all the powers which God has bestowed upon all its members, and thus gives the strongest impulse to the progress of human civilization and improvement. If New England has made rapid strides in anything good, or great, or valuable since its settlement, I think it has been primarily owing to her common school system.

ROBERT C. WINTHROP.

. Boston, 20th October, 1851.



*No. 10. Answers of the Hon. F. C. Gray respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

Certainly not. The system admits the use of the Bible without note or comment, and a simple prayer, morning and evening, which ought to contain nothing offensive to any denomination of Christians. If anything thus offensive is introduced there or elsewhere, it is not in conformity with the system, but an abuse of it; and one which, though it may no doubt exist, must be rare, since I know no instance of it being made a matter of public discussion in the newspapers or elsewhere, though in this country everything is so discussed on which there can be two opinions. A single instance of a marked abuse of this kind would certainly attract public attention, and even those parents of the same peculiar tenets as the teacher, would join with all others in censuring him for introducing those tenets into a common school.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

Undoubtedly they do so.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

That of domestic instruction, and that of Sunday school, which last have become very general of late years, and seem constantly becoming more so. In these, some of the most respectable young persons in the parish, of both sexes, who have finished their own education, but are not yet charged with the care of families, teach the children in small classes in different parts of the church.

4. In your opinion, is the system of instruction pursued in the common school of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

It is so, by affording special securities that the teachers shall be exemplary as moral and religious men. In consequence of the provision of law that the masters shall be appointed and the schools governed by committees chosen by the inhabitants of the school districts themselves, and shall be supported by taxes assessed upon themselves, they of course take a lively interest in the government of the schools, and in the due application of the funds. Moreover, parents entertaining different religious sentiments are careful to see that the teacher introduces into the school no tenets adverse to their own. Watchful for these purposes, they are naturally watchful in all respects and no one can be a teacher here, who does not, under this close scrutiny, maintain an unimpeachable character for morals and piety, for no parents, whatever they may be themselves, would let any other instruct their children. It is thus favourable in many other respects, but in none, that I now think of, peculiar to it as a system;

5 Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I do approve of it, and for these reasons, among others: Because it is highly important, for the security of society, in all free countries, and most so in the freest, that the children of all sects, classes, and conditions, since they must mingle together subsequently in the conflicts of life, should, from their earliest years, be intimately associated in similar pursuits (as they are in school) on terms of perfect equality: Because I believe that religion, like almost every thing else, is best taught in a school devoted to that single object; and see no more reason why it should be taught in connexion with reading, writing, arithmetic, and the other branches of a common school education, than with any accomplishment, trade or profession; its alliance with the former having probably originated in times when even the mere rudiments of learning were taught by ecclesiastics: Because if taught it by those who are now associated in their minds with the daily drudgery and discipline of the school-room, and whom, though young, they look on with respect, and especially if thus taught in the church and on Sunday, children will be likely to regard this study as something apart from their week-day tasks, and more sacred: Because the Sunday school teachers are themselves benefitted by the lessons they give no less than their pupils are, since the best mode of acquiring a thorough knowledge of any subject and a strong interest in it is to teach it: and religious education, as it should begin earlier will thus be continued also later than any other, as it should be: Because while the use of the Bible and daily prayer, in which all may join without tasking their minds or their memories, tend to excite veneration for the Scriptures, and for the Deity thus invoked, it does not seem to me that to omit the teaching of the tenets of any one religious sect, however true, in the common school, if they are properly taught elsewhere, has any more tendency to create indifference to them, than the omission to teach in the same schools with drawing, music, or dancing. It is only on the assumption, that they ought to be taught in common schools, and that children should be made to believe so, that their omission could be deemed by them, or by anybody, an evidence of neglect, and thus countenance indifference; which amounts to no more than this, that assuming they ought to be taught, they ought not to be omitted.

F. C. GRAY.

Boston, 14th October, 1851.

*No. 8. Answers of the Hon. George Hillard respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the religious tenets of any particular denomination of Christians?

My means of knowledge as to the results of the system of instruction adopted in the common schools of New England are derived exclusively from observation of the

public schools of Boston. So far as they are concerned, I can say, with confidence that the system does not interfere with the special religious tenets of any particular denomination of Christians. If, by chance any such interference does happen in a particular case, it can only incidentally or indirectly, and probably unintentionally; and even to that extent it is a perversion and abuse of the system. The teachers of the public schools in Boston are annually elected; and having been for many years a member of the school committee, I can say positively that any teacher who should manifest, by acts or words, an intention to interfere with the religious tenets of any pupil, would certainly lose his situation, as soon as the fact became known to the members of the school committee. I have no doubt that the above observations apply with equal force to the other cities and towns of New England.

2. Is it within your knowledge, that apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

It is within my knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong. This is the general rule, though there may be, and doubtless are, occasional exceptions.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

The system of Sunday schools, which is universal in New England, is intended to give, and does give, instruction in the tenets of the various religious denominations to which the children respectively belong. These schools are not confined to the children of the poor, and do not give secular instruction. A very large number of intelligent men and women in New England are engaged as voluntary teachers in these schools, and spend much time, not only in the discharge of their duties on Sundays, but also in preparation for them. Besides these schools, I believe it is the custom in many religious congregations in New England for the clergyman to devote a portion of his time to the special religious instruction of the elder children, at least, of his flock. The above is, of course, exclusive of the domestic religious instruction given by heads of families to their children; a duty never neglected by religious households in New England.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments, and to the promotion of morality?

The system of instruction pursued in the common schools of New England is, in my opinion, indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality. I could not believe otherwise, without believing ignorance to be the natural ally of religion and morality, a proposition which seems to me opposed alike to the wisdom and goodness of God. Whatever expands and enriches the mind, appears to me favourable rather than unfavourable to the growth of the religious sentiments and the promotion of morality. There have been many in-

stances in the world of the combination of great powers and attainments with irreligion and immorality, but they form the exception rather than the rule.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

Our system of public schools is the natural growth of our soil and the necessary consequence of our system of self-government. I cannot conceive of the permanence of our institutions without a system of popular instruction. When, therefore, I am asked if I approve of the system, it is as if I were asked whether I approve of laws and magistrates, of marriage, and of property. The system itself seems to me nearly perfect, but, in its practical application, much will depend upon the character of the teachers themselves, and many degrees of excellence will be the result. In a country like ours, with no established religion, and a multitude of sects watching each other with jealous solicitude, it is quite impossible that the system itself should provide for distinct religious training, for religious training must mean training in what the teacher himself calls religion. And this watchful supervision of one sect over another also renders it impossible that a teacher should successfully attempt to imbue the pupil entrusted to him with his own peculiar views.

There is one good and not very obvious result of our system of public schools which has always struck me as of some importance. In democratic communities where all men are equal before the law, there is always a sense of heart-burning likely to be engendered from an observation of the inequality of fortune and condition among men. The remedy to this state of feeling is to be sought in the cultivation of a genuine sympathy on the part of the more favoured towards the less favoured classes; and nothing will more tend to produce this sympathy than that the children of each should attend for a time the same schools: a man cannot but feel a life-long kindness of heart towards one with whom, when both were boys, he sat upon the same bench, and learned the same lessons. That this good result should be obtained it is requisite that the schools should be of such excellence that the more favoured classes should be willing to send their children to them, which in many, probably most places is the case.

GEO. S. HILLARD.

Boston, 9th Oct. 1851.

*No. 9. Answers of W. H. Prescott, Esq., respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I have not, nor do I well see how it can well be so. The members of the school committees are chosen by the votes of all the inhabitants of the respective towns,

comprehending every variety of religious denomination. The committee representing them would of course allow no system of instruction which favoured one denomination at the expense of the others.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

It may be as well to answer the second and third questions together.

There can be no doubt that while the school education gives no direction towards any particular sect, the child must receive this direction from its parents at home, or from the teachers in the Sunday schools, which are to be found, I believe, among every denomination of Christians. There is hardly any child, I should imagine, in such abject circumstances, as not to come under the influence of one or other, and usually of both of these causes, by which he is maintained in the religious tenets of his parents.

4. In your opinion, is the system of instruction pursued in the schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I should say directly favourable to both. The morning exercises are usually preceded by the reading of a portion of the Scriptures, and thus a reverence is inculcated in the child for the sacred volume, and the teachings it contains, as the guide of his life.

It is hardly necessary to add that the regular course of the school discipline is favourable to moral culture.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I believe no other system of instruction would be so favourable to the education of the great body of the people; and such an education is of the last importance to a republican government like ours. If the system were made to comprehend religious instruction, this instruction must necessarily be accommodated more or less to the doctrines of some particular sect. This would render the school inaccessible to those children whose parents were unwilling to expose them to the risk of imbibing such doctrines. On the present plan, all of every denomination may receive an education fitting them for the duties of this life; and while no one is taught any special religious tenets, all are taught that reverence for religion which is a good basis for those particular tenets which may be inculcated elsewhere.

W. H. PRESCOTT:

Boston, 7th October, 1851.

*No. 10. Answers of Dr. Sparks respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

From the nature of our political institutions, it would seem impossible that there should be any such interference. The constitutions of the several States, as well as that of the United States, allow entire freedom of opinion and worship to every citizen. Schools are required by law in every township, and local taxation is authorised for their support. The taxes are levied upon an uniform principle, without reference to religious opinions; and there is probably not a public school in New England in which the parents of the pupils are not of different denominations. It would be obviously impossible, therefore, under these circumstances, for such a school to exist, if the teacher were to attempt to inculcate the tenets of any one particular sect, or to interfere with those of any other.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

They certainly do; but the amount of instruction must of course depend on the zeal with which the parents of the children maintain their religious faith, and their devotedness to the denomination to which they belong. Experience has shown, that the existence of a variety of sects constituting one community, enjoying equal rights and privileges under the laws, and acting upon each other by example, rather tends to increase than diminish their zeal, and prompts them to communicate to their children religious instruction according to the views they entertain.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Sunday schools may be regarded as among the principal agents. These schools are found in almost all the parishes of New England, and are designed expressly for religious instruction. Suitable books are provided for the purpose. Clergymen, and other persons properly qualified, are the teachers. Several of the denominations also distribute large numbers of religious tracts, suited to children and young persons. Moreover, the parents themselves naturally exercise an important agency, either by direct instruction, or by putting into the hands of their children such books as will enlighten or establish their religious sentiments.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I cannot but think so. The books used in the schools, although they do not inculcate the dogmas of any particular sect, nor any special form of worship, are, nevertheless, of a moral and religious tendency. No others would be tolerated;

nor would a teacher of known immorality, or of sceptical views in religion, be allowed to have the charge of a school.

5. Generally, do you approve or do you disapprove of that system ; and what are the main grounds on which your approbation or disapprobation of it is founded ?

A system may fairly be judged by its results. In this respect, the system of common schools in New England claims unqualified approbation. It has existed two hundred years, and I am not aware that the people of any country or community have exhibited the fruits of moral and religious culture in a more eminent degree than the inhabitants of New England.

JARED SPARKS.

Harvard University, Cambridge, Oct. 13th, 1851.

*No. 11. Answers of George Ticknor, Esq., respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians ?

I have been familiar for above forty years with the practical working of the New England common or free schools, in which the children of all conditions in life, and all sects in religion, are educated together, from about the age of four to about the age of sixteen ; and I am satisfied that these schools in no way interfere with the special religious tenets of any denomination of Christians. The simple fact, which, I think, will be questioned by nobody amongst us, that children, until several years at least after the period when they leave the common schools, follow, with extraordinary uniformity, the religious tenets of their respective families, seems to me to render this point certain. It seems to me also to be rendered certain by another well-known fact, viz., that each separate religious sect in the State of Massachusetts, and perhaps in each of the towns and cities into which the State is divided, is in a minority ; and therefore if any one sect were, through the teachers of the free schools, to influence the religious tenets of the children committed to their care, or even attempt to influence them, the other sects, constituting a great majority of the people, would unite in correcting the evil, or, if that could not be done, would overthrow the whole system, which is completely and always in their power, and which would certainly not be sustained by them if it interfered with the religious opinions of their children.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

The instruction of children in the special tenets of religion was, until Sunday schools became common among us, chiefly given in weekly catechetical exercises

and familiar explanations of Scripture by the minister of the congregation to which the children belonged. But for the last thirty years, Sunday schools, in which children of all conditions in life are taught together, have been increasing in numbers, until now hardly a congregation in New England is without one, in which the special religious tenets of the families of the children are inculcated on the children themselves, under the immediate direction of their clergyman, by such teachers as he selects from among his own people. Nearly all the children continue in these Sunday schools as long as they continue in the free common schools, often longer, and not unfrequently till, in their turn, they become teachers of a generation younger than themselves. I say nothing of domestic instruction in religion, which has always been common in New England from the first settlement of the country, and is so still. It may be well, however, to add, that there are a few children in our free schools who do not attend Sunday schools. These children, with rare exceptions, belong to one of the three following classes:—1st. They are the children of Irish immigrants, who penetrate everywhere, and are, therefore, not unfrequently found in localities where they have no church, priest, or Sunday school. 2nd. They are the children of Quakers, or other persons who disapprove either of all Sunday schools, or of those to which they can have access, and teach their children at home; or, 3rd. They are too young, and have not learned to read, or become otherwise fitted for Sunday schools. These last being more numerous than either of the two other classes, but coming to the Sunday schools when they are old enough. Still, the entire number of children who are taught in our free or common schools, and who do not go to our Sunday schools, is small in New England, and will, I think, always be inconsiderable, wherever the different sects in religion are made to feel that they alone are responsible for the religious education of the mass of children growing up in the families belonging to their respective faith, because this responsibility awakens their zeal, and makes them provide means to educate religiously not only the children of their own congregations, but also all other children whom they can draw within their influence, establishing, as they often do in New England, Sunday schools merely to gather in from all quarters children who, from the low condition of their families, or any other cause, are left without proper religious training.

[*On the Separation of Doctrinal Teaching in Religion from the Teaching of the Common Schools.*]

I will say a single word on the New England system, regarded as one that separates all teaching in the free schools from all teaching of religious doctrines. I deem it to be a system favourable to the cause of religion, and for this, among other reasons:—Our free school-teachers must everywhere be selected mainly from a regard to their skill in teaching on common subjects; and though no teacher, believed to be an irreligious person, would be appointed in New England any more than in Great Britain, or could keep his place after he was known to be such, still the main qualifications for which he would be chosen would be, in their nature, connected with elementary knowledge on common subjects, and a power of communicating it. But the Sunday-school teachers, who are at least three times more numerous in New England than the teachers of the free schools, are selected for



their known interests in religion, and serving without pay, can be prompted by hardly any motives but those arising from zeal for religion, from love of the occupation, and from a sense of duty. Moreover, nothing is taught in the New England Sunday schools but Christian morals, natural theology, the evidences of Christianity, and its practical and doctrinal claims,—the free schools on week days being so abundant, and of such a character, as to render all teaching of secular subjects on Sundays unnecessary and unbecoming. Religious teaching, therefore, is, I think, by this very separation from other teaching, made more thorough, earnest, and effectual. The children feel that their unpaid teachers can have no interest in the matter different from their own, and an attachment, founded on religious sympathy, often grows up between the Sunday school instructors and the Sunday school scholars, as well as among the scholars themselves, which lasts many years—sometimes through life. In this way Sunday schools, and the religious training of children, have become as well settled a part of the New England system of instruction as the free schools on week days, and quite as successful—each, as I believe, being made more effectual by its separation from the other. Religion, however, gains, I think, the most by their separation.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Special religious instruction is communicated in different ways; oftenest, and almost systematically by Sunday schools—the aggregate number of whose teachers throughout New England is very much greater than the aggregate number of teachers in the common schools. But besides the Sunday schools, which generally use manuals, the children often receive oral instruction from their clergymen, and from persons selected for the purpose, in bible classes and in other ways. Regular meetings of the Sunday school teachers of each school are also held by their clergymen, in order to advise and direct the teachers in the management of the children; and, in some denominations, catechetical exercises with the children are still used, more or less—a mode preferred, I believe, by the Roman Catholics. But, as a general remark, each denomination of Christians feels it to be its duty to provide, in some way or other, for the careful religious training of the children whose families belong to it; and is not only able and desirous to do so, but really does it faithfully. Any teacher of a free school who should interfere with this recognized system of things would, I think, find it impossible to retain his position as a teacher. But I never heard of one that attempted it.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments, and to the promotion of morality?

I have no doubt that the system of instruction pursued in the free schools of New England tends greatly to the preservation of social order, to the diffusion of a spirit of inquiry for the truth, and to the cultivation of religious sentiments, and of a sense of duty to man and to God; and I think it would be difficult to find a

sensible man, born in New England, of any religious persuasion, who would give a different opinion.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I believe the system of the free schools of New England to be a wise system of moral police, to support which the property of all is rightfully taxed, and, I will add,—having lived two or three years in Germany, and longer in other parts of Europe,—that I believe this New England system to be more effectual than any system of teaching has yet been made elsewhere to secure the well-being of a State. And, further, that such persuasion of the inherent benefits of our free schools is the settled conviction of a vast majority of our people, is, I conceive, made certain by the fact that, while the laws of Massachusetts require the several towns, in proportion to the number of children they may contain, to provide to a certain extent, for the education of all the children within their limits, hardly a town in Massachusetts,—perhaps not one of above 300 into which the State is divided,—fails annually, by a popular vote, based on universal suffrage, to provide for such education to a greater extent, and at a greater cost, generally much greater, than is required by law. This spontaneous, uniform, and so to speak, universal assent of the voters, in a population of nearly a million, annually asked for, and annually given afresh, in the shape of a somewhat burdensome tax laid by themselves upon themselves, seems to me, considering the general intelligence of these voters, and the thorough trial of two centuries to which the free schools amongst us have been subjected, to be a proof of the excellence and efficacy of the system, as decisive as can be asked.

My remarks have generally been limited to Massachusetts, my native State, but they may be applied to all New England with little or no modification; certainly with none as to the instruction of children in the special religious tenets of any particular denomination of Christians.

GEORGE TICKNOR.

Boston, 10th October, 1851.

*No. 12. Answers of Henry W. Longfellow, Esq., respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I have no reason to think this to be the case. It is certainly possible, that an over-zealous instructor may think it his duty to inculcate particular doctrines in his prayers, or in the school-books used. This, however, could hardly be called a defect of the system, but rather a defect in its application, and can always be guarded against.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

To the best of my knowledge, the children of the common schools are thus instructed. I suppose there are not many families in New England, the younger members of which do not receive this kind of instruction. By families in New England, I mean New England families.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

The chief agencies are the education of the fireside and the Sunday schools.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I give an affirmative answer to this question, and have no doubt that such is the result. Were it otherwise, the common schools must long ago have been abandoned as worse than useless.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I very heartily approve of the system, on the ground, that by it the means of education are given freely to every one; and however poor a man may be, he feels that the education of his children, to a certain point, is secured to them, and that good morals will be taught them, and their religious sentiments cherished and cultivated.

HENRY W. LONGFELLOW.

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*No. 13. Evidence of the Rev. Dr. Barnas Sears, Secretary of "Massachusetts Board of Education."*

Are you Secretary of the Massachusetts Board of Education?—I am, and have been so since 24th November, 1848.

Had you any previous connexion with the public schools?—I was educated in them till I was about 15 years of age, and afterwards taught in them six winters. For the last 20 years I have been engaged chiefly as an instructor in literary and theological seminaries, and was member of the Board of Education from 1842, to the time of my appointment as secretary.

Does your official position necessarily make you acquainted with the working of the Massachusetts system of common schools in its principles and its details?—It does, necessarily; I am in direct communication with the common schools of all the towns of the State; not only do all school committees make their annual reports to me, but I visit all parts of the State, aided by two assistants, besides the clerk, who is always at the office.

Will you be so good as to explain the precise form and extent of the religious instruction which is given in the common schools?—One of the most striking features in our institutions is the existence of our towns (which are equivalent to townships in the North of England) as free corporations; and as in other matters, so also in the management of schools, the greatest degree of freedom is left to these towns or their committees that is consistent with the general unity of the government; consequently, a great diversity exists in regard to the form in which religious instruction is given the schools. Religion is not taught as a matter of theology, according to the forms of the catechism, but is generally inculcated as a matter of devotion and of Christian morals. The Scriptures are almost universally used in some way in the public schools.

In the eighth annual report of the Secretary of the Board of Education, printed in 1845, it was stated that out of 308 cities and towns in the commonwealth, the Bible was then used in the schools of 258 towns, as a regular reading book prescribed by the school committee, and that in the schools of 38 towns, it was used either as a reading book, or in the exercises of devotion. Have you reason to believe that the proportion of schools in which the Bible is so read is at the present time nearly the same as in 1845?—It is my belief that it is read decidedly more than it was at that time; but less as a reading book, and more in connexion with religious exercises.

Is there any difference of opinion prevalent as to the extent to which the Bible should be used as a text-book in the schools?—There is; but this difference does not arise from sectarian or irreligious considerations, but is solely connected with the different views which are entertained upon the different processes of instruction. Very many persons of deeply religious sentiments are of opinion that it is more favourable to the religious character of the young that the Scriptures be used for devotional purposes rather than as a text-book.

When the Bible is used for devotional purposes, what is the precise manner in which it is so used?—Select portions are read, sometimes by the teacher, sometimes by the first class, sometimes by a pupil selected by the principal for the purpose, and sometimes by all the members of the school, who are able to read fluently.

Is the Bible read at the commencement of the school?—Usually, at the opening of the morning session; in some schools, the morning exercises begin with the reading of select portions of Scripture, the singing of school hymns, and a brief prayer, extemporaneous or written, or sometimes a psalm, or the Lord's Prayer. This, with a few practical remarks, sometimes constitutes the whole of the religious exercise, but it is left optional with the teacher.

Upon whom does the selection of prayers, psalms, and hymns depend?—Upon the teacher; the use of the Bible as a text-book would depend upon the committee, but the committee would leave entirely to the teacher the precise manner in which he would perform the devotional exercises of the day. The committees are required by law to prescribe text-books, but they do not prescribe the precise mode of teaching and discipline, or of religious exercises, though they often make friendly suggestions; only when obvious abuses exist do they interfere with their authority;

they must, at the outset, be satisfied with the moral as well as intellectual and literary qualifications of the teacher.

Can you tell me the precise number of schools in which the Bible is now read as a regular reading book prescribed by school committees?—The State collects statistics, which are presented to the public by the secretary; since 1845, that precise question has not been deemed necessary, and therefore has not been put to the teachers or committees. But, as I said before, I have reason to believe that there is an increased use of the Bible. We have frequent discussions on these subjects before the associations of teachers, and having attended these, I am satisfied that the fact is as I have just stated.

Do the Roman Catholics raise any objection to the presence of their children in the schools when the Bible is read?—Very rarely; I have known an instance where Roman Catholic parents preferred that their children should enter the school at the close of the morning devotions. In one of our manufacturing towns, the school committee allow the children of Roman Catholics to use the Douay version, if they prefer, when their turn comes, to read in the same school where others read in the common version. In one of the schools of the city of Lowell, I saw a Roman Catholic teacher, who had been regularly chosen by the school committee; the children of that school were from Roman Catholic families.

Do the Roman Catholics ever maintain separate schools for the education of their children?—I have known but a single instance of the kind since entering upon the duties of my office, and that was in Fall River. I was recently informed, however, by the school committee of that town, that the children were leaving those schools and returning to public schools.

What has led to the change?—The parents see that those children who attend the public schools make better progress in their studies, approximate more to the character of the natives, and have better prospects for success in life than those who attend the separate schools; that they lose their brogue at the public schools; that their manners are decidedly improved, while, at the same time, their religious opinions are not in any way interfered with by the teacher.

In the several districts have the Roman Catholics raised any objections to the presence of their children in the schools?—Not to my knowledge. There are very few Roman Catholics in the rural districts. They are mostly in the cities and manufacturing towns; I mean by the phrase "manufacturing towns," not only the large towns, where cotton and woollen cloths, and the like, are manufactured, but the numerous towns where boots, shoes, and other articles are made.

Have you heard any complaints made to you by any Roman Catholic, that his religion has been interfered with in the schools?—Not in a single instance, either from a Roman Catholic or by any other person, have any such complaints come to my ears, either directly or indirectly.

And should you have been likely to have heard of such complaints if they had been raised?—Certainly, if they existed to any considerable extent. There might have been single instances, and I not have heard of them.

Have you any reason to doubt that a boy who goes through a regular course of instruction in the common schools would leave them with the same religious opinions as when he entered?—Not the least, whether he be a Roman Catholic or a Protestant.

What are the checks on the appointment of improper persons as teachers?—In the first place, as you are aware, the law provides, that only such persons as, upon nomination, are found to have suitable qualifications, both literary and moral, shall be appointed as teachers; in the next place, committees of superintendence are chosen by the people, with reference to their being suitable persons to execute these laws; in the third place, it depends upon the discretion of these committees, who are themselves responsible to their constituents. In the very nature of the case, these committees will pay attention to the moral demands of the community; and if they permitted any sectarian influences to creep into the school, the constituents would take care to prevent the continuance of such abuses, by the appointment of a new committee at the annual election.

Would a teacher who attempted to propagate his own sectarian opinions be removed from his situation?—Undoubtedly he would be removed by the school committee, in whom alone the authority is vested by law. I wish you to understand that I deem this an essential part of our system, that the control is not exercised by State authorities, but by the authority of the local committee; not even the Board of Education have the power of removal, or any direct control over the schools.

Should you make any representation to the school committee, if it came to your knowledge that there was an improper teacher in the schools under its superintendence?—I should, as any other individual in the commonwealth would be likely to do. If, however, you mean to inquire whether that is one of the duties of my office. I answer, no. We may give advice, to be sure, but we regard those as local affairs, and the committees are expected to attend to their own business.

Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?—They do. In the first place, each family has, or may have, its own religious instruction; in the next place, most of the children attend some Sabbath school; and, in the third place, they are generally connected with some religious society or church. For the most part, parents see to it, that all these three modes of religious instruction are faithfully employed; in other instances, benevolent individuals and societies endeavour to bring all the children of the ignorant and vicious under the influence of Sunday schools and of religious worship, in some one or other of the religious denominations. In some cases, parents prefer either to give or to superintend the religious instruction of their children, and for that reason keep them from the Sunday schools, rather than from any indifference to their religious education. All these parties, instead of looking with jealousy upon the common schools, regard them as rendering most important aid, by preparing the minds of the young to receive intelligent views and hold intelligent opinions, on the subject of religion.

Do you think that the system of instruction pursued in the common schools of

New England is indirectly favourable to the cultivation of the religious sentiments? —I have no doubt of it whatever; and I will add further, that I believe that it is directly so, and in a very high degree. It is a general sentiment among committees and teachers that moral education founded on the religious sentiment is indispensable to the highest success of the schools; that all the other ends both of discipline and instruction, are better answered where there is a high moral and religious tone of feeling. At the teachers' conventions, associations, and institutes, both in public lectures and discussions, the importance of religious instruction is generally made very prominent. Every body that writes on the subject or speaks on the subject, no matter to what party or sect he may belong, presents it in the same light.

TABLE of CHILDREN in the Free Schools of six Cities and Towns of *Massachusetts*, who receive, or have received, religious instruction in Free Sunday Schools—the six Cities and Towns being taken as an average in this respect.

NAME of the City or Town.	Number of its Schools.	Age of the Children.	Number actually present when the Schools were visited.	Number actually present who now attend some Sunday School.	Number present who do not now attend, but who have attend- ed some Sunday School.	Number not accounted for.	REMARKS  on the 462 Children in the last Column.
BOSTON . . . . .	22 (2)	7 years and upwards.	8752	8070	582	100	Their teachers think that nearly all these 100 children receive religious instruction at home.
ANDOVER . . . . .	24	4 years to 16 years.	850	691	110	49	They are reported to be,—“With scarcely an exception, very young, or children of recent immigrants.”
FALL RIVER . . . . .	24	ditto	1814	1055	78	186	Like the last generally, but there are Quakers among them, who are taught at home, of course.
BOXFORD . . . . .	7	ditto	179	125	1	53	Generally very young. The return says,—“Nearly all the children in this town, who are old enough, attend Sunday School.”
WAYLAND . . . . .	6	ditto	192	98	68	26	No report is made of these 26, but it is believed the report from Boxford applies equally well to Wayland.
LOWELL . . . . .	14	8 years to 16 years.	2209	1987	174	48	There are only a few children in the Lowell High School, and in its 18 Grammar and Intermediate Schools here reported, who are under eight years old; and the consequence is, that in their 46 Primary Schools, where children may remain till they are eight years old, out of 2,153 present (1st March, 1852), there were 1,874 who were attending some Sunday School.
TOTAL . . . . .	..	.....	18496	12026	1008 (3)	462	

## NOTES.

The tax for the support of schools is laid in proportion to the whole number of children in a city or town, between the ages of five and fifteen, whether they go to the free schools or not; but each locality determines at what age its own children may attend schools. In general the limits are four and sixteen; but it is rare that any above or under these years are refused, if they or their parents desire that they should attend.

The 22 schools in Boston, from which returns were obtained, were all the schools in the city in which children above seven years old are taught, viz., the Latin School, the High English School, and the 20 Grammar Schools. Besides these 22 schools, however, there are 190 dame schools, or "primary schools," scattered all over the city, in which above 11,000 children, under seven years old, are taught to read; but as these children are rarely fitted, from their age or their knowledge, to receive such instructions as are given in our Sunday schools, no report was asked concerning them. As the children get to be seven years old, and can read pretty well, they generally pass at about the same time into the grammar schools and the Sunday schools. Thus much for Boston. Similar remarks may be applied to the return of the 2,209 children from Lowell, where the children under eight years old are all in primary schools.

In the small towns, however, of which Boxford and Wayland are examples, and in all localities where the population is sparse, the case is different. In such places the same school receives all the children in its neighbourhood, from three or four years old to 16 or upwards. And, finally, in towns like Andover and Fall River, where in some portions the population is dense and in others sparse, a mixed system is adopted; some of the schools receiving only children from four to seven, or from seven to sixteen, and other schools receiving those of all ages—from four to sixteen. But whether the schools are arranged according to the ages of the children, or according to their proficiency, or according to any other system—all this being left to the school committee of each locality—the practical fact is, that between the ages of seven and eighteen, nearly all the children of Massachusetts, who are taught in the free week-day schools, pass through the Sunday schools of the religious sect to which their respective families belong.

These 1,008 are generally, and indeed I think they are, with few exceptions, the oldest children in their several schools, and such as have already completed a course of Sunday school teachings. Thus in Boston, in the Latin school, where boys are fitted for the University, 33 out of 117 who were present, had been in the Sunday schools, one had left them; and in the High English school, 67 out of 171. Indeed, taking Massachusetts through, it will, I think, be found that those in its free schools, who, on any given day, are not members of some Sunday school, are in general either the oldest, who have been through a Sunday school—or the youngest, who are not yet fitted to enter one. The only qualification of the last remark worth making, regards the Catholic Irish immigrants, who are scattered all over the State, and are therefore sometimes living in places where their own religious



institutions are not found, and where, of course, they have no Sunday schools for their children: but the number of such is small.

The six cities and towns in the preceding table are regarded as furnishing an average result as to the number of children between seven and sixteen years old in the free schools of Massachusetts, who receive religious instruction in free Sunday schools. Each of the six was taken as a representative town or city. Thus Boston is the capital of the State, standing on the sea-coast, and is essentially commercial and manufacturing in its character, with the largest population on the smallest space. Andover is the town that covers the largest area of any in the State, and is agricultural, but has several manufacturing villages within its limits. Fall River is chiefly manufacturing; but it has farming lands, and being situated on a navigable river, is partly commercial. The small towns of Boxford and Wayland are as purely rural and agricultural as any among us. Lowell, on the contrary is as purely manufacturing, being the largest city of that class in the United States, and depending almost wholly on its cotton and woollen fabrics. Taken together, the six contain just about one-fifth of the population of the State, and were selected because it was believed they would present a true view of the condition of all Massachusetts, in relation to the religious education given in Sunday schools to the children found in the free week-day schools.

It should perhaps be noted that, owing to the extraordinary rigour of the season (January, 1852), when, with the exception of the city of Lowell, all the preceding facts were collected, the attendance of the children at school was somewhat below the average; and that for the same reason, the proportion of boys was rather greater than usual—as in Boston, where out of the 8,070 children present, 4,144 were boys and 3,926 were girls.

BARNAS SEARS,

Secretary of the Board of Education.

State House, Boston, 4th March, 1852.

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## Appendix H.

### LORD ELGIN'S REPORT TO THE IMPERIAL GOVERNMENT ON THE STATE OF ELEMENTARY EDUCATION IN CANADA.

From an admirable and comprehensive report, addressed to the Colonial Secretary by the Earl of Elgin in December last, on the state of the Province, we select those portions relating to the progress of education. His Excellency did not, in his report, confine himself to a mere expression of opinion upon a few leading topics, but has with great skill constructed a valuable statistical paper for future reference relating to the state and progress of Canada during his administration of its affairs. His remarks and statistics extend to a period of seven years, (from 1847 to 1854);

and relate to our commercial transactions : imports and exports, shipping, revenue and expenditure, emigration, public lands, municipalities, railways, education, Indian tribes, fisheries, defences, and general system of government. In regard to the progress of education in Upper Canada, Lord Elgin remarks :—

I extract from a general statistical abstract compiled from returns in the educational department for Upper Canada, some interesting details with respect to the comparative state of education in Upper Canada in the years from 1847 to 1853, inclusive. In the former of these years the normal school, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the educational department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces a new era in the commercial history of the province ; so may it I think be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are in point of fact, public libraries intended for the use of the general population ; and they are entitled school libraries because their establishment has been provided for in the School Acts, and their management confided to the school authorities.

Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some states of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the states, however, which have appropriated funds for library purposes, the selection of the books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling pedlars, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken, which I trust, will have the effect of obviating this great evil.

In the School Act of 1850, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the legislature under the following condition, " That no aid should be given towards the establishment and support of any school library unless an equal amount be contributed or expended from local sources for the same object ;" and the council of public instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools, or books for school libraries. " Provided that no portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the council, and public notice given of such disapproval."

The council of public instruction in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and

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management of public school libraries in Upper Canada, the following rule:—"In order to prevent the introduction of improper books into libraries, it is required that no books shall be admitted into any public school library established under these regulations, which is not included in the catalogue of public school library books prepared according to law;" and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings:

"1. The council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion should be admitted into the libraries.

"2. Nor is it in the opinion of the council compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

"3. In regard to works on ecclesiastical history, the council agree on a selection of the most approved works on each side.

"4. With these exceptions and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each municipality to consult its own taste, and exercise its own discretion in selecting such books from the general catalogue.

"5. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the council in regard to any sentiments inculcated or combated in such books; but merely as an acquiescence on the part of the council in the purchase of such by any municipality, should it think proper to do so.

"6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear."

The catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the council of public instruction. The Chief Superintendent observes, that in the case of the libraries established up to the present time, the local authorities have in a large number of instances assigned the task of selecting books to the Chief Superintendent; that in some they have by a committee of one or more of themselves, chosen all the books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the library grant. The Chief Superintendent recommends the last as a preferable mode. The

total number of volumes issued from the educational department to public libraries in Upper Canada from November 1853, when the issue commenced, to the end of August last, was 62,866.

The system of public instruction in Upper Canada is ingrafted upon the municipal institutions of the province, to which an organization very complete in its details, and admirably adapted to develop the resources, confirm the credit, and promote the moral and social interests of a young country, was imparted by an act passed in 1849. The law by which the common schools are regulated was enacted in 1850, and it embraces all the modifications and improvements suggested by experience in the provisions of the several school acts passed subsequently to 1841, when the important principle of granting money to each county, on condition that an equal amount were raised within it by local assessment, was first introduced into the statute book.

The development of individual self-reliance and local exertion, under the superintendence of a central authority exercising an influence almost exclusively moral, is the ruling principle of the system. Accordingly, it rests with the freeholders and householders of each school section to decide whether they will support their school by voluntary subscription, by rate bill for each pupil attending the school (which must not, however, exceed 1s. 3d. per month), or by rates on property. The trustees elected by the same freeholders and householders are required to determine the amount to be raised within their respective school sections for all school purposes whatsoever, to hire teachers from among persons holding legal certificates of qualification, and to agree with them as to salary. On the local superintendents appointed by the county councils is devolved the duty of apportioning the legislative grant among the school sections within the county, of inspecting the schools, and reporting upon them to the Chief Superintendent. The county boards of public instruction, composed of the local superintendent or superintendents and the trustees of the county grammar school, examine candidates for the office of teacher, and give certificates of qualification, which are valid for the county; the Chief Superintendent giving certificates to normal school pupils, which are valid for the province; while the Chief Superintendent, who holds his appointment from the Crown, aided, in specified cases, by the council of public instruction, has under his especial charge the normal and the model schools, besides exercising a general control over the whole system,—duties most efficiently performed by the able head of the department, Dr. Ryerson, to whom the inhabitants of Upper Canada are mainly indebted for the system of public instruction which is now in such successful operation among them.

The question of religious instruction, as connected with the common school system, presented even more than ordinary difficulty in a community where there is so much diversity of public opinion on religious subjects, and where all denominations are in the eye of the law, on a footing of entire equality. It is laid down as a fundamental principle that, as the common schools are not boarding but day schools, and as the pupils are under the care of their parents and guardians during the Sunday and a considerable portion of each week-day, it is not intended that the functions of the

common school teacher should supersede those of the parent and pastor of the child. Accordingly, the law contents itself with providing on this head, "that in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion which shall be objected to by his or her parents or guardians. Provided always, that within this limitation pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to general regulations which shall be provided according to law;" and it authorizes, under certain regulations, the establishment of a separate school for Protestants or Roman Catholics, as the case may be, when the teacher of the common school is of the opposite persuasion.

The council of public instruction urges the inculcation of the principles of religion and morality upon all the pupils in the schools and prescribes the following regulation upon the subject:—"The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and the teacher, and it shall be a matter of mutual voluntary arrangement between the teacher and the parent and guardian of each pupil, as to whether he shall hear such pupil recite from the scripture or catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school."

As a further security that these principles will be adhered to, clergymen recognized by law, of whatever denomination, are made *ex-officio* visitors of the schools in townships, cities, towns, or villages, where they reside, or have pastoral charge; and the Chief Superintendent remarks on this head, "The clergy of the country have access to each of its schools, and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness." He adds, with reference to the subject generally, "The more carefully the question of religion, in connection with a system of common schools, is examined, the more clearly I think it will appear that it has been left where it properly belongs,—with the local school municipalities, parents, and managers of schools—the government protecting the right of each parent and child, but beyond this, and beyond the principles and duties of morality common to all classes, neither compelling nor prohibiting; recognizing the duties of pastors and parents as well as of school trustees and teachers, and considering the united labours of all as constituting the system of education for the youth of the country."

The pupils attending the normal school are necessarily brought from their homes to Toronto, where that institution is situated, and, consequently, withdrawn from the care of their natural protectors. In accordance with the principles above laid down, the school authorities themselves are, therefore, bound to exercise in their case a closer surveillance over their religious and moral training. The following are among the rules prescribed by the council of public instruction for the normal school:—

“The teachers in training shall board and lodge in the city, in such houses, and under such regulations as are approved of by the council of public instruction.

“Each teacher in training is required, every Friday afternoon, from three to four o'clock, punctually to attend the classes for separate religious instruction by the clergyman of the religious persuasion to which he or she respectively belongs. Any students absenting themselves from such exercises will be required to forward a written explanation of such absence.

“The teachers in training are expected to lead orderly and regular lives, to be in their respective lodgings every night before half-past nine p.m., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Schools.”

I visited the normal school in the course of a tour which I recently made through the western section of the province, and the address presented to me on that occasion by the council of public instruction, contains information of so much interest, that I venture to append an extract from it :

“After an interval of three years; we, the members of the council of public instruction for Upper Canada, have great pleasure in again meeting your Excellency.

“We cordially welcome your Excellency on this your first visit to an institution, the erection of which was commenced under your Excellency's auspices.

“On the occasion of the interesting ceremony performed by your Excellency in laying the chief corner stone of the edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the legislature on its establishment. Those objects have been kept steadily and anxiously in view, and we have, now much satisfaction in presenting your Excellency with some statistics of the results.

“Since the establishment of the normal school in the autumn of 1847—1,456 candidates for admission have presented themselves; of whom 1,264, after due examination, have been received; of these, about 150 have been carefully trained each year, and sent to different parts of Western Canada. That they have been eminently successful in teaching the youth of the country, and elevating the character of our common schools, we have been repeatedly assured, and the great and increasing demand for trained teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.

“The liberality of the legislature in recently providing a fund of £500 per annum towards the relief of superannuated or worn out teachers, the council cannot but believe will prove a strong ground of encouragement to many to enter a profession hitherto, but ill requited, while it cannot fail to provoke increased zeal and exertions on the part of those already engaged therein.

“It will be gratifying to your Excellency to learn that the system of establishing free public libraries throughout Upper Canada has been put into successful operation during 1853 and 1854. Since December of last year nearly 75,000 volumes of books, embracing the more important departments of human knowledge, have been circulated through the agency of the township municipalities and school corporations, from which the council anticipate the most salutary results.

“As an illustration of the cordial co-operation of the people in promoting the system of public education established by the legislature, we are rejoiced to add that the very large sum of *half a million* of dollars was last year raised by their free action to promote this object, exclusive of legislative aid.

“These facts we are assured will be no less gratifying to your Excellency than they are cheering to ourselves, and worthy of the people of Upper Canada; and we hope that, in the course of a few years, when the grammar schools have been effectually incorporated with our educational system, the general results of our operations will not be less satisfactory.”

The total number of teachers employed in the common schools in Upper Canada in 1852 is stated at 3,258; male, 2,451; female, 807.

The total number of common schools reported for that year was 2,914, and of separate schools 18, of which 3 were Protestant, 13 Roman Catholic and 2 coloured schools.

On a comparison of the educational condition of Upper Canada in the years 1847 and 1853, the following results are arrived at:

Population between the ages of 5 and 16:—

1847	.....	230,975
1853	.....	268,957
Total common schools..	{ 1847 .....	2,727
	{ 1853 .....	3,127
Total pupils attending do.	{ 1847 .....	124,829
	{ 1853 .....	194,736

Total students and pupils attending universities, colleges, academies, grammar, private and common schools:—

1847	.....	131,360
1853	.....	203,986

Total amount available for common school teachers' salaries:

1847	.....	£ 77,599.
1853	.....	130,039.

Total amount available for teachers' salaries, school-houses, libraries, apparatus:—

1847	.....	No report.
1853	.....	£161,769.

Average number of months each school has been kept open by a qualified teacher:—

1847	.....	8½ months.
1853	.....	9½ months.

These figures do not, however, adequately represent the progress which the common school system has been making; for it has been the policy of the department rather to encourage the enlargement of the boundaries of existing school sections than to multiply new ones; and, throughout the whole period a very material

rise in the standard of qualification of common school teachers has been taking place through the instrumentality of the normal and model schools. Free schools also, as distinguished from schools in part supported by rates levied on the pupils, are rapidly increasing. No separate return of this particular description of schools was made before 1850. In that year 252 were reported; in 1853, the number had risen to 1,052. Adverting to these and other facts of a like nature, the Chief Superintendent of Schools for Upper Canada, in closing his report for last year, which has just been laid before Parliament, and is not yet in print, thus summarily sketches the result of the educational proceedings of the few past years. "It must ever be a source of satisfaction to your Excellency, that during the period of your administration of the government of Canada, the laws under which our whole school system is now organized, have been passed; that our normal and model schools have been established and rendered extensively useful; that the increase of pupils in our schools, the sums voluntarily provided by the people for their support, the improvements in the modes of conducting them, in the houses erected for them, as well as their conveniences and furniture, have advanced beyond all precedent; that a general system of public school libraries has been brought into successful operation, and that every feeling of the people is onward in education and knowledge, as well as in railroads, manufactures, commerce and agriculture."

An increase in the legislative provision for school libraries is about to be proposed in the present session, and a sum is to be specially appropriated for the establishment of a model grammar school in connexion with the normal school at Toronto. The grammar schools hold an intermediate place between the University and other collegiate institutions of the province, and the common school. The model grammar school will raise the standard of the instruction afforded by them, and impart to it a certain uniformity of character. When this object shall have been effected it will hardly be too much to affirm that educational facilities, unsurpassed by those provided in any part of the world, will have been placed within the reach of the youth of Upper Canada of all classes.

In regard to Lower Canada, Lord Elgin observes that:—

The position of the lower province in respect of education is not so satisfactory. Neither normal schools nor public school libraries have yet been established in that section of the country, although some preliminary steps have been taken towards the introduction of both. The commissioners of schools are still, in too many instances, uneducated, and the teachers indifferently qualified for their office; and there are parishes where, under one pretence or another, the local contribution for the support of schools is not levied. It is but fair to say, that in some districts of Lower Canada, far removed from the towns, and where the winters are very long and inclement, there is a good deal of poverty among the inhabitants. Nevertheless progress has been made of late years, and there are indications of further improvement. Soon after the introduction of common schools into Lower Canada, it was deemed necessary, partly because of the imperfect operation of municipal system, and partly because of the unwillingness of the inhabitants to take such burdens voluntarily upon themselves: to make the school tax compulsory instead of leaving



it, as in Upper Canada, optional with the municipalities to tax themselves, subject to the condition, that no school section should receive its share of the legislative grant which did not raise an equal amount from local sources. During the earlier years of my administration, acts of violence were from time to time committed by the opponents of the obnoxious impost. This species of resistance to the law has now ceased, and there appears to be among the population generally, a disposition to acquiesce in its provisions. The total number of educational institutions in Lower Canada has increased from 1,727 in 1847, to 2,352 in 1853, and the pupils from 68,133 in the former to 108,284 in the latter year. This last number includes 3,524 girls educated at 53 superior girls schools, and 2,786 educated at 44 convents, 4,923 pupils attending 83 independent schools, 1,169 attending 19 preparatory classical schools, and 2,110 students at 14 Roman Catholic colleges. The terms at these last mentioned institutions, for what purports to be an education of a higher order, are exceedingly moderate, the whole charge for a student, board and lodging included, being from 14*l.* to 18*l.* a year. They are able to afford education at this very low rate, partly because they are in general, to some extent endowed, and partly because their professors, being ecclesiastics, receive no remuneration beyond food and clothing for their services.

Lord Elgin's opinion of the exalted office of Governor General and its appropriate duties is so striking and characteristic that we append it to the foregoing, furnishing us, as it does, with a key to his own active and warm interest in the progress of education among us:—

“Placed by his position above the strife of parties, holding office by a tenure less precarious than the ministers who surround him, having no political interest to serve but that of the community whose affairs he is appointed to administer, his opinion cannot fail, when all cause for suspicion and jealousy is removed, to have a great weight in the colonial councils, while he is at liberty to constitute himself in an especial manner the patron of those larger and higher interests—such interests, for example, as those of education, and of moral and material progress in all its branches, which, unlike the contests of party, unite instead of dividing the members of the body politic.”

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## Appendix I.

## DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As much is said, and much inquiry is abroad in regard to the duties of Public Departments, it may not be improper to give some account of the duties of this department. When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools, were less than half in number what they now are, as there were no auditing of school accounts from them, no payments of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus and libraries; and the correspondence of the office amounted to less than 500 letters per annum. Since then its duties have so increased and been multiplied, that it has been found necessary to divide the department into several branches, in each of which more labor is required than in the whole office before 1850. The School Act of 1850 more than doubled the duties of this department; and those duties have been much increased by the Supplementary and Grammar School Acts, as well as by the progress of the school system and the growing interest of the country in the advancement of education and knowledge. Some idea may be formed of this increase from the fact, that in 1850 the number of letters received amounted to 1,180 and in 1854, to 4,919. In 1850, the number of letters sent out from the department was 720, and in 1854 (not including circulars) it amounted to 2,581. Since 1850, there has therefore been an increase of more than 400 per cent in the number of letters received, and of nearly 400 per cent. in the number of letters sent out by the department; and this increase in the *correspondence*, is but a fair indication of the increased labor in the other branches of the department. The several branches in which the department has been divided, are as follows:—

1. *Council of Public Instruction*:—This branch includes the general duties of the Council; its meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payments of salaries and accounts, the admission of students and pupils, supplying the Normal and Model Schools with text-books, stationery and apparatus, the care, furnishing, and repairs of the buildings, (which have been planned, erected, and completed since 1850,) the care and culture of the grounds—a square of nearly 8 acres. The books, stationery, &c., for the students in the Normal School, (varying from 100 to 150,) and for the 400 pupils in the Model Schools, are supplied upon written requisitions from the masters, and approved in writing by the Chief Superintendent. The requisitions are numbered and filed, as the authority for anything done or procured, under the general or special orders of the Council, by whom all the regulations respecting the establishment and govern-

ment of the Common and Grammar Schools, and Public Libraries throughout Upper Canada, are sanctioned, and the text-books used in the schools and the books for the Public Libraries are authorised. The law requires the Chief Superintendent of Schools to prepare these regulations and all other matters for the consideration of the Council, to conduct all its correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository* :—This branch includes the providing of the Normal and Model Schools with text-books and stationery ; the purchase of maps, globes and all descriptions of school apparatus for the schools throughout Upper Canada, and correspondence relating thereto. These articles have been furnished to the schools to the amount of several thousand pounds. The collection of school apparatus in this Depository is the most extensive in America, if not in Europe : so much so, that a few months since, a partner of a large Scotch publishing house procured specimens of school requisites to the amount of about \$40, in order to re-print them in Edinburgh ; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly \$200 for the Education Office in Boston, as specimens for the schools in the State of Massachusetts. During the last year, at the suggestion and under the revision of this department, three large maps of British North America have been undertaken—one in New York, which has been completed ; one in Edinburgh, by Messrs. W. and A. K. Johnston, Geographers to the Queen ; and one in London, by the Messrs. Smiths, publishers of the National School Maps. These British maps of Canada and the Eastern Provinces, are of the same size and style with Johnston's and the National series of large maps of Europe, Asia, &c., and include our latest county and township divisions, lines of railroad, &c. The proofs of those beautiful maps have been corrected in this office since the 1st of January ; and they will be published in a few weeks—thus presenting for the first time to the British public (besides providing them for the schools both in England and in Canada) maps of Canada on so large a scale, and so complete and comprehensive in detail.

This Depository includes upwards of 150 different kinds of maps, charts, &c., and a large variety of cheap and beautiful apparatus, (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy Geometry, &c.) which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labor.

3. *Public Library Depository* :—This branch includes the procuring and providing books for the Public Libraries, catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than fifty publishers in Great Britain and the United States, have involved an amount of time and labour during more than two years that can hardly be conceived. Not far from 150,000

volumes have been procured, and upwards of 90,000 volumes have been supplied to municipalities and school sections, during little more than twelve months. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payment made, and the books, when received, must be examined by the invoices, and deposited in their respective places; then when an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library. On the outside of this catalogue are entered, the name of the municipal corporation, the number of the library, the amount of the local appropriation and governmental apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, &c. After having been examined by the Chief or Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the catalogue is sent to the Library Depository, where the books are selected and checked, and carried to the packing room, where they are again called over, checked and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the shipper's or carrier's receipt for the boxes delivered.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of Upper Canada, which were never before brought into the country, but that these books have been purchased on most favorable terms, and are supplied at cost, and that the entire expense of management, including difference of exchange, transportation, insurance and all contingencies, has not exceeded thirteen per cent. on the sums paid for the books in England and the United States.

4. *Education Office*:—This is, of course, the chief branch of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, Teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools; furnishing Teacher's Registers, blank Reports and Returns for Trustees, local Superintendents, Clerks and Treasurers of Municipalities, and the *Journal of Education*, (besides Editing it,) to each local Superintendent and School Corporation in Upper Canada; examination of applications from poor School Sections in new Townships, the apportionment and payment of Special Grant to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies

of it to Municipal Councils, Superintendents, and School Corporations; general correspondence relating to the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada and from other countries, who wish to ascertain and witness the arrangements which have been made for supplying the educational wants of the country by means of the Depositories as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the department, thus summarily stated, require much time and labor. Such, for example, as compiling the Annual Report from the returns of nearly 500 School Municipalities and Corporations, each of which requires examination and revision in order to compile the Chief Superintendent's Annual Report. Where errors are very apparent, the local report is returned, or a letter written requesting explanations. In auditing the School accounts, the receipts and expenditures of each Municipality must be gone over, checked and compared with the return of the preceding year, the certified apportionment of the Legislative School Grant and the County and other Municipal Auditor's reports. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum or sums are withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised duly accounted for according to law. This auditing of school accounts, though a serious task and involving much, and sometimes painful, correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the *branch* of the department to which the letter belongs, lines for the number, title or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the order is supplied immediately on its receipt. Two copies from each draft of reply, or letter sent from the office must be made—the one for the Letter Book, and the other to be addressed to the parties concerned. The date of the reply is also entered on the back of the letter received.

Each branch of the Department requiring it has its appropriate Letter Book, Account Current, Ledger, &c.: and a separate account is kept with each branch of the School Fund paid through the department, and in accounting for which vouchers, numbered, are, in every instance, produced to the proper authorities.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the department an approved and efficient agency for advancing the educa-

tional and social interests of the country. Some idea may be formed of the gradual progress of work in the department, from the following statement of the correspondence of it since 1850 :

During the years	1850.	1851.	1852.	1853.	1854.
Letters received.....	1,180	2,026	2,996	4,015	4,919
Letters sent out (not including circulars)	792	1,281	1,561	1,522*	2,581

To this may be added, that the number of letters received during the month of January, 1855, was 524; and the number of letters sent out was 466, besides a large number of circulars.

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters of difficulty or difference, the Chief Superintendent of Schools has deemed it his duty not to limit his replies to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

It is only during the last year that the system of Common School Instruction has been fully brought into operation; and it is only during this month that the regulations for the better organization and management of the Grammar Schools are published. We are persuaded, if nothing untoward occurs, that the progress of the system from 1855 to 1860, will even exceed the progress which it has made from 1850 to 1855. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves, is the fundamental principle of the School system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Upper Canada, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local Municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

EDUCATION OFFICE,  
Toronto, February, 1855.

\* A small decrease in 1853—the year the *Journal of Education* was first sent gratuitously to each local Superintendent and School Corporation by authority of the Legislature.

## Appendix K.

SELECTIONS FROM THE GENERAL FORMS AND INSTRUCTIONS FOR EXECUTING THE PROVISIONS OF THE COMMON SCHOOL ACTS, 13<sup>TH</sup> AND 14<sup>TH</sup> VICTORIA, CHAPTER 48; AND 16<sup>TH</sup> VICTORIA, CHAPTER 185.

[The following selections from the General Forms and Instructions include only those in constant use by the local school authorities, or which are required for more frequent reference.]

*No. 1. Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards, prescribed by the Council of Public Instruction for Upper Canada.*

TO BE IN FULL FORCE UNTIL REPEALED OR REVISED BY THE COUNCIL.

N. B.—Candidates are not eligible to be admitted to examination, until they shall have furnished the examiners with satisfactory evidence of their strictly temperate habits and good moral character.

## QUALIFICATIONS OF THIRD CLASS TEACHERS.

Candidates for certificates as third class teachers, are required:

1. To be able to read intelligibly and correctly any passage from any common reading book.
2. To be able to spell correctly the words of an ordinary sentence dictated by the Examiners.
3. To be able to write a plain hand.
4. To be able to work readily, questions in the simple and compound rules of arithmetic, and in reduction and proportion, and to be familiar with the principles on which these rules depend.
5. To know the elements of English grammar, and to be able to parse any easy sentence in prose.
- 6; To be acquainted with the elements of geography, and the general outlines of the globe.
7. To have some knowledge of school organization and the classification of pupils.
8. In regard to teachers of French or German, a knowledge of the French or

German grammar may be substituted for a knowledge of the English grammar ; and the certificates to the teachers expressly limited accordingly.

#### QUALIFICATIONS OF SECOND CLASS TEACHERS.

Candidates for certificates as second class teachers, in addition to what is required of candidates for third class certificates, are required :

1. To be able to read with ease, intelligence and expression, and to be familiar with the principles of reading and pronunciation.
2. To write a bold free hand, and to be acquainted with the rules of teaching writing.
3. To know fractions, involution, evolution, and commercial and mental arithmetic.

[Female candidates for this class of certificates will only be examined in practice and mental arithmetic.]

4. To be acquainted with the elements of book-keeping.
5. To know the common rules of orthography, and to be able to parse any sentence in prose or poetry which may be submitted ; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.
6. To be familiar with the elements of mathematical, physical, and civil or political geography, as contained in any school geography.

#### QUALIFICATIONS OF FIRST CLASS TEACHERS.

Candidates for certificates as first class teachers, in addition to what is required of candidates for third and second class certificates, are required :

1. To be acquainted with the rules for the mensuration of superficies and solids and the elements of land surveying.
2. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations.
3. To know the first four books of Euclid.
4. To be familiar with the elements and outlines of general history.
5. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of national readers.
6. To understand the proper organization and management of schools, and the improved method of teaching.



N. B.—Female candidates for first class certificates will not be examined in the subjects mentioned in the first three paragraphs under this head.

EDUCATION OFFICE, Toronto,

Adopted the 3rd day of October, 1850.

*No. 2. General Form of Certificate of Qualification for Common School Teachers in Upper Canada, to be granted by County Boards of Public Instruction, in accordance with the foregoing Programme of Examination.*

This is to certify that \_\_\_\_\_ of the \_\_\_\_\_ faith, having applied to the Board of Public Instruction for the [*County, School Circuit, or United Counties*] of \_\_\_\_\_ for a certificate of qualification to teach a common school, and having produced "satisfactory proof of good moral character," the board has carefully examined [*him or her*] in the several branches of study enumerated in the "qualification of [*first, second or third, as the case may be*] class Teachers," contained in the "programme of the examination and classification of teachers of common schools, prescribed by the Council of Public Instruction for Upper Canada," adopted the 3rd day of October, 1850; and having found the said \_\_\_\_\_ well qualified to teach the several branches therein named, the board, as authorised by the 29th section of the act 13th and 14th Victoria, chapter 48, hereby licenses [*him or her*] to teach any common school in the \_\_\_\_\_ [*If a first class certificate, here insert the name of the county, school circuit, united counties, or city; if a second class certificate, the name of the township; and if a third class certificate, the name of the school section in which the candidate is authorised to teach—all to be determined at the discretion of the board.*]

This certificate of qualification to remain in force [*for one year from the date hereof, or until annulled according to law—to be determined by circumstances, and the class of the certificate granted.*]

Dated this \_\_\_\_\_ day of \_\_\_\_\_, one thousand eight hundred and \_\_\_\_\_

N. B.—The 2nd clause of the 29th section of the School Act of 1850 requires each certificate to have the signature of a Local Superintendent of Schools. It should also be signed by the Chairman of the Board.

*No. 3. Form of Notice of an ordinary Annual School Section Meeting, pursuant to the twelfth clause of the twelfth section of the School Act of 1850, 13th and 14th Victoria, chapter 48.*

#### SCHOOL NOTICE.

The undersigned Trustees of School Section, No. \_\_\_\_\_, in the Township of \_\_\_\_\_, hereby give notice to the Freeholders and Householdors of said School Section, that

a Public Meeting will be held at \_\_\_\_\_, on the second Wednesday in January, 18\_\_\_\_ at the hour of Ten o'clock in the forenoon, for the purpose of electing a fit and proper person as a School Trustee for the said Section.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 18\_\_\_\_.

A. B.,	} Trustees of School Section No.
C. D.,	
E. F.,	

REMARKS.—The above notice should be signed by a majority of the existing or surviving Trustees, and posted in at least three public places in the School Section, at least six days before the holding of the meeting. The manner of proceeding at the Annual Meeting is prescribed in the sixth section of the Act of 1850.

Should the Trustees neglect to give the prescribed notice of the Annual Section Meeting, they forfeit each, the sum of one pound five shillings, recoverable for the purposes of the School Section, and then any two Householders of the School Section are authorised within twenty days thereafter, to call such meeting. See ninth section of the same Act.

*No. 4. Form of Notice, signed by the Chairman and Secretary of a School Section Meeting, to be transmitted by the Secretary to the Local Superintendent of Schools, intimating the election of one or more persons as Trustee or Trustees.*

SCHOOL SECTION, No.

TOWNSHIP OF \_\_\_\_\_, 18\_\_\_\_.

SIR,—In conformity with the Common School Act, 13th and 14th Victoria, chapter 48, section 5, we have the honor to inform you that, at a meeting of the Freeholders and Householders of School Section, No. \_\_\_\_\_, in the Township of \_\_\_\_\_ held according to law, on the \_\_\_\_\_ day of \_\_\_\_\_, [*Here insert the name or names and address of the person or persons elected*] chosen School [*Trustee or Trustees*] of said Section.

We have the honor to be, sir,

Your obedient servants,

D. E.,

Chairman.

To the Local Superintendent of Schools

F. A.,

Secretary.

*No. 5. Form of Notice of a School Meeting, to fill up a vacancy created by the death, permanent absence, incapacity from sickness, refusal to serve, resignation, etc., on the part of a Trustee.*

SCHOOL NOTICE.

Notice is hereby given to the Freeholders and Householders of School Section, No. \_\_\_\_\_, in the Township of \_\_\_\_\_, that a Public Meeting will be held at \_\_\_\_\_,

on the            day of            , at the hour of            of the clock, in the            , for the purpose of electing a proper person as School Trustee, in the place of  
*[deceased, removed, incapacitated from sickness, resignation, or who has refused to serve, as the case may be.]*

Dated this            day of            , 18            .

A. B., } Surviving Trustees or Trustee,  
 C. D., } *(as the case may be.)*

REMARKS.—A Trustee who refuses to serve when elected, forfeits the sum of one pound five shillings; but, having accepted office, if he shall at any time refuse or neglect to perform the duties of that office, he shall forfeit the sum of five pounds, recoverable for the purposes of the School Section; but a Trustee cannot be re-elected without his own consent. (See eighth section of the Act.) The mode of proceeding at a meeting called as above is the same as at an ordinary election at the annual school section meeting.

*No. 6. Form of a Notice for calling a Special School Meeting.*

SPECIAL SCHOOL NOTICE.

Notice is hereby given to the Freeholders and Householders of School Section No.            , in the Township of            , that a Public Meeting will be held at            , on the            day of            at the hour of            of the clock            for the purpose [*Here state the object or objects of the meeting.*]

Dated this            day of            , 18            .

A. B., }  
 C. D., } Trustees.  
 E. F., }

REMARKS.—It belongs to the office of Trustees to estimate and determine the amount of the teacher's salary and all expenses connected with the school; but it appertains to the majority of the freeholders and householders of each school section, at a public meeting called for the purpose, to decide as to the manner in which such expenses shall be provided for; whether, 1st, by voluntary subscription, 2nd, by rate-bill of not more than one shilling and three pence per month per pupils attending the school, or 3rd, by rate upon all the freeholders and householders of the school section according to property. And should not a sufficient sum be provided by either of these means, to meet the expenses incurred for school purposes, the Trustees are authorised by the latter part of the seventh clause of the twelfth section, to provide the balance by a rate on property as they may think proper. But for all the money received and expended by them, the Trustees must account annually to their constituents as prescribed in the eighteenth clause of the twelfth section. Besides calling annual school section meetings, Trustees are authorised to call special meetings to consider the site and erection of a school-house, the mode of raising a

teacher's salary, or for any school purpose whatever. The object or objects of each school meeting should invariably be stated in the notices calling it; and the three notices calling any school meeting should in all cases be put up six days before holding such meeting.

No. 7 Form of Notification to Trustees of the alteration in the boundaries of their School Section.

TOWNSHIP CLERK'S OFFICE,  
18 .

SIR,—In conformity with the fourth clause of the eighteenth section of the Common School Act 13th and 14th Vict., chap. 48, I have to acquaint you that the Municipal Council of This Township has altered the School Section of which you are Trustee, in the following manner: [*Here insert the changes which have been made, and the description of the New School Section.*] These changes will go into effect from and after the twenty-fifth day of next December, according to the clause of the Act above referred to.

You will please to communicate this notice to the other Trustees of your School Section.

I am, sir,

Your obedient servant,

A. B., Township Clerk.

To D. E.,

Trustee of School Section No. , in the Township of

REMARK.—In giving notice of the formation of union school sections, see the remarks at the end of the following form, No. 8.

No. 8. Form of intimating to the Local Superintendent of Schools the alteration in the boundaries of a School Section.

TOWNSHIP CLERK'S OFFICE,  
18 .

SIR,—In conformity with the fourth clause of the eighteenth section of the Common School Act, 13th and 14th Vict., chap. 48, I have to acquaint you that the Municipal Council of this Township has altered School Section No. , in the following manner: [*Here insert the changes which have been made, and the description of the new School Section.*] These changes go into effect from and after the

twenty-fifth day of next December, according to the fourth clause of the eighteenth section of the Act referred to.

I am, sir,

Your obedient servant,

A. B., Township Clerk.

The Local Superintendent of Schools.

REMARKS — When the Union School Section is formed or altered, as authorised by the fifth proviso of the fourth clause of the eighteenth section, the clerk of the Township in which the school-house of such union section is situated, should communicate the requisite notices to the parties concerned. See sixth proviso of the fourth clause of the eighteenth section, compared with the fourth section of the Act.

*No. 9. Form of Warrant for the Collection of School Fees.*

WE, the undersigned, Trustees of School Section No. , in the Township of , in the county of , by virtue of the authority vested in us by the eighth clause of the twelfth section of the Act, 13th and 14th Vict., chap. 48, hereby authorise and require you [*Here insert the name and residence of the person appointed to collect the rate-bill,*] after ten days from the date hereof, to collect from the several individuals in the annexed rate-bill, for the period therein mentioned, the sum of money opposite their respective names, and to pay, within thirty days from the date hereof, the amount so collected, after retaining your own fees, to the Secretary-Treasurer, whose discharge shall be your acquittance for the sum so paid. And in default of payment on demand by any person so rated, you are hereby authorised and required to levy the amount by distress and sale of the goods and chattels of the person or persons making default.

A. B. {  
C. D. { *Corporate Seal.* } Trustees.  
E. F. }

Given under our hands and seals, this

day of , 18 .

To the Collector of School Section No. , Township of

REMARK.—The Trustees being a corporation, the law requires that all warrants and documents issued by them in that capacity, should have the corporate seal of the school section attached, otherwise they may be resisted, and the trustees made personally responsible for such neglect.

*No. 10. Form of Rate-Bill, as authorised by the second and eighth clauses of the twelfth section of the Act—to be annexed to the foregoing Warrant.*

RATE-BILL of persons liable for School Fees, in School Section, No. , in the

Township of \_\_\_\_\_, for the [month or quarter, &c.,] commencing the \_\_\_\_\_ day of \_\_\_\_\_, and ending the \_\_\_\_\_ day of \_\_\_\_\_, 18 \_\_\_\_\_.

Names of PARENTS or GUARDIANS.	Number of children attending School.			Amount of rate bill per [month or quarter, &c.] for tuition.			Amount of rate bill per [month or quarter] for fuel, rent, &c.			Amount of Collector's fee: at — per cent.			Total amount of rate bill for the [month or quarter,] &c.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.

Given under our hands and seal, this \_\_\_\_\_ day of \_\_\_\_\_, 18 \_\_\_\_\_.

A. B. }  
 C. D. } Trustees.  
 E. F. } [Corporate Seal.]

No. 11. Form of Receipt to be given by the Collector, on receiving the amount named in the Rate-Bill.

Received from [here insert the person's name] the sum of [here write the sum in words] being the amount of his [or her] Rate-Bill, for the [Month or Quarter, &c.,] ending on the \_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_\_\_\_.

Dated this \_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_\_\_\_ A. B., Collector.

REMARKS.—1. The collector should take a receipt from the secretary-treasurer, for all moneys paid him. The secretary-treasurer should also take a receipt from the teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.

2. The trustees can raise the school fees by voluntary subscriptions, if they please. They can also appoint the school teacher to act as collector, if he chooses to accept of the appointment, and to give the required security. The trustees can also, if they judge it expedient, impose any rate-bill which they may think necessary for renting, and repairing and furnishing a school house, or for the teacher's salary, upon the inhabitants of their school section, or they can apply to the municipality of their township to impose and collect such rate for those purposes. Should the township council refuse to comply with the request of the trustee representatives of a section to impose and collect such rate, the trustees can, without further delay, proceed at once to impose and collect the rate themselves.

3. As the school accounts of each year must be kept separate by the Chief Superintendent of schools, so must the rate-bills. The rate-bills and the warrants can

be made out for a month, or for one or more quarters of a year, at the same time, as the trustees may think expedient.

4. Those parents and guardians who pay the rate-bills to the secretary-treasurer, or collector, within ten days from the date of such rate-bill, and without being called upon for it, will be exempt from paying the collector's fees.

5. The collector, by virtue of the warrant from the trustees, can enforce payment of the rate-bill by distress and sale of goods, from any person who resides, or has goods and chattels within the limits of the school section. For the mode of proceeding by the trustees, in case of persons rated, who may not at the time of collecting the rate-bill, reside, or have goods and chattels within the limits of the school section, see eleventh division of the twelfth section of the Act of 1850. Such parties must be sued by the trustees in their name of office. And for the mode of proceeding in the case of an assessment on the land of absentees, see the 22nd section of the Supplementary School Act of 1853.

6. The trustees should make the apportionment for fuel in money, as one item in the rate-bill, and then exercise their own discretion as to whether the item for fuel should be paid in money or wood—fixing the price per cord to be allowed for the wood, describing the kind of wood, and the manner in which it should be prepared for the school. In case any person should fail to pay the amount of his wood-bill, in the manner and at the time prescribed by the trustees, the payment should, of course, be enforced in the same manner as that of the school teacher's salary, and the amount thus collected, paid for the purchase of wood. As no rate-bill can exceed 25 cts. per month, the price of fuel and the school fees must be included in this amount. The collector's fees are extra, and must be paid, unless under the exemption above—No. 4.

7. Rate-bills being now payable in advance (see Duties of Pupils, No. 14, sub-division 5, paragraph 6), trustees can always make arrangements to pay their teachers punctually.

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*No. 12. Form of Deed for the site of the Common School House, Teacher's Residence.*

This indenture, made the       day of       , in the year of our Lord one thousand eight hundred and       , in pursuance of the Act to facilitate the conveyance of real property, between       , of the Township, [*Town or City*] of       , in the County of       , and Province of Canada, of the first part, and the Trustees of School Section Number       , in the Township of       , in the County of       , and Province aforesaid, of the second part.

Witnesseth, that in consideration of       , of lawful money of Canada, now paid by the trustees of the School Section aforesaid, to the said party of the first part, the said party of the first part hereby grants unto the Trustees of the school section aforesaid, their successors and assigns for ever, all that parcel of land, &c.

In trust for the use of a Common School, in and for School Section Number , in the Township of and in the County and Province aforesaid.

The said covenants with the Trustees of the School Section aforesaid, that he hath the right to convey the said lands to the Trustees of the School Section aforesaid: And that the Trustees of the School Section aforesaid shall have quiet possession of the said lands, free from incumbrances. And the said covenants with the Trustees of the School Section aforesaid, that he will execute such further assurances of the said lands as may be requisite.

In witness whereof, the said parties to these presents have hereunto set their hands and affixed their seals, in the day and year before mentioned.

J. D. [*Seal.*]

F. H. {

J. G. {

F. R. {

*Corporate Seal.* } Trustees.

Signed, sealed, and delivered in presence of

W. E. }

F. E. }

Witnesses.

REMARKS.—1. If the grantor be a married man, his wife's name must be inserted in the deed, and this phrase added after the word "requisite:" And , wife of the said , hereby bars her dower in the said lands.

2. When, however, the land has descended to the wife in her own right, she must, besides joining with her husband in the conveyance, appear before two justices of the peace, to declare that she has parted with her estate in the land intended to be conveyed without any coercion or fear thereof by or on the part of her husband; and the certificates of such justices must appear on the back of the conveyance the day of its execution. The form of the certificate is as follows: "We the undersigned Justices of the Peace for , do hereby certify that on day , 18 , at the within deed was duly executed in the presence of by , wife of , one of the grantors therein named; and that the said , at the same time and place, being examined by us a part from her husband, did appear to give her consent to depart with her estate in the lands mentioned in the said deed, freely and voluntarily, and without coercion or fear of coercion on the part of her husband, or of any other person or persons whatsoever.

"R. W.—, J. P.

"A. M.—, J. P."

3. If the deed be for the site of a school-house in a city, town or incorporated village, the words, "Board of school trustees" for such city, town, or village, should be inserted instead of the words "Trustees of school section number," &c., in the foregoing form. See the twenty-fourth and twenty-sixth sections of the Act.



No. 13. *Form of Agreement between Trustees and Teacher.*

We, the undersigned, Trustees of School Section No.     in the Township of  
by virtue of the authority vested in us by the fifth clause of the twelfth section of  
the School Act, 13th and 14th Vict., chap. 48, have chosen—[*here insert the Teacher's  
name*]  
—who holds a——class certificate of qualification, to be a Teacher in said  
School Section; and we do hereby contract with and employ such teacher, at the  
rate of [*here insert the sum in word in currency.*] per annum, from and after the  
day hereof; and we further bind and oblige ourselves, and our successors in office,  
faithfully to employ the powers with which we are legally invested by the said sec-  
tion of said Act, to collect and pay the said Teacher, during the continuance of this  
agreement, the sum for which we hereby become bound—the said sum to be paid  
to the said Teacher, [*quarterly, &c., as the case may be.*] And the said Teacher  
hereby contracts and binds himself [*or herself*] to teach and conduct the School, in  
said School Section, according to the regulations provided for by the the said School  
Act. This agreement to continue [*here insert the period of agreement*] from the date  
hereof.

Given under our hands and seals, this                    day of                    , 18  
O. K.

A. B. {  
C. D. { *Corporate Seal.* } Trustees.  
E. F. {  
G. H. [*Seal.*] Teacher.

REMARKS.—This agreement must be signed by at least two of the trustees, and  
the teacher, and must also have the *corporate seal* of the section attached to it,  
otherwise the trustees may be made *personally responsible* for the fulfilment of their  
agreement, should they be sued by the teacher. It should also be entered in the  
trustees' book, and a copy of it given to the teacher. The trustees being a cor-  
poration, their agreement with their teacher is binding on their successors in office;  
and should they refuse or wilfully neglect to exercise the corporate powers vested in  
them, they can be made personally liable for the amount due a teacher—see sixteenth  
clause of the twelfth section. But should such agreement be made between the first  
October and the second Wednesday in January, either party may withdraw after  
the annual School meeting, unless the agreement shall have been signed by two of  
the Trustees whose term of office extends beyond such second Wednesday in Jan-  
uary, as provided for in the 11th section of the Supplementary School Act of 1853.  
And on the other hand, the teacher is equally bound to faithfulness in the performance  
of his duties, according to the school law and regulations. See 16th section of the  
School Act of 1850, and the general regulations on the *Duties of Teachers*. No  
dispute between trustees and a teacher can be brought into a court of law or equity,  
but must be settled by arbitration, as provided in the 17th section of the Act of  
1850, and 15th section of the Supplementary Act of 1853.

No. 14.—*General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada.*

Adopted after mature consideration, by the Council of Public Instruction, as authorized by the Act 13th and 14th Victoria, Chapter 48, Section 38.

1. HOURS OF DAILY TEACHING, HOLIDAYS AND VACATIONS.

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

2. Every alternate Saturday shall be an holiday in each school.

3. There shall be three vacations during each year; the first, eight days, at Easter; the second, the first two weeks in August; the third, eight days, at Christmas.

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.

N. B. Union grammar and common schools are subject to the regulations affecting grammar schools.

2. RELIGIOUS AND MORAL INSTRUCTION.

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The common school act of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the government itself. Therefore, it shall be a matter of mutual arrangement between the teacher and the parent or guardian of each pupil, as to whether the teacher shall hear such pupil recite from the catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian.

The common school being a *day*, and not a *boarding* school, rules arising from

domestic relations and duties are not required ; and as the pupils are under the care of their parents and guardians on sabbaths, no regulations are called for in respect to their attendance at public worship.

The following regulations in regard to the "opening and closing exercises of the day," the "duties of Masters and Teachers," and the "duties of Pupils," have been adopted by the Council, and apply to all common schools in Upper Canada.

### 3.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Teacher of each school. But the Lord's Prayer should form a part of the opening exercises ; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Teacher of the School.

#### FORMS OF PRAYER BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

*Let us Pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power ; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by thy governance, to do always that is righteous in thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation ; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed by thy name, thy kingdom come, Thy will be done in earth, as it is in Heaven ; Give us this day our daily bread ; And forgive us our trespasses, as we forgive them that trespass against us ; And lead us not into temptation ; But deliver us from evil ; For Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

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

## AT THE CLOSE OF THE BUSINESS OF THE DAY.

*Let us pray.*

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

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

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

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

## 4. DUTIES OF TEACHERS.

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary, who disregards the requirement of the law. Among other things, the Act requires each teacher to "maintain proper order and discipline in his school, according to the forms and regulations which shall be provided according to law." The law makes it the duty of the *Chief Superintendent of Schools* to provide the forms; and the *Council of Public Instruction* prescribe the following regulations for the guidance of teachers in the conduct and discipline of their schools.

It shall be the duty of each Teacher of a common school:—

1. To receive courteously the visitors appointed by law, and to afford them every facility for inspecting the books used, and to examine into the state of the school; to have the the visitors' book open, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the registers accurately and neatly, according to the prescribed forms; which is the more important under the present School Act, as the 3. st section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used; to study those books himself; and to teach according to the improved method recommended in their prefaces.

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

5. To promote, by both precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and when necessary mended. The school apartments, too, should be swept and dusted every evening.

6. To pay the strictest attention to the moral and general conduct of his pupils, and to omit no opportunity of inculcating the principles of TRUTH AND HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarreling, cruelty to animals, and every approach to vice.

9. Punctually to observe the hours for opening and dismissing the school; during the school hours, faithfully to devote himself to the public service; to see that the exercises of the school be opened and closed each morning and evening as stated in the preceding part of this section; and daily to exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

10. To practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

11. For gross misconduct, or a violent or wilful opposition to his authority, the teacher may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and reason of it, and communicating the same to the trustees, through the chairman or secretary. But no pupil shall be expelled without the authority of the trustees.

12. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approbation of the trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the teacher his regret for such course of conduct, as openly and as explicitly as the case may require, shall with the approbation of the trustees and teacher, be re-admitted to the school.

13. The Trustees having made such provisions relative to the school-house and its appendages, as are required by the fourth clause of the twelfth section of the Common School Act, 13th and 14th Vict., cap. 48, it shall be the duty of the teacher to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

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

#### 5. DUTIES OF PUPILS.

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

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

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

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

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

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

#### 6. DUTIES OF TRUSTEES.

1. The full and explicit manner in which the duties of Trustees are enumerated and stated in the school acts, renders it unnecessary to do more, in this place, than make some expository remarks on the nature of the general duties of Trustees, and the relations subsisting between them and the teachers whom they employ. The law invests Trustees with most important functions; they are a corporation, and as such, the ownership and control of the school site, school-house, and all the property attached thereto, is vested in them; they are to provide and furnish the school-house and premises, and apparatus and text-books for the school; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the Trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the *mode of teaching* is at the option of the teacher; and the local Superintendent and visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no Trustee or parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instruction as efficient and popular as possible: and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of his discretion as a teacher, and then to dismiss him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves, and all parties concerned. It should then be distinctly understood, as essential to the teacher's character, position and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the Trustees to see that the school is conducted according to the regulations authorized by law.

3. It is therefore important that Trustees should select a competent teacher. *The best teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompetent service for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur with the *National Board of Education in Ireland*, in the following estimate of the qualities of a good teacher:

“A teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and

of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, an useful direction. These are the qualities for which patrons [or trustees] of schools, when making choice of a teacher, should anxiously look."

4. Trustees will always find it the best economy to have a commodious school-house, kept comfortable, and properly furnished. It is as difficult for pupils to learn, as it is for the master to teach, in an unfurnished and comfortless school-house.

5. In the selection of books to be used in the school, from the general list authorized according to law, p. 46, the Trustees should see that but *one* series of reading books, *one* arithmetic, or one for the beginners and another for the more advanced pupils, *one* geography; &c. should be used in any *one* school, in order that the scholars may be classified in the several branches which they are studying. Heterogeneous school books (however good each book may be in itself) render classification impossible, increase the labour and waste the time of the teacher, and retard the progress of the pupils. But the teacher and pupils labour at the greatest disadvantage, when they are compelled to use books which are as various as the scholar's name.

#### 7. DUTIES OF SCHOOL VISITORS.

1. The *thirty-second* section of the school act of 1850, provides that all Clergymen recognized by law of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be school visitors; and the *thirty-third* section of the Act prescribes their lawful duties.

2. The parties thus authorized to act as visitors, have it in their power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, by visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring. In visiting schools, however, visitors should, in no instance, speak disparagingly of the instructions or management of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the local or chief superintendent anything which they shall think important to the interests of any school visited by them. The law recommends visitors, "*especially to attend the Quarterly Examinations of the Schools.*" It is hoped that all visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competent to a visitor to engage in any exercises which shall not be objected to by the authorities of the school, it is expected that no visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow christians.

3. The local superintendents are school visitors, by virtue of their office and



their comprehensive duties, as such, are stated with sufficient minuteness in the 3rd clause of the 31st section of the school act. While each local superintendent makes the careful inquiries and examinations required by law, and gives privately to the teacher and trustees such advice as he may deem expedient, and such counsel and encouragement to the pupils, as circumstances may suggest, he will exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of trustees and teachers.

4. Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township association, with an auxiliary in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of the whole township. It is submitted to the serious attention of all school visitors, as well as trustees, and other friends of the diffusion of useful knowledge—See Departmental Notices.

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## Appendix L.

### PENSIONS TO SUPERANNUATED COMMON SCHOOL TEACHERS IN UPPER CANADA.

(Minutes, C. P. I., No. 145, 151, 167 and 174.)

#### *No. 1.—Extract from the laws authorizing the payment of pensions to Superannuated School Teachers in Upper Canada.*

The Supplementary School Act of 1853, 16th Victoria, chapter 185, section 23, clause 4.

“A sum not exceeding Five Hundred Pounds per annum, shall be applied towards forming a fund for the support of superannuated or worn-out Common School Teachers in Upper Canada, under such regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor in Council: Provided always, that no such teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of One Pound per annum, for the period of his teaching school, or receiving aid from such fund, and who shall not furnish satisfactory proof to the Council of Public Instruction, of inability from age, or loss of health in teaching, to pursue that profession any longer: Provided also, that no allowance to any superannuated or worn-out teacher shall exceed the rate of One Pound Ten Shillings for each year that such teacher shall have taught a Common School in Upper Canada.”

The Grammar and Common School Act of 1855, 18th Victoria, chapter 132, section 1, clause 6.

“An [additional] sum, not exceeding Five Hundred Pounds per annum, shall be allowed for the support and maintenance of superannuated teachers.”

Total Parliamentary Grant: £1,000 per annum,—besides the teachers' yearly subscriptions to Fund.

*No. 2.—Regulations adopted by the Council of Public Instruction for Upper Canada, pursuant to the foregoing provisions of the Law, on the 28th day of April, 1854.*

*Regulation No. 1.* Old teachers who have become superannuated on or before the 1st day of January, 1854, and who produce the proofs required by law of character and services as such, may share in this fund according to the number of years they have respectively taught a Common School in Upper Canada, either by depositing with the Chief Superintendent of Schools the preliminary subscriptions to the fund required by law, or having the amount of such subscriptions deducted from the first year's pension payable to such superannuated teacher.

2. Every teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated, to share in this fund, must contribute to it at the rate of One Pound per annum; and no teacher now engaged in teaching shall be entitled to share in this fund who shall not thus contribute to it annually. But the amount of the annual subscriptions for the years during which such teacher may have taught before the 1st day of January, 1854, and for which he may hereafter claim as a superannuated teacher, may be deducted from the first year's pension to which such teacher may be entitled.

3. Should any teacher, having a wife and children, subscribe to this fund, and die without deriving any benefit from it, the amount of his subscriptions and whatever interest may accumulate thereon, shall be paid to his widow or children, as soon as satisfactory proofs of his decease and the relationship of the claimant or claimants to him shall have been adduced.

4. No teacher shall be eligible to receive a pension from this fund, who shall not have become disabled for further services, while teaching a Common School, or who shall not have been worn-out in the work of a Common School teacher,—it being distinctly understood that persons applying to be admitted as pensioners on this Fund are in indigent circumstances. Should it be discovered that the Council have been deceived in any case, any pension granted will be immediately discontinued.

5. All Applications, according to the prescribed form, accompanied by the requisite certificates and proofs must be made before the first of April, in order to entitle the applicant to share in this fund for such year.

6. In case the Fund shall, at any time, not be sufficient to pay the several claimants the highest sum permitted by law, the fund shall be equitably divided among the several claimants according to their respective periods of service.

7. The amounts of all subscriptions to this Fund, and if any unexpended balances of Legislative grants made to it, shall be invested from time to time, under the direction of this Council, and the interest accruing thereon, shall be expended in aid of superannuated teachers of Common Schools in Upper Canada, according to these regulations. All annual subscriptions to this Fund must be made before the end of the year for which they are intended: and all—

8. Communications and subscriptions in connection with this Fund, must be made to the Chief Superintendent of Schools for Upper Canada.

Approved by His Excellency the Administrator of the Government in Council, as notified to the Chief Superintendent of Schools, 20th May, 1854.

N. B.—No certificate in favor of an applicant should be signed by any teacher already admitted as a pensioner on the Fund.

Education Office, Toronto, 5th November, 1855.

*No. 3.—General Form of Application for Superannuated Teachers.*

Township of \_\_\_\_\_

\_\_\_\_\_ 185 .  
Post Office.

\_\_\_\_\_  
Date.

The undersigned, an applicant for aid from the Superannuated Teachers' Fund, hereby most respectfully represents to the Chief Superintendent of Schools,—

1. That he is \_\_\_\_\_ years of age.
2. That he was born (state the country of birth) in \_\_\_\_\_
3. That he commenced the profession of teaching in \_\_\_\_\_ in the year one thousand eight hundred and \_\_\_\_\_
4. That he is connected as a member or hearer with the \_\_\_\_\_ church.
5. That he commenced teaching a Common School in Upper Canada in School Section No. \_\_\_\_\_, in the Township of \_\_\_\_\_, County of \_\_\_\_\_, in the year one thousand eight hundred and \_\_\_\_\_
6. That he has held certificates of qualification from \_\_\_\_\_ and \_\_\_\_\_ that last certificate is from the Board of Public Instruction for \_\_\_\_\_, is dated \_\_\_\_\_, and is for the \_\_\_\_\_ class.

7. That since he commenced teaching in Upper Canada, he has been engaged as a teacher in the following places:

8. That he has taught a Common School in Upper Canada for the full period of \_\_\_\_\_ years.

9. That he has worn \_\_\_\_\_ self out in the work of teaching, and is, in consequence, utterly unable to teach a school any longer.

10. That he ceased teaching the Common School in Section No. \_\_\_\_\_ in the township of \_\_\_\_\_, county of \_\_\_\_\_, on the \_\_\_\_\_ day of \_\_\_\_\_, 18\_\_\_\_, and that he has not since been employed as a Common School Teacher.

11. That he is now without means of support, and therefore respectfully applies for a pension from the Superannuated Common School Teachers' Fund.

\_\_\_\_\_  
 Sign name in full. (Name.)

REMARKS.—The foregoing application must be filled up in every particular, and be accompanied with the following proofs:—

1. Of the good moral character, and sober steady habits, of the applicant.
2. Of the length of time such applicant has been engaged in teaching in Upper Canada, and for which he asks a pension.
3. Medical testimony, according to the prescribed form, that the applicant is unable to pursue that profession any longer.

*No. 4.—Form of Medical Certificate for Superannuated Teachers.*

In Re of \_\_\_\_\_, applicant for aid out of the Superannuated Common School Teachers' Fund of Upper Canada.

This is to Certify, That having examined into the case of \_\_\_\_\_ of \_\_\_\_\_ I am of opinion that he has worn \_\_\_\_\_ self out in the work of a Common School Teacher, and that he is now affected with \_\_\_\_\_ which renders him \_\_\_\_\_, in my opinion, unable to continue any longer in the efficient discharge of his calling, as a Common School Teacher in Upper Canada.

In witness whereof, I \_\_\_\_\_, a duly licensed physician in Upper Canada, hereto subscribe my name, this \_\_\_\_\_ day of \_\_\_\_\_ 185\_\_\_\_\_.

N.B.—Modifications or omissions in filling up the foregoing form will invalidate the certificate.

## Appendix M.

## LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

No. 1.—*The Townships.*

## I. COUNTY OF GLENGARRY.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
1. William Fraser.....	Charlottenburgh.....	Martintown.
2. Angus McDouell.....	Kenyon.....	Alexandria.
3. William McEdward.....	Lancaster.....	Lancaster.
4. The Rev. John B. Meade.....	Lochiel.....	Lochiel.

## II. COUNTY OF STORMONT.

5. Nadab Eastman.....	Cornwall.....	Moulinette.
6. The Rev. Donald Munro.....	Finch.....	Finch.
7. The Rev. James Charles Quin.....	Osnabruck.....	Dickinson's Landing.
8. John Fraser.....	Roxborough.....	Athol.

## III. COUNTY OF DUNDAS.

9. William John Ridley.....	Matilda.....	North Williamsburgh.
10. The Rev. James Harris.....	Mountain.....	South Mountain.
11. The Rev. William Sharts.....	Williamsburgh.....	Williamsburgh.
12. John Irwin Ker.....	Winchester.....	Winchester.

## IV. COUNTY OF PRESCOTT.

13. Albert H. James.....	Alfred.....	Caledonia Springs.
14. John McMaster.....	Caledonia.....	Caledonia Springs.
15. James Gamblé.....	Hawkesbury, East.....	East Hawkesbury.
16. Thomas Higginson.....	Hawkesbury, West.....	Vankleekhill.
17. John Pattee.....	Longueuil.....	L'Original.
18. Albert Hagar.....	Plantagenet North.....	Plantagenet.
19. Peter McLaurin.....	Plantagenet South.....	Riceville.

## V. COUNTY OF RUSSELL.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
20. James Keays.....	Cambridge and Russell.....	Russell.
21. The Rev. John Edwards.....	Clareuce .....	Clarence.
22. Samuel Barnard.....	Cumberland .....	Cumberland.

## VI. COUNTY OF CARLETON.

23. The Rev. James A. Morris.....	Fitzroy .....	Fitzroy Harbor.
24. The Rev. William Lohead.....	Gloucester and Osgoode .....	Osgoode.
25. The Rev. C. B. Pettit, B.A.*	{ Goulbourn, Gower North, Marlborough and Nepean }	Richmond.
26. The Rev. James Godfrey.....	Huntley and March.....	Bell's Corners.
27. The Rev. Alex. Henderson.....	Torbolton .....	Fitzroy Harbor.

## VII. COUNTY OF GREENVILLE.

28. James Clapperton.....	Augusta.....	Prescott.
29. William B. Imrie .....	Edwardsburgh .....	Spencerville.
30. The Rev. Joseph Anderson.....	Gower South.....	Heck's Corners.
31. Andrew Holmes.....	Oxford .....	Kemptville.
32. The Rev. Ebenezer Morris ..	Wolford and Montague†.....	Merrickville.

## VIII. COUNTY OF LEEDS.

33. Lewis Chipman.....	Bastard and Burgess South...	Harlem.
34. William Robert Taylor.....	{ Crosby, North and South, Bedford, Olden and Oso† }	Newboro.
35. Jacob A. Brown.....	Elizabethtown .....	Brockville.
36. Edward F. Weeks.....	Elmsley South .....	South Elmsley.
37. Robert W. Ferguson.....	Kitley .....	Frankville.
38. Henry P. Washburn.....	Leeds and Lansdown Rear ...	Beverly.
39. Thomas Vanston.....	{ Leeds and Lansdown Front, and Yonge and Escott Front }	Escott.
40. Seabury Scovil.....	Yonge and Escott Rear .....	Farmersville.

## IX. COUNTY OF LANARK.

41. John A. Murdoch.....	{ Bathurst, Dalhousie, Darling, Drummond, Lanark, Lavant, } Sherbrooke North and South, }	Perth.
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\* Not reported by the County Clerk (15th November, 1855.).

† Montague is a Township in the County of Lanark.

‡ Bedford, Olden and Oso are Townships in the County of Frontenac.

COUNTY OF LANARK—*Continued.*

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
42. The Rev. Duncan Morrison	Beckwith	Franktown.
43. Michael McFarland	Burgess North	Perth.
44. The Rev. John Bell Worrell	Elmsley North	Smith's Falls.
45. The Rev. Alex. Mann, A.M.	Pakenham	Pakenham.
46. The Rev. John McMorine	Ramsay	Ramsay.

## X. COUNTY OF RENFREW.

47. George Brown	Admaston	Admaston.
48. William Holliday	Bagot and Blithfield	Bagot.
49. The Rev. James A. Strain	{ Bromley, Brougham, Grat- tan, and Wilberforce	{ Eganville.
50. George Ross	Horton	Renfrew.
51. The Rev. S. C. Fraser, A.M.	McNab	White Lake.
52. Andrew Irving	Pembroke and Stafford	Pembroke.
53. Roland D. Wilson	Ross	Ross.
54. The Rev. Richard Hammond	Westmeath	Westmeath.

## XI. COUNTY OF FRONTENAC.

55. John Irvine	Kingston	Elginburgh.
56. Asa Philips	Loughborough	Loughborough.
57. The Rev. E. C. Bower	Pittsburgh and Howe Island	Kingston.
58. James J. McDonald	Portland and Hinchinbrooke	Spike's Corners.
59. The Rev. Mr. Thompson	Storrington	Storrington.
60. Edward Murray	Wolfe Island	Wolfe Island.

## XII. COUNTY OF ADDINGTON.

61. Daniel Fowler	Amherst Island	Amherst Island.
62. The Rev. Paul Shirley	Camden East and Sheffield	Camden East.
63. Robert Aylsworth	Ernestown	Millcreek.

## XIII. COUNTY OF LENNOX.

64. John J. Watson	Adolphustown	Adolphustown.
65. The Rev. John A. Mulock	Fredericksburg	Fredericksburgh.
66. Ephraim A. Dunham	Richmond	Napanee.

## XIV. COUNTY OF PRINCE EDWARD.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
67. John B. Denton.....	{ Ameliasburgh, Athol, Hallo- well, Hillier, Marysburgh and Sophiasburgh .....	} Picton.

## XV. COUNTY OF HASTINGS.

68. The Rev. James W. Chesnut..	Elzevir, Madoc and Tudor ...	Hastings.
69. John Johnstone.....	Hungerford.....	Tweed,
70. James J. Ryan.....	Huntingdon .....	West Huntingdon.
71. D. G. Bowen .....	Marmora.....	Marmora.
72. Joshua McLean, M.D. ....	Rawdon.....	Stirling.
73. Thomas D. Farley .....	Sidney.....	Belleville.
74. Isaac Denike.....	Thurlow.....	Cannifton.
75. The Rev. G. A. Anderson.....	Tyendingaga .....	Millpoint.

## XVI. COUNTY OF NORTHUMBERLAND.

76. Edward Scarlett.....	{ Alnwick, Brighton, Cramahe, Haldimand, Hamilton, Mo- naghan, South, Murray, Percy, Seymour.....	} Cobourg.
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## XVII. COUNTY OF DURHAM.

77. The Rev. William Logan.....	Cartwright and Manvers.....	Manvers.
78. The Rev. T. W. Allen.....	Cavan.....	Cavan.
79. The Rev. Henry Brent.....	Clarke.....	Newcastle.
80. William T. Boate.....	Darlington.....	Bowmanville.
81. The Rev. James Baird.....	Hope.....	Port Hope.

## XVIII. COUNTY OF PETERBOROUGH.

82. The Rev. John Hilton.....	Asphodel .....	Norwood.
83. The Rev. Thos. Searight.....	Belmont.....	Do.
84. Daniel Sullivan.....	Douro .....	Peterboro.
85. George Arundel Hill.....	Dummer .....	Warsaw.
86. Daniel Donohoe.....	Ennismore.....	Ennismore.
87. The Rev. Edward Roberts.....	Monaghan, North, and Smith..	Peterboro.
88. The Rev. Francis Andrews....	Otonabee.....	Otonabee.

## XIX. COUNTY OF VICTORIA.

89. Angus Ray.....	Eldon.....	Eldon.
90. John Irons, M. D.....	Emily .....	Emily.
91. The Rev. John Hickie .....	Fenelon and Verulam .....	Fenelon Falls.
92. P. H. Clarke, M. D .....	Mariposa .....	Woodville.
93. James Henry Coulter.....	Ops.....	Lindsay.



## XX. COUNTY OF ONTARIO.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
94. Joseph Richard Thompson.....	Brock.....	Cannington.
95. D. G. Hewett.....	Mara and Rama.....	Atherly.
96. The Rev. J. Durrant.....	Pickering.....	Stouffville.
97. John N. Agnew.....	Reach and Scugog.....	Manchester.
98. Abraham Bagshaw.....	Scott and Uxbridge.....	Uxbridge.
99. Charles Robinson.....	Thora.....	Beaverton.
100. The Rev. Robert H. Thornton.	Whitby.....	Oshawa.

## XXI. COUNTY OF YORK.

101. The Rev. J. G. Armstrong, A. B.	Etobicoke and Vaughan.....	Woodbridge.
102. H. Moore.....	{ Georgina and Gwillimbury, North..... }	
103. Thomas Nixon.....	{ Gwillimbury East, and Whitchurch..... }	Newmarket.
104. J. E. Maxwell.....	King.....	Lloydtown.
105. The Rev. George S. J. Hill	Markham.....	Markham.
106. The Rev. William Belt, B. A.	Scarborough.....	Scarborough.
107. The Rev. A. Wickson, M. A.	York.....	Toronto.

## XXII. COUNTY OF PEEL.

108. The Rev. H. B. Osler.....	Albion.....	Lloydtown.
109. The Rev. A. T. Holmes, A. M.	Caledon.....	Brampton.
110. The Rev. James Pringle.....	{ Chinguacousy, and Gore of Toronto..... }	Brampton.
111. Thomas Studdert.....	Toronto.....	Streetsville.

## XXIII. COUNTY OF SIMCOE.\*

112. Patrick Kelly.....	Adjala.....	Adjala.
113. The Rev. S. B. Ardagh, A. M.	{ Flos, Innisfil, Vespra, and Sunnidale..... }	Barrie.
114. The Rev. William Fraser.....	Essa and Gwillimbury West..	Bond Head.
115. Henry A. Clifford.....	Medonte.....	Flos.
116. The Rev. J. Fletcher, A. B.	{ Mono, Mulmur, and Tosso- rontio..... }	Mono Mills.
117. Andrew Jardine.....	Nottawasaga.....	Nottawasaga.
118. The Rev. John Gray.....	Orillia and Oro.....	Orillia.
119. William Simpson.....	Tay and Tiny.....	Penetanguishine.
120. The Rev. F. L. Osler, M. A.	Tecumseth.....	Bond Head.

## XXIV. COUNTY OF HALTON.

121. The Rev. John Armour.....	Esquesing.....	Esquesing.
122. Angus Stewart.....	Nassagaweya.....	Eden Mills.
123. The Rev. Thomas Greene, A. B.	Nelson.....	Port Nelson.
124. The Rev. James Nisbet.....	Trafalgar.....	Oakville.

## XXV. COUNTY OF WENTWORTH.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
125. Richard H. Cradock .....	Ancaster.....	Dundas.
126. The Rev. William McClure .....	Barton.....	Hamilton.
127. The Rev. John Porteous.....	Beverly.....	Kirkwall.
128. The Rev. George Cheyne.....	Binbrook and Saltfleet.....	Stony Creek.
129. Andrew Hall.....	Flamborough East.....	Waterdown.
130. James F. Douglas.....	Flamborough West.....	West Flamborough.
131. The Rev. Thomas Williams .....	Glanford.....	Glanford.

## XXVI. COUNTY OF BRANT.

132. The Rev. Alex. A. Drummond.....	Brantford.....	Brantford.
133. _____* .....	Burford.....	Burford.
134. The Rev. Elijah Clark.....	Dumfries South.....	St. George.
135. The Rev. William Hay.....	Oakland.....	Scotland.
136. Robert Alger.....	Onondaga.....	Brantford.

## XXVII. COUNTY OF LINCOLN.

137. Andrew Wilson.....	Caistor.....	Smithville.
138. The Rev. William Hewson.....	Clinton.....	Beamsville.
139. Jacob Kennedy.....	Gainsborough.....	Smithville.
140. Angus Cooke.....	Grantham.....	St. Catherines.
141. Jonathan Wolverton, M.D. ....	Grimsby.....	Grimsby.
142. Philip Gregory.....	Louth.....	Port Dalhousie.
143. The Rev. W. Taylor.....	Niagara.....	Queenston.

## XXVIII. COUNTY OF WELLAND.

144. P. G. Kempson, M. D.....	Bertie.....	Fort Erie.
145. Alexander Reid.....	Crowland.....	Crowland.
146. W. F. Haney, M. D. ....	Humberstone.....	Stonebridge.
147. Dexter D'Everado.....	Pelham.....	Pelham.
148. W. A. Routh.....	Stamford.....	Drummondville.
149. John Radcliff.....	Thorold.....	Allanburgh.
150. Sayers S. Hagar.....	Wainfleet.....	Merrittsville.
151. The Rev. W. M. Christie.....	Willoughby.....	Chippewa.

## XXIX. COUNTY OF HALDIMAND.

152. William J. Coates.....	Canborough.....	Dunnville.
153. Alexander Winram.....	Cayuga North.....	Decewsville.
154. Abraham Nash.....	Cayuga South.....	South Cayuga.
155. Theodore Sheehan.....	Dunn.....	Dunnville.
156. John Mylne.....	Moulton and Sherbrooke.....	Dunnville.
157. The Rev. Andrew Ferrier, D.D. ....	Oneida.....	Seneca.
158. William Jones.....	Rainham.....	Rainham Centre.
159. W. McCargow.....	Seneca.....	York.
160. John Heasman.....	Walpole.....	Balmoral.

\* Not reported by the County Clerk (15th November, 1856.)

## XXX. COUNTY OF NORFOLK.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
161. James Covernton .....	Charlottetown .....	Vittoria.
162. Andrew Harvey .....	Houghton .....	Houghton.
163. Daniel F. Swayze .....	Middleton .....	Delhi.
164. The Rev. Aaron Slaght, Jr. ...	Townsend .....	Waterford.
165. John A. Backhouse .....	Walsingham .....	Walsingham.
166. Daniel Wesley Freeman .....	Windham .....	Simcoe.
167. George M. Evans, M. A. ....	Woodhouse .....	Simcoe.

## XXXI. COUNTY OF OXFORD.

168. Benjamin Ellison .....	{ Blandford, Oxford East and Zorra East .....	Woodstock.
169. The Rev. George Murray .....	Blenheim .....	Princeton.
170. Isaac Piper .....	Dereham .....	Mount Elgin.
171. Nathan P. Allen .....	Nissouri East .....	Nissouri.
172. Elihu M. Schooley .....	Norwich .....	Otterville.
173. Gilbert Telfer .....	Oxford North .....	Ingersoll.
174. The Rev. W. C. Beardsall ...	Oxford West .....	Ingersoll.
175. The Rev. Donald McKenzie ...	Zorra West .....	Embro.

## XXXII. COUNTY OF WATERLOO.

176. Robert Brydon .....	Dumfries North, and Waterloo.	Galt.
177. The Rev. James Sim .....	Wellesley and Woolwich .....	Hawkesville.
178. The Rev. Jacob Van Linge ...	Wilmot .....	Hamburg.

## XXXIII. COUNTY OF WELLINGTON.

179. John Cadenhead .....	{ North Riding:—Amaranth, Arthur, Garafraxa, Luther, Maryborough, Minto, Ni- chol, Peel, and Pilkington.. }	Fergus.
180. The Rev. Robert Torrance	{ South Riding,—Eramosa, Erin, Guelph and Puslinch .....	Guelph.

## XXXIV. COUNTY OF GREY.\*

181. Thomas Gordon .....	{ First School District,—Ben- tinck, Derby, Egremont, Normanby, Sullivan, and Sydenham .....	Owen's Sound.
182. Samuel Snelgrove .....	{ Second School District,—Col- lingwood, Euphrasia, Os- prey, and St. Vincent .....	St. Vincent.
183. William Ferguson .....	{ Third School District,—Ar- temesia, Glenelg, Holland, Melancthon, and Proton ... }	Priceville.

\* Not reported by the County Clerk (15th November, 1855.)

## XXXV. COUNTY OF PERTH.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
184. John Hyde, M. D. ....	{ Blanchard, Downie, Easthope, North and South, Elma, Fullarton, Hibbert, Logan, and Mornington .....	Stratford.

## XXXVI. COUNTY OF HURON.

185. John Nairn .....	{ Ashfield, Biddulph, Colborne, Goderich, Hay, Hullet, McGillivray, McKillop, Stanley, Stephen, Tuc- kersmith, Osborne and Wawanosh .....	Goderich.
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## XXXVII. COUNTY OF BRUCE.

186. The Rev. James Hutchinson...	Arran, Elderslie & Saugeen...	Saugeen.
187. John Eckford.....	{ Brant, Carrick, Culross and Greenock .....	Brant.
188. William Gunn .....	{ Bruce, Huron, Kincardine and Kinloss .....	Inverhuron.

## XXXVIII. COUNTY OF MIDDLESEX.

189. Robert P. Tooth .....	Adelaide .....	Adelaide.
190. Archibald Campbell .....	Caradoc and Lobo .....	Amiens.
191. John Johnstone .....	Delaware .....	Delaware.
192. Joseph Spettigue .....	Dorchester North.....	Nilestown.
193. The Rev. William Sutherland..	Elkfrid and Metcalfe.....	Strathburn.
194. The Rev. C. C. Brough, A.B.,	London .....	London.
195. The Rev. John Gunne .....	{ Mosa, Camden, Zone,* Dawn, and Euphemia† .....	{ Zone Mills.
196. Charles Hardy .....	Nissouri West .....	Wyton.
197. Adam Murray .....	Westminster.....	London.
198. The Rev. James Skinner .....	Williams .....	London.

## XXXIX. COUNTY OF ELGIN.

199. Archibald Currie .....	Aldborough .....	Wardsville.
200. The Rev. Richard Hughson ...	Bayham .....	Vienna.
201. The Rev. Edmund Sheppard..	Dorchester South.....	Aylmer.
202. Thomas McColl.....	Dunwich .....	Iona.
203. Charles Fraser.....	Malahide .....	Jamestown.
204. Hiram Lumley.....	Southwold.....	Iona.
205. James Daniel, M.D. ....	Yarmouth .....	Port Stanley.

\* Camden and Zone are Townships in the County of Kent.

† Dawn and Euphemia are Townships in the County of Lambton.

## XL. COUNTY OF KENT.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
206. The Rev. A. Campbell .....	{ Chatham, Harwich, Howard, Dover East & West, and Oxford .....	Chatham.
207. Philip Andrew .....	Raleigh and Tilbury East.....	Chatham.
208. Thomas Renwick .....	Romney.....	Romney.

## XLI. COUNTY OF LAMBTON.\*

209. The Rev. George Case .....	Bosanquet .....	Bosanquet.
210. John McKenna .....	Brooke and Enniskillen .....	Sutherland Corners.
211. Thomas Sutherland .....	Moore .....	Moore.
212. Christopher Blunden.....	Plympton .....	Hilsboro.
213. The Rev. David Walker.....	Sarnia .....	Port Sarnia.
214. William Patterson.....	Sombra .....	Sombra.
215. The Rev. Daniel Macallum ...	Warwick .....	Warwick.

## XLII. COUNTY OF ESSEX.\*

216. The Rev. Frederick Mack.....	Anderdon .....	Amherstburgh.
217. The Rev. F. Gore Elliot .....	Colchester.....	Colchester.
218. James King .....	Gosfield.....	Kingsville.
219. John Murray .....	Maidstone.....	Maidstone.
220. Thomas Hawkins .....	Malden .....	Amherstburgh.
221. Jonathan Wigfield.....	Mersea .....	Mersea.
222. Francis Graham.....	Rochester .....	Belle River.
223. Joseph A. Vervais, M.D. ....	Sandwich .....	Sandwich.
224. Alexander Craig.....	Tilbury West .....	Comber.

*No. 2.—The Cities.*

	<i>Municipalities.</i>
225. T. W. Ambridge .....	Hamilton.
226. C. W. Cooper .....	Kingston.
227. The Rev. William F. Clarke .....	London.
228. William Stewart .....	Ottawa.
229. George Anthony Barber.....	Toronto.

*No. 3.—The Towns.*

230. The Rev. Henry D. Powis .....	Belleville.
231. The Rev. Alexander A. Drummond†.....	Brantford.
232. The Rev. John McMurray .....	Brockville.
233. Benjamin Hayter.....	Cobourg.
234. Charles Poole .....	Cornwall.
235. The Rev. Kenneth Maclellan .....	Dundas.

\* Not reported by the County Clerk (15th November, 1855.)

† Local Superintendent in the Township.

*Towns—Continued.*

<i>Names.</i>	<i>Municipalities.</i>
236. The Rev. Alexander McKid.....	Goderich.
237. Isaac H. Johnson.....	Niagara.
238. William O. Buell.....	Perth.
239. John Edwards .....	Peterborough.
240. George Gillespie, M.D. ....	Picton.
241. The Rev. Jonathan Shortt .....	Port Hope.
242. The Rev. Robert Boyd.....	Prescott.
243. The Rev. Thomas T. Robarts, M.A. ....	St. Catharines.
244. John Gerrie .....	Whitby.

*No. 4.—The Town Municipalities.*

245. John McLeod .....	Amherstburgh.
246. The Rev. John Douse .....	Barrie.
247. Thomas Cross, M. D.....	Chatham.
248. The Rev. Robert Torrance*.....	Guelph.
249. The Rev. George Bell, A.B. ....	Simcoe.
250. The Rev. James Cooper .....	Woodstock.

*No. 5.—The Incorporated Villages.*

251. John Scott, M. D.....	Berlin.
252. William T. Boate* .....	Bowmanville.
253. The Rev. Andrew T. Holmes, A.M.*.....	Brampton.
254. The Rev. James Black.....	Caledonia.
255. The Rev. W. M. Christie*.....	Chippewa.
256. The Rev. James Strang .....	Galt.
257. The Rev. Robert Wallace .....	Ingersoll.
258. The Rev. W. B. Lauder, A.B.....	Napanea.
259. The Rev. Robert H. Thornton*.....	Oshawa.
260. The Rev. David Caw .....	Paris.
261. Otto Klotz .....	Preston.
262. The Rev. Archibald Lampman .....	St. Marys.
263. The Rev. John Fraser.....	St. Thomas.
264. The Rev. John Bell Worrell*.....	Smith's Falls.
265. John Stewart .....	Stratford.
266. William James .....	Thorold.
267. F. J. McGuire .....	Trenton.
268. Simon Newcomb .....	Vienna.
269. S. S. Macdonell, M.A., B.C.L.....	Windsor.
270. The Rev. John Bredin.....	Yorkville.

\* Local Superintendents in the Townships.

## Appendix N.

## DEPARTMENTAL NOTICES TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA.

*No. 1. On Free Public School Libraries.*

The Chief Superintendent of Schools is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required. To give the names of books, without their number, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter, and attested by the Corporate Seal and Signature of the Trustees; or by the Corporate Seal and Signature of the Reeve or Clerk of the Municipality.

*No. 2. On School Maps and Apparatus.*

The Legislature having granted annually (from the commencement of 1855,) a sufficient sum of money to enable this Department to supply Maps and Apparatus (*not text-books*) to Grammar and Common Schools upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, *not less than five dollars*, transmitted, in one sum, to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the Corporate Seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

No apportionment whatever can be made upon a less sum than five dollars; nor can school, or text, books, be supplied on these terms, but when ordered, must be paid for in full, at the catalogue prices.

The prices of the National Maps are: \$3 each: World, \$3,50; of Johnston's large Maps, \$2,38 each; small size, \$1,38 each. The prices of the new Maps of Canada, (with the other Provinces) are: School Map, \$1,12½; Johnston's, \$2,38; the National, \$3. The net cost of these Maps, &c., as explained above, will be half the prices here given. Remittances to the Department (which, in all cases, must be in advance) can be made by means of money orders, or in Registered Letters. Parcels can now be easily sent to the chief towns in Canada, by Express.

EDUCATION OFFICE, Toronto, 25th October, 1855.

REPORT  
ON  
PUBLIC EDUCATION  
IN  
LOWER CANADA,  
FOR  
1854.

OFFICE OF EDUCATION,  
MONTREAL, 3rd May, 1855.

Honorable G. E. Cartier,  
Provincial Secretary, &c., &c.,  
Quebec.

SIR,—In conformity with the 35th section of the Act 9 Vict., c. 27, I have the honor to transmit to you herewith, for the information of His Excellency the Governor General, and of the Houses of Legislature of this Province, my Annual Report on Public Education in Lower Canada for the year 1854.

Circumstances which were beyond my control, and the relation of which would be fruitless, have prevented me from transmitting it till now.

The Report is accompanied by:—

1. A general statistical table, extracted from those transmitted to me by the School Inspectors for the year mentioned;
  2. A table of the School Municipalities which shared in the grant made for that year;
  3. Copies of circular letters addressed by me to the School Commissioners and School Inspectors since the date of my last Report;
  4. Copies and extracts of the Reports of certain Inspectors for the same year.
- The whole humbly submitted.

I have the honor to be,

Sir,

Your obedient servant,

(Signed,)

J. B. MEILLEUR,  
*Superintendent of Education  
for Lower Canada.*



OFFICE OF EDUCATION,

MONTREAL, 28th April, 1855.

Hon. G. E. Cartier,

Provincial Secretary, &amp;c., &amp;c.,

Quebec.

SIR,—I have the honor to transmit to you my Report on Public Education for the year 1854, together with statistical tables which exhibit, with as much exactness as I could attain, its true state at this time.

The general observations which I have heretofore made, on various occasions, in preceding Reports, and the improvements which I have thought it my duty to suggest, rendering it unnecessary to return to this topic, I shall await the action of the Government, remarking by the way that the more speedy such action the better.

The present law was perfectly suitable at the outset, but the time is come when some modification thereof is necessary, in order to give full development to the system, to raise it to a level with the progress which has been made, and to give to public education that elevated character of usefulness and perfection which ought to be the aim of every scheme of national education.

As one means of attaining this end, I must repeat a suggestion contained in my last Report, namely, that a Model School be established in each Municipality containing even a moderate population, and endowed with means of support on a respectable footing. To such a school all the children in the Municipality might resort to complete their training, who had attended the Elementary Schools for two or three years, particularly such as evince some ability. Something like this is now become necessary, if we are desirous of keeping pace with the advance already made, and making a step beyond it.

For want of a Model School in the parish the children will not continue their education, because the parents cannot readily send them to institutions of a superior grade elsewhere. The result of this is, in many cases, the loss of considerable time, and occasionally the impossibility of sending them to such institutions at all.

Now, if they stop short at the point which they have reached in the Elementary Schools, their education will generally be defective; and, on the other hand, we know that the loss of a year is greatly to be deplored.

In that interval the child increases in growth, exceeds the age for attending school, and becomes disqualified to enjoy the advantages of an education which might have rendered him a distinguished citizen, and in every case might have aided to open to him a respectable career in life. As the moral and religious department of education has become matter of discussion, and some have proposed that we should limit our teaching in our schools to the ordinary acquirements of science, without troubling ourselves with religious education, I consider it my duty to protest in this place against the fatal tendency of such a system.

The aim of education is to render men perfect, and to qualify them to fulfil their duties towards God, towards their families, towards society, and towards themselves. Every system of education having a different object would be subversive of the great principles on which society is based, and without which a nation could never become strong, or great, or prosperous.

In support of this assertion I might cite many authorities which should have weight in such a discussion; I shall limit myself to stating the opinion of the celebrated Guizot. These are the words which he used in addressing the French

Chambers while discussing a scheme of primary education for France:—"You have admitted moral and religious instruction as an essential part of primary education; but, Gentlemen, moral and religious instruction is not like a reading lesson or a question in arithmetic, to be gone through at a particular hour, and then laid aside. Moral and religious instruction is a work of all hours and all times. The atmosphere of a school ought to be moral and religious, and this is the only condition on which you can have moral and religious instruction in your schools. Children reach the age when the sciences are to be studied, but in Primary Schools if you lay not a foundation of morality and religion you build upon the sand. Does not the teacher open and close the school with prayer? In teaching the children to read, is it not in the Catechism? In teaching them History, is it not that of Scripture? In a word, religious instruction is mingled with all the proceedings at all hours, in a Primary School. Take heed of a fact which was never so brightly apparent as at this day. Intellectual culture, if accompanied by moral and religious culture, produces ideas of order and of submission to the laws, and becomes the basis of the greatness and prosperity of society. Intellectual culture alone, not so accompanied, produces principles of insubordination and disorder, and endangers the social compact."

As may be seen by what precedes, in the opinion of M. Guizot, every system of national education ought to be, above all, moral and religious, and without this we could not have a well-ordered society. But I must return to my subject.

I am happy in being able to record in this Report an increase more perceptible than at any time past in the number of schools and the branches of education taught.

The number of good schools is increased to a considerable extent. This will be perceived by a glance at the extracts from the Reports of the Inspectors, here subjoined.

This is a proof that the present system of instruction daily becomes more popular, and that the people—far from opposing—are now ready to co-operate in any system calculated to extend primary education, and to render it as extensively useful as possible.

The law is now in full operation everywhere, save in a few new and poor localities, and even these are generally not long in existence before invoking the influence of the school law.

I have nevertheless with regret to notice as an exception the parish of Yamaska. That parish still continues to resist in a factious manner all my efforts, as well as those of the Inspector and of a certain number of good citizens resident there, to bring the law into operation.

This obstinate determination to remain in darkness, while all around is beaming with light, deserves to be put on record. It may be that the shame of finding themselves thus behind the rest of the world may rouse them from their present apathy, and put an end at last to their resistance to a law the end and aim of which is the improvement of the lot of the laboring class.

The following comparative table shows the progress which has been made in all quarters in the course of the twelve months under the influence of the school law:—

COMPARATIVE TABLE OF THE PROGRESS MADE.

	In 1853.	In 1854.	Increase in 1854.
Number of Educational Institutions of all kinds .....	2,352	2,571	219
Total number of Scholars.....	108,284	119,737	11,453
Number of Elementary Schools .....	2,114	2,352	238
“ Scholars .....	92,275	97,310	5,036
“ Model Schools .....	67	154	87
“ Scholars .....	3,524	6,747	3,223
“ Superior Schools for Girls .....	53	67	14
“ Scholars .....	3,041	3,170	39
“ Convents teaching .....	44	46	2
“ Scholars .....	2,786	6,104	3,318
“ Academies .....	19	22	4
“ Scholars .....	1,169	1,272	103
“ Colleges .....	14	16	2
“ Scholars .....	2,110	2,515	415
“ “ studying Simple Arithmetic.....	18,281	22,897	4,616
“ “ “ Compound “ .....	12,443	18,072	5,625
“ “ “ the French Grammar.....	15,353	17,862	2,499
“ “ “ English “ .....	7,066	7,097	31
“ “ “ Geography .....	12,185	13,326	1,641

I shall not carry this comparison further. The preceding is sufficient to furnish satisfactory proof of the progress made in 1854.

It should likewise be remarked that the latter part of these statistics do not include the pupils in the Colleges and Academies in which English and French grammar are taught together, with arithmetic in all its branches, and book-keeping by single and double entry. These statistics relate merely to the schools which are under the control of the Commissioners.

Taking together, the 2515 pupils attending the Colleges, those of the Academies, 1272, and those of Model Schools, 6747, we have a total of 10,534 young persons receiving an education which may be accounted liberal, and which we certainly cannot refuse to recognise as a useful one. This, out of a population of 900,000 souls, gives nearly one in eighty-eight, and, taking it to consist equally of males and females, one in forty-four receiving a perfect education.

The Convents or Superior Schools for girls contain in all 9274 pupils; thus showing a proportion of young girls receiving a perfect education rather below that of the boys.

Add to this a moiety of the Elementary Schools, which are so well conducted as almost to rank with Model Schools, of which fact the proof is found in the extracts from the Reports of the Inspectors already cited, and we have an idea of the real state of public education in this part of the Province.

This statement, considered in its details, is most satisfactory, and, in this respect, we may advantageously undergo a comparison with any other country in which public education has been carried on systematically, and in a way suited to the necessity of the case. Now, I do not mean by education suited to the necessities of the people that degree of it which consists in the perfect acquirement of the sciences constituting the more recondite studies, much of which is unnecessary in active life, and the remainder is often but a visionary speculation.

The people would not be generally disposed to sacrifice for such a purpose all the time which their children would require to attain this lofty eminence, and even if they were, the means of realizing it are wanting. The people are ever studious of present advantages, and prefer the useful to all things.

The instruction prescribed in Model Schools by the 50th section of the Act 9 Vic., cap. 27, may strictly satisfy the wants of the popular class, whose children, highly gifted in point of ability, and evincing a marked taste for the recondite branches of study, may additionally attend superior literary institutions.

Thus, with the progress that we make every year, we may hope to be able to satisfy the real wants of the people.

It is not, however, my intention in saying this, to assert that we have arrived at such a state of perfection that we need only to allow things to take their course; nor do I intend to limit our youth generally to the low grade of education mentioned. There must be—there will always be—superior spirits who, in this respect, will be exceptions.

All that I mean, then, is that we are in the way to progress, and that our best course is an onward one, to which we must hold without deviating, amending every day what experience has shown to be defective in our present system, preserving the basis untouched.

I know better than any one that we have still much to do. There are still, unfortunately, too many children destitute of the advantages of education, either through the apathy of parents, or because they need their services, or for other reasons undeclared. We shall have but half performed our task as long as we are unable to assert that every child in the country shares the blessings of a solid, moral, and Christian education.

We must still increase the number of our Superior Schools, and give a higher character to our Elementary Schools. We cannot do this without improving the condition of the teacher. It is necessary, by means of some institution to be established for the purpose, in which he would receive normal instruction, to enable him to qualify himself for the high mission which he is called upon to fulfil.

Even when so instructed it will still be necessary to train him in the methods of teaching which experience has shown to be most advantageous.

Those who would devote themselves to the education of youth, undergoing a special and uniform training in such an institution, will afterwards contribute to introduce into the schools a greater degree of uniformity, and will thus facilitate the progress of the pupils.

Under a uniform system of instruction the school changing its master will not be altered in system, and the pupil will not be condemned to lose whole months in learning the plans of his new master. We must also necessarily enable the teacher to fill his proper place in society. If by an inferior remuneration we place him below the mechanic we cannot expect that a man of any literary capacity will devote himself to an employment which promises but the barest livelihood, and destitution if age or accident should compel him to intermit his labors even for a time.

To succeed in placing the teacher in a suitable position by giving him a salary which would permit him to take his proper place in society, the people must necessarily be aided by the Government increasing the annual grant in proportion to the increase of population, and the greater increase of the cost of all the necessaries of life.

The prosperous state of their finances enables the Government to do this liberally, and it must be done if we do not wish to go back and to lose the fruit of all the labor and the efforts which have been lavished on the education of the people to this day.

Meanwhile, to give a better idea of the means of instruction enjoyed by the youth of Canada, I subjoin to this Report historical sketches of the Colleges established in Lower Canada, in an abridged form, but the best which I have been able to compile from information generally derived from the School Inspectors.

These scholastic institutions collectively are an object of paramount interest, and give birth to a hope which nothing can repress, nurtured as it is by the remarkable advancement of many of our interesting youth in the sciences and in Christian knowledge; but these alone cannot suffice for the wants of all.

*University of Laval.*

The grant of a Royal charter to this University dates from 1852. It was solemnly inaugurated 21st September, 1854.

This institution is conducted by a Rector, Rev. Mr. Louis J. Casault, who is at the same time Superior of the Seminary of Quebec.

The students attending the Law classes are in number . . . . .	22
Students in medicine . . . . .	16
Pupils of the Higher Seminary . . . . .	38
The College, or Little Seminary . . . . .	320
	396

These two institutions have 28 professors, without reckoning the English and music masters.

This University was founded by the Archbishop of Quebec, and by the gentlemen of the Seminary of Quebec.

*Quebec College.*

The Seminary of Quebec, which founded the College or Little Seminary of Quebec, conducts the studies therein by the services of 21 of its members.

The work to which this important institution is specially devoted being the education of youth, the date of the foundation of the College is supposed to be the same as that of the Seminary of Quebec.

Now, the Seminary of Quebec was founded in 1663 by Mgr. François de Laval de Montmorenci, first Bishop of Quebec. This same Seminary has recently founded the University to which it has given the name of that ecclesiastical dignitary.

The course of studies at the College of Quebec extends over nine years.

The number of pupils attending in 1854 is 320.

The Seminary possesses three libraries, one of which, containing nearly 12,000 volumes, is used exclusively by the members of the Seminary and the professors; the two others, containing several thousand volumes, are for the use, the one of the Higher Seminary, the other of the Little Seminary. It possesses, moreover, a cabinet of natural philosophy, which cost £2500, a laboratory, and the apparatus necessary for a course of chemistry, besides the finest collection of minerals in Canada.

*College of Ste. Anne Lapocatière.*

The College of Ste. Anne was built in 1827 by Mr. C. F. Pinchaud, the *curé* of the parish, out of the income of his living, aided by the unanimous co-operation of his parishioners, and of a considerable number of citizens of the neighbouring parishes, and by the subscriptions of his friends at Quebec and other places. The classes were opened in October 1829.

The corporation inheriting from Mr. Pinchaud built a second wing in 1841, with the body of the edifice occupying the centre part, to form an entire length of 254 feet. The edifice is of stone, and three stories high.

The College of Ste. Anne numbers at present 15 professors, besides the directors and the proctors. The classical form numbers 60 pupils, the French and English preparatory class 90.

All the pupils in the preparatory class learn French and English at the same time, but not Latin.

This institution also possesses a cabinet of natural philosophy, and a library for the use of the pupils.

#### *College of St. Michel.*

The College of St. Michel was founded in 1853, under the auspices of the School Act 9 Vic., cap. 27, by the Rev. Mr. Fortier, the *curé*, and the other School Commissioners of the parish from which it takes its name.

Mr. F. X. Toussaint, one of the present professors, contributed largely to this establishment, which is situated in the County of Bellechasse, District of Quebec.

The College of St. Michel is rather a commercial, industrial and agricultural, than a classical institution. All the branches of education taught in other Colleges are here taught at the same time, but the dead languages are taught only in particular cases, and privately.

The classes are divided into elementary and superior forms.

The number of pupils attending the establishment in 1854 was 130, of whom 70 belonged to the elementary class, and 60 to the upper form. About 100 pupils study English and French together, and with equal attention.

For the reason given above the College of St. Michel is under the control of the School Commissioners, established in virtue of the School Act 9 Vic., cap. 27.

The instruction given in this institution is confided to three professors.

#### *College of Notre Dame de la Victoire.*

The College of Notre Dame de la Victoire was opened on the 15th Sept., 1853. The Rev. Mr. M. Déziel, *Curé* of this new parish, seconded by many of his parishioners, is its founder.

The number of professors is ten.

In 1854 the establishment numbered 197 pupils, namely:—

Boarders .....	95
Day pupils .....	102
Total .....	<u>197</u>

The entire course of study in this institution is spread over five years, and includes the various branches of education.

French and English receive an equal share of attention. Latin is not taught at all.

Industrial, agricultural, and commercial knowledge is inculcated in its most extensive details, and on the largest scale.

The library for the use of the pupils does not yet exceed 235 volumes.

#### *Nicolet College.*

This fine establishment was founded by the Rev. M. Louis Brassard, *Curé* of the parish of the same name.

The number of professors and tutors is 18, that of the students of the upper form 231, of the academical class 25. The students learn English and French together.

This college possesses a library of three or four thousand volumes, a cabinet of natural philosophy, and another of natural history. Spacious grounds are attached to this institution, and the pupils are instructed in practical gardening.

*Montreal College.*

The Seminary of St. Sulpice of Montreal is the proprietor of the College or Little Seminary of Montreal, and the instruction given there is under its auspices.

The Seminary of Montreal was founded by priests of the order of St. Sulpice, who came to the Island of Montreal in 1647, having at their head Gabriel de Quaylus, Abbé of Loc-Dieu.

The company called the Hundred,—so named on account of the number of the members of which it consisted,—were then in possession of the Island of Montreal, in virtue of Letters Patent, and gave it up to the gentlemen of St. Sulpice in 1663. The King confirmed this act of concession in 1677. It was then that the gentlemen of St. Sulpice became Seigniors of the Island of Montreal.

It was in the parish of Long-Point, near Montreal, that Messire Jean Baptiste Curatteau de la Blaiserie, a Sulpician, and *Curé* of that parish, began to receive in his house some pupils, who formed a single Latin class, but the foundation properly called the College or Little Seminary of Montreal dates from 1st October, 1773.

It was in the Château of M. de Vaudreuil, built on the square now called Jacques Cartier Square, and purchased by the *Fabrique* of Montreal, that this establishment was first opened, and the same Mr. Curatteau was its founder and first director. The Château de Vaudreuil having been burnt down in 1803, the College of Montreal was built in 1804 on the spot where it now stands. It was opened to students on the 2nd October, 1806, under the direction of Rev. Mr. Jacques Roques, G. V., a member of the Seminary of Montreal, of happy memory.

The College of Montreal numbers 12 professors, viz.:—one of philosophy; one of the higher mathematics, physics, chemistry, natural history, and astronomy; six of grammar, Greek, Latin and French; two of the English language; one of the lower mathematics; and one the teacher of the Preparatory School.

The number of students attending in 1854 was 186.

No academical class is taught in this institution; the instructions afforded by the Brothers of the Christian Doctrine, in a dependency of the College, render it unnecessary.

The classical lectures are now attended by about 180 students, and those students who attend the classes of grammar and literature learn English and French together.

The college library contains about eight thousand volumes, two thousand of which are for the use of the pupils, the remainder for the professors.

The laboratory, or cabinet of natural philosophy, is very complete. Natural history is well represented, and taught together with the two last-mentioned sciences.

*College of St. Mary.*

The College of St. Mary was founded at Montreal in 1848 by Mgr. Bourget and Rev. F. Martin, and was incorporated in 1852 by Act of the Provincial Parliament.

The Rev. F. Martin, Superior of the Jesuits in Canada, is the Rector of the College.

One hundred and fifty pupils receive a classical education within its walls, under the tuition of a rector, a proctor, and ten professors.

Besides the classical course, which is complete, and is carried out with great strictness, a commercial education is given to such of the pupils as are specially intended for commerce.

All the classes are taught English and French, besides history and elocution.

The Rev. Fathers, to whom the establishment belongs, established in 1851 a course of lectures on Jurisprudence, for the benefit of the legal profession. More than thirty pupils have attended with great benefit the lectures delivered on this science by Maximilian Bibaud, Esquire, Consulting Advocate and Doctor of Laws of the University of St. John of Fordham, near New York.

The patrons of the course of jurisprudence, delivered at St. Mary's College, are Mgr. Bourget, Bishop of Montreal, &c., &c.; Sir L. H. Lafontaine, Chief Justice of Lower Canada; Rev. Father Martin, Rector; Hon. G. E. Cartier, Doctor of Laws, and Provincial Secretary, &c., &c.; Hon. A. N. Morin, Doctor of Laws, one of the Judges of the Superior Court; C. S. Cherrier, Esq., Doctor of Laws, Queen's Counsel, President of the Bar of Montreal.

#### *University of McGill,*

Founded at Montreal about 1840 by means of a bequest made for the purpose by Hon. J. McGill. This institution receives pupils from the High School established in that city.

The visitor is His Excellency the Governor General of the Province of Canada.

It has ten governors, a principal or director, five members or "Fellows," four professors of Jurisprudence, twelve of the Faculty of Medicine, and seven members of the Faculty of Arts.

The number of professors and teachers attached to the High School is six, that of the pupils attending the higher classes, including the students of medicine, is 87. The forms of this school receive, moreover, 180 pupils, of whom 150 learn French, and 170 learn English.

The library attached to this institution does not exceed 200 volumes.

#### *College of St. Hyacinth.*

This magnificent establishment was founded in 1812 by the Rev. Ant. Girouard, at that time *Curé* of St. Hyacinth.

This College numbers 21 professors, who share among them all the branches of education taught in the scholastic institutions most worthy of note.

The number of pupils who attended the College of St. Hyacinth in 1854 was 325, of whom 20 only attended the academic course. Those studying both French and English were to the number of 305.

A library of 7380 volumes is attached to the establishment.

The apparatus of natural philosophy is almost complete, and the natural sciences are the subject of careful instruction.

#### *College of L'Assomption.*

The College of L'Assomption was founded in 1832 by Messire François Labelle, at that time *Curé* of L'Assomption; C. Guillaume Cazeneuve, Esquire, resident physician; and Dr. Meilleur, Superintendent of Education for Lower Canada.

The number of pupils is 121.

The ecclesiastical body is at present composed of a director, a steward, a house-steward, a superintendent of the classes, a professor of theology, and a professor of rhetoric,—all Priests.

There are besides ten tutors who are Ecclesiastics, employed in teaching and the preservation of order. Among them is a professor of English, and a music master.

The course of study continues for seven years.



The three first years are specially devoted to the study of the French, Latin, and English languages. English is afterwards continued throughout the whole course of study. This period is also employed in the study of arithmetic, geography, history of Canada, letter-writing, sacred history, ancient history, mythology, and the history of the Roman Emperors. These three years constitute a course of study apart, which, while it qualifies the students for the superior classes, gives them at the same time practical knowledge, and a nearly complete commercial education.

In the classes of Belles-lettres and rhetoric no pains are spared to develop the intellect of the students. The two last years are devoted to philosophy. In his study of philosophy the pupil receives also notions of architecture. Greek is taught during the last two years.

Besides the Latin course, there is a separate French course, which continues for three years.

As the students, who come nearly all from the country, generally preserve somewhat of their rural habits, it has been thought expedient to cultivate their taste for agriculture by establishing among them a small Agricultural Society. The well-disposed among them will not fail to devote themselves to this branch of industry. A library, consisting of more than a thousand volumes, is devoted to the use of the professors and pupils of this institution.

#### *College of Ste. Thérèse.*

This College was founded by the *Curé* of the parish, Rev. Mr. Ducharme, in 1824. It numbers 148 pupils, who receive a classical education under the direction of a superior, assisted by fifteen professors, Priests and Ecclesiastics.

Like all the superior literary institutions of the country, this establishment possesses a cabinet of natural philosophy, and a considerable library, which is accessible to the students.

Agriculture is taught practically, and some fine farms are attached to the institution for the purpose.

#### *Joliette College.*

Joliette College was founded in 1846 by the late Hon. Barthelemi Joliette. Conducted during the first year by several Ecclesiastics, it was in the following year confided to the community of the *Clercs St. Viateur*, who became its proprietors in 1851.

The course of study pursued in this establishment is both academical and classical, and is so arranged that the pupil attending it either in whole or in part may derive some advantage from it. The first years are employed in the study of the French and English languages, in arithmetic and book-keeping, geography, history, and agriculture,—so that the young student may, after three or four years, without having caused much expense to his parents, enter a counting-house. If he chooses to devote himself to agriculture, he has acquired in the time knowledge sufficient for a farmer. If he is desirous of embracing any of the liberal professions, he is at liberty to complete his course of literature by attending the class of rhetoric, while completing his study of English, history, arithmetic, &c. The student afterwards devotes a year to the study of natural philosophy, chemistry, architecture, mechanics, and Latin, and another to logic, metaphysics, and moral philosophy.

The number of pupils in 1854 was 100.

Twelve professors are employed in this institution, viz. :—a Priest, who is director, two proctors, a music and drawing master, and eight professors.

The library contains 300 volumes.

*College of St. Pierre at Chambly.*

This College was founded in 1825 by the Rev. P. Mignault, *Curé* of Chambly, and was incorporated in 1836.

It is conducted by a director and sub-director, and numbers 11 professors.

The number of pupils is 113, who generally attend the practical classical course of study,—that is to say, English and French for five years, Latin and Greek not being taught till afterwards.

The library consists of 400 volumes.

A fine piece of land is attached to this institution, and agriculture is taught practically.

This institution is entrusted to the care of the *Clercs St. Viateur*, furnished by Joliette College. The course of study is, accordingly, nearly the same in the two institutions.

*Masson College.*

This establishment was founded in 1847, and bears the name of the person to whom it owes its existence. The present buildings of the institution were erected by Mde. Veuve Joseph Masson, Seignioress of Terrebonne. The number of professors is as follows:—three Priests, five Ecclesiastics, and four Laymen.

It was attended in 1854 by 183 pupils.

The matters taught are French and English together to all the pupils, and all the subjects of instruction betokened generally by its title as a College, as also whatever relates to Agriculture, commerce, and manufactures.

The complete course of study, from the elementary class to the highest, occupies five or six years, according to the abilities of the pupil.

For want of sufficient pecuniary means the institution hitherto possesses but a few hundred volumes; but a fine farm is attached to it as a means of practical agricultural instruction.

*Bishop's College.*

This College, which has been in existence only about four years, is established at Lennoxville, a small village in the east, near the town of Sherbrooke, in the District of St. Francis. It was attended in 1854 by about 50 students.

The Principal of this institution having refused to furnish the Inspector of the district with the information which he had prayed for relative thereto, I am not enabled to give more ample statistics concerning it.

*College of Rigaud.*

This College was founded the 12th of August, 1850, under the authority of the School Act 9 Vic., cap. 27, by the Rev. Mr. J. Desautels, *Curé*, and other School Commissioners of the parish the name of which it bears.

Though but of recent date, it is already attended by 100 pupils. It is under the direction of the *Clercs St. Viateur*.

The education given comprises all the branches required for Model Schools, namely, all the knowledge to fill an office requiring neither Greek nor Latin.

English and French are taught at the same time.

For the reason above mentioned the College of Rigaud is under the control of the School Commissioners of the parish where it is situated, in the County of Vaudreuil, District of Montreal.

*College of Laval.*

This College, established in the parish of St. Vincent de Paul, County of Laval, District of Montreal, had scarcely commenced its existence when already 96 students ranged themselves upon its forms, under the superintendence of a superior, a director, and three other persons, all connected with the priesthood.

The education given is entirely commercial and academical.

This institution owes its existence, in a great measure, to the joint efforts of the Rev. Mr. Lavallée, *Curé* of the parish, and of C. Germain, Esq., N. P., School Inspector.

*College of St. Francis.*

Some friends of education, resident principally at the village of Richmond, situated westward of the town of Sherbrooke, have just obtained from the Provincial Parliament a charter to establish under this name a College in which pupils may receive at once both a classical and a commercial education.

The founders of this institution propose to provide the means of giving normal instruction to those young persons who are about to devote themselves to the education of youth.

The College of St. Francis, added to the University of McGill and Bishop's College, will be the third Protestant institution of this kind in operation in Lower Canada. All the others are Catholic, and were founded and are conducted almost invariably by the Catholic Clergy.

*General Remarks.*

The College of Rigaud and that of St. Michel are included as Academies in the general table annexed, as also the number of pupils attending them in 1854, because they were so classed in the tables of the Inspectors.

Now, according to the general acceptation throughout North America, Academies are Institutions in which young persons may complete a practical education by studying the usual fixed sciences, and generally that part of classical education which comprises the humanities. According to that definition, therefore, the education received in the Academies established in this part of the continent of America is neither wholly elementary nor altogether classical.

The young people who attend the Academies are supposed to have prepared themselves for the purpose in Primary Schools, those who attend the Colleges to have prepared themselves in the Academies for the classical course there carried on.

The Primary Schools comprise the Elementary Schools, in which children may learn the rudiments of the usual sciences, and the Model Schools, in which they may receive, in a great measure, the instruction which is preparatory to that received in the Academies. Thus, the children who attend the Model Schools learn English and French grammar, analytically, universal geography, the use of the globes, history, book-keeping, arithmetic in all its branches, geometry and trigonometry, lineal drawing, mensuration or land-surveying, and composition, and especially letter-writing.

Such is the order in which our literary institutions succeed each other such are their respective attributes, and such the instruction which the pupils attending them receive in regular gradation, when the parents, duly impressed with the true interests of their offspring, cause them to seek knowledge by such gradations, and pass through those phases of instruction.

I have inserted as Colleges, among the literary institutions of which I have given a sketch, all those which were so designated by their founders, and which have been generally recognised as such by the Provincial Parliament, although

they do not all furnish to the pupil a complete classical education. I have considered it expedient to make no change in this respect, but, while I admit that all these institutions do really contribute to the best of their ability to the advancement of education in the country, I ought to distinguish the following as forming a superior order among them:—the Universities of Laval and McGill, and the Colleges of Quebec, Montreal, St. Hyacinth, St. Therese, L'Assomption, St. Anne, Nicolet, Bishops' College, and the College of Ste. Marie.

The professors of these establishments impart to the students, with signal success, all the branches of education which constitute a regular and complete classical course.

Some of these institutions are, undoubtedly, entitled to more than a passing notice, for they might bear favorable comparison with the most celebrated literary institutions of Europe, but the position which I must assume in order to do full justice to the subject is no part of my undertaking.

In these eleven literary institutions, of a character essentially classical and religious, the sciences and arts are sedulously cultivated; and, for the purpose of meeting especially the requirements of the industrial and commercial classes, a practical course of instruction is afforded, either separately or in combination, suitable to the age, the abilities, and the progress of the students. The College of St. Anne is most remarkable in this respect.

In all these establishments, as also in the seven other institutions of which a sketch has been traced above, the French and English languages are taught at the same time, as also geography, arithmetic, and book-keeping,—so that, notwithstanding the want of a larger number of Model Schools and Academies, in which our youth may obtain practical instruction preparatory for a classical course, they are already amply provided in both respects.

In proportion to the amount of our population we have a sufficient number of classical institutions properly so called, but we require a certain number of institutions of a middle character between the Primary School and the College. Model Schools, particularly, should both be more numerous and receive better encouragement than at present.

A special grant in favor of Model Schools would be the most eligible method of ensuring their establishment in numbers proportioned to our wants, and to their usefulness.

A certain degree of independence is necessary to the existence and the working of Model Schools,—that is to say, they ought not to depend either on the caprice of rate-payers or on the establishment of the Elementary Schools, or their condition; but I am of opinion that children should not be admitted to the Model Schools who had not previously learned in the Elementary Schools the rudiments of the common sciences, as the same are designated in the 10th paragraph of the 50th section of the Act 9 Vic, cap. 27.

Moreover, I am still of opinion that the course of instruction to be pursued in the Model Schools should not exceed the programme relating thereto, in the same paragraph of the section cited above;—first, because the thing would be nearly useless for popular education; and again, because if it did so exceed it would be difficult to reduce it to practice. The services of men of ability and zeal could not very easily be procured in sufficient number, and if they could, their efforts would be often paralysed by the confusion produced in the work of instruction by too many branches to be taught at once. Such confusion would be increased in the Model Schools by the promiscuous admission of children not sufficiently prepared beforehand in the Elementary Schools.

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Now, confusion in schools, from whatever cause arising, always ends by impeding the progress of the children. I must, therefore, recommend that every thing which may tend to introduce confusion into our schools be carefully avoided. The whole, however, humbly submitted.

I have the honor to be,

Sir,

Your obedient servant,

(Signed,) J. B. MEILLEUR,  
Superintendent of Education for Lower Canada.

## **STATISTICAL TABLES.**



## INSPECTORSHIP OF REV. W. A. ADAMSON.

TABLE I.—Government Grant for the periods mentioned below.

## CITY OF QUEBEC.—Protestants.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
Grand Totals.....£	£ s. d. 105 10 9	£ s. d. 105 10 9	£ s. d. 105 10 9	£ s. d. .....

## INSPECTORSHIP OF J. N. A. ARCHAMBAULT, Esq.

## COUNTY OF CHAMBLY.

Chambly.....	68 3 5	68 3 5	68 3 5	68 3 5
St. Jean.....	81 15 8	81 15 8	81 15 8	81 15 8
Blairfindie.....	45 8 6	45 8 6	45 8 6	45 8 6
St. Luc.....	20 11 4	20 11 4	20 11 4	20 11 4
St. Bruno.....	32 0 6	32 0 6	32 0 6	32 0 6
Boucherville.....	48 0 7	48 0 7	48 0 7	48 0 7
Longueuil.....	74 15 8	74 15 8	74 15 8	74 15 8
Totals.....£	370 15 8	370 15 8	370 15 8	370 15 8

## COUNTY OF VERCHÈRES.

Varenes.....	57 6 8	57 6 8	57 6 8	57 6 8
Verchères.....	58 4 5	58 4 5	58 4 5	58 4 5
Contrecoeur.....	37 6 6	37 6 6	37 6 6	37 6 6
St. Antoine.....	31 0 4	31 0 4	31 0 4	31 0 4
St. Marc.....	21 12 5	21 12 5	21 12 5	21-12-5
Belœil.....	39 2 7	39 2 7	39 2 7	39 2 7
Ste. Julie.....	22 1 10	22 1 10	22 1 10	22 1 10
Totals.....£	261 14 9	261 14 9	261 14 9	261 14 9



INSPECTORSHIP OF J. N. A. ARCHAMBAULT, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF CHAMBLY.

	SUMS ALLOTTED.		SUMS GRANTED	
	1st part, 1854.	2nd part, 1854.	1st part 1854.	2nd part, 1854.
Forward.....	£ s. d. 370 15 8	£ s. d. 370 15 8	£ s. d. 370 15 8	£ s. d. 370 15 8

## COUNTY OF VERCHÈRES.

Forward.....	261 14 9	261 14 9	261 14 9	261 14 9
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## COUNTY OF RICHELIEU.

St. Charles.....	28 4 9	28 4 9	28 4 9	28 4 9
St. Denis.....	56 12 10	56 12 10	56 12 10	56 12 10
St. Ours.....	58 1 10	58 1 10	58 1 10	58 1 10
St. Jude.....	28 13 10	28 13 10	28 13 10	28 13 10
St. Barnabé.....	24 12 8	24 12 8	24 12 8	24 12 8
St. Aimé.....	55 16 5	55 16 5	55 16 5	55 16 5
St. Marcel.....	19 1 4	19 1 4	19 1 4	19 1 4
Ste. Victoire.....	36 10 1	36 10 1	36 10 1	36 10 1
Sorel.....	68 18 4	68 18 4	68 18 4	68 18 4
Do. Borough.....	51 12 11	51 12 11	51 12 11	51 12 11
Do. Dissident.....	7 16 10	7 16 10	7 16 10	7 16 10
Totals.....£	436 1 5	436 1 5	436 1 5	436 1 5
Grand Totals.....£	1068 11 10	1068 11 10	1068 11 10	1068 11 10

INSPECTORSHIP OF P. M. BARDY, Esq.

## COUNTY OF PORTNEUF.

Ancienne Lorette.....	46 12 0	46 12 0	46 12 0	46 12 0
St. Augustin.....	28 4 2	28 4 2	28 4 2	28 4 2
St. Basile.....	12 9 2	12 9 2	12 9 2	12 9 2
Cap Rouge.....	8 1 7	8 1 7	8 1 7	8 1 7
Cap Santé.....	60 6 10	60 6 10	60 6 10	60 6 10
Ste. Catherine.....	31 2 1	31 2 1	.....	.....
St. Casimir.....	19 0 5	19 0 5	19 0 5	19 0 5
Deschambault.....	49 8 2	49 8 2	49 8 2	49 8 2
Eoureuils.....	9 18 6	9 18 6	9 18 6	9 18 6
Grondines.....	25 10 7	25 10 7	25 10 7	25 10 7
Pointe aux Trembles.....	36 2 1	36 2 1	36 2 1	36 2 1
St. Raymond.....	29 11 6	29 11 6	29 11 6	29 11 6
Totals.....£	356 2 1	356 2 1	325 0 0	325 0 0

## INSPECTORSHIP OF P. M. BARDY, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF PORTNEUF.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
Forward.....	£ s. d. 356 2 1	£ s. d. 356 2 1	£ s. d. 325 0 0	£ s. d. 325 0 0

## COUNTY OF QUEBEC.

St. Ambroise.....	44 15 0	44 15 0	44 15 0	44 15 0
Beauport.....	41 6 3	41 6 3	41 6 3	41 6 3
Charlesbourg.....	35 17 3	35 17 3	35 17 3	35 17 3
Cité, Catholique.....	381 4 6	381 4 6	381 4 6	381 4 6
St. Dunstan.....	6 16 8	6 16 8	6 16 8	6 16 8
Ste. Foye.....	37 12 1	37 12 1	37 12 1	37 12 1
St. Roch.....	67 10 11	67 10 11	67 10 11	67 10 11
Stadacona.....	52 10 2	52 10 2	.....	.....
Stoneham.....	8 7 11	8 7 11	8 7 11	.....
Valcartier.....	24 6 0	24 6 0	.....	.....
Totals.....£	700 6 9	700 6 9	628 10 7	615 2 8

## COUNTY OF MONTMORENCY.

St. Laurent.....	15 5 5	15 5 5	15 5 5	15 5 5
St. Jean.....	22 1 6	22 1 6	22 1 6	22 1 6
St. François.....	9 1 10	9 1 10	9 1 10	9 1 10
Ste. Famille.....	14 16 0	14 16 0	14 16 0	14 16 0
Ange Gardien.....	14 8 9	14 8 9	14 8 9	14 8 9
Château Richer.....	21 14 11	21 14 11	21 14 11	21 14 11
Ste. Anne.....	16 17 4	16 17 4	16 17 4	16 17 4
St. Joachim.....	18 11 9	18 11 9	18 11 9	18 11 9
St. Féréol.....	11 12 6	11 12 6	.....	.....
Laval.....	6 19 5	6 19 5	.....	.....
Totals.....£	151 9 5	151 9 5	132 17 6	132 17 6
Grand Totals.....£	1207 18 3	1207 18 3	1081 8 1	1081 8 1

INSPECTORSHIP OF P. F. BELAND, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF DORCHESTER.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Nicholas.....	47 5 0	47 5 0	47 5 0	47 5 0
Pointe Lévi.....	34 7 8	34 7 8	34 7 8	34 7 8
St. Jean Chrysostôme.....	49 17 2	49 17 2	49 17 2	49 17 2
St. Henri.....	53 6 7	53 6 7	53 6 7	53 6 7
St. Anselme.....	52 10 3	52 10 3	52 10 3	52 10 3
Ste. Claire.....	41 10 8	41 10 8	41 10 8	41 10 8
St. Isidore.....	37 12 0	37 12 0	37 12 0	37 12 0
St. Bernard.....	25 3 8	25 3 8	25 3 8	25 3 8
Ste. Marie.....	56 13 11	56 13 11	56 13 11	56 13 11
St. Joseph.....	44 11 7	44 11 7	44 11 7	44 11 7
St. Frédéric.....	20 9 11	20 9 11	20 9 11	20 9 11
St. Elzéar.....	41 2 1	41 2 1	41 2 1	41 2 1
St. François.....	49 18 10	49 18 10	49 18 10	49 18 10
Aubert Gallion.....	24 5 0	24 5 0	24 5 0	24 5 0
Ste. Marguerite.....	24 19 9	24 19 9	24 19 9	24 19 9
St. Hénédine.....	17 17 6	17 17 6	17 17 6	17 17 6
Metschermet.....	7 12 0	7 12 0	7 12 0	7 12 0
Ville d'Aubigay.....	16 17 11	16 17 11	16 17 11	16 17 11
Notre Dame de la Victoire.....	59 16 0	59 16 0	59 16 0	59 16 0
St. Lambert.....	15 14 11	15 14 11	15 14 11	15 14 11
Totals.....	£ 721 10 5	721 10 5	721 10 5	721 10 5

## COUNTY OF LOTBINIERE.

St. Jean Deschaillons.....	30 11 0	30 11 0	30 11 0	30 11 0
Lotbinière.....	62 3 2	62 3 2	62 3 2	62 3 2
Ste. Croix.....	38 0 8	38 0 8	38 0 8	38 0 8
St. Flavien.....	9 18 2	9 18 2	9 18 2	9 18 2
St. Antoine.....	55 8 11	55 8 11	55 8 11	55 8 11
St. Gilles.....	18 9 0	18 9 0	18 9 0	18 9 0
Ste. Agathe.....	9 2 2	9 2 2	9 2 2	9 2 2
St. Sylvestre.....	64 17 1	64 17 1	64 17 1	64 17 1
Totals.....	£ 288 10 2	288 10 2	288 10 2	288 10 2
Grand Totals.....	£ 1010 0 7	1010 0 7	1010 0 7	1010 0 7

INSPECTORSHIP OF G. A. BOURGEOIS, Esq.

TABLE I.—Government Grant, &c.—(Continuation.)

COUNTY OF DRUMMOND.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Upton.....	29 7 4	29 7 4	29 7 4	29 7 4
Grantham.....	33 8 11	33 8 11	33 8 11	33 8 11
Acton.....	7 8 6	7 8 6	7 8 6	7 8 6
Aston.....	3 14 8	3 14 8	3 14 8	3 14 8
St. Christopher.....	15 17 5	15 17 5	15 17 5	15 17 5
St. Norbert.....	20 17 2	20 17 2	20 17 2	20 17 2
Stanfold.....	24 13 3	24 13 3	24 13 3	24 13 3
Wickham.....	10 0 2	10 0 2	10 0 2	10 0 2
Grand Totals.....£	145 7 5	145 7 5	145 7 5	145 7 5

INSPECTORSHIP OF JOHN BRUCE, Esq.

COUNTY OF BEAUHARNOIS.

Huntingdon.....	11 16 8	11 16 8	11 16 8	11 16 8
Ormsdown.....	57 19 4	57 19 4	57 19 4	57 19 4
Godmanchester.....	36 10 1	36 10 1	36 10 1	.....
Elgin.....	19 6 4	19 6 4	19 6 4	19 6 4
Dundee.....	17 2 7	17 2 7	17 2 7	17 2 7
St. Anicet.....	44 11 10	44 11 10	44 11 10	44 13 10
Hinchinbrooke.....	46 3 6	46 3 6	46 3 6	46 1 6
St. Jean Chrysostome.....	63 10 4	63 10 4	63 10 4	63 10 4
Hemmingford.....	69 18 6	69 18 6	69 18 6	69 18 6
Totals.....£	366 19 2	366 19 2	366 19 2	380 9 1

COUNTY OF TWO MOUNTAINS.

Argenteuil.....	40 8 7	40 8 7	40 8 7	40 8 7
Jérusalem.....	36 18 5	36 18 5	36 18 5	36 18 5
Gore.....	26 7 7	26 7 7	26 7 7	26 7 7
Chatham.....	55 0 7	55 0 7	55 0 7	55 0 7
Grenville.....	39 5 3	39 5 3	.....	.....
Totals.....£	198 0 5	198 0 5	158 15 2	158 15 2
City of Montréal—Protestants.....£	70 11 8	70 11 8	70 11 8	70 11 8
Grand Totals.....£	635 11 3	635 11 5	596 6 0	559 15 11

## INSPECTORSHIP OF G. CHAGNON, Esq.

TABLE 1.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF BERTHIER.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ile du Pads.....	18 17 3	18 17 3	18 17 3	18 17 3
St. Barthélemi.....	39 16 5	39 16 5	39 16 5	39 16 5
St. Cuthbert.....	48 1 8	48 1 8	48 1 8	48 1 8
Berthier.....	44 3 2	44 3 2	44 3 2	44 3 2
Do. Village.....	23 2 0	23 2 0	23 2 0	23 2 0
Lanoraie.....	34 19 2	34 19 2	34 19 2	34 19 2
Lavaltrie.....	23 15 7	23 15 7	23 15 7	23 15 7
St. Paul.....	38 12 1	38 12 1	38 12 1	38 12 1
Industrie.....	44 13 3	44 13 3	44 13 3	44 13 3
St. Thomas.....	35 1 11	35 1 11	35 1 11	35 1 11
Ste. Elizabeth.....	59 12 7	59 12 7	59 12 7	59 12 7
St. Felix de Valois.....	35 0 7	35 0 7	35 0 7	35 0 7
St. Jean de Matha.....	11 10 10	11 10 10	11 10 10	11 10 10
St. Gabriel de Brandon.....	33 12 1	33 12 1	33 12 1	33 12 1
St. Norbert.....	18 10 4	18 10 4	18 10 4	18 10 4
St. Ambroise.....	39 10 2	39 10 2	39 10 2	39 10 2
St. Alphonse.....	19 12 3	19 12 3	19 12 3	19 12 3
Ste. Mélanie d'Aillebout.....	30 8 2	30 8 2	30 8 2	30 8 2
Totals.....£	598 19 6	598 19 6	598 19 6	598 19 6

## COUNTY OF LEINSTER.

St. Sulpice.....	17 12 3	17 12 3	17 12 3	17 12 3
Repentigny.....	32 13 4	32 13 4	32 13 4	32 13 4
Lachenaie.....	17 4 3	17 4 3	17 4 3	17 4 3
Masouche.....	52 13 4	52 13 4	52 13 4	52 13 4
St. Lin.....	51 8 4	51 8 4	51 8 4	51 8 4
St. Esprit.....	34 8 5	34 8 5	34 8 5	34 8 5
L'Assomption.....	49 2 6	49 2 6	49 2 6	49 2 6
Do. Village.....	23 15 6	23 15 6	23 15 6	23 15 6
St. Jacques.....	65 17 3	65 17 3	65 17 3	65 17 3
St. Lignori.....	19 9 5	19 9 5	19 9 5	19 9 5
St. Alexis.....	24 18 6	24 18 6	24 18 6	24 18 6
St. Roch.....	48 13 10	48 13 10	48 13 10	48 13 10
Kilkenny.....	20 15 10	20 15 10	20 15 10	20 15 10
Ste. Julienne.....	13 6 6	13 6 6	13 6 6	13 6 6
Rawdon.....	46 12 7	46 12 7	46 12 7	46 12 7
Totals.....£	518 11 10	518 11 10	518 11 10	518 11 10
Grand Totals.....£	1117 11 4	1117 11 4	1117 11 4	1117 11 4

## INSPECTORSHIP OF M. CHILD, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF STANSTEAD.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stanstead.....	79 6 7	79 6 7	79 6 7	79 6 7
Barnston.....	43 6 2	43 6 2	43 6 2	43 6 2
Hatley.....	35 0 2	35 0 2	35 0 2	35 0 2
Magog.....	13 2 8	13 2 8	13 2 8	13 2 8
Barford.....	7 9 6	7 9 6	7 9 6	7 9 6
Totals.....£	178 5 1	178 5 1	178 5 1	178 5 1

## COUNTY OF SHERBROOKE.

Ascot.....	84 3 11	84 3 11	84 3 11	84 3 11
Eaton.....	32 0 6	32 0 6	32 0 6	32 0 6
Bury.....	27 13 4	27 13 4	27 13 4	27 13 4
Brompton.....	13 0 11	13 0 11	13 0 11	13 0 11
Windsor.....	10 5 9	10 5 9	10 5 9	10 5 9
Compton.....	47 5 8	47 5 8	47 5 8	47 5 8
Hereford.....	6 5 11	6 5 11	6 5 11	6 5 11
Dudswell.....	11 3 9	11 3 9	11 3 9	11 3 9
Melbourne.....	35 0 0ff	35 0 11	35 0 11	35 0 11
Shipton.....	57 1 6	57 1 6	57 1 6	57 1 6
Clifton.....	6 12 10	6 12 10	6 12 10	6 12 10
Totals.....£	330 15 0	330 15 0	330 15 0	244 16 0

## COUNTY OF DRUMMOND.

Kingsey.....	40 16 6	40 16 6	40 16 6	46 16 6
Durham No. 1 .....	28 12 8	28 12 8	28 12 8	28 12 8
Do. No. 2 .....	9 14 11	9 14 11	9 14 11	9 14 11
Tingwick.....	7 1 6	7 1 6	7 1 6	7 1 6
Totals.....£	86 5 7	86 5 7	86 5 7	86 5 7
Grand Totals.....£	595 5 8	595 5 8	595 5 8	509 6 8

## INSPECTORSHIP OF C. CIMON, Esq.

TABLE I.— Government Grant, &amp;c.—(Continuation.)

## COUNTY OF SAGUENAY.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Escoumins.....	12 8 6	12 8 6	.....	12 8 6
St. Fidèle.....	16 5 3	16 5 3	16 5 3	.....
Malbaie.....	46 2 1	46 2 1	46 2 1	46 2 1
Ste. Agnès.....	22 4 8	22 4 8	.....	.....
St. Irénée.....	19 0 1	19 0 1	19 0 1	19 0 1
Eboulemens.....	36 12 6	36 12 6	36 12 6	36 12 6
Ile aux Coudres.....	12 10 7	12 10 7	12 10 7	12 10 7
Baie St. Paul.....	55 6 5	55 6 5	55 6 6	.....
St. Urbain.....	12 14 0	12 14 0	12 14 0	12 14 0
Petite Rivière.....	10 0 7	10 0 7	10 0 7	.....
Grand Totals.....£	243 4 8	243 4 8	208 11 7	139 7 9

## INSPECTORSHIP OF A. P. L. CONSIGNY, Esq.

## COUNTY OF ST. HYACINTH.

	9 2 2	9 2 2	9 2 2	9 2 2
Abbotsford.....	9 2 2	9 2 2	9 2 2	9 2 2
St. Césaire.....	84 10 6	84 10 6	84 10 6	84 10 6
Ange-Gardien.....	25 8 11	25 8 11	25 8 11	25 8 11
St. Damase.....	48 7 3	48 7 3	48 7 3	48 7 3
St. Dominique.....	34 14 8	34 14 8	34 14 8	34 14 8
St. Hugues.....	51 19 1	51 19 1	51 19 1	51 19 1
St. Hyacinth.....	57 11 3	57 11 3	57 11 3	57 11 3
Do. (Town).....	55 9 11	55 9 11	55 9 11	55 9 11
St. Pie.....	70 9 3	70 9 3	70 9 3	70 9 3
Ste. Rosalie.....	33 0 3	33 0 3	33 0 3	33 0 3
St. Simon.....	31 0 4	31 0 4	31 0 4	31 0 4
La Présentation.....	30 10 3	30 10 3	30 10 3	30 10 3
Soroba.....	8 12 9	8 12 9	8 12 9	8 12 9
Totals.....£	540 16 7	540 16 7	540 16 7	540 16 7

## COUNTY OF ROUVILLE.

	28 11 5	28 11 5	28 11 5	28 11 5
Ste. Brigitte.....	28 11 5	28 11 5	28 11 5	28 11 5
St. Grégoire.....	47 15 9	47 15 9	47 15 9	47 15 9
St. Jean-Baptiste.....	37 18 6	37 18 6	37 18 6	37 18 6
St. Mathias.....	31 1 0	31 1 0	31 1 0	31 1 0
Ste. Marie.....	69 19 6	69 19 6	69 19 6	69 19 6
Rouville.....	26 8 8	26 8 8	26 8 8	26 8 8
Totals.....£	241 14 10	241 14 10	241 14 10	241 14 10
Grand Totals.....£	782 11 5	782 11 5	782 11 5	782 11 5

## INSPECTORSHIP OF JEAN CRÉPAULT, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF BELLECHASSE.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Beaumont.....				
St. Michel.....	26 18 8	26 18 8	26 18 8	
Do. Village.....	19 13 9	19 13 9	26 18 8	
St. Vallier.....	33 5 10	33 5 10	33 5 10	33 5 10
Berthier.....	21 4 10	21 4 10	21 4 10	21 4 10
St. François.....	29 19 6	29 19 6		
St. Charles.....	40 2 7	40 2 7	40 2 7	40 2 7
St. Gervais.....	54 8 9	54 8 9	54 8 9	54 8 9
St. Raphaël.....	14 11 2	14 11 2	14 11 2	14 11 2
St. Lazare.....	29 10 6	29 10 6	29 10 6	
Totals..... £	269 5 7	269 5 7	239 6 1	168 13 2

## COUNTY OF L'ISLET.

St. Pierre.....	25 14 9	25 14 9	25 14 9	25 14 9
St. Thomas.....	73 4 5	73 4 5	73 4 5	73 4 5
L'Islet.....	63 10 4	63 10 4	63 10 4	63 10 4
Isle aux Grues.....	10 16 11	10 16 11	10 16 11	10 16 11
Cap St. Ignace.....	47 9 10	47 9 10	47 9 10	47 9 10
St. Cyrille.....	7 16 5	7 16 5	7 16 5	
St. Jean Port Joli.....	60 14 9	60 14 9		
St. Roch des Aulnets.....	51 19 5	51 19 5	51 19 5	51 19 5
Totals..... £	341 6 10	341 6 10	280 12 1	272 15 8
Grand Totals..... £	610 12 5	610 12 5	519 18 2	436 8 10



## INSPECTORSHIP OF CÉSAIRE GERMAIN, Esc.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF TERREBONNE.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
St. Anne.....	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. François de Sales.....	28 4 5	28 4 5	28 4 5	28 4 5
St. Vincent de Paul.....	17 2 2	17 2 2	17 2 2	17 2 2
St. Rose.....	41 9 0	41 9 0	41 9 0	41 9 0
Do. No. 1 and 2.....	29 8 11	29 8 11	29 8 11	29 8 11
St. Martin, Village.....	22 3 6	22 3 6	22 3 6	22 3 6
Do. Bord de l'eau.....	18 16 11	16 16 11	18 16 11	16 16 11
Do. Upper.....	5 15 1	5 15 1	5 15 1	5 15 1
Do. Lower.....	6 19 4	6 19 4	6 19 4	6 19 4
Bas de St. Martin.....	7 6 10	7 6 10	7 6 10	7 6 10
Côte St. Elzéar.....	5 9 7	5 9 7	5 9 7	5 9 7
Côte St. Antoine.....	7 17 9	7 17 9	7 17 9	7 17 9
Haut de St. Martin.....	5 18 9	5 18 9	5 18 9	5 18 9
St. Janvier.....	9 8 7	9 8 7	9 8 7	9 8 7
Do. No. 2.....	12 14 1	12 14 1	12 14 1	12 14 1
Do. Village.....	4 16 2	4 16 2	4 16 2	4 16 2
Lacorne.....	9 6 8	9 6 8	9 6 8	9 6 8
St. Thérèse, Village.....	25 7 10	25 7 10	25 7 10	25 7 10
Haut de do.....	23 10 11	23 10 11	23 10 11	23 10 11
Nord de do.....	5 18 6	5 18 6	5 18 6	5 18 6
Sud de do.....	5 9 2	5 9 2	5 9 2	5 9 2
St. Thérèse, Bas de do.....	4 10 0	4 10 0	4 10 0	4 10 0
Do. Rivière Cachée.....	7 0 9	7 0 9	7 0 9	7 0 9
Do. do. Dissentient.....	2 18 1	2 18 1	2 18 1	2 18 1
St. Jérôme.....	3 4 8	3 4 8	3 4 8	3 4 8
Do. No. 4.....	83 1 1	83 1 1	83 1 1	83 1 1
Terrebonne.....	14 15 0	14 15 0	14 15 0	14 15 0
St. Angélique, Mille Isles.....	37 0 1	37 0 1	37 0 1	37 0 1
Totals.....	8 12 11	8 12 11	8 12 11	8 12 11
	£ 452 1 9	£ 452 1 9	£ 452 1 9	£ 452 1 9

## COUNTY OF TWO MOUNTAINS.

St. Eustache.....	83 0 3	83 0 3	83 0 3	83 0 3
St. Placide.....	21 8 0	21 8 0	21 8 0	21 8 0
Isle Bizard, North.....	5 18 4	5 18 4	5 18 4	5 18 4
Do. South.....	10 17 5	10 17 5	10 17 5	10 17 5
St. Augustin.....	39 19 8	39 19 8	39 19 8	39 19 8
St. Scholastique.....	76 11 9	76 11 9	76 11 9	76 11 9
Côte Ste. Marie.....	6 2 7	6 2 7	6 2 7	6 2 7
St. Columban.....	15 9 1	15 9 3	.....	.....
St. Hermas.....	80 13 1	80 1 11	80 1 11	80 1 11
St. Benoit.....	46 5 7	46 5 7	46 5 7	46 5 7
Totals.....	£ 335 9 9	£ 335 9 9	£ 320 0 6	£ 320 0 6
Grand Totals.....	£ 787 11 4	£ 787 11 4	£ 772 2 3	£ 772 2 3

## INSPECTORSHIP OF P. HUBERT, Esq.

## TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF ST. MAURICE.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
Three Rivers.....	£ 86 2 9	£ 86 2 9	£ 86 2 9	£ 89 2 9
Banlieue.....	19 5 3	19 5 3	19 5 3	19 5 3
Pointe du Lac.....	28 5 1	28 5 1	28 5 1	28 5 1
Yamachiche.....	55 3 3	55 3 3	55 3 3	55 3 3
Rivière du Loup.....	53 7 2	53 7 2	53 7 2	53 7 2
Maskinongé.....	67 17 0	67 17 0	67 17 0	67 17 0
Ste. Ursule.....	36 0 0	36 0 0	36 0 0	36 0 0
Dumontier.....	47 0 1	47 0 1	47 0 1	47 0 1
St. Paulin.....	13 15 2	13 15 2	13 15 2	13 15 2
St. Sévère.....	17 6 0	17 6 0	17 6 0	17 6 0
St. Didace.....	12 7 9	12 7 9	12 7 9	12 7 9
Gâtineau.....	26 6 2	26 6 2	26 6 2	26 6 2
Fief St. Maurice.....	16 5 6	16 5 6	16 5 6	16 5 6
Totals.....£	479 1 2	479 1 2	479 1 2	479 1 2

## COUNTY OF CHAMPLAIN.

Batiscan.....	16 12 6	16 12 6	16 12 6	.....
Ste. Anne Lapérade.....	43 2 4	43 2 4	43 2 4	.....
Champlain.....	33 8 7	33 8 7	33 8 7	33 8 7
Cap de la Madeleine.....	19 10 10	19 10 10	19 10 10	19 10 10
St. Maurice.....	28 13 2	28 13 2	28 13 2	28 13 2
Ste. Geneviève.....	36 0 4	36 0 4	36 0 4	.....
St. Stanislas.....	49 4 3	49 4 3	49 4 3	.....
St. Prosper.....	15 0 2	15 0 2	15 0 2	.....
Totals.....£	241 12 2	241 11 2	241 12 2	81 12 7
Grand Totals.....£	720 13 4	720 13 4	720 13 4	560 13 9

## INSPECTORSHIP OF JOHN HUME, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF DORCHESTER.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
Point Lévi, (Dissentient).....	£ 9 16 10	£ 9 16 10	£ 9 16 10	£ 9 16 10
Frampton.....	34 12 11	34 12 11	34 12 11	34 12 11
Cranbourne.....	4 19 6	4 19 6		
Totals.....£	49 9 3	49 9 3	44 9 9	44 9 9

## COUNTY OF BELLECHASSE.

Standon.....£	5 18 7	5 18 7	5 18 7	5 18 7
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## COUNTY OF MEGANTIC.

Tring.....	20 8 2	20 8 2	20 8 2	20 8 2
Lambton.....	15 0 11	15 0 11	15 0 11	15 0 11
Leeds.....	33 15 11	33 15 11	33 15 11	33 15 11
Halifax.....	50 6 1	50 6 1		
Somerset.....	25 18 6	25 18 6	25 18 6	25 18 6
Ste. Julie.....	14 19 1	14 19 1	14 19 1	14 19 1
Inverness.....	33 18 4	33 18 4	33 18 4	33 18 4
Nelson.....	8 4 5	8 4 5	8 4 5	8 4 5
Broughton.....	7 14 9	7 14 9	7 14 9	7 14 9
Forsyth.....	6 16 4	6 16 4		
Ireland.....	20 6 5	20 6 5		20 6 5
Totals.....£	237 8 11	237 8 11	160 0 1	159 18 4
Grand Totals.....£	292 16 9	292 16 9	210 8 5	210 6 8

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## INSPECTORSHIP OF M. LANCTOT, Esq.

TABLE I.—Government Grant, &c., (*Continuation*.)

## COUNTY OF HUNTINGDON.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Laprairie.....	74 10 2	74 10 2	74 10 2	74 10 2
St. Constant.....	46 17 5	46 17 5	46 17 5	46 17 5
St. Philippe.....	43 2 0	43 2 0	43 2 0	43 2 0
St. Jacques Mineur.....	33 18 4	33 18 4	33 18 4	33 18 4
St. Rémi.....	52 0 6	52 0 6	52 0 6	52 0 6
St. Edouard.....	36 15 7	36 15 7	36 15 7	36 15 7
La Pigeonnière.....	39 15 6	39 15 6	39 15 6	39 15 6
St. Cyprien.....	78 1 8	78 1 8	78 1 8	78 1 8
Sherrington.....	28 12 1	28 12 1	28 12 1	28 12 1
St. Valentine.....	56 5 7	56 5 7	56 5 7	56 5 7
Lacolle.....	60 10 4	60 10 4	60 10 4	60 10 4
St. Isidore.....	37 1 6	37 1 6	37 1 6	37 1 6
Châteauguay.....	41 0 4	41 0 4	41 0 4	41 0 4
St. Philomène.....	34 5 4	34 5 4	34 5 4	34 5 4
Totals.....£	662 16 4	662 16 4	662 16 4	662 16 4

## COUNTY OF BEAUHARNOIS.

St. Clément.....	70 19 8	70 19 8	70 19 8	70 19 8
St. Timothée.....	73 10 0	73 10 0	73 10 0	73 10 0
Ste. Martine.....	66 9 0	66 9 0	66 9 0	66 9 0
St. Urbain.....	35 8 8	35 8 8	35 8 8	35 8 8
St. Louis de Gonzague.....	66 16 0	66 16 0	66 16 0	66 16 0
Totals.....£	313 3 4	313 3 4	313 3 4	313 3 4
Grand Totals.....£	975 19 8	975 19 8	975 19 8	975 19 8

## INSPECTORSHIP OF J. G. LESPERANCE, Esq.

## COUNTY OF GASPE.

Cap Chat.....	16 16 4	16 16 4	16 16 4	.....
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## INSPECTORSHIP OF B. MAURALT, Esq.

## TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF YAMASKA.

	SUNS ALLOTTED.		SUNS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
Rivière du Febvre.....	53 12 5	53 12 5	53 12 5	53 12 5
St. Zéphirin .....	22 16 8	22 16 8	.....	.....
St. François du Lac.....	69 10 9	69 10 9	69 10 9	69 10 9
Do. Village.....	10 15 5	10 15 5	10 15 5	10 15 5
Yamaska.....	44 12 10	44 12 10	.....	.....
St. David.....	54 17 9	54 17 9	.....	.....
Totals.....£	256 5 10	256 5 10	133 18 7	33 118

## COUNTY OF NICOLET.

Nicolet.....	53 15 6	53 15 6	53 15 6	53 15 6
St Gertrude.....	19 4 7	19 4 7	19 4 7	19 4 7
Gentilly.....	43 8 3	43 8 3	43 8 3	43 8 3
St. Pierre les Becquets.....	46 9 9	46 9 9	46 9 9	46 9 9
Beaucour.....	59 4 3	59 4 3	59 4 3	59 4 3
St. Grégoire.....	59 18 11	46 18 11	59 18 11	59 18 11
St. Pierre Célestin.....	15 14 2	15 14 2	15 14 2	15 14 2
St. Monique.....	44 12 3	44 12 3	44 12 3	44 12 3
Blandford.....	6 7 0	6 7 0	6 7 0	6 7 0
Totals.....£	348 14 8	348 14 8	348 14 8	348 14 8
Grand Totals.....£	605 0 6	605 0 6	482 13 3	482 13 3

## INSPECTORSHIP OF I. MORIN, Esq.

## COUNTY OF SAGUENAY.

Bagot.....	19 8 0	19 8 0	.....	.....
Bagotville.....	24 9 8	24 9 8	24 9 8	24 9 8
Chicoutimi.....	35 16 6	35 16 6	35 16 6	35 16 6
Latérière.....	6 8 4	6 8 4	6 8 4	6 8
Grand Totals.....£	86 2 6	86 2 6	66 14 6	66 14 6

## INSPECTORSHIP OF J. B. F. PAINCHAUD, Esq.

## COUNTY OF GASPÉ.

Isle de la Magdeleine.....£	38 5 6	38 5 6	.....	.....
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## INSPECTORSHIP OF ROTUS PARMELEE, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF MISSISQUOI.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dunham.....	60 13 1	60 13 1	60 13 1	60 13 1
Stanbridge.....	70 13 1	70 13 1	70 13 1	70 13 1
Sutton.....	42 17 10	42 17 10	42 17 10	42 17 10
Phillipsburg.....	33 0 10	33 0 10	33 0 10	33 0 10
Frelighsburg.....	27 1 6	27 1 6	27 1 6	27 1 6
Totals.....£	234 6 4	234 6 4	234 6 4	234 6 4

## COUNTY OF ROUVILLE.

Clarenceville.....	27 15 5	27 15 5	27 15 5	27 15 5
Foucault.....	18 18 0	18 18 0	18 18 0	18 18 2
Henriville.....	79 10 2	79 10 2	79 10 2	79 10 0
St. Athanase.....	46 12 2	46 12 2	46 12 2	46 12 2
Christieville.....	22 10 2	22 10 2	22 10 2	22 10 2
St. Alexandre.....	38 5 10	38 5 10	38 5 10	38 5 10
Totals.....	233 11 9	233 11 9	233 11 9	233 11 9

## COUNTY OF SHEFFORD.

Shefford.....	43 13 2	43 13 2	43 13 2	43 13 2
Brome.....	36 8 4	36 8 4	36 8 4	36 8 4
Granby.....	41 11 5	41 11 5	41 11 5	41 11 5
Farnham.....	57 8 1	57 8 1	57 8 1	57 8 1
Milton.....	30 5 5	30 5 5	30 5 5	30 5 5
Stukely.....	38 2 8	38 2 8	38 2 8	38 2 8
Ely.....	17 13 11	17 13 11	17 13 11	17 13 11
Boxton.....	21 6 2	21 6 2	21 6 2	21 6 2
Totals.....£	286 9 2	286 9 2	268 15 3	268 15 3

## COUNTY OF STANSTEAD.

Bolton.....	33 13 2	33 13 2	33 13 2	33 13 2
Potton.....	29 13 7	29 13 7	29 13 7	29 13 7
Totals.....£	63 6 9	63 6 9	63 6 9	63 6 9
Grand Totals.....£	817 14 0	817 14 0	800 0 1	800 0 1

## INSPECTORSHIP OF J. J. RONEY, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF OTTAWA.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
St. André.....	£ s. d. 22 5 4	£ s. d. 22 5 4	£ s. d. 22 5 4	£ s. d. 22 5 4
Notre Dame de Bonsecours.....	11 16 6	11 16 6	11 16 6	11 16 6
Ste. Angélique.....	24 5 3	24 5 3	24 5 3	24 5 3
Lochaber.....	18 16 7	18 16 7	18 16 7	18 16 7
Buckingham.....	38 6 2	38 6 2	38 6 2	38 6 2
Hull.....	48 16 11	48 16 11	48 16 11	48 16 11
Wakefield.....	10 5 1	10 5 1	10 5 1	10 5 1
Masham.....	17 7 5	17 7 5	17 7 5	17 7 5
Low.....	5 5 1	5 5 1		
Mansfield and Waltham.....	10 13 5	10 13 5	10 13 5	10 13 5
Sheen and Chester.....	7 0 6	7 0 6	7 0 6	7 0 6
Eardley.....	12 12 3	12 12 3	12 12 3	12 12 3
Bristol.....	25 18 7	25 18 7	25 18 7	25 18 7
Onslow.....	14 0 5	14 0 5	14 0 5	14 0 5
Clarendon.....	30 11 8	30 11 8	30 11 8	30 11 8
Calumet.....	13 12 9	13 12 9	13 12 9	13 12 9
Allumettes.....	17 16 10	17 16 10	17 16 10	17 16 10
Templeton.....	19 13 7	19 13 7	19 13 7	19 13 7
Waterloo.....	10 2 3	10 2 3	10 2 3	10 2 3
Aylmer.....	20 6 10	20 6 10	20 6 10	20 6 10
Litchfield.....	13 3 5	13 3 5	13 3 5	13 3 5
Maniwaki.....	9 12 0	9 12 0	9 12 0	
Grand Totals.....£	402 8 10	402 8 10	397 8 9	387 11 9

## INSPECTORSHIP OF G. TANGUAY, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF KAMOURASKA.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
St. André.....	£ 8 13 6	£ 28 13 6	£ 38 13 6	£ 38 13 6
St. Alexandre.....	19 18 11	19 18 11	.....	.....
St. Anne Lapocatière, No. 1.....	31 15 8	31 15 8	31 15 8	31 15 8
“ “ No. 2.....	31 15 8	31 15 8	31 15 8	31 15 8
St. Denis.....	41 5 2	41 5 2	41 5 2	41 5 2
Kamouraska.....	40 8 7	40 8 7	40 8 7	40 8 7
St. Hélène.....	18 12 1	18 12 1	18 12 1	18 12 1
St. Paschal.....	54 14 4	54 14 4	54 14 4	54 14 4
St. Pacôme.....	25 10 4	25 10 4	25 10 4	25 10 4
Rivière Ouelle.....	35 2 6	35 2 6	35 2 6	35 2 6
Totals.....£	337 16 9	337 16 9	317 17 10	317 17 10

## COUNTY OF RIMOUSKI.

Rivière du Loup.....	47 16 10	47 16 10	47 16 10	47 16 10
Village St. Edouard.....	17 6 5	17 6 5	17 6 5	17 6 5
St. Arsène.....	33 10 8	33 10 8	33 10 8	33 10 8
St. George.....	25 15 1	25 15 1	25 15 1	25 15 1
Isle Verte.....	46 5 7	46 5 7	46 5 7	46 5 7
St. Eloi.....	20 5 9	20 5 9	20 5 9	20 5 9
Trois-Pistoles.....	49 9 0	49 9 0	49 9 0	49 9 0
St. Simon.....	28 17 7	28 17 7	28 17 7	28 17 7
St. Fabien.....	17 3 5	17 3 5	17 3 5	17 3 5
St. Cécile.....	24 3 11	24 3 11	24 3 11	24 3 11
Rimouski.....	63 9 4	63 9 4	63 9 4	63 9 4
Lessard.....	32 18 11	32 18 11	32 18 11	32 18 11
Lepage.....	28 8 3	28 8 3	28 8 3	28 8 3
Métis.....	16 4 3	16 4 3	16 14 3	16 14 3
Matane.....	20 15 6	20 15 6	20 15 6	20 15 6
Totals.....£	473 0 6	473 0 6	473 0 6	473 0 6
Grand Totals.....£	810 17 3	810 17 3	790 18 4	790 18 4



## INSPECTORSHIP OF F. X. VALADE, Esq.

TABLE I.— Government Grant, &amp;c.—(Continuation.)

## COUNTY OF MONTREAL.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ste. Anne.....	15 18 7	15 18 7	15 18 7	15 18 7
Ste. Geneviève.....	33 0 3	33 0 3	33 0 3	33 0 3
Pointe Claire.....	26 17 4	26 17 4	26 17 4	26 17 3
Lachine.....	37 12 3	37 12 3	37 12 3	37 12 4
St. Laurent.....	45 11 8	45 11 8	45 11 8	45 11 8
City, Catholic.....	180 0 2	180 0 2	180 0 2	180 0 2
Hochelaga.....	10 1 3	10 1 3	10 1 3	10 1 3
St. Henri.....	8 6 2	8 6 2	8 6 2	8 6 2
Coteau St. Pierre.....	14 5 6	14 5 6	14 5 6	14 5 6
Côte des Neiges.....	28 18 4	28 18 4	28 18 4	28 18 4
Côteau St. Louis.....	17 6 5	17 6 5	17 6 5	17 6 5
Côte Visitation.....	6 13 11	6 13 11	6 13 11	6 13 11
Sault au Récollet.....	34 16 0	34 16 0	34 16 0	34 16 0
Do. Haut du.....	4 3 11	4 3 11	4 3 11	4 3 11
Pointe aux Trembles.....	22 11 11	22 11 11	22 11 11	22 11 11
Longue Pointe.....	17 13 0	17 13 0	17 13 0	17 13 0
Rivière des Prairies.....	17 17 11	17 17 11	17 17 11	17 17 11
Totals.....£	521 14 7	521 14 7	521 14 7	521 14 7

## COUNTY OF VAUDREUIL.

Isle Perrot.....	15 10 3	15 10 3	15 10 3	15 10 3
Soulanges.....	40 12 8	40 12 8	40 12 8	40 12 8
Côteau du Lac.....	37 4 11	37 4 11	37 4 11	37 4 11
St. Zotique.....	22 14 7	22 14 7	22 14 7	22 14 7
Côteau Landing.....	8 0 6	8 0 6	8 0 6	8 0 6
St. Polycarpe.....	69 11 5	69 11 5	69 11 5	69 11 5
Newton.....	8 10 4	8 10 4	8 10 4	8 10 4
St. Clot.....	21 17 4	21 17 4	21 17 4	21 17 4
Ste. Marthe.....	25 9 11	25 9 11	25 9 11	25 9 11
Rigaud.....	33 15 0	33 15 0	33 15 0	33 15 0
Do. Village.....	22 17 10	22 17 10	22 17 10	22 17 10
Totals.....£	306 4 9	306 4 9	306 4 9	306 4 9
Grand Totals.....£	810 6 4	810 6 4	810 6 4	810 6 4

## INSPECTORSHIP OF P. WINTER, Esq.

TABLE I.—Government Grant, &amp;c.—(Continuation.)

## COUNTY OF BONAVENTURE.

	SUMS ALLOTTED.		SUMS GRANTED.	
	1st part, 1854.	2nd part, 1854.	1st part, 1854.	2nd part, 1854.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carleton.....	14 17 9	14 17 9	14 17 9	14 17 9
Cox.....	29 8 9	29 8 9	29 8 9	29 8 9
Hamilton.....	17 18 11	17 18 11	17 18 11	17 18 11
Hope.....	19 5 3	19 5 3		
Mann.....	9 18 6	9 18 6		
Maria.....	23 9 3	23 9 3	23 9 3	23 9 3
Matapédia.....	14 9 11	14 9 11	14 9 11	14 9 11
New Richmond.....	22 3 3	22 3 3	22 3 3	22 3 3
Port Daniel.....	14 7 8	14 7 8	14 7 8	14 7 8
Shoolbred.....	22 15 5	22 15 5	22 15 5	22 15 5
Totals.....£	188 14 8	188 14 8	159 11 11	159 11 11

## COUNTY OF GASPÉ.

New Port.....	16 9 0	16 9 0	16 9 0	.....
Grand Rivière.....	12 0 2	12 0 2	12 0 2	12 0 2
Percé.....	37 10 11	37 10 11	37 10 11	37 10 11
Malbaie.....	13 11 9	13 11 9	13 11 9	13 11 9
York.....	6 12 8	6 12 8	.....	6 12 8
Douglas.....	9 19 6	9 19 6	.....	.....
Gaspé Bay South.....	7 14 10	7 14 10	.....	.....
Gaspé Bay North.....	5 0 2	5 0 2	5 0 2	5 0 2
Cap des Rosiers.....	13 13 6	13 13 6	13 13 6	13 13 6
Fox and Griffin Cove.....	12 2 7	12 2 7	12 2 7	12 2 7
Totals.....£	134 15 1	134 15 1	110 8 1	100 11 9
Grand Totals.....£	223 9 9	223 9 9	271 0 0	261 3 9

(Circular No. 8.)

OFFICE OF EDUCATION,  
MONTREAL, 3rd June, 1853.

To the Inspectors of Schools,

GENTLEMEN,—Certain questions which have been addressed to me on the one hand, and observations which have been made on the other, impose on me the duty of recommending sundry matters to your attention, relating to your functions as Inspectors another year. I acquit myself of the duty by transmitting to you a copy of an answer which I addressed to one of the School Inspectors, and which I have converted into a circular as No. 8. I have accordingly the honor to inform you as my opinion :

1. That the Inspectors of Schools ought to transmit to this office a Report, accompanied by a statistical table, once at least in every six months, drawn up so as to correspond, as far as possible, with that of the School Commissioners, and in other respects to fulfil the requirements of the fourth section of the Act 14 and 15 Vic., cap. 97.

2. That School Inspectors may make their other Reports without statistical tables, but that they ought in every case to conclude their Reports with a recapitulation, showing in a clear and precise manner the state of education in each of the school municipalities comprised in their respective districts.

3. That consequently the first Report and recapitulation as aforesaid, which the Inspectors will have to transmit to this office, must be accompanied by a statistical table drawn up according to the form which I have caused to be printed for the purpose, I am desirous that they should add at least the average age of the teachers, male and female, as remarks on Table D, and the number of children who can write on the fourth column of Table C.

4. That you enter as far as possible into a long and systematic examination of the pupils of each school which you visit.

5. That you cause to be adopted and observed by School Commissioners the rule which I have prescribed to be observed in their proceedings and in the schools kept under their control, as also that which I appointed for teachers in my circular No. 9, see page 36 to 47. In those rules will be found almost everything needful for the direction of teachers and the management of schools which they are appointed to conduct, under the control of the School Commissioners. For this purpose, nothing remains to be done but to collect all my instructions, to reduce to one uniform and general set of rules, modifying them, however, where needful to meet the requirements of local circumstances.

6. That you cause mutual instruction to be everywhere appreciated and adopted, at least in as far as the children are able to be benefited thereby, without, however, absolutely prohibiting individual instruction, because in many cases it is necessary to have recourse to it, as for children just beginning to learn, and in some cases, even for those who are already advanced. Mutual and analytical instruction is what I have always recommended in my circulars, and I trust that you will do all in your power to bring it into general repute.

7. That you cause the schools to be kept open during the whole calendar year except the holidays, which may be given principally during the month of August, on account of the field labor. Teachers should be compelled to keep school during all the rest of the year except Saturday, and a few days at the commencement of January, and that although the parents should keep the oldest at home in case they should have reason for doing so. By this method the teacher would have more time at his disposal to bring on the younger pupils. In no case should School Commissioners allow teachers to give holidays without their express permission or that of the Inspector.

Too great attention cannot be paid to induce teachers to be regular and interested, and to convince parents that they ought to send their children to school as regularly and as long as possible, in order that they may derive the full benefit of the sacrifices made for their education.

8. That you recommend School Commissioners not to change their teachers unless for important reasons, for the frequent change of teachers discourages them, and checks the progress of the children entrusted to their care.

9. That you recommend School Commissioners to exact punctual payment of all the contributions payable for the support of schools conducted under their control, and to forward their Reports regularly to this office, because the delay generally occurring in the performance of these duties is highly prejudicial to the teachers, and produces a great increase of labor and confusion in this office.

10. That you recommend to School Commissioners, teachers, and even rate-payers, strict compliance with my instructions. The first part of my circular No. 9, being addressed to the people relative to the election of School Commissioners, ought always to be publicly read to them, together with the sections of the law relating thereto, previous to holding it. It is by a careful study of the School Law and of my instructions that the parties concerned will learn to appreciate it and the means which it affords of attaining the end in view. Tell them that I shall always be happy for these purposes to furnish them with copies of the law and of my instructions.

11. That you recommend the art of letter-writing to be taught in all the principal schools together with Sacred History, the History of Canada, and the little works on Agriculture, which have been published for the use of schools.

M. Gendron of this city is about to publish a third edition of a small work on letter-writing, which I recommend for use in our schools.

It is more important to be ready at all times to compose a letter in respect of style and substance than is generally supposed. We ought not therefore to fail to inculcate in the minds of our children the principal rules at least of this useful and pleasing art. It is undoubted that all the branches of education prescribed by the School Law are absolutely necessary to be taught, but to teach them with success practically, explanations, analysis, the constant application of principles, and for that end the use of the black-board, and of maps and even globes, are indispensable. This is why I have always urged so emphatically the adoption of these things. I beg of you therefore to invite the attention of all parties concerned to these points, we cannot call upon them to make too many efforts and too many sacrifices to fulfil the intention of the law by these means.

12. That you recommend Secretary Treasurers to keep on record all that they receive in that capacity from this office, and to deliver the same faithfully to their successors in office, taking a receipt therefor. Neglect of this has caused great inconvenience.

13. That you recommend School Commissioners to insure the school houses, particularly those that are situated in villages, because they are more than the others in danger from fire.

14. That you recommend the establishment of public libraries under the control of the School Commissioners, and the enlightened patronage of the Clergy, and that, to carry out this purpose, you apply to this office for an aid which will be granted conditionally that the parties concerned contribute for the same purpose an equal sum. In order to combine local means and local influence in favour of these libraries I am of opinion that School Commissioners and *Fabriques* may avail themselves of the provisions of the 25th section of the Act 9 Vic., c. 27, and unite, under the same, the libraries belonging to the *Fabriques* and those belonging to the School Commissioners, distinguishing by a faithful catalogue the books belonging to each, with a view to their distribution hereafter, if need be.

You will endeavour to have these libraries composed chiefly of works relating to agriculture, commerce, the mechanical arts and trades, and to morals, religion and history: for moral and religious education ought to keep pace with the agricultural and industrial acquirements of the children of the people. No effort is too great which we can make to inculcate in their minds, at an early age, a taste for useful knowledge, labor and virtue.

Our public libraries ought to be so composed that they may nourish and turn to practical account a taste so precious, so desirable for the prosperity and the happiness of society. I call the attention of School Commissioners and teachers to what I have said on this subject, in my recommendation of the Teacher's Guide, which I beg you to introduce into all schools.

15. That you recommend School Commissioners to induce the rate-payers, parents especially, in each district to contribute all the wood which is required for the heating of the school house, in addition to their dues payable according to law. This mode of contributing to the support of a good school would be but little felt by the rate payers, while the advantages redounding to them in the personal comfort of their children would be incalculable. By this means they would relieve the teacher from a heavy burthen, which he cannot in a general way support without extreme difficulty. I trust that you will duly impress on them the fact that in undertaking the warming of the school house, they both encourage and stimulate the teacher, and contribute to the comfort of their children.

I have lastly to call your attention to the contents of my circular No. 3, of which I herewith inclose you a copy, and to request that you will so act on all occasions as to adapt your orders to mine, as the same are contained in my circulars addressed to parties concerned before Inspectors were appointed. The aim of the system of inspection is to introduce into the discipline and local management of schools regularity and uniformity, to obtain a favorable result, and not innovation.

Innovations would only serve them to throw the general administration of schools into confusion, to produce uneasy feelings in the parties concerned, and to stir up a spirit of opposition to the system of inspection, if each several Inspector were allowed to introduce his peculiar system.

I hope, in a short time, to be able to announce to each school municipality its allotted share of the legislative grant for schools in accordance with the new Census, together with an increase, in virtue of a vote which the Legislative Assembly will pass to that effect.

I have the honor to be,

Gentlemen,

Your obedient servant,

(Signed,) J. B. MEILLEUR, S. E.

(Circular No. 9.)

OFFICE OF EDUCATION,

MONTREAL, 22nd June, 1854.

To the Inspectors of Schools.

GENTLEMEN,—As another session of the Provincial Parliament will be held in a few months and as I must then transmit, for the information of the two Houses of Legislature, another Report which must be at least statistical upon public education in Lower Canada, I must beg of you with all the diligence and care possible, to make your last visit to the schools and other educational institutions, and

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to transmit to me with the like diligence, your last statistical Report for the year 1854.

I beg of you to transmit to me your final Report by the first of October next, filled up in such a manner as to leave nothing to wish for in respect of statistics and the present working of our system. This is the surest way to make our Reports interesting, and to give to those interested the satisfaction of being able to watch without difficulty the progress which popular education is making in Lower Canada, and that in defiance of all the plots, formerly open and daring, and now secret and treacherous, of its opposers, and notwithstanding all that the slanderers of our system and of the reputation of the country have said to the contrary.

People, often of ordinary capacity, have been known to set themselves up as judges and censors of this general system, without ever having visited one of the schools established in their respective villages; and because some abuses had crept into the local operation of the law, have concluded, judging of the whole from a part, that they must be the same everywhere else in the country.

We must disarm by our activity, by our devotion to the cause, but above all by proving the progress that our system of education is making every day, those people whose only occupation is to depreciate it in the eyes of the public and of foreigners, and to blame all that is done under its auspices, and that without having any better plan to offer us, without even having any other system to replace our own.

Gentlemen, I must beg of you to initiate the people more and more into the local operation of the school law, but do so in an appropriate and advantageous manner; make them take in it all the interest that the welfare of their own children demands, and in view of their welfare and of the duties which parents have to fulfil, cause them to contribute constantly to the operation of this law. This is the way to obtain from it a general result, which may be at the same time appreciated by, and satisfactory to, all parties interested.

Now, the first duty that the inhabitants must discharge for this end, is the election of well-disposed and educated persons, as School Commissioners. Make them understand well that the right of making the choice of School Commissioners themselves, is the most important of all the rights that are attached to the elective freedom of a free people, acting under the auspices of a constitutional and responsible government. In truth, the election of School Commissioners is connected with all that is most interesting, most sacred to civilized and christian parents, since School Commissioners are charged by the law to direct, with the enlightened co-operation of the clergy, and our own, the means for the instruction and education of their children and thus to form them to the practice of religion and the affairs of life.

Make the inhabitants understand that the full and complete liberty which they enjoy of electing their own School Commissioners is for them a duty to discharge, even more than a right which they exercise, for the well understood interest of their own children, and cause them to understand all the importance and all the extent of this solemn and responsible act, and the dreadful account which they will have to give of it sooner or later to God and to their country. Direct them, on this subject, to the first part of my Circular No. 9, annexed to the law. Now is the time to do it advantageously, since the election of School Commissioners will shortly take place.

The culpable indifference which the people evince in the election of School Commissioners, sometimes even the blamable abuse of the right of so doing, might bring the Legislative authorities to deprive them altogether of it, for the interest of those children who are of age to attend the schools.

On the other hand, you cannot recommend School Commissioners too strenuously, always to make as judicious a choice as possible of persons who are to keep the schools under their control, and to do all in their power to encourage them in the discharge of their duties, by lodging them and remunerating them suitably. Encourage, yourselves, the persons engaged to keep schools, by your advice, by explanations applicable to their wants and by an obliging demeanor. Draw their attention to the general rule which I have given them, at the end of my above mentioned circular, adding to it what is recommended to School Commissioners in the same circular, and whatever local circumstances may suggest. Recommend the teachers to class the children according to their degree of advancement, and also to practise mutual instruction as much as possible, and, in all cases, to watch carefully over the children committed to their charge, and to be regular, systematic, uniform, and exemplary in all things.

Recommend in the schools the use of the books to which I have already called your attention in my Circular No. 8, addressed to you, and the teaching of English in all Model Schools and others also, which are conducted on the same scale and with the same advantage. The knowledge of that language is become necessary for all persons who are destined for business; and, for the purpose of facilitating the acquirement and the use of it among the rising generation, I have resolved to publish a second edition of my English Grammar in French for the purpose.

This edition is now in the press, and will soon be on sale at all the French booksellers' shops in our principal towns. I recommend you to endeavor to introduce this grammar into all our superior schools. You will find, in the preface to the work, a detail of the undoubted advantages to be derived from the adoption of it by all our children of French extraction. I consider it necessary to inform you, at the same time, that I am not the proprietor of the forthcoming edition, having disposed of it to a bookseller in this city.

Whoever you may be, Gentlemen, and whatever your course of action to the present time, it is my duty to call upon you most earnestly to increase your efforts, and to be more punctual in urging forward the due working of the School Law to better effect than it has hitherto attained. Every motive invites to this, with united efforts, and always in perfect good understanding with this department. Without this good understanding, there can be no uniformity in our administration, no hope of good to result from it.

The parents, and the friends of education should be advised, at the same time to increase their efforts and their sacrifices, to extend its blessings throughout the country, in a degree commensurate with the well understood need of our interesting youth of both sexes.

To this end, I cannot too strongly recommend you to cause the number of inferior schools to be diminished, particularly those that are too weak to meet the wants of the locality, and to limit them, as much as possible, to a number that the School Commissioners can support in a suitable manner. It would be better to have fewer schools in operation, and to have only such as are very good, and likely to improve the children who attend them.

It is my most anxious desire also, having in view objects so important to the moral and material interests of the country, that you cause a Model School for boys to be established, and also a superior one for girls in every school municipality where the number of resident children is 400.

Encourage also, by all the means in your power, such other schools as merit this enviable title, by the knowledge, the diligence, and the capacity of the praiseworthy persons who keep them, and the progress which they have caused the children attending them to make. Now, it is by treating them with respect, and by remunerating them suitably for their services that we shall attain this end.

It is plain, that owing to the high prices of every article of consumption, teachers who are worthy of being such, cannot give the same services for the small sum hitherto allowed them. In addition to the contributions which the law authorises to be levied, the inhabitants can scarcely do less, than provide fuel for the school houses, and board at their own houses such teachers as may be disposed to go into good families for that purpose.

The children of those parents might derive great benefit from this custom by receiving at home lessons and explanations upon their studies which they would not otherwise have from their respective masters.

Endeavour to make parents understand how much it concerns their children to attend regularly at school, and to respect their several masters, to love them and to consider them as instruments of which the law makes use, to instruct and train them to become useful and able members of their families and of society. Without assiduous attendance at school children lose their time, and the fruit of all the expense incurred for the maintenance of schools.

Manage so that children attending schools may be everywhere furnished with the necessary books, and the schools with black-boards and geographical maps.

Do not fail to visit all the schools established in your respective districts of inspection, and to take all the time requisite for so doing. It would be better to make fewer visits, and to make them in such a manner that they may be everywhere truly useful and satisfactory.

Now, the way to make your visits truly useful, is to examine carefully all the children who attend the school, class by class, and each one sufficiently upon the branches of education taught, and that as much as possible in presence of the assembled parents, and above all of the School Commissioners, visitors, and other friends of education, to assure yourselves of the conduct of the teachers, and of their method of instruction; to examine the accounts of the School Commissioners, to cause them to be kept in order; to cause the Secretary Treasurers to bring up their accounts, and School Commissioners to regulate the affairs of the schools. Oblige them to this, and in so obliging them, make them collect all the arrears, pay all debts, and above all what is due to the teachers under their control.

For this purpose insist that the School Commissioners hold themselves in readiness to transmit their Reports in compliance with the provisions of the 27th section of the law, that is to say, at the latest on the first of January and the first of July, or even a month before the expiration of each six months, so as to enable this department to send them their respective parts of the legislative grant at the beginning of the following six months.

The regulation of all the affairs, which are of the province of the School Commissioners, is next in importance, in order to the payment of their respective shares of the Government grant for schools.

Accordingly their school reports, which are to be prepared by the first of January next, must be accompanied by a plain and satisfactory account current.

It is my wish that you labor to convince the School Commissioners of the necessity of furnishing receipts to this department as soon as they are in possession of their respective shares of the School Grant or other money paid to them. I am bound to render my accounts, and cannot do so, unless I am furnished with those receipts as my vouchers.

Use every means, then, to make them more punctual in this respect. Inform them also that they must transmit those receipts without fail, before the 1st January next, and that if at that date I am not in possession of them, I shall refuse payment of their share of the Government grant, and oblige them to proceed to receive it in person at this office, previously taking their receipts therefor on the spot.



Moreover you should necessarily use all efforts to observe, and enforce on others, my former instructions, and those contained in my Circulars No. 3 and 8, addressed to you for your guidance.

I must again beg of you to take particular care of the statistical part of your Reports. It would also be better to make your Reports less theoretical, and to give more complete statistics. It is facts that can be represented by letters and figures which it concerns us most to state and make public: the public is sufficiently enlightened, generally speaking, upon the few defects of our system of public education, and with respect to the means of remedy which experience has shewn to be applicable. Moreover the most eligible means of remedying the defects of our system of public education, without destroying its frame-work or its machinery and its action, have been already detailed by myself in the proper quarter.

In respect of the statistics of your Reports, I have to recommend you especially ;

1. To furnish me, as exactly as possible, with the statistics of the Independent Schools.

2. With those of our Colleges, and Academies, separately.

3. To specify the description of schools under your control, taking notice rather of the kind of instruction given, in general, than of matters prescribed for Model Schools ; characterising them by that designation when they do in fact deserve the title, although not registered as Model Schools, and taking care to mention those in which English and French are taught, at the same time.

4. To distinguish the number of Catholic children and the number of Protestants attending the schools.

5. To ascertain and shew, as precisely as possible, the amount contributed by the school municipalities, either by assessment, monthly head-money, fire-wood, board, or otherwise.

6. To give the ages of the teachers, male and female.

7. The number of libraries for public use, and that even in cases where they are not under the control of the School Commissioners, but distinguishing such from those that are under their control.

8. To fill up, moreover, with all possible exactness, the statistical tables which I have procured for you.

Again, whenever documents are referred to you from this office, for your action and report thereon, I have to request that you will always make special reference to their respective dates, in your Reports, and transmit the latter to me in regular succession.

Once more, I repeat my request that you will not fail to transmit to me, by the first of October next, your final Report for 1854. I shall of course require it at that period to enable me to make my report on Public Education for 1854, at the proper time.

I have the honor to be,

Gentlemen,

Your obedient servant,

(Signed,) J. B. MEILLEUR.

(Circular No. 10.)

OFFICE OF EDUCATION,

Montreal, 19th December, 1854.

To the Inspectors of Schools.

Sir,—The Legislature, which has just been adjourned, having been unable to consider the question of Public Education so as to devise measures for the

improvement or amendment of the laws by which it is governed, I consider it my duty to direct your attention to my Circular No. 9, addressed to you 22nd June last, and to request you at the same time, to continue to be guided by the instructions contained therein, so as to induce the submission of the local functionaries under the law, both to that and to my previous instructions, as precisely as possible.

I beg of you therefore to enforce the observance of the general regulations which I have given for the conduct of schools, in my Circular No. 9, addressed to the School Commissioners, with the few alterations and additions which local circumstances may require.

I observe that certain Inspectors are trying to introduce into the schools which they visit their own systems and regulations, producing disorder, interrupting the uniformity in the management of the schools, and affording a subject of dissatisfaction and complaint

There are 24 School Inspectors ; if each was allowed to enforce the practice of his own system and his own peculiar regulations, we should have as many different systems as Inspectors ; this, instead of introducing uniformity in the teaching and the management of the schools, would produce confusion, place the inspectors in a false position with respect to each other, and all of them in opposition to the Superintendent.

Accordingly, in order to ensure a uniform method of instruction, I consider it my duty to insist that you enforce the use, in all the schools under your inspection, of the class-books which I have already often recommended for the purpose.

The subjects contained in those books are treated in general by way of question and answer. Now, other things being equal, books composed on this plan are to be preferred in our schools, because being more methodical and more analytical, they are necessarily more easily comprehensible by children, and are more likely to fix the lessons in their memory, and to convey the meaning to them.

Apart from these general considerations to be advanced in favor of the adoption of these books in our schools, there are all those which are contained in my recommendation of the Teacher's Guide, to which I think it my duty to refer you.

I am bound also to call your attention, especially, to that part of my Circular No. 9 addressed to you, in which you are advised to enforce the payment of the school rates, and the regular transmission of the school Reports to this office. The delay of the Government grant results from the delay in the transmission of the Reports ; both are the occasion of suffering in the district where they occur, and both occasion additional labor and trouble in this office.

Another source of trouble to this department is the delay of the School Commissioners in returning to me the receipts in duplicate for the Government money transmitted to them directly from this office in the shape of checks negotiable at sight. This practice to which I lend myself, to facilitate the transaction of business on the spot, sparing School Commissioners the necessity of making long journeys, or of paying agents resident here for receiving their money, and granting a receipt to me for it at the time, should be acknowledged by the diligence with which School Commissioners should forward to me, in all cases, when due, the necessary receipts. Failing to do this, I shall require them, as I am entitled to do, to come to this office to recover their money.

Be pleased then to take care that such parties forward to me the receipts now due for the money which they have received.

I notice that occasionally the figures in the columns of your tables are not added up and that certain Reports are not concluded by the needful recapitulation of their contents under the several heads. I request your attention to both these matters in future Reports.

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I request to be informed by you severally, and by each for himself, how many general visits you have made in the year 1854 ; whether you have visited every school in your inspectorship and how often in the year ; whether in each visit you examined the children attending the school, and how much time you devoted to such examination ; whether you examined the accounts of the School Commissioners in the course of the year, and whether you assisted, where it was necessary, in putting them in order.

It only remains that I beg of you to receive the contents of this letter in good part, being, as you must be, convinced that a sense of duty alone influences me, while I write it.

I have the honor to be, Sir,

Your obedient servant

(Signed,) J. B. MEILLEUR,

S. E.

## APPENDIX.

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Copies and extracts of the Reports of the School Inspectors for 1853, viz.—

- 1.—Revd. A. ADAMSON,
- 2.—Messrs. J. N. A. ARCHAMBAULT,
- 3.— “ P. M. BARDY,
- 4.— “ F. P. BELAND,
- 5.— “ G. A. BOURGEOIS,
- 6.— “ JOHN BRUCE, (\*)
- 7.— “ M. CHILD,
- 8.— “ C. CIMON,
- 9.— “ JEAN CREPAULT,
- 10.— “ CESAIRE GERMAIN.
- 11.— “ P. HUBERT,
- 12.— “ JOHN HUME,
- 13.— “ M. LANCTOT,
- 14.— “ J. G. LESPERANCE,
- 15.— “ B. MAURAUULT,
- 16.— “ J. MORIN,
- 17.— “ J. B. F. PAINCHAUD,
- 18.— “ R. PARMELEE,
- 19.— “ J. J. RONEY,
- 20.— “ G. TANGUAY,
- 21.— “ F. X. VALADE.

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(\*) A copy of Mr. Bruce's Report has already been transmitted to the House.

*Third Report, for 1854, of Rev. W. A. Adamson, School Inspector.*

QUEBEC, 15th July, 1854.

SIR,—My Report on the present occasion must necessarily be brief.

In consequence of the presence of malignant disease and the great mortality which has taken place in this city, the assemblage of pupils in the several schools over which it is my duty to exercise supervision, has been discontinued, with one exception, that of the female school, No. 1 Artillery Street, to which a teacher has been appointed since I last had the honor to report.

This lady, Mrs. Marcella Evans, continues to instruct her pupils, fourteen in number, without interruption.

The statistical tables I have not filled up for this quarter, as, under the above mentioned circumstances, they should contain no figures whatever, or they should be merely duplicates of those I forwarded in March last.

I have the honor to be,

Sir,

Your obedient servant,

(Signed.)

W. AGAR ADAMSON.

Dr. Meilleur, &c., &c.

VARENNE, 13th March, 1854.

J. B. Meilleur, Esq.,

SIR,—I have the honor to transmit to you, herewith, my statistical tables, collected during my visit of last summer, in the schools of the counties of Chambly, Richelieu and Verchères.

I made this visit during the months of May, June and July, in the greater number of the parishes of those counties; my visits happened to precede the examinations and elections; so that there was very little difference, as to figures, in the number of teachers, schools, and children frequenting schools, &c.; nevertheless there was some difference, as the tables will shew.

In this last visit I found in the three counties :

Elementary schools under the control of Commissioners.....	129
Attending them, boys .....	3359
"    "    girls .....	3366
Total.....	6725
Under the control of trustees, boys.....	74
"    "    "    girls .....	68
Total.....	6867
Model Schools.....	7
Pupils.....	262
Superior schools for girls.....	8
Pupils.....	405

(These two items have been by mistake entered among the Elementary Schools.)

Besides these, independent schools or convents receiving boarders, where the number of young ladies receiving education is..... 287

Grand total ..... 7154

It is needless to say that in convents more children receive instruction than the number above mentioned; these children being at the Elementary School and under the control of the Commissioners of their respective parishes, have been classed with the other children of the parish:

Catholics .....	6950
Protestants.....	204
<b>Total.....</b>	<b>7154</b>
Canadians of French origin, boys.....	3346
“ “ “ “ girls.....	3501
<b>Total.....</b>	<b>6847</b>
British ( <i>Bretons</i> ) and others, boys.....	87
“ “ “ “ girls.....	220
<b>Total.....</b>	<b>307</b>
<b>Grand total.....</b>	<b>7154</b>
Number of teachers of Elementary Schools including the Brothers of Christian Schools ( <i>Frères des Ecoles Chrétienmes</i> ) at Sorel	122
Teachers of Model Schools.....	7
“ of Superior Schools for girls.....	12
“ of Independent Schools for young ladies, religious and secular.....	50
<b>Total.....</b>	<b>191</b>
Men possessing a diploma for Elementary Schools.....	30
“ “ “ Model “ .....	8
Houses built.....	96
“ in course of construction.....	2
“ under repair.....	1— 99
For Elementary Schools.....	84
For Model Schools.....	8
For Superior Schools for young ladies.....	7— 99
Houses built of wood.....	85
“ “ of brick.....	2
“ “ of stone.....	12— 99
“ of one story.....	86
“ of two of more stories.....	13
<b>Grand total.....</b>	<b>99</b>

I ought to observe that, among the buildings of several stories, there are some of very considerable size; such are the Convents of Longueuil, Sorel, Belcail, the Model Schools of St. Johns, Boucherville, Verchères, and several others.

In the above statement the important College of Chambly, in which there are twelve professors who devote themselves to education, is not included;

And the pupils of this institution number..... 122

Which added to the number of.....7154

Makes for the three counties a grand total of.....7276

Number of volumes in the library of this college.....

I ought to acknowledge that the reason why I do not add to this Report a list of the names and ages of the male and female teachers, is that in several places I forgot to make the enquiry.

Generally speaking, I have been satisfied with the state of the municipal accounts.

And everywhere I have found the same desire, the same zeal in causing the law to be put into execution, and in profiting by its provisions as I have found heretofore. Everywhere I found the Commissioners on good terms with the rate-payers; everywhere peace and devotion to the cause. Nevertheless I found that the poor parish of St. Aimé seemed disposed to fall back into its old state of ignorance, and that the execution of the law seemed to be again menaced with interruption.

And I conclude by subscribing myself,

Honored Sir,

With respect and regard,

Your most humble and obedient servant,

J. N. A. ARCHAMBAULT, S. I.

QUEBEC, 15th November, 1854.

SIR,—Having had the honor to submit to you very recently my Statistical Report upon the Elementary Schools that I have visited this year, and which are kept under the control of Commissioners, and under that of the Government, I permit myself to address to you again a few short supplementary remarks, avoiding the repetition of those which I had the honor of addressing to you last year.

Generally speaking, the law termed the School Law works well enough in the school municipalities of the three counties, as also in the Catholic Schools in the city, to the inspection of which I applied myself as diligently as the feeble authority, with which the law has invested School Inspectors, would permit.

Several parishes,—true they are poor,—remaining always *in statu quo* as to the progress that education ought to make, would change for the better, if it were possible to make certain illiterate and inactive Commissioners understand the necessity of seconding your efforts and mine, for the interests of their children. The advice which I have found it necessary to give them repeatedly, to procure for their children the means of cultivating their minds, has sometimes been given without any effect; because the law only allows me to advise, instead of compelling. The most ample powers ought therefore to be given to the Inspector, so as to produce all possible good, and all desirable progress.

The law ought to compel the Commissioners to attend the Inspector in his visits to each school district, as also to give effect to his advice, subject to the penalty of being deprived of their share of the Government grant. The strong and anxious interest which you evince in the cause of education, and the ready zeal of the Inspector become nearly futile, since the office and authority of the latter extend no further than to make children read and spell, and to make to you an unsatisfactory Report of the scanty progress which they have made since his last tour of inspection.

Some sagacious Commissioners hold this language to us: "You may examine the children: we often visit the schools without you, but with the Curé, who is not as particular as you are; he thinks, as we do, that children may do very well without learning geography and grammar so exactly, provided they learn to read well enough to understand their Catechism."

It is my wish, it is my desire, Sir, that children should be perfectly instructed in their religion, for without it we can have no solid nor enlightened education;

but the knowledge of the principles of religion ought never to be an obstacle to the acquirement of such knowledge as may be conducive, nay indispensable, to their happiness and prosperity in their intercourse with society.

Instruction in agriculture, manufactures and commerce, even in navigation, should not be lightly thought of, especially in the wealthy and populous centres of our school municipalities, for it may exercise extensive and salutary influence over the advancement of the public wealth, and give to its progress a certain and profitable direction.

I am bound to acknowledge that to the poorer municipalities aid should be granted, and the sums advanced which are required to maintain the work of instruction in their schools, especially in cases where the Commissioners have frankly exerted themselves to build and open schools, without the numberless compulsory formalities which they are in many cases unable to fulfil, in order to obtain a trifling share of the Government subsidy. In these cases, as in many others, the Inspector ought to have a discretionary power to authorise the Commissioners to obtain, through his recommendation, aids in money sufficient to enable them to carry out the law, if not strictly, at least according to its spirit. In this particular, it now appears to me to be defective.

The Inspector being well and generally paid, and invested with all necessary authority to enforce the execution of his directions, might hope, in a couple of visits in the year to each school under his jurisdiction, (for experience has taught me that a greater number of visits is perfectly futile,) with the assistance of the Commissioners, of the Curé, and of the other visitors, to effect the greatest good, by compassing the end which you have in view,—the dissemination, namely, so much to be desired, of good education among all orders of society.

After many efforts, and much attentive observation, I had come to the determination to declare to you, as my decided opinion, that the number of schools ought to be limited in many municipalities, and that a single school, of the best kind, having a teacher of talent, capacity, and correct morals, liberally paid, would secure greater advantages to a parish than a larger number of schools kept by persons paid but too well when we consider their perfect incapacity.

With respect to the instruction which is proper to be given in the schools, it appears to me that the Inspector ought to be invested with the necessary powers to order such and such a method of instruction to be observed, adapted to the circumstances and the wants of the different municipalities. To him ought to belong the right of deciding on the books, the grammar to be used by the children, according to their aptitude, and the convenience of the locality.

I have remarked with pain certain grammars in the hands of young children, who were unable to comprehend their meaning, which often the master himself could not understand and explain; while the pretty, simple grammar of *L'Homond*, which ought to be the grammar, above all others, both of teacher and scholars, would be the appropriate means of teaching to speak and write the beautiful language of our forefathers, for it is adapted to all capacities.

I put a question to a little girl of nine who was studying *L'Homond*: “How would you write ‘*J'ai vu deux beaux chevaux dans la prairie de mon père?*’” She answered me laughing, and with much simplicity, “that is not sense: we cannot say ‘*deux beaux chevaux,*’ we should say ‘*deux beaux chevaux.*’” “Why so?” I asked, “you said just now that the plural of nouns is formed by adding an *s.*” “Yes, sir,” she said; “but there is an exception: nouns in *al* form their plural in *aux.*” In another school I put the same question to a little fellow of thirteen, who was the most perfect in the grammar *des Frères*, and he could give me fine high-sounding definitions relative to the formation of the plural of nouns; but in



dealing with the example mentioned above, he fell into the snare, and spelt it *deux beaux chevaux*, as I have written it.

To conclude, with reference to the means of successfully applying the provisions of the law for the welfare of the community, I have already expressed my opinion in the public papers, in which I have stated at large my thoughts concerning the general direction which should absolutely be given to the education of the people.

It remains that I lay before you a concise statement of the matters taught in the various institutions in which intellectual acquirements are disseminated for the greatest possible benefit of society.

The several institutions for the instruction of youth in the City of Quebec.

1st. *The University of Laval*.—When I speak of this University, and of the Seminary of Quebec, I must beg of you to observe that I do not speak officially. The Very Reverend *Louis Jacques Casault*, who is the Rector of the former and Superior of the latter institution, furnished me with a few particulars of information respecting them, being the worthy chief of both, on the single consideration that I am an admitted intimate (*l'ami de la maison*.) Accordingly, I am the more indebted to him, that the Corporations of the University and the Seminary are perfectly independent of all authority and all interference from without.

Without entering into any particulars relative to the provisions of the Royal Charter granted to the University in 1852, as mentioned in my last year's Report, I shall merely observe that the inauguration of this important and interesting institution was solemnized magnificently and auspiciously on the 21st September last, in presence of His Excellency Lord Elgin, the Governor-General, of the Archbishop of Quebec, of the majority of the Bishops of the Ecclesiastical Province of Quebec, of a vast number of priests and clergy, of several members of the Provincial Legislature, judges and members of the bar and of the other liberal professions, of many ladies, and of a prodigious concourse of persons belonging to all classes of society, moved by curiosity to be present at so beautiful and august a ceremony.

The Rector having delivered an address appropriate to the occasion, and which was duly appreciated, delivered to His Excellency the diplomas, which he distributed among the several professors, conferring on them the honorary degrees of Doctors of Laws and of Medicine, accompanying this investment with a most happy and interesting address. The Archbishop addressed the audience with fervor and the most affectionate and paternal emotion. The Honorable A. N. Morin, the Dean of the Faculty of Law, passed a most appropriate eulogium on the establishment in which he had in early youth received the first impulses of honorable ambition, and the principles of his education. I may add that he paid a just tribute of gratitude to the institution, which he astonished by his precocious talents and his brilliant success in his academical career.

The students who attend the law lectures in this University are 22.

“ “ the study of medicine, “ “ 16.

These numbers will be thought considerable when we reflect that the University is but just founded. We may at least augur, and I feel assured, that this institution, the object of the most fervent prayers for its success, will be the glory of our country, and will send forth citizens qualified to take their places in the foremost ranks of the Church and the State.

The students of the Great Seminary were at the commencement of the present year.....	38
Those of the Little Seminary were .....	320
<hr/>	
Together with those of the students belonging to the University, these two numbers give a total of .....	396

The two institutions have 21 professors, exclusive of the English master, and the teacher of instrumental music. Having, last year, had the honor of stating to you the course of study and mode of instruction in this institution, I shall refrain from entering into further particulars at present.

2. *The Ursulines of Quebec. The General Hospital. La Congrégation de Notre Dame at St. Roch's.*—The youthful scholars in these various establishments receive a solid education, and appear to advantage in the yearly examinations. The system of tuition is the same as last year, and the number of pupils belonging to the three institutions may be about 1184.

3. *The Literary and Historical Society of Quebec.*—This Society, which had for several years occupied a vast space in the upper story of the buildings of the two Legislative bodies, has experienced a considerable loss by the fire of 1st February last, in which the entire museum, so rich in precious specimens of all the branches of the natural history of the country, fell a prey to the flames, which also destroyed several works of art, and archæological curiosities, and among them an ancient brass gun which was found some years ago at the mouth of the River of Cap Rouge. This ancient relic must have belonged to Verazani, a famous Florentine navigator, who frequented the banks of the St. Lawrence about the year 1524. The Society had, however, the good fortune to save their library, as also their valuable manuscripts relating to the history of the country.

4. *The Library Association of Quebec,*—Have, since my last visit, added several hundred volumes to their shelves.

5. *The Canadian Institute of Quebec.*—This now numbers 275 members, and possesses 2755 volumes, of which 2310 have circulated among the members within the year, as also 32 journals and reviews. This society, which is continually on the increase, received from the Government last year £150 and the promise of £50 yearly. The managers have resolved to have lectures delivered once in every week throughout the winter.

6. *The Mechanics' Institute of Quebec,*—Continues on the same footing as heretofore.

7. *The Library Association of Notre Dame de Quebec*—Remain, also in the same states except that they are enriched by the acquisition of nearly 100 volumes.

8. *The Teachers' Library Association of the District of Quebec,*—Lost by fire, in July, nearly all their archives and other property to the value of £70. The library contains, however, more books than at the date of my last Report, and the Association number ten additional members.

9. *The St. Roch's Reading Room.*—This institution does not appear to prosper, but on the contrary seems likely to fall. Such will be its fate, if the Legislature do not grant the prayer of the institution for a new grant of money to invigorate it.

10. *The Catholic Institute of St. Roch's.*—The place in which this body held their meetings has become too small, in consequence of the increasing num-

ber of the members. This institution, which was intended to guide the young in the paths of virtue, appears to me to advance in prosperity every day.

11. *The little Canadian Club of St. Roch's, and St. Patrick's Catholic Institute*,—are in full operation, and seem to progress.

12. *The Nautical College*,—established in July, 1853, is under the direction of Geo. T. Kingston, Esq., the principal, and Alfred Hamel, Esq., Assistant. A boatswain (*maitre d'equipage*) and drill-master are also employed in this institution, which has been attended by about 26 students since it was established. Its intention was that of providing for captains, mates, pilots and seamen, the necessary instruction to qualify them as officers in the Royal Navy or the merchant service, and to prepare young men who have not been at sea for similar employments.

The usual course of study comprises :

Geography,  
Arithmetic,  
Algebra

Plain and Spherical Trigonometry.

Navigation and Nautical Astronomy,

The elements of Mechanics and Hydrostatics with their application to steam engines.

The art of rigging and handling a ship.

The superior course includes :

The higher branches of Geometry, Algebra and Trigonometry.

Conic Sections,

Mensuration of superficies and mensuration of solids,

The Differential Calculus and Differential Equations,

Statics,

Dynamics and Newton's Principia,

Hydrostatics and Hydrodynamics,

Optics and Astronomy.

Here follows a general statement of my three counties and the City of Quebec.

Municipalities.		School Districts.	Schools.	Teachers.	Female Teachers.	Scholars.
County of Quebec.	City of Quebec.....	28	28	17	12	1759
	St. Ambroise.....	7	7	0	7	233
	Ancienne Lorette.....	6	6	5	1	240
	Beauport.....	5	4	2	2	245
	Charlesbourg.....	5	5	1	4	232
	Ste. Foye.....	3	3	3	0	163
	Valcartier.....	0	0	0	0	0
	St. Dunstan.....	2	2	2	0	61
	Laval.....	0	0	0	0	0
	Stadacona.....	3	3	0	4	190
Banlieu of St. Roch.....	1	1	1	0	69	
County of Portneuf.	St. Casimir.....	3	3	0	3	84
	Grondines.....	5	5	2	3	225
	Deschambault.....	6	6	2	4	292
	Cap Santé.....	9	8	5	4	352
	St. Bazile.....	3	3	2	1	122
	St. Raymond.....	4	2	1	2	99
	Ecureuils.....	1	1	1	1	82
	Pointe-aux-Trembles.....	4	4	2	2	254
	Ste. Catherine.....	3	1	1	1	81
	St. Augustin.....	4	4	2	2	205
Cap Rouge.....	1	1	1	0	65	
County of Montmorency.	St. Laurent.....	3	3	1	2	129
	St. Jean.....	3	3	1	2	162
	St. Francois.....	2	2	0	2	55
	Ste. Famille.....	2	2	1	2	104
	Chateau Richer.....	3	3	0	3	113
	Ste. Anne.....	2	2	0	2	101
	St. Jonchim.....	2	2	0	2	120
	St. Férol.....	0	0	0	0	0
	Ange Gardien.....	3	3	1	2	130
		131	128	54	74	5957

*Remarks.*

There are several municipalities, as you must have remarked in the preceding table, which are destitute of schools. I have found it impracticable to establish any at Valcartier and St. Férol. There is at present no school at Laval, although last year there were two. These municipalities are poor, I confess, but an unpardonable apathy prevails among the inhabitants with regard to the education of their offspring; and, as I have no physical force at my disposal, which I may bring to bear against this obstinacy, I am obliged to leave them victims to their deplorable tendency to let their children remain as ignorant as themselves.

The academy established at Point-à-Pizeau, in the school municipality of Ste. Foye, promises to be of great advantage to the children in that locality, who receive instruction in geometry, land surveying, &c., branches of education which are indispensable to persons engaged in the timber trade among the lumber piled upon the wharves and about the coves.

*Independent Schools.*

## COUNTY OF QUEBEC.

<i>City of Quebec</i> .—Besides the academy of Mr. F. X. Juneau, who teaches .....	67	scholars.
There are 15 other Elementary Schools having.....	480	“
The number furnished by the Seminary and the University of Laval is.....	396	“
That of the community of religious ladies,.....	1184	“
Mr. Gale's Academy at St. Augustin.....	33	“

## COUNTY OF MONTMORENCY.

The school at L'Ange Gardien, of.....	20	“
A school at St. Johns, of.....	32	“

## COUNTY OF PORTNEUF.

Messrs. McDonald and Logan's school at Cap Santé, of.....	20	“
A girls' school supported by the <i>Curé</i> , of.....	40	“

The total number of scholars at the Independent Schools is.....	2272
Add the number of scholars under control.....	5957

Gives a total of.....8229

*School Houses.*

Belonging to the Commissioners.....	55
“ “ <i>Fabriques</i> .....	10
Hired.....	21

In this number I do not include the school houses in the city, in which the Brothers and the religious ladies keep their schools, nor those of the convents in the country, for in a single house at St. Roch's the Brothers keep nine separate schools.

I must remark that there are several municipalities in which the school houses are handsome and convenient. The inhabitants of *L'Ange Gardien*, St. Joachim, St. Ambroise, St. Foye, Deschambault, St. Augustin, Pointe-aux-Trembles, St. Jean and St. François de l'Isle d'Orleans, and of Cap Santé, have distinguished themselves by their zeal in building school-houses which do honor to their respective parishes.

In conclusion, Sir, I must refer you to my other Reports, and the letters which I have had the honor to address to you in the course of the present year, for the completion of the statistics of the schools within my jurisdiction. It must at least be admitted that the schools have increased in the municipalities where they are conducted by intelligent individuals, and especially wherever the *Curés*, in concert with the Commissioners, take a pleasure in affording the encouragement of their frequent visits and paternal exhortations to both teachers and scholars.

The various instructions which I have received from your office from time to time have been explained by me with the greatest exactness. In several of the country schools I have placed some of your printed circulars in the hands of the children, who were able to read them as fluently as the books which they are used to read every day. I have the greater pleasure in stating this fact, that it proves beyond question that the children are capable of improvement under good teachers and good inspection. Accordingly, considering the circumstances, and the condition of the rate-payers in most of my school municipalities, I must comē

to the conclusion, that education, far from being thrown away, has, upon the whole, produced the happiest effects.

I have the honor to be,

Sir,

Your obedient servant,

(Signed,)

P. M. BARDY,

School Inspector.

J. B. Meilleur, Esq.,  
Superintendent of Education.

*Second Report, for 1854, of P. F. Béland, Esq., School Inspector.*

ST. ANTOINE, 2nd October, 1854.

J. B. Meilleur, Esq.,

SIR,—I have the honor to forward to you my second Report for the year 1854. I have made it as complete as possible. I should have transmitted it at an earlier date, but for a sickness of a month, which still continues.

I have the pleasure of perceiving that, generally, the condition and management of the schools are satisfactory, and that up to the present date, there certainly is a degree of improvement. With regard to the age of the female teachers, I have to remark that it is not easy to conform to the law. A fourth of them are not as old as the law requires, and those are the best qualified. This is my reason for laxity in this particular. The whole number of schools in operation in my department is 207.

I receive letters from St. Sylvester very frequently. Mr. Robertson, the teacher wrote to me lately, that the commissioners refuse to pay him. They are very much in the wrong. Pray write to them. For my part I have done with them, for they do as they like, in spite of all that I can say.

For the present I have nothing to add.

I have the honor to be, sir,

Your obedient servant,

(Signed,)

P. F. BELAND, S. I.

J. B. Meilleur, Esq., S. E., Montreal.

*St. Grégoire, 28th September, 1854.*

SIR,—I have the honor to transmit to you my Report as a School Inspector for the last six months of 1854. By the statistics which I send and which I have compiled with the greatest care, you will perceive that there were eighteen schools in operation, attended by 666 scholars, within my limits at the date of my last visit. That which was formerly in operation at St. Christophe was not so at the time of my visit. The School Commissioners of that place had thought fit to prolong the vacation, in order to have time to make some necessary repairs to the school-house, but the school will be re-opened without fail on 1st October next, and I believe that two others will be opened at the same time in the same municipality.

At St. Guillaume d'Upton, the schools were also in their vacation, at the time of my visit, and I was consequently unable to procure the statistics which were needful to make up my tabular return. The schools in that place are five in number, and will re-open on 1st October next which is the close of the vacation. Those five schools, and that at St. Christopher are attended by at least 180 scholars,

and taken with the other municipalities, make the number of schools 24, that of the scholars attending them 840, an increase over the number of 1853 of 10 schools and 285 children.

These figures prove very sufficiently that the cause of education is making rapid and encouraging progress among us. I am able to assure you, moreover, that besides having increased in number, the schools have also improved in quality. In all cases, when we find well qualified masters, we avail ourselves of the opportunity to supersede those who are inferior in ability, but who had been thought good enough to begin with. In large municipalities like Grantham, Stanfold, &c., in which the population is dense and the revenue considerable, matters are on a very good footing. There are schools in those municipalities which would stand a comparison with any schools in any other part of the Province; yet not all the municipalities in my district possess equal advantages. There are still several which have almost unsurmountable difficulties to struggle against. Such are those in which the population is small and the legislative grant, and other revenues therefore of trivial amount. It is hard, in fact, to establish schools, in sufficient numbers to accommodate the majority of the population when it consists at most of sixty families, scattered at a considerable distance over a surface of three or four square leagues, and it is rather unreasonable, whatever may be said to the contrary, to oblige a poor settler, who has hard work to procure bread, to pay for the support of a school, situated so far from his dwelling that he cannot send his children to it. It must be added that in such newly settled districts, the people are poor and quite unable to make the sacrifices necessary to bring the law into effective operation. For this reason, in several municipalities the system of voluntary contribution is followed, and I can testify to the zeal of these honest people, who do more for the education of their children than could be expected from persons in their situation. The difficulty would be diminished, if, according to the desire of the population of this district, the legislative grant were increased. This would doubtless be, in poor neighbourhoods the best means of promoting the working of the law, while, in the more wealthy sections of the country, it would have the good effect of authorising School Commissioners to levy a higher rate; for generally the teachers are not sufficiently paid for the important and arduous duties which they discharge for the benefit of the youth of the land.

I continue to hope therefore that the Government will perceive the importance of increasing the grant considerably, and of not shrinking from the obligation of securing to the rising generation the education which becomes every day more evidently needful.

This is the time to make every effort and use every means to attain that great end; for by securing a reasonable measure of education to the youth of the country, they will, when of adult age and themselves heads of families, stand foremost the champions of popular education, even should the legislature of that day diminish the grant in the same degree as it is now increased; and having to deal with rate payers who will be alive to its importance, it will be more difficult to arrest, than it has ever been to promote, the working of the School Law.

I have the honor to be, Sir,

Your very humble servant,

(Signed,)

G. A. BOURGEOIS, S. I.

*Remarks.*

Of the 666 scholars who attend the 18 schools in operation in my district, 606 are of French origin and 60 of British extraction; 635 are Catholics and 31 are Protestants; 218 are able to read well, 106 are beginning to read fluently, 262

can spell, 74 are learning the simple rules, 30 the compound rules, and 16 the rule of three; 62 are learning French grammar, 7 English grammar; 16 are learning general geography, 5 history, 3 composition and letter writing, and 23 fancy work.

Of the 18 male and female teachers who teach in my district, 4 only—2 male and 2 female—are provided with diplomas, and the amount of salary *per annum* is for men £30, for the women £20.

The various corporations taken collectively possess 15 school houses and 3 in course of erection, all of wood and of one story, except one which is two stories high, and is intended for a Model School. The remainder are Elementary Schools.

The corporations also possess  $10\frac{2}{3}$  arpents of land, of which  $8\frac{2}{3}$  are play grounds. 1 arpent is used as a garden, and  $1\frac{1}{2}$  for agricultural purposes.

The rates for the year have amounted to £596 7s.  $10\frac{1}{2}$ d., the annual legislative grant to £312 4s.  $0\frac{1}{2}$ d. Sums are due by the rate payers, including arrears of previous years, to the amount of £325 9s.  $3\frac{1}{2}$ d., by School Commissioners £140 18s. Finally there is money in the hands of the Secretary Treasurers to the amount of £74 1s.  $7\frac{1}{2}$ d.

(Signed,)

G. A. BOURGEOIS, S. I.

J. B. Meilleur, S. E., Montreal.

SIR,—I have the honor to submit the following Report of schools under my inspection, which, with that for the former last year, and my tables, already transmitted, will comprise a full view of their state and condition during the year 1854.

In submitting this Report, I am gratified in being able to state, that there is a gradual improvement in the schools.

In some school districts the inhabitants have made extraordinary efforts to raise additional funds to pay better teachers, which have been crowned with success. I have been satisfied with the progress such schools have made; their examination has proved creditable to teachers and pupils; and they have received from me commendation and encouragement, which I trust will animate them to pursue so laudable a course. These exertions are having a good effect upon the smaller schools, which are unable to employ better teachers and I have suggested a way by which they may avail themselves in some degree of the same benefits; provided, they are willing to contribute the extra funds; which is, to unite two or more of them, and keep one school open alternately in the several school houses, which would afford to all children therein good instruction for half the time, and to large scholars who could attend to each place, the whole yearly term. In this way a good school is within the reach of most of the children residing in their small districts, which would be far preferable to poor schools kept open in each of them as heretofore.

But the most direct and efficient means of raising the character of our schools would be to employ teachers of more ability, of higher moral and literary culture, and this will come to pass whenever such qualifications are required by the people. The law, as it now stands, requires but low qualification, in elementary teachers; and it very rightly forms a barrier, below which the teachers, or schools, should not be suffered to sink, and it ought to afford aid whenever the people in any municipality are ambitious to rise above its standard in maximum of ability. Teachers are obliged to pick up their instruction and training in the most economical way, to enable them to gain employment as such, and hence great incongruities are introduced and taught to the children, who are not competent of themselves, to avoid the lasting evil of such practice. It may be said that, while the people are content to follow this course, why interfere? It is just and right and



our bounden duty to lead to a higher state of education ; and I rejoice to see that the Government and Legislature of the country are steadily approaching, by their aid, a higher and more uniform system of public instruction, and that we may look forward with hope to see the youth of this delightful country receiving and incorporating sound moral and mental principles and culture into their character, and giving them a fitness for the useful and honorable duties of this life. One great defect now existing in our schools is that no distinct character is formed ; scholars are not taught the habit of close and correct observation of whatever comes under their notice, and forming correct opinions therefrom ; consequently they in mature life are likely to become the dupes of delusion practised on them by themselves, if not by others, and are thus destined to follow after the fictions of the age, in which they may act their part. To give full expression to my view on the education we ought to give to our children, would exceed the limits of a Report of this nature ; but a few steps we are firstly taking ; and I would have them such as that there will be no necessity of retaining them. We require better teachers, a uniform and well adapted series of lesson books, and a good course of study, in our Elementary Schools.

And even where these, through much and patient labour, have been attained, we have still formidable obstacles to progress in our way, to which I feel it my duty to advert. As soon as the children have arrived at a knowledge of elementary branches, or at an age to be employed at home or elsewhere, whether they have been made thorough in them or not, parents are unwilling to continue them any longer at school, but send them at once to engage in the profitable pursuits of life, thus depriving the teacher of his only chance of making his pupils scholars, and the country of well educated men, to sustain successfully the popular institutions therein. Such an error we must try and remove from the minds of parents ; and no better means can be employed to do it than short and familiar lectures to them in the common school house from the Inspector.

This district has always been free from opposition to the school law, which is commendable to its inhabitants, because that law is in principle coercive ; a future not designed for them, and consequently it is more to their honor, however careless some may have been of its provisions and forms. Too much indifference has been shown in the election of School Commissioners, and incompetent persons have been entrusted with the use of very large powers, which I regret to say have been much abused, and caused much trouble in managing the schools ; and in some few instances difficulties have arisen from this source, which cannot be removed while the antagonist parties live ; and in a few cases angry feelings have been raised to impel parties to the crime of burning the school houses about which a difference of opinion had been entertained. Those are not the results of defects in the law, as some have been led to believe, but from its imperfect administration on the part of the Commissioners who have been unwisely chosen. Experience will soon set the people right in this respect, I am quite sure, when we may see better men composing the boards, who will perform this duty more acceptably to the public and more creditably to themselves. I must do justice to some few excellent men who have served as Commissioners since the present law was enacted, and on whose ability, influence and zeal, the prosperity of the schools in such places has and must chiefly depend, and while the public owe much to these worthy persons, I would advise, that it should cherish and second their well directed labours, instead of seeking to find fault with their acts, as a few have done, the best of whom could not claim to be perfect, and continue such in office as long as they are willing to serve. Their loss would be severely felt, and great injury would thereby fall upon the schools. Their reward is with them, and they have the satisfaction of doing good to the rising generation, and I rejoice to see them

enjoying generally the approbation of their fellow subjects around them. It cannot be expected that enough educated men can be found in each municipality who would be willing and could afford to serve, devoting much of their time and attention to this duty; but I should hope the people would be able to find one or more of this character, which if they do, the others being men of good character and influence, and well disposed towards the law and general education, will do very well, though, I should prefer, where it is possible, that educated men be chosen to constitute the Board of School Commissioners in each municipality.

There is some improvement on the part of the Secretary Treasurers: they are from time to time becoming better acquainted with the law and its forms. Their registers, so far as they go, are quite correct, and their accounts are just, but not so well classified as they ought to be. It gives me pleasure to notice here, that no complaint has been made of delinquency amongst them, and only one case of the kind has occurred, and that is one in which the trustees of a dissentient school (and the only one) did not appoint a Secretary Treasurer, but allowed one of their number to keep the money and accounts of it, without their knowing in what condition their funds were. A reckoning was had immediately, and the balance of £17.0s. 7½d. was found remaining in the hands of this delinquent trustee, which has not yet been repaid, although the money is needed to pay arrears of wages to their teacher. If their trustees had attended to their duty, as prescribed in the law, a Secretary Treasurer would have been appointed, and his sureties would have ensured the repayment of the balance. School Commissioners have well attended to this duty, and the consequence is, no complaints have been made that the school funds have not been faithfully disbursed by the Treasurers.

School Commissioners, teachers, parents and their children continue to evince towards me the kindest good will; and they show desires to improve the means placed for their benefit at the disposal of the Commissioners, to the best advantage, though they seem sensible that they have much to learn, before this end can be fully attained.

The general progress which the schools have made during the last year will now fully appear by comparing the tables of that, with the previous year. In some of the schools better teachers have been employed, and a better course of study has been pursued; also the largest children have been in more regular attendance, and higher studies have been attended to by some few of the pupils who are the most advanced, consequently some of the most satisfactory examinations have been held and much credit is due to both male and female teachers, who generally have a diploma from the Board of Examiners.

I encourage all the female teachers to submit to one examination before one of those boards, and obtain a diploma, and make teaching a vocation as long as they can.

We have a net gain in the number of scholars attending schools in 1854, over that of 1853, of over *eleven hundred*, which encourages the belief that their parents are becoming more sensible to the interests of their children, and more anxious to secure for them a better education; but this sentiment is far from being general amongst them. And I have taken great care to impress upon the minds of the children themselves, the importance of attending at school regularly, that their parents should supply them with lesson books which are approved of by the Board of Examiners, and that they should behave well, study well, and never break the rules of the school, nor disobey their teachers.

The School Journal, which I find in the schools, calls for some notice from me. It is not generally well kept; in some schools it is, in others none is supplied, and the teacher has her list of pupils and their ages upon loose pieces of paper. I have urged Commissioners to supply them to each school in good form and on

good paper; and in several municipalities this has been done, where I find no difficulty in obtaining matter for my tables. If this journal is kept as required by law, it enables Commissioners to divide the school funds legally, and their Reports to be accurately made up at the end of every half year; but without it we nor they can never know whether we are right or wrong in our Reports. I call for this information in the school room and in the presence of the pupils, and find, when the teacher has not kept a regular journal, it is exceedingly difficult to make the quantities right. My efforts to induce Commissioners and teachers to comply with the law in this respect have not proved so successful as I expected.

I have the satisfaction to report that some of the high schools have made good progress, and the number of teachers who have been educated at them for common schools, has encouraged other localities to establish them, which has caused a laudable emulation to prevail in this respect in our populous villages, which I have deemed it my duty to encourage wherever the municipality was sufficiently settled to need such school, and able to contribute to its support; and in doing so I do not lose sight of the expected Normal School which will ere long, I hope, supply well trained teachers for them and the Academies, and thus bring our teachers under the same course of instruction, and consequently reach our Common School pupils, and thus I trust remove the incongruities which are now interwoven into their character.

The people display a noble liberality in building school houses. Their new ones are well built and frequently at the cost of £150, sometimes entirely by voluntary contributions, at others, in part by such means and a tax for the £75 which the law provides for, in such cases. Those school houses are mostly built after the plan I had the honor to submit to the Education Office for your approval.

It is worthy of remark that no dissensions have crept in to disturb the schools amongst a population so varied in its religious character as that of the district of St. Francis. I meet and examine the children in the same lessons of moral and mental culture, whose parents are of the several origins and religious beliefs. But no attempts have ever been made, to my knowledge, to turn any one of them aside from the religion of their parents. I have urged the study of the ten commandments upon the attention of every school under my inspection, and in my tours of inspection during the last year have been highly gratified to hear the children repeat them.

The addition of the school fund which has been voted this session will encourage exertions, on the part of the people, to work the law more perfectly, and to contribute their share of the funds, which are required to defray the current expenses of their schools.

All which is respectfully submitted.

(Signed,) M. CHILD, S. I.

*Second Report, for 1854, of School Inspector C. CIMON, Esquire.*

SIR,—I have the honor to submit to you my tenth Report upon the state of the Elementary Schools in my division.

It will always be difficult for the municipalities situated in the County of Tadousac to put the schools into operation according to the requirements of the law, in consequence of the poverty of the rate payers and the small number of properties liable to assessment.

It is therefore necessary to have recourse to voluntary contributions in these places, but this is a heavy burden for poor day labourers, the fathers of large families. I am of opinion that these municipalities can be made to work properly, only by means of a special grant from the Government.

I have at length the pleasure of announcing to you that the Municipality of St. Fidèle has a school in operation; the teacher who conducts it is furnished with a diploma to teach an Elementary School; but the School is not yet supplied with all the necessary books. The building not being suitable, several of the neighbouring children are unable to attend it at present; but a school house is now in course of construction, and the rate payers have assured me that it will soon be habitable. In fact the building is very far advanced. I should recommend you to be indulgent towards this municipality; although the Commissioners and the Secretary Treasurer are at present unable to comply with all the formalities of the law, for want of the necessary knowledge; and I have reason to fear that, if contradicted in any particular, they will abandon the task which they have commenced, and renounce all the benefits of education.

The schools in the Municipality of Malbaie are still in the same condition. A Common School is in course of construction in the School District No. 1, the School Commissioners having quite given up the plan of building an academy. They have engaged the same teacher, which is the reason why several children do not attend the school. The schools are not better visited than formerly, and the teachers still do as they please. The children absent themselves whenever they think proper, and prefer gathering fruit to going to school, and that with the knowledge of their parents and of the School Commissioners, who by their silence and determination not to give any rules to the teachers, seem to approve of their absenting themselves. The teachers who are dependent on the rate payers, and the School Commissioners, cannot, against their own personal interest, themselves establish rules which would cause this abuse to be put down.

I complained, in my last Report, that there was only one school at Ste. Agnes; now I have to announce that there is none at all. Nevertheless, this parish would require a new race of men, and an educated generation.

As to Ste. Irénée, I have nothing to add to my former Reports. The teacher who keeps the school having been almost continually ill for several months has not been able to perform his task with energy, and to cause the pupils since my last visit, to make any progress worth mentioning. He keeps the school now.

I do not know what to tell you about Les Eboulemens that will interest you. I can only repeat to you the same account of the negligence of the School Commissioners, who take no care to see that the schools are attended or furnished with books, and their office is still conducted in the same manner.

The School Commissioners of L'Isle-aux-Coudres still persist in refusing to follow my directions, and keep their schools as much as ever in the same condition. Only one is conducted by a properly qualified female teacher the three others are kept by female teachers who are not qualified.

At the time of my last circuit, I was unable to visit more than two schools at *La Baie St. Paul*, the others not being in active operation; the School Commissioners had ordered the teachers to discontinue keeping school, because the cholera was making considerable ravages in the parish.

There is nothing important to relate of St. Urbain since my last visit; two schools are in active operation in that municipality.

The teachers have been again changed at the little river of St. François; since I have been Inspector this is the fourth teacher who has been engaged to conduct the only school in the municipality, and these changes are naturally an impediment to any progress being made by the pupils. The Secretary Treasurer of this municipality still resides seven or eight miles from the office of the School Commissioners.

It is proper to annex to this Report the name and age of each teacher, viz :

Qualification.	Names of Municipalities.	Names of Teachers.	Their age.
Diploma.	Malbaie,	Vital Tremblay,.....	35 years.
Do	Do	Paul Mailloux,.....	23 "
Do	Do	Ignace Perron,.....	20 "
Do	Do	J. C. Paenud,.....	46 "
Do	Do	George Gagnon,.....	20 "
Do	St. Fidèle,	Louis Vincent,.....	58 "
No Diploma,	Escoumin,	Narcisse Tétu,.....	19 "
Diploma,	St. Irénée,	Méron Tremblay,.....	24 "
Do	Eboulemens,	Germain Tremblay,.....	36 "
No Diploma,	Do	Arthemise Gauvreau,.....	20 "
Diploma,	Do	Abel Gauthier,.....	21 "
Do	Do	A. Eugène Tremblay,.....	33 "
No Diploma,	Isle aux Coudres.	Adelaïde Pelletier,.....	30 "
Do	Do	Virginie Tremblay,.....	20 "
Diploma,	Do	Joséphine Perron,.....	19 "
No Diploma,	Do	Geneviève Desgagné,.....	25 "
Do	St. Urbain,	Joséphine Tremblay,.....	25 "
Diploma,	Do	J. B. Fortin,.....	19 "
Do	Baie St. Paul,	Michel McKerty,.....	52 "
No Diploma,	Do	Marie Boilie,.....	19 "
Do	Do	Délin Potvin,.....	19 "
Diploma,	Do	Samuel Boivin,.....	21 "
Do	Do	Océphé Côté,.....	21 "
No Diploma,	Do	Joséphine Potvin,.....	21 "
Do	Do	Marguerite Simard,.....	20 "
Do	Do	Angèle Gauthier,.....	18 "
Do	Do	Aglaé Simard,.....	19 "
Diploma,	Do	Phidias Bouchard,.....	19 "
Do	Little River St. François.	Benjamin Côté,.....	19 "

In my former Reports I remarked that out of the fifty School Commissioners in my division, only three know the elements taught in the Elementary Schools. At present, notwithstanding your recommendations and mine, there is only one; and the others, forty-nine in number, are illiterate, with the exception of some who can sign their names, and read with fluency. It is needless to repeat to you that, with such School Commissioners, it is not surprising that the teachers should be ill chosen. In my opinion, there is only one way to effect a reform in this respect; it is, that a good school should be established, under the immediate direction of Government, and under its auspices, and quite independent of School Commissioners: such a School would give us a great number of persons qualified to be good teachers, and citizens capable of being School Commissioners, and inclined to encourage and promote the interests of education.

The School Commissioners not being fit judges of the qualifications of teachers, it follows that they engage those who ask the lowest wages, thinking that by so doing, they fulfil their duty, which in their eyes consists in saving money. The School Commissioners scarcely ever visit the schools, and give as a reason that, not being educated, they cannot examine the children, nor judge whether the teachers produce any improvement or not, or whether they are methodical in teaching. This ignorance of the School Commissioners is the cause,—1. That they take no care that the schools are well furnished with books, (the municipalities of St. Fidèle and Les Eboulemens being remarkable for this.) 2. That they subdivide the municipalities into too great a number of School Districts, and that to provide each School District with a teacher they are forced to give very small salaries, so that only those who are very little qualified will engage themselves. 3. That generally speaking they make no rules whatever for the management of

the schools, being quite unable to make any themselves, and not knowing the value of a rule. In fact, the School Commissioners cannot understand how much a child's absence interferes with his education; if they had an idea of it, they would impose severe regulations to be observed by the teachers, respecting children who absent themselves without permission, or without that of their parents, for sufficient reasons; and many other rules which would prevent the parents from accusing the teachers of partiality. 4. That there is no library in any one of the Schools in my District, although they have been informed that there is money for that purpose in the hands of the Superintendent. 5. That they give the preference to an incapable Secretary, provided he asks a smaller percentage than another, as happened in the Parish of St. Urbain. A corporation formed of illiterate School Commissioners and an illiterate Secretary cannot act with success, notwithstanding that I give them the most clear and precise directions. I have the misfortune to number seven corporations thus composed within my jurisdiction. 6. That the schools are badly provided with books, maps, &c. These School Commissioners think that two or three children can learn out of one book as well as if they had one each.

I have the honor to be,

Sir,

Your very humble obedient servant,

(Signed,)

C. CIMON,  
School Inspector.

ST. VALIER, 15th November, 1854.

J. B. Meilleur, Esq.,

Superintendent of Education.

SIR,—I have the honor to transmit to you my Report upon the state of education in the Counties of Bellechasse and L'Islet, for the three months which expired on the 1st instant

I am happy to be able to inform you that popular education still continues steadily on the increase. The comparative statement of 1852 and 1854, which will be found at the end of this Report, will prove to you, in a very convincing manner, that education has made a great step in the way of progress during the two last summers. The prejudices of the people have given way to more enlightened ideas. The character of the School Commissioners is altered for the better. The teachers now offer better credentials, and in short the appearance of things has undergone a change which ought to rejoice the hearts of all the friends the cause.

1. I affirm that the people have got over their old prejudices. In 1852, when Inspectors were appointed, I was, like almost all my colleagues, under the impression that public education made no progress, and that the coercive system was unpopular. I was greatly surprised, at the first visit which I paid to the schools in my district of inspection, to find things in a superior state to any idea which I had entertained, and to all that the enemies of the cause had said of them. After having carefully studied and examined everything, I found out that the few prejudices which the people still held, against coercion, did not originate in the system itself, but rather in the consequences of a want of regularity in the method of teaching, and in the school books. At that time each teacher had his own particular method and series of books: this retarded the progress of the children, and increased the expense to the parents. By this diversity of system, occurring whenever the teacher was changed, the pupils were obliged to commence afresh every year, and still found themselves almost at the same place

after three or four years' attendance at school. The people, who judge only by appearances, seeing nothing clearly, had condemned the system, without having inquired sufficiently into the causes of this failure in the progress of the children. From a want of uniformity in the books, the arrival of a new teacher in a school induced a necessity for new books, those in use under the former teacher being thrown aside. This was the occasion of considerable expense to the parents. We have ascertained that Lower Canada expends annually the immense sum of £25,000 for school books, that is to say, a sum equal to the legislative grant for this section. In order to make this intelligible, I here repeat my calculations. We determined that the average amount of rate paid by each head of a family is 10s. ; taking away the towns and cities, which do not pay, this sum is reduced to 7s. 6d. Well, experience proves to us that every father of a family annually spends this sum, and even more, for school books for his children. Lower Canada therefore expends every year the immense sum of £25,000 for school books alone. I easily understood that this expenditure might be reduced at least by one-half, and that by introducing uniformity in teaching and in the books, the people were sure to adopt better sentiments with respect to our school law. I therefore delivered, at different times, at a meeting of the teachers, three lectures on the advantages and utility of adopting an uniform method of teaching, and of introducing into our schools a series of books that might be everywhere the same. I had the pleasure of seeing that the results of these meetings were most satisfactory. The simultaneous mutual method which I had pointed out as being most advantageous in schools attended by a great number of children, was introduced into more than half the schools in my district of inspection, and an uniform series of books was adopted, which strongly contributed to the happy change effected in the school system. Although this state of things is still far from being perfect, I nevertheless affirm that it has greatly contributed, by the progress made by the children, and by the diminished expense to the parents, to dissipate the remaining prejudices of the people with regard to our system of coercion. I do not, however, wish to conceal that there is still much to be done in this respect, but I am entirely persuaded that there is nothing more to be done in the present order of things, and that we can obtain perfect uniformity in the school books only by the establishment of a board of public education, such as I advise below, and of which one of the powers would be, amongst others, that of appointing the books to be used in the school municipalities, and of ordering the publication of such works as should be deemed suitable to be introduced into our schools.

2. I maintain that the characters and dispositions of the School Commissioners are no longer the same. It is only a few years since the people, in a spirit of opposition against the educated classes, and in the hope of being less taxed, elected as school commissioners only those who were most ignorant and most prejudiced against the cause of education.

Their intention was, by confiding the control of the schools to persons totally unqualified, and enemies of the cause, to exempt themselves from the monthly tax, and to give the death blow to our system by leaving things to stagnate. Thus the schools under such School Commissioners made very little progress, and were rather a cause of discouragement to the parents by the very little advantage derived from them, for they saw that their children spent four or five years in them before they could learn common reading and writing.

Fortunately for the public good, there existed at that time some school districts conducted by a wise and enlightened School Commission, composed of generous men, devoted to the advancement of popular education, who, while striving for the good of their several localities, have very much contributed to the advancement of the common cause. The school districts which have so great a claim

upon our gratitude, for having thus given an impulse to the others, which have generally ended by imitating their example, are : the village of St. Michel, St. Thomas, L'Islet, and St. Charles. These four parishes, which are far in advance of the others in my district of inspection, have constantly for several years had as commissioners men of education, who are devoted to the cause, having at their head the *Curés* of their respective villages. Accordingly affairs have prospered under such auspices. St. Michel, which takes the lead, owes to the enlightened spirit and devotion of its School Commissioners the superb college established there two years ago, the present professors of which are Messrs. Toussaint and Marquette, highly educated men, who are the pride of our body of teachers. This institution communicates, amongst other branches of education, the knowledge necessary and proper to agriculture and commerce, being devoted as much to the practice as to the theory of those sciences. This establishment is provided with a boarding house, well encouraged at present by the agricultural and mercantile classes. A seminary for girls, kept and conducted by Mlle. M. Casault, also contributes to the glory of this municipality. This house of education, which has already been five years in existence, has turned out a great number of teachers. Each of the three other above mentioned parishes also boasts of a Model School and a Superior School for girls, all kept by well-qualified persons. The visible progress which is remarked in these four *model municipalities* is in a great measure owing to the knowledge and enlightened spirit of their school commissioners.

The other municipalities in my district of inspection having remarked the happy results of the election of a body of School Commissioners who were men of education, have all ended by following their example, so that at present more than five-sevenths of the School Commissioners know how to read and write, and nearly half have enjoyed a classical education.

3. I have said that the teachers give now much better pledges of success than heretofore. The law having made it our duty to employ only such teachers as are qualified, we have found ourselves obliged to dismiss nearly a quarter of them on account of incapacity, and they have been replaced by well qualified persons. Our Model Schools and Superior Schools for girls have furnished us, besides the above mentioned number, with about another quarter, who have succeeded those teachers who from one cause or another have given up teaching. We can now say that a good half of our body of teachers is composed of persons more able and much better qualified than those whose places they have taken. The qualifications of both, in the two respects of knowledge and the art of communicating it, are no longer the same, and have considerably widened their sphere by the attendance of the teachers at the lectures given at various times by the association of their body which is held at Quebec. Three teachers among the rest, furnished with diplomas to teach academies, have undertaken the arduous task of coming to the assistance of their fellow laborers, less happily endowed than they are, with respect to knowledge. Messrs. Marquette, Toussaint and Juneau, whose vast acquirements, added to twelve years' experience in the art of teaching, cause them to be looked upon as model teachers, have at various times given lectures upon the best methods to be adopted in our schools, and upon other practical subjects, the knowledge of which is found useful to the teacher, and have thus very much contributed to that uniformity, which is now to be observed in more than half our schools. These men have deserved well of the country by making of their least qualified fellow labourers teachers fit to fulfil all their duties, and to conduct to a happy issue the education of the youth committed to their charge. There exists also in the County of L'Islet another Teachers' Association, founded two years ago, and which already begins to bear fruit. Mr. A. Soulard, a teacher in the above mentioned county, who was the author



of this association, has, by his zeal and efforts, greatly contributed to the prosperous state which has been remarked in the said county, which was almost without a school in 1852. What still remains to be done, to render our teachers practical, particularly those of the Elementary Schools, and to initiate them completely into the reforms and improvements which the art of teaching has undergone, can only be effected by opening Normal Schools in various parts of the country, for the general benefit of teachers, whose means are too limited to allow them to bear the expense of living in our towns, and also for the preservation of their morals, which would certainly receive some taint by a residence in great cities. The government might give an order to some one of our higher educational establishments to dedicate one of their classes to this purpose, and might itself defray the expenses incurred. In this manner, the thing will cost infinitely less than a single Normal School on the plan of that at Toronto, and will yield more benefit to our teachers, by lessening the expenses of travelling, and by giving a surer pledge with respect to their morals. Besides, the College of St. Michel already serves us as a sort of Normal School, since this institution has already sent out a great number of persons for the work of teaching, who all left it with the same system of teaching, and with perfect uniformity with respect to books.

4. In advancing the fact that the aspect of things has entirely changed, I have said nothing that I cannot prove. This is what I intend doing by the comparative statements of 1852 and 1854. I know that the enemies of our system entertain doubts touching the truth of our Reports; it is for this reason that I engage to say nothing that is not true, and to prove what I have advanced more by facts than by words.

*Comparative Statement relative to Education in 1852 and 1854 in the Counties of L'Islet and Bellechasse.*

There were in 1852 only ten school municipalities in operation in the counties of Bellechasse and L'Islet. The law was a dead letter with respect to the seven others, which did not boast a single school; now, the above-mentioned seven municipalities are all in operation, and number 55 schools, all well kept. An increase of 7 school municipalities and 55 schools.

At the above mentioned period, the number of School Commissioners, who could read and write, was 2 out of 5; this year their number is 4 out of 5; an increase of two-fifths.

The number of children who attended the Common Schools at the aforesaid period was 2500; now this number extends to 5000, including children above 5 and under 16 years of age. An increase of 2500 children.

At the aforesaid date the number of Common Schools under control, in my two counties was 70; now we number 125 schools in the two counties; an increase of 55 schools.

There were only 2 Model Schools in existence in 1852, and 3 Superior Schools for girls; now we have 6 Model Schools, 10 Superior Schools for girls, and the fine College of St. Michel. An increase of 4 Model Schools, 7 Superior Schools for girls, and one College.

At the aforesaid period, the average salary of the teachers was from £40 to £50 for Model Schools, £20 to £25 for Elementary Schools: now the salary is from £75 to £80 for Model Schools, £36 to £40 for Elementary Schools; an increase of £30 for Model Schools, and of £20 for Elementary Schools.

At the aforesaid period, English was taught in only 8 schools; now this language is combined with French in nearly 40 schools.

At the aforesaid date, writing was taught to only a quarter of the children at school now nearly three quarters of them can write; an increase of half.

In 1852, the method of teaching the pupils singly, so slow and so ill adapted to promote their progress, prevailed in more than half the schools of the counties mentioned; at present this system has entirely disappeared, and the simultaneous mutual method has taken its place in the Model Schools and Superior Schools for girls, and the simultaneous method in the Elementary Schools.

At the time aforesaid, 15 schools only were in possession of maps, at present more than half have them.

At the above mentioned time each Inspector had his series of books, and there was no uniformity in this respect; now the same series of books is adopted in nearly three quarters of the schools, in my district of inspection.

At the aforesaid date, the number of children, who learned grammar and arithmetic, was 1 out of 5; this year it is 3 out of 5; an increase of two-fifths.

I believe I have ground for saying that a visible change has been wrought, and a striking progress made, during the two years just elapsed, and the facts which I have just quoted will, I dare to hope, have the effect of silencing the outcries of the opponents of our system, who have always maintained that the principle itself was bad. Experience teaches us every day that our school system is more popular than these persons would like to have it thought, and that things go on extremely well; nevertheless I am of opinion that our school law requires some amendments. I have already pointed out these changes in my Report for 1852. To those already mentioned in the said Report I take the liberty to add the following:

*Principal amendments requisite to secure the perfect operation of the School Law.*

1. As popular education is the basis of the prosperity and of the progress of a country towards civilization, I should wish that this department should be as much favored as the others, and be represented in the administration by a minister of public education, whose care it should be to watch over the wants of this department, and to represent it in a useful and necessary manner.

2. Whereas uniformity in books is not yet generally established, and its usefulness is acknowledged and appreciated by all classes, seeing that it tends, as we have seen before, to diminish very considerably the expenses of parents for school books for their children, I would have a Council of Public Education appointed, whose powers should be, amongst others, that of selecting the books for the school municipalities, and that of ordering the publication of such books as they should deem proper to introduce into our schools. By this arrangement we should obtain perfect uniformity in the books, and thus save Lower Canada annually the handsome sum of £12,500: since, as it has been proved above, this expenditure now reaches £25,000 per annum for the section mentioned; by causing a series of uniform books to be adopted, this sum would be reduced, and the aforesaid sum of £12,500 be saved. This council might be composed of five persons; for example, of the minister of public education, the Archbishop of Quebec, the Bishop of the Anglican Church, one of the Judges of the Queen's Bench, and the Mayor of the city.

3. As the art of teaching, as practised in this country, is capable of being improved and reformed, and as experience proves to us every day that a method thoroughly carried out, and on an uniform footing, is productive of great advantages, the necessity of establishing a Normal School is more than ever felt. The interests of the country in general, and of the class of teachers in particular, demand that institutions of this sort should be set on foot in different parts of the country, for the reasons before alleged, and in consideration of the interests there mentioned.

4. As it has often happened, in certain municipalities, that difficulties have arisen relative to the election of School Commissioners, and to other school affairs, and as the judicial tribunals have shewn themselves very tardy in dispensing justice, or rather have not given it at all, (*e. g.* the parish of Beaumont which has been for five years internally divided on the subject of the election of School Commissioners, and has not even yet obtained judgment in the case,) and as such dissensions involve a train of disorders tending to demoralize the people and impede the progress of education, (*e. g.* the aforesaid parish of Beaumont where the schools have lingered in inactivity during the continuance of such division,) the general interests of education require that the Superintendent should be invested with the requisite powers to decide, in all cases of contest or difficulty, which may arise in school affairs, and give therein a final decision. By this means we should be relieved from a vast mass of difficulties which impede the progress of education and which, dragging their slow length from term to term, justify the prejudices of opponents, and arrest the working of the law itself.

5. Whereas experience proves that education is of great utility in School Commissioners, and as the municipalities which have men of education as School Commissioners have shown much better results with respect to the progress made in the schools than those, the affairs of which have been conducted by illiterate and ignorant School Commissioners, it becomes a thing of necessity that we require in persons, to be elected as School Commissioners, a certain degree of education, such as reading, writing, and a little arithmetic; and whereas, the more machinery there is, the more difficult it is to conduct the engine, so it would be necessary to reduce the number of School Commissioners to three; besides, it would be easier to find three educated men than five in each municipality; the aforesaid literary qualifications ought to take the place of pecuniary qualifications, which it would be absurd to continue to exact, and which ought, for the interests of education, to be entirely abolished.

6. In order to place the teaching class in a proper position, and to avoid the mortification of seeing those who are best qualified put aside, to be replaced by nonentities of the class, who always find situations by the lowness of their terms, it becomes necessary that the law should fix the minimum of salary to be paid to teachers. By this plan, each class of teachers will be certain of being paid according to their merits, and will not fear to be deprived of a lawful salary by worthless opponents, who for their part are always satisfied, knowing themselves to be incapable of gaining higher wages. This minimum ought to be £100 for teachers of Academical Schools, £75 for teachers of Model Schools, £40 for teachers of Elementary Schools, and £30 for female teachers of the said Elementary Schools.

7. Whereas it is generally acknowledged that the changes and reforms that our school system has undergone, during two years, are in great measure the work of the school Inspectors, and as if the powers of these last were increased we might expect a great deal from their services, it is necessary that the law should give them greater latitude and more ample powers,—amongst others, the power of dividing the municipalities into school districts; in this manner we shall be certain to suppress what still remains of those inferior schools, which are a loss rather than a public benefit. To them ought also to be granted the right of establishing a Model School in every municipality where there is not already one, whenever they shall see fit, for the advantage of the place, and whenever the progress of the children shall require such an institution to be put in operation.

8. As it is acknowledged that the labor of all persons employed is in proportion to the salary which they are paid, and as we may expect more from those who are properly requited, it is only just that the government should increase the salaries of such Inspectors, who suffer more than any from the high prices of all the necessaries of life for the last two years, inasmuch as they are obliged to travel

during the greatest part of the year, in order to visit all the schools, and are there by subjected to expenses which absorb nearly half their incomes. It is the more necessary for the interests of education that this office should be made independent, so that those who discharge it may give themselves up entirely to the fulfilment of its duties, and that by this means those of the inspectors who belong to the liberal professions, as a great many among them do, (three quarters of the School Inspectors being advocates, doctors and notaries,) may no longer be compelled to have recourse to their original professions, to obtain that which their office of Inspector denies them, namely an honorable independence.

9. We inhabit a country the first resources of which are drawn from agriculture, which has hitherto been neglected. Commerce and manufactures are now beginning to spread among us. We require institutions in which these branches of industry may be taught to the rising generation. The immense distance between our classical schools and our Common Schools, calls for these intermediate institutions. Besides, the aim of our higher educational institutions does not meet the general wants of the country, which require persons, not for the professions termed liberal, already overstocked, and which are at present on an inferior footing to the arts and trades, but trained to agriculture, commerce, and manufactures, who may turn to account the enormous natural riches of our country. It is therefore necessary that the government should establish an institution of this kind in every two counties, or at least in every judicial district. These establishments should be attended by young persons who have left our Model Schools and whose parents would wish to see them become good farmers, experienced merchants, or manufacturers. The want of such intermediate houses of education is felt more than ever. The very liberal encouragement shown by the public to the few establishments of this kind already in existence, such as the Commercial College of St. Michel, makes us foresee, that institutions like this will be appreciated by all classes, and will produce a good effect that will be generally felt.

These, sir, are the few suggestions and remarks which I have thought it useful to offer to the legislature through you, being persuaded that you will easily believe that only my love of justice and my desire to add my feeble attempts to the interests and the advancement of the cause of education, could have induced me to make them.

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

J. CREPAULT, S. I.

ST. VINCENT DE PAUL,  
1st January, 1855.

I have the honor to submit to you my Report of the state in which I find the Elementary and Primary Schools in the Counties of Laval, Terrebonne, Lake of Two Mountains, and that part of Argenteuil under my control and jurisdiction as School Inspector, with statistical tables as minute and exact as it is possible to make them.

I made my last visits with the greatest care, in order to assure myself whether education really made any progress under the present system, and whether there were any satisfactory results to be expected from Primary Schools without deranging the provisions and the general principles of the law now in operation.

Although I share the opinion of many other persons relative to the necessity of making some changes in the details of the law, I am more than ever persuaded that the principles upon which it is based perfectly meet the wants of the Canadian population, and the wishes of those persons who take a part in its adminis-

tration. If, occasionally, we have had reason to complain of the objectionable way in which the schools of certain places have been kept, still I do not hesitate to say that this is more to be imputed to bad management than to the law itself; besides, it is well known that all which speaks of novelty in the way of improvement has always met with opposition from all the nations and in all the countries of the world; we must not therefore be surprised at having met with some, when the present law was put into operation. Notwithstanding this, and notwithstanding the continual uncertainty in which the public mind has been kept, particularly during the past year, with regard to the School Law, I am happy to say that, generally speaking, the schools under my control have changed for the better: they are better conducted, the teachers are better qualified, and the rate-payers are more satisfied with the results of the operation of the law; I can even assert that in certain municipalities where, on entering into office, I found only an appearance of instruction, the ghost of a school, I now find nearly everywhere schools in the best condition, and on a most respectable footing; I may mention St. Jérôme among the number. Convinced that the best school law could not operate with advantage without a great deal of care, zeal, and sagacity on the part of the persons appointed to administer it, I applied myself to recommend the appointment of good teachers, without regard to expense in obtaining this important end; and indeed I may venture to congratulate myself that my efforts have been crowned with success,—another proof that the proper operation of the law depends upon good management.

To make this Report more precise, I give a concise recapitulation of all the statistical tables which accompany it, and I shall add to it the few remarks which I have to make.

#### TABLE A.

This table shews that in my jurisdiction, in 1854, the number of school districts is 108, distributed as follows:—the County of Laval, 26; of Le Lac, 40; of Terrebonne, 34, and of Argenteuil, 8. The total number of schools under control is 114:—in the County of Laval, 27; in that of Le Lac, 41; in the County of Terrebonne, 38; and in Argenteuil, 8. The number of boys attending them is 2785, of girls 2264, besides 97 boys under trustees of dissentient schools, and 50 girls; 102 boys and 37 girls in the Superior Schools; 32 boys and 34 girls in the Independent Schools, giving a total of 5489 children, divided as follows:—1417 in the County of Laval, 1993 in that of Le Lac, 380 in Argenteuil, and 1699 in Terrebonne. Of the 114 schools I have just mentioned, 35 are kept by men, 8 by women, and 72 by girls; on an average, 2567 boys and 2272 girls have attended school; and in winter 2563 boys, 2367 girls.

Comparing the year 1852, the first of my administration, with that of 1854, I am happy to perceive a result altogether in favor of this last year. In 1852, the total number of children was only 5213, leaving a balance, in favor of 1854, of 298 children, reckoning those only who are under control, and of 276, including those in the Independent Schools. Striking as these results may appear, they cannot, however, be compared with the progress which the children have made since I have entered into office; a great many of the Schools were then kept by ignorant and unqualified teachers, who, tendering their services at the lowest salaries, occasioned a great deal of mischief and were nothing but a nuisance everywhere; whilst now that this evil is disappearing rapidly, the people begin to understand that a person must be paid according to his merits, if any good is to be expected from him.

Although the difference between 1852 and 1854 may not appear very great, with respect to the number of school districts, and the number of schools, still I am bound to say that in fact there have been a great many improvements in this

respect; in 1852 the school districts were comprised within very narrow limits, and the schools were supported by only a small number of rate-payers. "As it is a principle of economy to every reflecting mind, that any interest which receives the combined support of all according to their capacity, is more easily supported than if it were borne by only a small number, or by a part of society;" so I ought to conclude that the evil in those schools where the masters are badly paid ought to warn us of the fact that the school districts were too small, and the schools too numerous. Accordingly, I hastened to remedy this evil, by advising the school commissioners to make new boundaries to their school districts, and to establish them in a permanent manner; this work has already made great progress, the good results which it has produced are already felt, and as soon as things are equitably regulated, I purpose making a geographical and topographical map of the places under my control. The making of this map will, I have no doubt, be of great assistance to the department of education, especially as I shall accompany it with several explanatory notes, which may also have some merit. The result is, after all this, that, notwithstanding the establishment of two new parishes and of several municipalities since 1852, there are now six school districts less and four schools more than at that time. In this I have only put in practice the principle which you recommended with so much wisdom on the 20th Sept., 1851: "It is better to have fewer schools and to have them good."

The difference which may be observed between 1852 and 1854, in schools kept by men, is owing to the resolution adopted by the Bishop of Montreal, not to entrust the teaching of the mixed schools to any teacher who was either a widower or a bachelor. This change has not been attended with much difficulty in my district, especially as it is easy enough to procure persons of as great merit as those who were included in the prohibition. I have remarked with pleasure, that the advice I have so often given to confide the keeping of schools as little as possible to married women has produced its effects, since, in 1852, 20 women taught in the schools, and at present there are only 8.

#### TABLE B.

It may be seen by this table that there are 96 mixed schools for both sexes, in 10 of which the children belong to different religious creeds. The number of Catholic scholars is 5050, that of Protestant scholars 336,—boys of French origin 2655, girls 2387, total 5042,—of British and other origin, 217 boys and 164 girls,—total 391.

This table, compared with that of the year 1852, gives an increase in favor of 1854 of 1 mixed school, 200 Catholic scholars, 98 Protestant, 206 boys of French origin, and 184 girls,—making a total increase of 390; boys of British and other origin, 62. The difference of 55 children of British and other origin, in favour of the year 1852, is owing to the parish of St. Columban, inhabited by persons of British origin, who were unable to organize themselves so as to put the law in operation in their parish, for which place I make no Report.

For the completion of this table, I was to enquire the titles of the books in use in the schools under control; this I did, and I am obliged to acknowledge that the want of uniformity impedes the progress of the children, and causes a great deal of trouble and labor to the teacher. It is not uncommon to find in the same class scholars using books bearing the same titles and written by the same author, but of quite different editions and differently arranged: I leave you to judge whether the master can easily arrange his pupils in classes, and whether he can follow up a system of mutual instruction with advantage. He is reduced to individual instruction, which takes a great deal too much time in large schools.

In my humble opinion there should be an uniform series of books for schools approved of by the civil and ecclesiastical authorities, and furnished to the children by the Corporation out of the money placed at the disposal of the School Commissioners,—together with the pens, ink, paper, &c., &c., necessary for the children. By this means the pupils would never be in want of those things which are most necessary to their progress, and the parents would be relieved from a responsibility which they do not and will not understand. Moreover, to leave to the parents the care of furnishing their children with books and other necessary articles for their education would always meet with the same inconvenience as now. I affirm, therefore, that the School Commissioners ought to keep in each school a little store of books and stationery for the use of the school.

TABLE C.

This table shows that in the course of 1854 the number of children learning reading and writing,

In the 1st class is	1416,	an increase over 1852 of	644
“ the 2nd “	1046,	“ “	66
“ the 3rd “	4109,	“ “	207
“ the 4th “	1487,	a decrease since “	647
“ the Simple Rules,	1151,	an increase over “	281
“ Compound Rules,	490,	“ “	1
“ Rule of Three, inclusive,	213,	“ “	23
“ French Grammar,	1240,	“ “	247
“ English Grammar,	89,	a decrease since “	25
“ Spelling,	624,	“ “	65
“ Continental Geography,	311,	an increase over “	56
“ General Geography,	117,	“ “	51
“ Arithmetic, in all its branches,	44,	“ “	22
“ Book-keeping,	36,	“ “	16
“ Descriptive Geography,	0,	a decrease since “	8
“ Mensuration and Land-surveying,	15,	an increase over “	10
“ Use of the Globes,	3,		
“ Perspective Drawing,	0,	a decrease since “	6
“ History,	522,	an increase over “	209
“ Parsing,	486,	“ “	486
“ Composition and Letter-writing,	30,	“ “	11
“ Book-keeping in the Superior Schools for boys,	10,	“ “	10
“ Painting,	1,	“ “	1
“ Singing,	36,	“ “	36
“ Music,	28,	“ “	12

In the Superior Schools for girls the principles of grammar are taught in French to 87 children, and in English to 25; parsing to 50; composition and letter-writing to 27; arithmetic to 62; book-keeping to 12; universal and descriptive geography to 62; the use of the globes to 26; history to 50; perspective drawing to 2; needle-work to 37; and fancy-work to 37. The Report for 1852 makes no mention of this kind of school.

The decrease of pupils, which we perceive this year, compared with the year 1852, in the fourth reading class, may be easily explained: on entering into office I regretted to find the pupils badly classed,—some advanced to the highest classes before they were able to read well,—and the teachers lacking method, and unable to bring the children forward in reading. Seeing this state of things, I endeavored

to improve the personal arrangement of the schools, then to make the teachers understand that to teach reading well is perhaps the most difficult of their numerous duties, and that to read well is the most useful and important part of a good education, particularly in a country like this, where the majority of the people take their children away from school before they have received a good elementary education. If grammar and arithmetic should be forgotten for want of practice, at least reading will be always remembered, when once well learned.

#### TABLE D.

This table concerns only teachers and their salaries. It shows that in the course of the year just elapsed 120 teachers taught in the Elementary Schools,—an increase over 1852 of 4. In the Superior Schools for girls, 2,—an increase of 1. Total number of teachers, 122,—an increase of 5. Men furnished with diplomas, 30,—a decrease since 1852 of 2. In certain places I have had a great deal of trouble with teachers who were furnished with diplomas from the Board of Examiners, and who were totally unqualified for the good government of an Elementary School; from this I have had good reason to conclude that the Board was occasionally too easy in the examination of candidates.

I must not pass on to the consideration of the following table, without expressing my opinion, relative to the salaries of the teachers. As long as this class—so useful to society, and called upon as it is to unfold the intellectual faculties of the children, as well as to form their minds—is not paid according to the capacity of each individual; and, as long as the ignorant teacher is put on a level with him who possesses the knowledge that his position demands, I have reason to think that the progress made will be slow and but little felt; nevertheless, I should be guilty of injustice, if I did not acknowledge that there is a great improvement in this respect since I have been in office. In my humble opinion, the best remedy for this difficulty would be to appropriate the surplus of the government grant for the encouragement of education to the support of a Model School in each parish, so that there might be at least one good school in each locality.

In the County of Terrebonne the salaries of 40 teachers amounted to the sum of £1176 1s. 11d. making an average of £29 8s. 10 to each teacher.

In the County of Laval, the amount paid to 31 teachers was £919, an average to each of £29 12s. 10d. In the County of Le Lac £928 8s. was paid to 43 teachers, making £21 7s. to each; and in the County of Argenteuil the amount paid was £222 5s., to 8 teachers, making £27 15s. 7d. for each teacher. The result is, that in all my district £3245 14s. 11d. have been paid to 122 teachers, making an average of £26 12s. 1d. for each.

#### TABLE E.

In this table I am to state the number of examinations and visits paid during the year just elapsed.

Generally speaking, the greater number of schools have been visited only by the Curé of the parish and by the School Inspector. It is grievous to say that in several places the teachers have seen only the Inspector.

At the time of my first visit as School Inspector in 1852, I found the greatest part of the schools completely neglected in this respect, and the teachers subject to no real control whatever. One can scarcely believe the moral influence which the visits of the Inspectors have produced in favour of the cause of education; and this influence would be much greater, and would produce much better effects, if their powers were extended and less restricted. The School Commissioners, who, generally speaking are illiterate persons, understand their own incapacity and the uselessness of their visits, and this is the reason why they keep away. I am happy;



however, to perceive some improvement in this respect ; several gentlemen of the clergy who, before 1852, abstained from visiting the schools, in order that they might have nothing to do with an opposition, too often arising from private interests and views, now do so without reluctance, because they find in the Inspector an independent person, who is in a position to administer justice.

TABLE F.

This table shows that 86 of the houses used as Elementary Schools belong to the School Commissioners, an increase over 1852 of 6. 80 are built of wood, one of brick, and 5 of stone.

These houses are of the following sizes :—16 x 24—1, 18 x 20—2, 18 x 25—2, 18 x 32—1, 20 x 20—6, 20 x 22—1, 20 x 24—8, 20 x 25—3, 20 x 30—11, 20 x 35—1, 20 x 40—1, 22 x 24—1, 22 x 25—2, 22 x 26—1, 22 x 28—1, 22 x 30—2, 23 x 36—1, 24 x 26—5, 24 x 36—6, 24 x 33—1, 24 x 36—3, 24 x 45—1, 25 x 30—5, 25 x 37—1, 27 x 36—1, 28 x 30—2, 28 x 36—3, 30 x 32—3, 30 x 34—3, 30 x 36—1, 320 x 40—1, 30 x 60—1, 32 x 42—1, 27 x 70—1, 36 x 40—2.

Of these 86 houses, 14 have only one apartment, and 72 contain several ; 81 are of one story, and 5 are of two stories ; they are all furnished with tables and benches ; 42 have desks for the teachers ; 84 have black boards ; 33 are furnished with maps ; they are all provided with water-closets, and other needful buildings. The land on which they are built comprises a superficies of 626,987 feet, of which 6084 feet serve as kitchen-gardens, and the remainder as play grounds or is uncultivated. As I have given orders to have the repairs necessary to several of the houses executed, I have thought it necessary to wait till my next Report, before giving a statistical account of their condition ; I must, however, remark that the greater part of them are well kept and in good order.

TABLE G.

*Money Matters.*

This portion of my duty is, without exception, the most difficult to arrange, and the part that has given me most trouble and labor. Since I have been in office, notwithstanding the most strenuous efforts, I have not yet been able to come to a final regulation of all the accounts and pecuniary affairs of the schools in my district. This subject has occasioned a great deal of trouble and recrimination on the part of the rate payers in certain places, recriminations which unfortunately were sufficiently just in several instances ; from this cause, the opposition to the school law has occasionally been of a serious nature. I shall cite, as a proof, in support of what I have alleged, several municipalities, which, after the accounts were audited, were found to have rather considerable deficits. In the course of the year just elapsed, a Secretary-Treasurer, who claimed to have a balance in his favor, was found to be £43 10s. 9d. in debt.

A strict watch on the part of the School Inspector would have the effect of putting a stop to all these difficulties, and of guarding against new deficiencies.

I am now engaged in examining the accounts of a large municipality ; this examination will cause me several months of labor, and some journeys.

Notwithstanding the difficulties which I have enumerated I have hopes of succeeding in putting the accounts into perfect order.

The amount of all the local contributions during the year just elapsed, until the first July, was £2229 0s. 10d., that of the Legislative grant £1323 19s. 10d. ; the amount owing by rate payers is £914 14s. 5d., amount due by the School Commissioners, £1201 9s. 1d. ; amount remaining in the hands of the Secretary Treasurers, £249 11s. 2d.

These figures are rather proximate than exact, on account of several accounts not being yet settled.

## TABLE H.

*Colleges.*

The statistics which accompany the present Report will show that three colleges, each affording a course of classical study, are in full operation in my district.

The College of Ste. Thérèse, founded by the Rev. Mr. Ducharme in 1824, receives an annual grant of £300. 148 pupils receive a collegiate and classical education there, under the zealous and careful direction of an able Superior, and the tuition of fifteen very experienced priests and ecclesiastics. I have already had occasion, in my proceeding Reports, to praise this institution, which is inferior to no other of its class; and its reputation has exceeded all that I could say of it.

Masson College, at Terrebonne, although of a more recent date (1847,) deserves quite as honorable notice: this establishment now numbers 110 pupils, a clerical director, and ten professors, ecclesiastics as well as laymen. What I have already said of this establishment in my former Reports is certainly no exaggeration, for the Masson College has progressed even beyond public expectation, thanks to the wise management which has reigned and the good system of education pursued there. This college has a just claim to the grant of £300 which it receives from Government.

I feel great pleasure, and I glory, in having been able, during my administration, to contribute to the establishment of a house which, by its new system of education, is destined to render great services to the country: I speak of the Laval College, recently established at St. Vincent de Paul, ten miles from Montreal, in the neighbourhood of the Convent of the Sacred Heart, and situate on a most healthy and picturesque spot.

The plan of study pursued there is altogether in accordance with the ideas of the present day, and the want of such an institution has been felt all over the country for several years. Although it may seem that the Laval College has only just begun to exist, it is, to speak the truth, new only in name and not in reality, as there has been for a long time an Academy which had no other title in the eyes of the law than that of an Elementary School, but in which an education was given (on a smaller scale it is true than at present, but still) quite analogous to that of the Laval College. The increasing encouragement given to the Academy caused people to feel the necessity of setting to work upon a larger scale; and the Laval College appeared with its prospectus, at the solicitation of a great number of influential persons in Montreal, the county, and other places. The system is already in full operation, and 96 pupils are pursuing a course of studies there, under the superintendance of a Superior who is a priest distinguished for his talents and capacity, of another clerical director, and of three ecclesiastical professors. It is also intended that a most experienced professor shall also be engaged to direct a commercial and practical course of study. On account of the smallness of the present accommodation, it became necessary to think of building on a scale sufficiently large to allow of this plan of education being carried out; then indolence gave way to a noble emulation, in favor of this institution. Ladies organized themselves and offered the produce of a bazaar to the Superior of the house. Your humble servant not being able to resist such a praiseworthy impulse, thought that his savings might permit of his endowing the college with sufficient land for its establishment. In view of these efforts, the Government could not remain indifferent, it could not show itself less generous than private individuals; and it did not hesitate to grant £250;—in this the conduct of the ministers deserves well of the friends of education.

In order to enable you to judge more correctly of the merits of the institution, here is its

## PROSPECTUS.

1st year. Reading and Writing, Grammar, Arithmetic, Sacred History, Geography, a religious course, continued through the subsequent years.

2nd year. Continuation of Grammar and Arithmetic, the first notions of Algebra, Book-keeping by single entry, Lineal Drawing, History of Canada; Geography, and Agriculture.

3rd year. Arithmetic, Algebra, Geometry, Geography, the use of the Globes, History of England, Agriculture, Composition, Book-keeping by double entry.

4th year. Geometry, Trigonometry, Mensuration and Land Surveying, Architecture, History of France, Belles Lettres, Rhetoric, Composition and Elocution

5th year. Natural and Moral Philosophy; Mechanics, Practical ideas on Public, Civil, Municipal, and Rural Laws. English will be taught as well as French.

Music and Drawing will be attended to at all times. The education, at the Laval College will be altogether practical: for this purpose, a place will be fixed upon for the establishment of various offices and counting houses, and the pupils will transact business there, in the same manner as in banks, exchange offices, wholesale stores, &c., &c. I hope that, to meet the expenses of such a laudable undertaking, and to enable the directors of the establishment to put up more buildings, the Legislature will still favor this institution with a fresh grant.

This establishment will be the College of the County of Laval; it is already considered as such.

## TABLE K.

I devote this table to a description of the convents for the education of girls. These are not under control. There are six in my district, two in the County of Le Lac, two in that of Terrebonne, and two in the County of Laval.

The number of children studying the branches prescribed for the elementary schools is 167; the number of children studying the branches of education prescribed for Model Schools is 280.

Those studying the dead languages are 20 in number; those studying the French and English languages, 200. Total number, 447. Four of these establishments possess libraries; the total number of volumes is 1700. Four have globes and six have pieces of land for Horticulture.

I have already said several times that persons who teach with a professional spirit, like the nuns who preside over these houses, always succeed better in teaching than those who do it from necessity; and I have hitherto had no reason to repent of having given this opinion, as the convent schools are still the best schools for girls in my district.

Before I conclude, I must inform you that my statistical tables make no mention of Model Schools, as in the eye of the law, there are none; but among the number of Elementary Schools mentioned in Table A, there are fifteen which from their importance certainly deserve to be called Model Schools: the parish of St. Martin has one; Ste. Rose, 2; Ste. Anne, 2; St. Jérôme, 3; St. Hermas, 1; St. Benoît, 1; St. Vincent de Paul, 2; St. Janvier, 2; St. Augustin, 1.

On a review of the progress made during the last three years, we may promise with certainty that the three years to come will bring us the same results. The greatest obstacles are now overcome. The causes of discord are nearly all settled. The schools are kept by better qualified persons, and as a consequence the rate-payers begin to appreciate their merits and to feel some confidence.

The whole respectfully submitted.

CESAIRE GERMAIN, School Inspector.

To J. B. Meilleur Esq., Superintendent of Education, Montreal.

*Third Report of P. HUBERT, Esq., School Inspector, for 1854.*

To Dr. J. B. Meilleur,

Superintendent of Education for Canada East, &c., &c., &c.

SIR,—I have the honor to transmit to you the statistical tables for my circuit of school inspection, together with the present Report, the last for the current year.

After the observations and suggestions contained in my last Report, transmitted on the 31st January and in those preceding it, I do not see much to add that will be of any use. The faults or deficiencies in the present laws, particularly as regards the management of the schools, and reformations called for, have been explained in a manner sufficiently full to render any repetition futile. I shall therefore merely refer to them in a general way. The evil is acknowledged, the remedy known; we must therefore await from the legislature a solution favorable to the advancement of public education by the passing of a good law, well considered, corrected, and consolidated. This is the principal thing now required to raise the character, and ensure the proper management, of schools for the people. I shall simply add, that it will be useful to make a clause in the law, obliging the school corporations under some penalty, to make and renew every year at the end of the school year, and to furnish to the School Inspectors who need and ask it, the census of the school children residing in each municipality, between the ages of 5 and 16, distinguishing those between the ages of 7 and 14, as in several places this has been refused on the most frivolous pretexs.

The state of the schools, in my district, continues to be the same. The number giving complete satisfaction is far from forming a majority. The male and female teachers who are qualified are weary of holding situations too precarious and too badly paid, and nothing can be done to induce the greater part of the managers to change their inveterate plan of engaging teachers at too cheap a rate, and of multiplying too much the number of the schools, compared with their means of supporting them, dreading as they do the consequences of any innovation.

It is high time that the legislature should interfere. If we were to judge of the progress of education only by the increased number of the schools and of the children attending them, we might very likely be brought to believe that there was progress, real progress, made; but when one has visited, examined and probed them all, one cannot help feeling a little discouraged, on seeing that it is in vain to advise, to desire, often to reprove, even to exhaust one's self, things still take their usual slow course, because it is known, that the authorities visiting them or causing them to be visited, are not furnished by law with discretionary and coercive power, sufficiently strong to force the followers of the inert and obstinate routine, to obey their orders or their advice.

A Normal School for the education of teachers is talked of, but the clergy refuse to employ them for the mixed schools. Why not establish a school to educate female teachers also, who cannot be liable to such an objection? Adieu then, until better times and a happier future. I do not despair of seeing the progress accelerated from the slow rate of the present day. The statistical tables will speak for themselves.

I have the honor to be,

Sir,

Your obedient humble servant,

(Signed,)

PETRUS HUBERT,  
School Inspector.

(True Copy.)

*Extract from the Second Report of JOHN HUME, Esq., School Inspector, for 1854.*

I have to state that generally speaking throughout my district the progress of education, though not striking, is gradual, and upon the whole satisfactory. The number of children attending school will be found to be somewhat increased, and the progress made by many of the pupils is highly creditable.

With the exception of a few, the teachers in my district are generally sufficiently qualified for the task, and they all appear to be attentive to the performance of their duties. At present the difficulty of procuring teachers sufficiently qualified is very great, the extraordinary high rate of wages which has been given lately in almost every kind of employment, has induced many persons who were formerly engaged as school teachers to quit that employment for one that affords much higher remuneration, and this has prevented many schools from being in operation which would otherwise have been, had there been a possibility of procuring teachers to supply them.

I have already stated in my former Reports that I consider the difficulty of procuring a sufficient supply of qualified teachers, to be one of the chief causes which retards the progress of education in the Province, and I am of opinion that this defect can be sufficiently remedied only by the establishment of institutions specially erected for the purpose of training teachers.

(Signed,)

JOHN HUME,  
School Inspector.*Second School Report of M. LANCTOT, Esquire, School Inspector for 1854.*

SIR,—I shall limit myself in the present Report to a few general observations, as it seems to me that I have sufficiently explained, in my preceding Reports, the defects in teaching and in the law; and I can suggest no other reforms than those asked for by yourself in your last Report, and which, as far as I have been able to judge, meet general approbation.

The number of Superior Schools in the whole extent of my circuit of inspection, was before the last twelve months, only six, of which only one was for girls. Now the number is *fifteen*, of which *ten* are for boys, and *five* for girls. This increase of ten first class schools, although disproportioned to the intellectual wants, indicates a real and very satisfactory progress. The friends of education have had to make great efforts in order to obtain this, for there were two serious obstacles to the establishment and maintenance of these schools. The first was the smallness of the pecuniary resources, the principal cause of which is the great number of Elementary Schools in each municipality. The second resulted from the egotistical repugnance shown by the inhabitants of the concessions and by the majority of School Commissioners to contribute to the support of the village Model School. It is necessary to argue a long time with them, in order to make them understand all the advantages of such an institution, and, notwithstanding the evident fruits resulting from it, they are still more inclined to abolish than to support it. It is always needful to be ready to fight a battle, that the advantages of a first victory may not be thrown away.

In the present state of things, these valuable establishments which alone can give life and strength to education, are trembling to their foundation. They are not sure of the morrow. The teacher, whose destiny it is, to be attached to these schools, enters upon his duties with fear in his heart, the fear of seeing his efforts misunderstood and rendered useless for want of time; the fear of finding his salary, already too small, reduced to a point insufficient for the support of his family. His school is in need of the necessary supplies, his pupils of the means

necessary for education. He asks. He entreats. School Commissioners and parents reply tardily to his requests.

For the interest of the Superior Schools, already established, for the interest particularly of those which it is indispensable to the cause of education to establish, in so many villages, where some hundred or a hundred and fifty children waste their time on the benches of a mean school, it is most urgent that Government should give liberally for the work of education.

When it is considered that these schools, well organized and inspected with intelligence and activity, would give us, in the course of three or four years, quite a new class of teachers capable of teaching our Elementary Schools, ought we to hesitate in making, not an expenditure, but a really advantageous investment, of the public money? Can we make the enlightenment of future generations, the generating principle which is to determine the amount of our national prosperity a matter of bargain and sale?

Furthermore, the interests of our Primary Schools, the improvement of which cannot receive too large a share of our attention, does not call less loudly for the liberality of the Legislature. Since the amount of the School Grant was fixed, the population has increased very much; its number has become much greater, and the price of agricultural products excessive. The farmer who since the value of everything has been raised, has seen his crops almost a total failure, is far from being better off now than he was before. I think it may even be affirmed that no class of society has suffered so much from this change as this, although its position has been unfortunate only by accident, and ought soon to improve, if such be the will of Providence.

A most discouraging want of money is felt everywhere. The married teacher can no longer live upon the only salary he can obtain, of £35, £40, £45. Few *young* persons are satisfied with this; besides it is with great reason thought inexpedient to place an unmarried teacher at the head of a mixed school. Several teachers have given up the occupation of teaching. It has therefore been found necessary, from these various causes, to employ a great number of young girls. Those among the masters who still persevere cannot really subsist, without exercising extraordinary economy.

This is not, however, all. Then comes that other misery of the teacher, which I have already mentioned. Does he, at any rate, receive his wretched pittance when due, or as soon as he has earned it? Can he count upon a day when he can be paid a few dollars to provide himself with food and clothing? No, he cannot. It is impossible to prevail upon the School Commissioners to sue the people for the school rates. All sorts of fears come into their minds; the fear of oppressing the people, the fear of making enemies, of being thought inhuman, the fear of having their houses burnt down through revenge. All these are idle fears. Let the monthly contribution be fixed at the beginning of the year, at the same time as the assessment. Let these contributions be payable at the same time, in two payments, and at stated periods. This period past, let all those who have not paid be sued; all the following year, there will be neither delays in payment, nor people to be sued. To gain this end however, the Inspectors themselves must be most particularly authorized to sue the people.

The delay which occurs in the transmission of the Legislative grant is also one of the causes of this unfortunate irregularity in the payment of the teachers.

There are few school houses that do not require considerable repairs. The greater number are built without taste and without care. They are a great deal too small, and very badly divided. There are no means of improving them, not even of furnishing them with benches and desks. This is very far from that state of comfort, of solidity, of sufficient size, of adornment, of order in internal arrangements,

which is so desirable, I may even say indispensable, to the rapid progress of the cause of education.

The pupils are still too much in want of paper, books, slates, &c., &c. These things ought to be furnished to the pupils by the School Commissioners at the expense of the municipality. I have succeeded in causing this plan to be adopted in some places, but it is far from being general.

Two schools are needed in every village, one for each sex. The schools are almost all mixed. In a word, the great work of popular education appears to me now, from the want of pecuniary resources, to be pinched and contracted. But it is my firm conviction that it will meet with complete success, if sufficient money is devoted to it. This increase in the grant would please the people infinitely, who are always complaining, doubtless *without reason*, that they are forgotten by their legislators, and would incline them to make fresh sacrifices. Then the salaries of the teachers might be raised, and we might exact a superior rate of qualifications from them, and expect the pupils to make greater progress.

But besides a larger allowance in favor of the schools, another condition is necessary to the complete efficacy of our system of education. It needs a machinery which it does not now possess, a spring, the influence of which may be felt above every other, a strong, watchful and superior authority. Now this main spring of authority can be properly formed only by the Superintendent and by the School Inspectors, or at least by a part of their number. This Board of Education, sitting periodically, and possessing information, derived from the very schools themselves by its members, will perceive the real wants of education; and if it has sufficient authority to make the by-laws which are judged necessary to the interests of the cause, if it has the power to enforce them, this Council, the members of which will cause the Statutes to be observed throughout the country, will produce very good effects.

I must mention one good effect in particular, which, desirable as it is, can be obtained only by means of an authority such as that proposed; it is the adoption of different books for teaching. The more I visit the schools, the more do I deplore the defects of those now in use. All your advice and ours, relative to the adoption of the "Teacher's Guide," have not had, and cannot have, the same effect as a general measure. It has served, and can serve, only to introduce a few copies of the book recommended, but it will never be in general use, and by creating variety in the books, it will disturb the uniformity of the classes. Besides, the teacher always prefers the author he has studied, and his advice will almost always have more weight than ours.

They might also give the Board of Public Education the right of dismissing teachers, against whom complaints have been made. There are some now, whose conduct is scandalous, and who, supported by a *single* School Commissioner, their friend and accomplice, set all authority at defiance.

On the other hand, the School Inspectors, if sufficiently remunerated, might give their whole time and energies to the superintendence of the schools. They might go out of the country, and examine for themselves the operation of similar establishments in foreign lands, especially in the United States, make themselves well acquainted with the measures adopted in those States where education is most flourishing, and procure journals and works which treat of education, the art of teaching, &c. It is superfluous to say that the School Inspector, with the best intentions in the world, must, as things now are, give up his projects, the thought of which awakens his ardour, feeling as he does all the utility of his plan.

I have long answered the complaints of the people, with a promise that a change will speedily take place in their schools. They look forward to this change. We must beware of wearing out their patience, for then they will lose all confi-

dence in a law made to improve them, and in those persons whom they hear boasting of this law, and endeavoring to make them understand and like it.

I have the honor to be,

Sir,

With respect and consideration,

Yours, &c.,

(Signed,)

M. LANCTOT,  
School Inspector.

Laprairie, 30th Sept., 1854.

*Second Report for 1854 of J. G. Lesperance, Esq., School Inspector.*

I have neglected, until now, nothing in my power to advance the cause of education among the people in that part of the District of Gaspé under my jurisdiction, and if greater success has not crowned my efforts, this want of progress must be attributed, in poor and thinly inhabited places, to causes which are beyond my influence. I have, nevertheless, great hopes for the future; the impulse is given, and those obstacles which still present themselves to the entire accomplishment of the object of the School Law will soon disappear before the energy with which I shall perform my duty. The time is not far distant when the great cause of education will triumph in that district where until lately ignorance was looked upon as a quality,—nay, even a virtue in the eyes of some.

The School Commissioners of the Municipality of Ste. Anne des Monts and of Cap Chat have delayed up to the present day the nomination of Trustees for Mont-Louis, and consider the legislative grant for their municipality too limited to be shared with a neighbouring place, whose every interest is totally foreign to theirs, on account of the enormous distance which separates them. I think, nevertheless, I shall soon be able to arrange this business.

You will find, Sir, very little difference in the tables which accompany this Report. I hope to be able to furnish you with something more encouraging for the approaching session. I propose delivering to the entire population of my district a series of public lectures on education in general, in which I shall do my utmost to make them appreciate its advantages, and make them understand the law of which they are all so ignorant; this is the most usual cause of the obstacles which those who have to put it into execution encounter.

I am, Sir, with much respect,

Your obedient humble servant,

(Signed,)

J. G. LESPERANCE,

School Inspector.

J. B. Meilleur, Esq., S. E., Montreal.

*Extract from the first Report for 1854, of C. Maurault, Esq., School Inspector.*

My statistics will show, that in almost all the parishes of my district, there has been considerable reformation in the selection of the school books. They are now uniform. For this reformation I am bound to thank the good offices of the friends of education on the spot, and of the School Commissioners especially, for seconding my recommendation of the Teacher's Guide, which is now found in all the schools.

I shall next endeavour to introduce as reading books, the treatises on agriculture, arts, and trades, which you recommend to be used. I know that it is important to communicate these branches of knowledge to young people, as well as reading, writing, and arithmetic, which are nearly the only things hitherto taught in the Elementary Schools; and to show them that both kinds are equally



necessary, proving to parents, at the same time, that the knowledge which is acquired at school is no bar to the acquirement of any other. A good selection of books is something gained, but good teachers are still wanting: the number of these is small. As a remedy to this evil, and to make up for the absence of a Normal School, the establishment of which may be delayed some time, a sum should be appropriated to the support of a Superior School, in each important school municipality; from these good teachers might be obtained. The school at St. Gregoire, partly supported by the contributions of the *Fabrique*, is a guarantee that schools of this kind would yield the same advantages in other places.

One thing difficult to be obtained, and the want of which is a serious evil in many places, is school houses. Many large school municipalities have but very few, and those in bad repair.

People would be very ready to contribute to the purpose of building if the Government would assist them; and as it has already granted money for that purpose they think it is bound to do so always. A new grant would produce a happy effect, particularly in the Municipalities of St. François, St. David, St. Pierre les Becquets and Gentilly. Certainly the schools which are best attended are those kept in school houses. The reason is plain, people who have paid for building like to have the benefit of it, and this obliges them to send their children to school.

The Legislature should make another grant, and to a more considerable amount this year, for public libraries, the importance of which is perfectly understood by the people now really anxious for information. Several municipalities have learned with regret, when just about to make their application, that the fund for this purpose is exhausted.

I shall conclude with a reflection on money matters generally. The collection of the arrears is neglected. In many municipalities these would be sufficient for the repairs of the dilapidated school houses, and to supply the school with maps and other necessary articles.

An express order from you to collect all arrears, under the penalty, in case of neglect in any municipality, of being deprived of the Government grant, would, I should think, have a salutary effect. I must not omit to inform you, that I am unable to give you any information respecting the College of Nicolet, but this that the number of students, boarders, and others, is 231.

Finally as a summary of my general remarks I must repeat that Yamaska is the only parish in which the law does not work at all; that a considerable improvement has taken place in the mode of teaching, by the introduction of uniform books in nearly all the schools; that an aid ought to be granted for the support of a model school in each municipality, to supply as far as possible the want of a Normal School; that fresh grants of money should be made for the building of school houses and the purchase of libraries; that from the neglect of School Commissioners to collect the arrears of rates, results the want of money for indispensable improvements; that such improvements might be effected by means of this money, a part of which is totally lost; and finally that a threat from you of keeping back the Government grant, if these arrears were not immediately paid in, would have an excellent effect.

*Report for October, 1854.*

J. B. Meilleur, Esq., S. E.,

&c., &c., &c.,

Montreal.

I must again invoke your indulgence for the delay of my statistics and Report. The great distance which I travel over, and the number of schools which I visit, require not less than the month and a-half which I have employed in preparing this account of my observations.

My statistics are as complete as possible.

You will perceive that there is nothing about St. Michel d'Yamaska, where there are no schools, at least under the control of the Commissioners. The sight of things in that parish, and the indifference evinced to education, is fearful in the eyes of all friends of the country. But there is consolation in the statistics which I have the honor to transmit to you of the other divisions of my district: in those you will observe a marked progress on a comparison with the former Report of March last. Besides the progress which I have had occasion to remark, in the improvement of the teachers, and in the nearly general uniformity of the books used in the schools, you will notice a considerable increase in the number of the schools, in the two counties since March last; you will find a large number of schools either repaired or under repairs, at the sole expense of the inhabitants, in the Parishes of St. Pierre, Gentilly, Ste. Monique, Nicolet, and la Baie du Febvre, (see Table F.) In the last mentioned parish, upwards of £120 has been laid out in the repairs of two school houses, in the course of the present summer; at Gentilly, upwards of £100 for the like purpose. At Ste. Monique a house was lately built, and is now ready for the reception of the children; another is in frame. Considerable repairs have been done at Nicolet to the new Academy for girls. A house is also in frame at Ste. Gertrude.

In like manner, you will be delighted to observe, on referring to Table G of my statistics, that the amount of the local contributions has been greatly augmented in almost all the divisions of my district. At LaBaie du Febvre, the contributions, which in 1852-3 were only £183, are in the present year 1853-4 £318; at Gentilly in 1852-3 £155, now in 1853-4 £262 6s.

It is not to be denied that all this is owing to the great influence of the friends of education and of the Inspectors, and to the missionary efforts of the latter in the cause.

The Ladic's Academy of Nicolet also, recently founded by the exertions of the Rev. Messire Fortier, under the direction of Mesd. Marmet and Macdonald, and that of St. Gregoire, founded last year, and worthy to rank with the best establishments of the kind; the Model Schools also at LaBaie du Febvre and Nicolet, opened in the present year; do not these things (with the petitions addressed from all quarters to the Legislature in the present year for money to build school houses, for Academies and Model Schools,) sufficiently prove the progress of the good cause, and give the lie to those who deny it, because it is made without them and in spite of them?

What are we to say again to the increase in the number of pupils in the Seminary at Nicolet, which in March last numbered no more than 175 boarders, and at the commencement of this present autumn was 227? It is said to have increased since then. In short do not all things, the complaints and murmurs of the enemies, and the zeal and activity of the friends, of the cause, equally prove that this question of public education is now popular and consonant to the wishes of the people? But if the people, on their part, evince an anxious zeal in the cause of elementary education, ought not the legislature, on the other, to respond to it by an appropriation of money, and the enactment of amendments to the law, which are necessary and now indispensable?

A certain sum ought to be granted at least as an aid for a Model School or Academy in every parish of any note; for without such a school in every parish, what advantage can we hope for from a Normal School, when the teachers who have studied there offer themselves to be employed, if we are unable to afford them a liberal remuneration? The law should be so amended, as to allow us to raise a rate of greater amount than the legislative grant. The Superintendent of Education ought moreover to be the only authority to prescribe the books to be used, for

it frequently happens that the Commissioners seek to exercise this authority, and recommend the exclusive use of books which are in my opinion unfit for Elementary Schools, as being above the apprehension of young persons. Undoubtedly the Inspectors ought to have a great coercive power, and in certain cases a greater influence over the School Commissioners. The Commissioners being generally inclined to follow the advice of the Inspector, and the people beginning to comprehend the importance of his office, both would be satisfied with this increase of his influence. This is, in my opinion, the most necessary amendment of all, and perfectly indispensable, as without this, small benefit must result from the efforts of the Inspector, which must in the end rather become hateful to the people. There is a complaint that the Inspectors are not productive of all the advantages expected from them; why then is not the power accorded to them of doing some thing? There would be then some reason to complain, if they still failed to be of use.

My time does not allow me to add more, and I shall conclude this Report by a recapitulation of my statistics, shewing in the County of Nicolet as follows:—

*County of Nicolet.*

There are in this county 63 school districts, 60 Elementary Schools, attended by 1152 boys and 1434 girls, giving a total of 2586; 3 Model Schools and 1 Superior School for girls, the first attended by 232 pupils, and the second by 107;—in all 2925 children united under control, shewing an average attendance at school in summer of 1347 children, and in winter of 2244. Out of this number of schools, all common to the various religious sects, 54 are mixed for both sexes. All the children are Catholics and of French origin, with the exception of 11 of British origin.

*Books.*—The books in use are: for reading—the New Testament, the New Treatise on the Duties of a Christian, the Instruction of Youth; for grammar, geography, and arithmetic—Valade, and the books of the Brethren, Noel and Chapsal's Grammar; the other books are—Sacred History, that of Canada, and the small and large Catechism.

I have not yet succeeded in introducing the books, recommended by you in your last circular, as reading books and class books, but I hope to do so this winter, by inducing the Commissioners to buy these books themselves, and to retail them to the pupils.

The number of children of the 1st class in A B C is 230; of the 2nd class, who spell, 607; of the 3rd class, who begin to read fluently, 921; and finally the 4th class, who read well, 828;—of these 1015 write; 542 are in the simple rules, 298 in the compound rules, 117 in the rule of three; 607 learn grammar, 438 orthography, 231 the geography of this continent, and 42 general geography; 18 arithmetic in all its rules, 6 book-keeping, 172 history. In the Model Schools, 41 learn the principles of grammar, 41 parsing, 20 arithmetic in all its rules, 14 book-keeping by single and double entry, 28 universal and descriptive geography, and finally 29 history.

*Teachers.*—The number of teachers is 60, of whom 56 teach in the Elementary Schools, 3 the Model Schools, and 1 the Superior School for girls. Out of this number 4 masters and 48 mistresses have their diplomas and certificates of capacity. Their salaries vary from £12 to £100.

For the examinations and school visits see Table E.

*Houses.*—Table F shows that there are 40 houses built, 2 being built and 9 under repair; that all are of wood, varying from 20 x 20 to 60 x 26 feet, having several rooms; and that all are of one story. All the schools have tables and forms but only 9 have desks for the master; 53 have black boards, 27 geographical maps, and 45 the necessary domestic out-buildings.

*Grounds.*—There are 42 arpents 10 perches and 66 feet of land occupied as follows 2, 13, 27, for domestic yards ; 3, 33 for play grounds ; 6, 78, 6, for gardens ; 24, 6, 323, for agriculture ; the use made of the remaining 79 arpents and 24 perches is not known to me.

*Money Matters.*—The local contributions amount to £1198 18s. 10d., including the monthly head money, the rates for the repairs of houses, &c. ; the legislative grant to £697 9s. 8d. ; the amount due by the rate payers is £372 17s. 1d., that owing by the School Commissioners £223 0s. 4d., and finally the balance in the hands of the secretary-treasurers £164 2s. 2d.

The Academy of St. Gregoire, founded in 1853, has 45 pupils, of whom 25 learn the branches of education taught in the Elementary, and 20 those taught in the Model Schools, all learn English and French, 18 singing and music. The Academy has 5 acres of land, and a library containing about 100 volumes.

I have not been able to procure this year any information respecting the Institute at Nicolet, nor of the Seminary of Nicolet.

*County of Yamaska.*

The statistics give for this county the following statement : 35 school districts and 29 schools, attended by 631 boys and 694 girls, total 1325 children and the model school attended by 50 scholars, total 1375 children, united under control, shewing an average attendance at school in summer of 569 boys, and 562 girls, in winter of 561 boys, and 534 girls. Out of this number of schools, all common for the various religious sects, 26 are mixed for both sexes. All the children are Catholics and of French origin, with the exception of 4, who are of British origin.

*Books.*—The Books in use are nearly the same as those used in the county of Nicolet. The number of children learning reading, writing, arithmetic, grammar, and geography is as follows : 86 in A B C, 353 in spelling, 576 beginning to read fluently, 310 reading well, 549 writing, 242 in simple rules, 115 in compound rules, 50 in the rule of three, 350 learning French grammar, 126 orthography, 109 the geography of this continent, 106 history. In the Model School, 14 learn French grammar, 14 English grammar, 14 parsing, 9 composition, 1 arithmetic in all its rules, 4 book-keeping by single and double entry, and finally 4 perspective drawing.

*Masters.*—The number of masters and mistresses is 28, of whom 1 for the Model School, all, with the exception of 8, having their diplomas or certificates of ability ; their salaries vary from £10 to £40, and their ages from 18 to 60 years. For the visits and examinations see Table E.

*Houses.*—Table F shows that there are 16 houses built, 1 building, 2 under repair : of these 15 are for Elementary Schools, and 1 for a Model School ; all are of wood, varying in size from 20 x 24 to 30 x 40 feet ; all with the exception of 1 have several apartments and one story ; all have forms and tables, only one a desk, 17 black boards, 14 geographical maps.

*Lands.*—There are 9 acres 43 perches 151 feet of land, of which 2, 90, 288 is occupied for play grounds, 1, 28, 25 in gardens, 4, 74, 262 for agriculture the use made of 49 perches 224 feet which remain is not known to me.

*Money Matters.*—The local contributions amount to £647 11s. 0d., the legislative grant to £377 6s. 8d., that which is due by rate payers to £94 12s. 9½d., and by the School Commissioners to £36 10s. 0d., for the municipalities of St. David, of St. François and of the village of La Baie du Febvre only.

I conclude, begging you to excuse the imperfections of this Report.

Besides the reasons which I have already stated to excuse my delay in transmitting to you this Report, I have to allege my professional duties, which have not permitted me to do all that I wished.

I have the honour to be, Sir, With respect,

Your-very obdt. humble servant,

B. MAURALT, Insp. of Schools.

*Second School Report of Isidore Morin, Esq., for 1854.*

To Dr. Meilleur, S. E.,

SIR,—In compliance with your circular No. 9, dated 22d June last, I have the honor to transmit to you my final tabular Statement of Education in the county of Chicoutimi, and to add the following remarks :

I have the satisfaction to announce to you some progress in education in the Upper Saguenay. In various municipalities, especially in that of Chicoutimi, I have observed generous efforts to have been made, which were even disproportioned to the means of the rate payers. We are, however, still far from the desired end.

The obstacles which retard education in this district have been already ascertained and described. They arise from the poverty of the inhabitants, and are such as will always deprive new settlements of the blessing of education, in the absence of extraneous assistance. The true way to shed the light of education equally among the people, and to encourage and foster new settlements is to allot to the poorer municipalities a larger share of the legislative grant.

The exceptional position of New Saguenay, and the slow and difficult intercourse which it has with the larger parishes, will for a long time deprive young persons of talent of the advantages of education, seeing that it cannot be had here, and would be too expensive if sought elsewhere. It would therefore be a judicious proceeding in my opinion, that the legislature should grant an aid to the new settlers on the Saguenay for the expenses (building and support) of a superior school, in the centre of the county.

As it is probable, in my opinion, that the House of Assembly will take up the question of the amendments required in the School Act, I think it right to repeat an observation which I made before.

It will always be impossible to secure the due operation of the law here, if a clause be not introduced, with other amendments, to the effect that the Commissioners shall cause a valuation of all properties to be made, and another requiring that lands held by squatters who have no title shall be also valued, as well as other property, even in cases in which the settlement duty imposed by the department of Crown-Lands has not been duly paid or performed by the owner of the lot.

I have the honor to be, Sir,

Your very humble and obedient servant,

(Signed,)

ISID. MORIN;  
Insp. of School.

*Second Report of J. B. F. Painchaud, Esq., School Inspector, for 1854.*

My last Report concerning the schools under the control of the Commissioners and Trustees of this school municipality, dated 16th June last, has no doubt reached you.

I have the honor to present you the present one, which will no doubt prove to you that we have not been idle, when you have glanced over its pages. My delay in sending it, is entirely owing to the two schools which I had in contemplation long since, and thanks to the co-operation of M. le Curé Boudreault they will both be in operation in a short time.

After many efforts, I succeeded, with the assistance of M. Charles Bourque, the zealous Commissioner of *L'Etang du Nord* and of M. le Curé C. N. Boudreault, in bringing into working order the school formerly No. 3, in *L'Etang du Nord*. It will be kept by M. Louis Bouffard, a married man, and better qualified than any in this district. He has a thorough knowledge of grammar and writing, is a good arithmetician, and is perfectly able to conduct the school.

The rate payers seem well disposed. We have the support and bountiful assistance of Rear-Admiral Coffin, the proprietor of these islands, who generously proposes to make up the deficiency of the sum of £20, besides other secondary aids, through his agent for these islands.

I am persuaded that this gratuitous offer on his part is the cause of the new movement, observable among the inhabitants, and which resulted in the opening, about the commencement of November last of two new schools, which were indispensably necessary.

Our first school district has had an agreeable surprise, caused by the arrival of a French master, well qualified to teach his language, and to keep a good school, if I may judge of his fitness by his education. Mr. Théodore Cormier is of St. Pierre, has already been engaged in teaching, and offered his services, which were gratefully accepted. He will open his school, as soon as the house has undergone the repairs necessary to make it habitable in winter. I dwell on the particulars of this movement, both of children and parents, who are impressed with the value of an education, which will cost them but little. Although better educated than the other teacher, we pay Mr. Cormier only £20 out of the grant, the same subscribed by the rate payers, and the monthly head-money. This is the lowest rate at which we can find a master, in consequence of our insular position. It is only for a year, for which term he has been engaged. Other arrangements will, I believe, be required another year, but we will not anticipate.

There are now three schools in active operation under our Commissioners, and one at the *Isle d'Entrée* under the control of the trustees; the latter goes on prosperously, as also that at *Le Havre* in the houses kept by Mr. Paul Duclos. The latter is still in operation, goes on well, and is regularly attended by from 35 to 40 children. One class in this school, which I examined, can already work difficult questions in the compound rules, and read well, but in respect of writing, and particularly of writing correctly, their progress is very slow. Mr. Duclos takes a great deal of pains with them. I must observe that Mr. Duclos, though not a literary person, pronounces French like a native Frenchman. This school had as its visitor Commandant Fortin, who appeared satisfied with Mr. Duclos' proceedings and with the progress of the school.

The school at the *Isle d'Entrée* is still in operation, and is often visited by the minister, Mr. Félix Boyle, who always accompanies me on my visit. I observe a great deal of respect and politeness towards strangers, among these children, when any visit them.

Upon the whole, I have reason to be satisfied, for we must not forget that our people are not rich, and I cannot perceive any ill will to the cause among them, except in a few rare instances, which are found in all matters.

My duty now is to keep at work the establishments already formed, and it is no light one.

Finally, I trust that matters are going on better than heretofore.

The Commissionners having requested payment of the Government grant, I gave it up to them in accordance with your orders. (Circular B.)

(Signed,) J. B. F. PAINCHAUD.

*School Report of R. Parmelee, Esq., School Inspector, for 1854.*

WATERLOO, 21st October, 1854.

SIR,—In addition to, or rather in explanation of, the statistical table of the schools in my district of inspection forwarded to you on the 17th instant, I beg to repeat what I have stated in my former Reports, viz: that though with one solitary exception the Primary Schools, under control of Commissioners or Trustees, are

denominated elementary, they are, in reality, Model Schools, so far as the branches of instruction taught in them are concerned. For, in at least *three-fourths* of them arithmetic and geography in *all their parts*, and grammar and analysis, including composition, are thoroughly taught. And, in order to give you a correct idea of the amount of instruction actually imparted, I will state that the books, used in the *English* schools, in my circuit, in the several departments above-mentioned, contain more than double the amount of instruction contained in books of the same denomination, used in the French schools. There are also classes in several of them studying algebra and history.

The average age of female teachers in my circuit, the present session, is  $20\frac{1}{2}$  years, and of male  $30\frac{2}{11}$  years. The amount of compensation paid to females is £1 10s. per calendar month, exclusive of board.

The practice in the English schools is *invariably* for the teacher to board among the inhabitants, sending scholars to school; and in like manner the inhabitants generally furnish wood, in proportion to the scholars sent by them respectively; so that a tax in money is raised on the scholars barely sufficient to pay the deficiency of the teachers' wages, exclusive of board and wood, after paying to each district their proportion arising from the public fund, composed of assessments, and the Government grant.

In the French school the system is entirely different. They pay a salary for the scholastic year, to females about £25 currency, and to males about £35, for wages and board, the teachers boarding themselves, and the inhabitants generally furnishing the wood. According to this system, you perceive that the money tax is larger among the French than the English schools; as, in the former case, the teachers' board is included, and in the latter case it is not. Each class of inhabitants are attached to their respective system, the English generally deeming it a privilege to have the teachers board in their families. By comparing the price of board, and teacher's wages, it is evident that, according to the French system, they have to raise a money tax about twice as large as the English do, in order to sustain their schools.

The above remarks, I trust, will give you a correct idea of the kind of schools in my circuit, and the manner in which they are sustained, together with the amounts raised by the inhabitants.

All which is most respectfully submitted.

(Signed,)

R. PARMELEE,  
Inspector.

*Supplementary Report of Rotus Parmelee.*

WATERLOO, 1st December 1854.

SIR,—As head of the department of education in Canada East, I take the liberty of addressing you this informal communication, relative to the disparaging comparisons I often see in the public journals of this Province, insinuated between our Common Schools and those of our neighbours south of 45°.

Having myself been born in the United States, and educated in the University of Vermont, and having spent several years of my life in teaching on both sides of the line, and having now spent nearly three years as Inspector of Schools, in a large district bordering upon the frontiers, I think my opinion upon the subject is entitled to some consideration, and I can state with the fullest confidence that the Common Schools in my district of inspection are fully equal, both as regards the qualification of teachers, and the extent and variety of the branches taught, to schools of the same kind, on the other side of the line.

Out of about 250 schools, in my district of inspection, there are not to exceed 20 in which are not taught, besides reading, writing and orthography, arithmetic in all its parts, geography, grammar and analysis. And further in many of them there are classes in algebra, history, composition and book-keeping; and the twenty schools, above alluded to, are mostly in new settlements, among French Canadians, who, until recently, have never had the advantage of a school of any description.

In consideration of the above statement, I beg to refer you to my Reports and statistical tables, forwarded to you from time to time. In view of contemplated legislation upon the subject of education, it is right that the facts respecting the actual state of it, in every portion of the country, should be made known. It is true, the qualification of teachers, as now fixed by law, is quite *below* the actual wants of this section of the country; but it is also true that the actual qualification of teachers, employed in my district of inspection, is generally above that fixed by law.

With reference to a recommendation of the Committee of the late Education Convention, which I have seen in the public prints, that Government aid should be extended to no school, that had not at least 30 scholars in constant attendance, I would protest against it, as in the highest degree impolitic and unjust. Such a recommendation could only be made in utter ignorance or disregard of the actual condition of many portions of the townships. Education is the right of all, especially all those who are bound to contribute towards its support; but such a measure would deprive many of the benefit of schools, who are taxed for their maintenance, in proportion with those who live in more populous localities.

The above remarks are most respectfully submitted, trusting that in your official capacity you will use them for the public good.

I have the honor to be,

Sir,

Most respectfully yours, &c., &c.  
(Signed,) ROTUS PARMELEE.

J. B. Meilleur, Esq.,  
S. E.,  
Montreal.

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OTTAWA, AYLMER, 1st *January* 1855.

SIR,—In transmitting this, my yearly Report, for the year now last past, I have endeavoured to adhere strictly to the spirit of your circular, of the 22nd June last.

The immense size as well as the large population of this district has caused me a little more delay, in procuring correct statistics for this Report, than I anticipated. At certain seasons of the year, owing to the state of the roads, it is almost impossible to communicate with the remote municipalities, more particularly those of Maniwaki and Sheen: hence the delay of this Report.

The result will show that, while the district is increasing in population, and rapidly improving in its material resources, education is progressing in the same ratio. The number of pupils attending the different Common Schools in the district, as well as other institutions, and the increase in the number of those educational establishments, is a complete demonstration of this fact.

In fact no section of Canada has advanced in these particulars with more rapid strides than the Ottawa, but its great extent operates prejudicially to the rapid progress of education.

The liberality displayed by the Government in proposing, and carrying through the Legislature, an increased grant for educational purposes, cannot but be grati-



fyng to the friends of the cause, and it is to be hoped that the liberal action of the Legislature, in this matter, will be duly appreciated by the inhabitants of both sections of this Province.

It cannot, however, be denied but that, from the advancement of this Province in wealth and population, it was justly entitled to this increased grant, and it is to be hoped that ere long the grant will be still further increased to a sum which the ardent friends of the cause desire, viz., £100,000 per annum.

It may be presumptuous in me adverting to this point, but I am under the impression that I am not acting in a manner incompatible with my duties. The immense sums of money voted by our Legislature for the construction of public works in our Province, and which is highly necessary to develop the resources of our great, prosperous, and rapidly increasing country, require the services of numerous corps of competent Engineers and Surveyors, besides those connected with the learned professions. The Senate of the country, agriculture, mechanism, education, &c., would all have to seek extraneous aid, commensurate with their calling, could their own country not supply them with the rudiments of a good sound common school education; to attain that object, therefore, is the duty and should be the aim of all who wish the welfare of their country.

It might perhaps be of utility to increase the powers, as well as the duties of public functionaries in connection with the department of education. I will not here advert to what I would consider a limit to these duties and powers.

An uniformity of school books is highly commendable, and I have spared no pains to impress that point upon the minds of the Commissioners in every municipality in this district, and I have much gratification in stating that my exertions to accomplish that point have been entirely successful.

It would add much to stimulate the exertions of the inhabitants of school districts, were an additional sum granted for building purposes.

I regret that the district of Ottawa got no aid whatever towards libraries, last year: the brief time that elapsed from the period that the municipalities were aware of the grant, and the fund being exhausted, precluded the possibility of any one in this district availing themselves of this loan, although the municipalities of Buckingham and Aylmer complied with what was requisite; but on application the fund was exhausted. Should the Legislature give another similar grant, it might be preferable to lay aside the amount to which each district is entitled, until it has sufficient time to comply with departmental regulations.

A Superior School or Academic Institution is much required in Aylmer, for the general interest; a grant of £100 per annum has, I understand, been appropriated by the Legislature as aid towards a Protestant Academy here. The Catholics, who constitute two-thirds of the population of the district, and three-fourths of that of this village, decline availing themselves of an education in such a sectarian institution.

It has been suggested by many, that in lieu of the present system it would be preferable to grant to each school, in actual operation for 8 months of the year, a sum of money equivalent to the number of pupils in actual attendance, the School Inspector and Commissioners keeping a strict surveillance over the schools. Many of the best friends of education approve of the adoption of such a principle, and I must candidly state that I am one of the number.

It is to be regretted that the pecuniary inducements held out to teachers are of such a nature that well qualified persons can scarcely be procured, it is to be hoped, however, that the increased grant will somewhat remedy this grievance.

It will be my duty to report immediately in favour of some poor municipalities, and to request that they may receive legislative aid, upon their compliance with the 5th section of the Act 12 Vic., c. 50.

A Journal of Education, published in the City of Montreal, and in both languages, could not but be conducive to the cause of education, as well as to the public welfare generally, and would doubtless receive the aid of all friends of the cause. Perhaps the Legislature might be induced to grant aid to such a publication.

I will now give a brief account of the state of education in the different municipalities in this district, describing each *seriatim*.

#### *Municipality of Aylmer.*

There are 5 schools in operation here, besides 2 Classical and Mathematical Academies; of the five Common Schools, only two are under control, viz: one under the Commissioners, and one under the dissentients, the others being Free Independent Female Schools. I regret that the dissentient school was badly conducted during the past year. The teacher was a female one, of inferior ability as a teacher, and the school thinly attended. The dissentients have now, however, procured the services of an excellent teacher. The school under the control of the Commissioners was numerously attended, and conducted by a teacher of high attainments, Mr. Healy. I could therefore not conscientiously recommend that a large portion of the legislative grant should be given to the dissentient body.

The classical institution is conducted by a teacher of high attainments as a classical and mathematical scholar, besides great experience. He has taught in the Seminary of Montreal, in St. John's College, U. S., and in the College of Bytown. The name of this gentleman is Mr. F. Corr.

#### *Municipality of Allumettes.*

There are five schools in operation in this municipality, three of which are under control, and conducted by efficient teachers. Much progress has been made here during the last two years.

#### *Municipality of Bristol.*

There are four schools in operation in this municipality, three of which are well conducted. The remaining one is conducted by a teacher of indifferent habits, to whom the Commissioners having got into debt, they have a difficulty to get rid of him.

#### *Municipality of Buckingham.*

There are seven schools in operation in this township, four of which are under the control of Commissioners, and three under that of the dissentients. One of the best schools in the county is in the village, taught by Mr. P. F. Finnegan. There is an extensive library in connection with the school, besides maps, and philosophical apparatus. The Mechanic's Institute and Library Association meet weekly during the winter months, in the school room. The other schools in this Municipality are of an ordinary kind, not much above mediocrity, if any.

#### *Municipality of Calumet.*

There are two poor schools in operation here, conducted by as poor teachers, and, owing to the apathy of both clergy and laity, there is a very poor chance of improvement.

#### *Municipality of Chichester and Sheen.*

It is satisfactory to see that there is not only emulation between those two Townships, as to which will have the best schools, but in one of them, Sheen, there is one of the best schools in the district. The teacher, Mr. O'Neil, has taught the school for a period of upwards of two years, and much good has accrued to the district from his diligence and ability as a teacher.

*Municipality of Clarendon.*

There is very little ground for congratulation on the improvement of education in this municipality. I have devoted more attention to it than any other in the district, from the circumstance of its being the most refractory of any in opposition to the School Act; and although they receive the school money with great alacrity, it is with great reluctance they perform that part they are bound to, in order to warrant their receiving the grant. Upon the whole this is the most turbulent municipality in the entire district.

*Municipality of Eardley.*

There are two pretty fair schools in operation in this township, a sufficient number for the population.

*Municipality of Hull.*

The old feud still exists here between the two different denominations, and the Roman Catholics were obliged to form themselves into a dissentient body, last summer. There is not what can be styled apathy existing, but there is not that alacrity which ought to characterize a large, populous, and wealthy population, like that of the Township of Hull. There are five schools in operation, under the control of Commissioners, and a like number under that of the dissentient body. This body, although representing one-half of the population is not yet thoroughly organized, but from what I have seen of it, I augur much from the gentlemen who are its Trustees.

I perceive the Commissioners have applied for money for repairs of school-houses, Districts Nos. 10 and 14, I visited the houses in question, and find some repairs done on them, but in my opinion it would be a waste of public money to give a farthing to either. The inhabitants of the districts in question are wealthy, and the repairs are comparatively trifling: besides, there is no teacher in either at present, nor are any exertions on the part of the settlers making to procure a teacher. Nothing less would satisfy the rapacity of the inhabitants of the district, but the Government procuring teachers for them, paying those teachers, besides keeping their school-buildings in repair. Other more needy districts will apply shortly.

*Municipality of Litchfield.*

It is with much pleasure I have to state that this little municipality is not excelled by any other in the district, either for competency of teachers, numbers in actual attendance, or the activity displayed both by Commissioners and the inhabitants, in their exertions to further the cause of education. The Portage du Fort school is a fine institution. The Rev. Mr. Beauvier, Miss McLaren,—White and Dr. Parvis use their best exertions to procure good teachers for this institution.

*Municipality of Lochaber.*

There are five schools in operation here, all under the control of the Commissioners, and more exertions have been displayed here lately than formerly. The attendance in winter is greater than in summer.

*Municipality of Mansfield and Waltham.*

There are two schools in operation here, one female and one male, a sufficient number for the wants of the population.

*Municipality of Onslow.*

This municipality is somewhat improving. There are four schools in operation, two of which are under the control of Commissioners.

*Municipality of Waterloo.*

A very fine school as hitherto under the control of Commissioners.

*Municipality of Petite Nation.*

There are three municipalities in this Seigniori, viz: St. André Avellin, Bonsecours, and Ste. Angélique. There are three schools in operation in the former, two in Bonsecours, and three in the latter. The number of children attending these schools is very considerable, more particularly in the two latter municipalities. Very great progress has been made by the pupils attending school there.

In one of the districts in Bonsecours, the school has been in operation little more than a year, and already several are able to write, cipher, and have even made some progress in grammar and arithmetic.

The late Honorable D. B. Papineau and Mr. F. S. McKay have done much good in furthering the cause of education in this Seigniori.

*Municipality of Templeton.*

Three schools exist in this municipality, which is very large; two of these only are under the control of the Commissioners. I would like to see a little more alacrity displayed here, and regret that such is not the case.

*Municipality of Wakefield.*

There are two good schools in operation here, one under the control of the Commissioners; the latter is numerously attended and well conducted. The Rev. Mr. McGoey is indefatigable in his exertions here.

*Municipality of Low.*

Two schools are in operation here, one under the control and one independent: this being a small municipality very little can be expected from it.

*Municipality of Musham.*

There is as yet only one school in operation, but another French school will be commenced immediately.

The following result will appear upon perusal of the Statistical Tables, and from this Report:—

Extent of the District of Ottawa,.....	4,000 square miles.	
“ scholastic district,.....	2,180	“
Population of the district,.....		28,500
School municipalities in the district,.....		22
Dissentient do. “ “ .....		3
Number of school houses,.....		67
“ “ districts,.....		78
Total number of Educational Institutions,.....		81
Elementary Schools,.....		71
Number of scholars, .....		1,860
Model Schools,.....		2
Number of Scholars,.....		125
Principal Girl Schools,.....		
Number of scholars at do.,.....		
Academies, .....		2
Number of scholars at do.,.....		40
Independent Schools,.....		6
Number of scholars at do.,.....		96
Total number of scholars of all schools,.....		2,121

Number of scholars in 1st and 2nd Books,.....	1,352
“ “ reading well in 3rd and 4th Books,.....	450
“ “ “ fluently,.....	769
“ “ able to write,.....	1,150
Learning Simple Arithmetic,.....	450
“ Compound “ .....	410
“ Geography,.....	160
“ History,.....	145
“ English Grammar,.....	450
“ French “ .....	60
Scholars knowing Analysis of Speech,.....	208
Number of Teachers,.....	81
“ Male do.,.....	58
“ Female do.,.....	23
Average salaries of teachers,.....	£80, £75, £60, £50, £40
Mean, .....	£57
Average of female teachers, .....	£24 and board.

I have with great care and pains ascertained the population of this district. Its increase is very great since last Census, in fact it is astounding; it must, however, be taken in consideration that there were many townships on the River Gatineau, that were omitted altogether at the last Census. These townships were Hincks, Cameron, Bouchette, Maniwaki and Egan, besides all the settled parts of the River du Lièvre, north of Portland, settlements on the Petite Nation River, and the Township of Thorn, north of Clarendon. The public improvements at the Chats, as well as immigration, have also swelled the number considerably.

These data will clearly shew that we have no reason to despair for the cause, but on the contrary the most cheering prospects are in prospective. The public already begin to see that the legislation of the county is directed to this great and important topic, and in proportion as it is so directed, will the inhabitants themselves act with like energy.

I have the honor to be,

Sir,

Your very obedient servant,

J. J. RONEY,  
Inspector of Schools,  
District of Ottawa.

J. B. Meilleur, Esq., M. D.,  
Sup. of Education, C. E.

St. Gervais, 18th January, 1855.

Sir,—I have the honor to transmit to you a Report of my observations on the state of education in the District of Kamouraska in my late visit to the schools there, during the months of September, October and November last. Obstacles which I have made known to you, on another occasion, have prevented me from discharging this duty at an earlier day.

I must observe that the progress made is not as satisfactory as on my previous visits, which took place at a different period of the year. The loss of time occasioned by the vacation, the necessity in some of the school districts of changing their teachers, and the difficulty which the scholars find in conforming to the new methods of teaching introduced by these teachers, who are strangers to the habits

of the schools entrusted to their care, are probably the causes of this falling off. Several of the schools were closed for several months, on account of the impossibility of procuring the services of well qualified teachers.

The scarcity which prevailed in several of the parishes of this fine district, caused by the frost affecting the grain in its green state, will render the collection of the school-tax in certain places difficult if not altogether impracticable. The Parishes of Métis, Ste. Flavie, Ste. Luce, Rimouski, Bic, St. Fabien and St. Léonard, are the greatest sufferers. For those afflicted parishes it will be extremely difficult, even with the most perfect good will, to pay their school-tax out of the produce of their land, the only circulating medium which passes into their hands. This is an obstacle the more to be overcome.

Three new parishes have come into the system of legal rates, having found, by experience of several years, that voluntary subscriptions are a very insufficient source of supply. This is one step more in advance towards a uniform system in which I trust to succeed perfectly, as a means of support, before the end of the present year.

One word now, Sir, on the particular aspect of each municipality in respect of popular education. The statistics of the number of children attending the schools I think myself bound to omit, as those figures would not, for the reasons assigned before, give any perfect idea of the affairs of education in the District of Kamouraska.

#### *Ste. Anne la Pocatière.*

You are already aware, Sir, that the two school districts in this parish have been united and now form only one. New School Commissioners have been appointed, who are better disposed than their predecessors. The assessment of the properties liable to rates has been made in a regular manner, and the rate has been fixed for the current year. I visited this municipality, a few days only after the appointment of the new Commissioners by the Executive, called them together, and gave them such instructions as I thought likely to be of service to them.

The union of the municipalities, the establishment of rates, and the appointment of a new Commission, at first caused a few murmurs; but when it was seen that the new mode of support is generally less onerous, and causes the support of the schools to fall on those persons who contributed nothing under the voluntary system, peace was restored.

There were, at the time of my visit to this municipality, six schools in operation, and three districts without schools. One of these last had lately been confided to a Mr. Ag. Caron, whom we with one consent deposed, notwithstanding his compromising petition of the 3rd of November last. Of the schools in operation three are making good progress, one is even kept in a superior manner by D<sup>lle</sup> Adelle Richard; two are pretty good, and one inefficient, but tolerated for a few months more, on account of the backwardness of the pupils, the poverty of the rate payers, and the precarious position of the teacher. I look upon the union of the two municipalities, and the establishment of the assessment as a good omen of success; I am convinced that it will increase the number of pupils and the attendance at the schools. Those who have been obliged to support the schools do not wish to do it for nothing. They all wish to profit by their investment.

#### *Ixworth*

Was not a separate municipality at the time of my autumn visit, but was included in the municipality No. 2, of Sainte Anne Lapocatière. I can accordingly say nothing of what has been done since its erection.

*Rivière-Ouelle*

Has five schools, of which two are good and three pretty good, besides the Convent of the Ladies of the Congregation, attended by more than 75 pupils. Here the system of voluntary contribution is still tolerated, but the zeal of the rate-payers makes up for the inefficiency of the system, and all goes on well. I have nothing but good to say of the state of education in this parish. *M. le Curé Bégin* has not accounted for, nor yet expended, the sum of £84, the balance of that of £100 accorded by your liberality to aid in the enlargement of the present convent, a sum which was deposited in his hands several years since. It is thought that this sum is too small to begin works which we should not have means to finish, and which would put the house into a state of confusion prejudicial to the progress of the pupils. It is painful to think that the trifling sum of £400 or £500 deprives this beautiful county of the increased accommodation of this house which would meet the wants of the parents and their anxiety to place their children there. I have shown you in a preceding Report the means suggested to obviate this inconvenience, and that passion and egotism have defeated it. Let us hope for better times.

Mr. Thomas Bégin has completely abandoned his school, or rather the school has abandoned that gentleman. The suit of the *Fabrique* against Mr. T. Bégin, concerning the giving over of the school-house, is still pending in court. In the meantime Mr. T. Bégin occupies it.

*St. Pacôme*

Has four schools, three of which are tolerably good, one inferior. There is reason to be satisfied with this parish, considering that it is of recent erection. The poverty of the majority of the rate payers forbids the giving of high salaries to the teachers, and the same reason prevents the collection of the monthly head money. Upon the whole, I may say that there is improvement, and that the existing schools suffice for the most urgent wants of the youth of the parish.

*Notre Dame du Mont Carmel*

Still has its two small schools open. These go on as well as we can reasonably expect, in a poor isolated and large parish. It is desirable to open a third school, but the means at their disposal have not permitted the inhabitants to do so.

About 70 children attend the two schools established. There are many vacant places on the benches in bad weather, and in winter, on account of the extent of the districts, and the insufficient clothing of many of the children. These two schools have already done a great deal of good, and have brought to light superior abilities in two individuals who have been placed in good primary schools, in anticipation of the day when some charitable and patriotic person may procure them admission into establishments of a superior degree. Poor children! had it not been for these two small schools, they would have been doomed to ignorance and misery! Their excellent capacity and disposition would have been buried in the thick darkness of ignorance, which the light of knowledge is now gradually dissipating! How many others remain unknown and buried in the obscurity which providence would forbid, but defective legislation has ordained. Oh, why have we not that treasure of money, the mighty talisman which would transform so many noble, now undiscovered talents, into bright luminaries to give light to a benighted world.

*St. Denis de la Bouteillerie*

Has six schools in operation: two superior, on the footing of elementary schools; three good, and one pretty good. Here education advances of itself, and

the few obstacles I encounter are caused by too much zeal. The greatest evil in this municipality is the incorrigible negligence and want of order in the secretary-treasurer. And, worse than all, we are unable to find a person who can or will take his place. This man has imposed himself on the parish, and displacing him would create violent commotion. It is therefore an evil which must be endured and mitigated as much as possible by watchfulness.

*St. Louis de Kamouraska*

Has seven schools, two superior: that kept by the Brethren, and that kept by M. Michaud; 2 are good and 3 are pretty good. There is also a little independent school attended by from 25 to 30 children, residing too far from the school or church to which they belong. They have added one more to the number of school districts, and by this means have given greater facility to a large number of children of attending school.

I have given all possible attention to the opposition made, by a party of rate-payers of the school district called the Petite Côte, (which you transmitted to me with an order to enquire into it,) to a resolution adopted by the majority of the School Commissioners, to sell or remove the school house of the said school district situated on the road called St. Germain. All the school district was assembled in the school house at the time of my visit. I heard the two parties, both being present, and the result was that each had powerful reasons to support the position which they had taken. The school district extends about one league and a-half over the concession of *Les Petites Côtes*. The school is situated about the geographical centre of the school district, but one part of the district is not inhabited and the settlements are at the extremities of that part. Moreover, the most of the children reside near the school house. On the other hand, the part situated south-west of the district is fully settled, and its extremity is  $\frac{3}{4}$  of a league from the school house. These are the facts of the case, and this (if I have your concurrence) will be my decision,—to form a middle district between St. Louis and St. André which will include the extreme parts of the district of the Côte, which is separated from the rest by an interval of 12 or 15 arpents without a house, and another village, that of St. André, similarly situated. Finally, to remove the school house of the Côte 10 or 12 arpents towards the south-west, to the property of a person named Antoine Desjardins. This decision will encounter much opposition from the rate-payers who reside near the school house as it now stands, but I do not see what could be better.

It is understood that the present school year should elapse before coming to a final decision. I may say of Kamouraska, as I said of St. Denis; the excess of zeal produces some petty grounds of complaint. There is a great deal of zeal for what I should term the theory of education: five school houses, good and well paid teachers, but not quite so much for the practical part that is, for attending the schools, particularly when I paid my visit.

*Saint Paschal*

Has nine schools all kept by female teachers; 3 are good, 4 tolerably so, and 2 inferior. One school district has no school, and seems to wish for none. In this municipality every thing that relates to education is well organized. The school rates and the monthly head money are regularly paid, the accounts are well kept, though not so far advanced as at Kamouraska, and St. Denis is going on satisfactorily.

Rev. Mr. Patris, the Chairman of the Commissioners is the soul of this progress: nothing damps his zeal and his energy. Several of the female teachers of last year have been dismissed; and others who are better disposed have been appointed in their room.



Mlle E. L'Evesque has been pronounced unqualified, and notice of this decision has been given to the School Commissioners. I beg that you will, if you think fit, confirm it.

*Ste. Hélène*

Has four schools, all inferior. One teacher Mlle Leontine Puize had been discharged as not being qualified to teach, but some respectable persons of the school district having come to entreat of me to put off my decision until my next visit, I thought proper to grant their request. I found very little zeal in the attendance at the schools, and still less in paying the contributions for their support. Nevertheless the secretary-treasurer has succeeded by perseverance in collecting the school money in time. You know that this parish is new and poor, which is some excuse for a little negligence.

*Saint Alexandre*

Has five schools of which one is superior kept by the Dles Syrois, and 4 inferior. This is but little, but nevertheless it is the tardy fruits of persevering efforts, and proves that the opposition is feeble. Henceforth education will progress in this parish, although the 4 last teachers have neither the age nor the experience required by the law. I thought it was better to tolerate this state of things, and to give them some notion of reading and writing, than to discourage these poor persons by too harsh treatment. These small schools are always looked upon with a prejudiced eye. The future will show whether I am mistaken. Three of these schools were only just commenced at the time of my visit and the first glimpse which I had of them appeared to me to promise well.

The minutes of the meetings are perfectly kept, and the secretary-treasurer is an able man. I had great trouble in persuading him to continue in the ungrateful and often hazardous office of secretary-treasurer. He yielded only to my repeated entreaties.

*Saint André*

Has ten schools in operation, of which 3 are good, 5 inferior, and 2 inefficient. All are in nearly the same state as they were at my last Report.

I think I told you that the contractors, especially charged with the pulling down and removal of the school house No. 5, called that of the Portage, have been obliged to institute legal proceedings against the School Corporation, the latter refusing to fulfil their engagements to the contractors. They have at last obtained judgment for the sum of £30 and some shillings. The plaintiffs came to me to know what they could do with their judgment, as the School Corporation delayed from week to week, not to satisfy, but to take any steps to satisfy, their just demand. I requested a little more time, after which they will take steps to enforce the execution of their judgment. In this affair I have done all in my power to reconcile the parties without success. Anger has overcome reason. We have increased by one the number of school districts by the formation of a middle district which I mentioned to you in my Report of Kamouraska. Education advances slowly, but its progress is sure. With the exception of the school of the Portage all goes on well.

*St. Patrice of the Riviere du Loup*

Has five schools all sufficient for the wants of the place. The old difficulties have all been removed and I hope that hereafter everything will go on well. The principal obstacle is removed by the departure of M. le Curé Proulx from this parish. The largest part of the arrears due to the corporation has been paid up.

The schools in this parish are still ill provided. The Secretary-treasurer did

not wish to continue his services to the Corporation, and I do not know how they have found a successor. One school district was still without a school at the time of my visit. We have also established a school common to and between this Parish and St. Georges.

*Saint Edouard*

We have found a good teacher for this municipality. The girls' school was vacant at the time of my visit. The teacher engaged is pretty well qualified, and possesses all the knowledge required in a teacher of an academical school, having gone with success through a complete course of studies. He will undergo his examination in the course of the year.

There are in this municipality many arrears to pay up; and very little good will in the School Commissioners, who are, however, well educated men, but by no means popular.

*Saint George*

Has its five schools which answer well for Elementary Schools. My greatest regret is that we have not been able, up to the present time, to establish a Model School. This important place, frequented by thousands of strangers, requires such a school.

I have aimed at this for three years, but without success until now. The schools are well attended and the rates are paid willingly.

*Saint Arsène*

Has five schools, of which 2 are good, 2 pretty good, and 1 inferior: all are kept by females. The thing which is most wanted in this municipality is also the establishment of a Model School for boys. Our present Elementary Schools do very well, and even go beyond the programme of matters appointed to be taught in this class of schools. The school mistresses and Commissioners do their duty; and the good Curé selects from among the pupils of the schools those most distinguished for talents, to place them in our best institutions, and to give full development to the intellects of those chosen individuals. He does, on a small scale, what a more complete scheme of legislation should do on a large scale. I am perfectly satisfied with this municipality.

*Isle Verte*

Had nine schools in operation, and two school districts, of which the school houses were unoccupied, from unavoidable causes. Two of the schools are conducted in a superior manner; three may be considered good, and four inferior. The parish has much to deplore in the departure of Mr. le Curé Provancher. That gentleman was the soul of all the progress which has been made in the parish for two years past. His energy and activity found the means of regenerating the Elementary Schools, of enlarging the circle of study in the two Model Schools, and laying the foundation of a magnificent house for the Sisters of the Congregation. He introduced uniformity in the mode of teaching, as well as in the matters taught.

His successor in the parish, Rev. Mr. Gagnon, seems disposed to prosecute the work commenced by his predecessor. A school has been opened in a district which had never heretofore enjoyed that advantage. The female teacher has commenced her labours auspiciously. The Secretary-treasurer is totally unqualified for his office, being ignorant of the very meaning of the word "order."

*Saint Eloi*

Has four schools, kept as well as schools can be kept by teachers on a salary of £18 to £25 per annum. There is, however, an improvement both in the teach-

ers and the general management of the affairs of the municipality. The collection of the rates is tolerably regular, if we consider the means of the rate-payers.

#### *Trois Pistoles*

Has nine schools in operation, two good, three ordinary, and four inefficient. In this municipality the cause of education has lost ground. Two educated Commissioners, well affected to the cause, left office in the month of July, and were replaced by ignorant persons. These poor people thought to make up for quality by quantity; they have increased the number of the school districts, and lowered the already insufficient salaries of the teachers. This proceeding has resulted in the loss of the services of several good teachers.

This increase in the number of the districts was no doubt intended to bring the schools within reach of the children generally. If we wish for good schools without other means of support, besides those yielded by the Legislative grant and the local assessment, we must have large districts.

The accounts are well kept. The foundation of a large school is in progress, and aided by the Legislature, and the self-imposed sacrifices of the Reverend Curé, I trust that success will crown our efforts.

#### *Saint Simon*

Has six schools, two good, three inferior, and one inefficient. Here as in other places, we have had to contend with ignorance, and its two satellites, obstinacy and cunning. This parish has given me a great deal of trouble. I found two teachers in school district No. 3, keeping school in neighbouring houses and dividing the district into two hostile camps, children and parents insulting each other, whenever they met. The two teachers were nearly equal in qualifications. They had been engaged under the following circumstances. Three Commissioners met and authorized one of their number, named Bernier, to engage Dlle Ph. Damour, the teacher of the preceding year, if she were willing to receive £15 and commence her school in a few days. Bernier visited the lady, and engaged her on the terms prescribed. Meantime, a cabal was formed hostile to Dlle Damour, such as we often meet with among the ignorant classes. A few days afterwards the School Commissioners meet and a majority decide that Dlle. Damour is not engaged, and resolve that Dlle Ls. Richard should be requested to take the management of the District School No. 3. She was accordingly engaged, and came to assume the management of her school, consisting of 10 or 15 children. I saw both parties and both teachers by turns, and made it a business to accommodate matters, but obstinacy prevailed, and I lost my trouble. I was desirous of relieving Bernier from the unpleasant situation in which his unsuspecting nature had placed him. At last, Dlle Richard consented to give up her engagement, and I induced the Commissioners to release her from it. I hear that they still refuse to ratify the agreement made by Bernier. What can I do in such a case?

How many wretched disputes of this nature we could suppress at once, if we were invested with fuller powers! The business rests here, and I have written to the Commissioners, with a request that they will suspend all proceedings, until my next visit.

This parish is comparatively in arrears.

#### *Saint Fabien*

Has three schools, all sufficient for the wants of this new parish. The finances are in a satisfactory state.

*Ste. Cecile du Bic*

Has three good schools, one a Model School. This municipality is worthy of praise. The Model School is well taught, and its reputation attracts many pupils from the neighbouring parishes.

*Saint Germain de Rimouski*

Has eleven schools in operation, one School District without a school. Of the eleven, five are good, three ordinary, and three inferior. Education progresses and there is a praiseworthy emulation among the teachers. M. le Curé Tanguay continues to interest himself in the cause of education.

The collection of rates is in arrears, and I think there will be a deficit of £25 to £30 between the receipts and the expenses. Seven schools are under the direction of masters possessing talent and holding diplomas. I was very well satisfied with the progress in some of the schools. The absences were frequent in the last autumn in the schools of this parish. The plan of building an Industrial College has not been abandoned, on the contrary, it is even begun.

*Sainte Luce*

Has seven schools, of which two are good and five inferior, but sufficient for this year. All is well organized. One master has not a diploma, and is not of the age required by the law. Nevertheless he satisfies the school district. The salaries are so small that I am forced to be indulgent.

*Sainte Flavie*

Had only four schools in operation at the time of my visit, one good and three inferior. The legal rate is at length established, not without having encountered slight opposition. I myself presided at the completing of the valuation and the assessment, and at last all is in order. I think the murmurs will be of very short duration. I look upon the establishment of the legal rate paying as a victory.

*Metis*

Has its three small Scotch schools. The Canadian village which now has a church, and ought to be erected into a distinct parish, awaits the formation of a separate school municipality. The two races cannot be made to pull together. Each is too suspicious of the other. The three male Scotch schools are very ordinary, teaching nothing but reading, writing, and a little arithmetic. They are supported by voluntary contributions.

*Matane*

Has three schools, and it is desirable to establish a fourth. Efforts have been made to establish a legal assessment. Nothing could be done but by the energy and perseverance of Mr. Boucher, the Missionary of this remote district, to obtain any good from the rude and ignorant inhabitants.

Winter having suddenly come on while on my road to this place, distant 30 miles from the nearest settlement, I was compelled to give up my journey and my visit of school inspection for that time. The particulars which I transmit are therefore the results of inquiry.

In reply to that part of your circular No. 10 which enjoins us to report the number of our visits, &c., I have the honour to inform you, that all the schools in the District of Kamouraska have been visited three times in the course of the year 1854 and preceding years, from the time of my appointment to office, except those of Matane, which have been visited only twice in the year. My first visits were always made in the months of January, February and March; my second in May, June and July; the third in September, October and November. During these

visits, which lasted from one hour and a-half to two hours, for each school, according to the number of children, and the importance of the matters taught, I make a general inspection of all that has been done by the scholars of all the classes respectively, from the time of my last visit. I examine the teachers, male or female who have not previously undergone examination, either by myself, or by the Board of Examiners. I point out immediately the defects which I observe in the mode of teaching. I appoint the subjects to be attended to, until my next visit. I encourage masters and scholars by a short address, dispensing praise or censure, accordingly as they may be deserved. Occasionally I confer small rewards on the most deserving. If the parents of the children are present, which often happens in fine weather, I avail myself of the circumstance to address to them a few words of encouragement. I procure the attendance, whenever I can, of some of the School Commissioners. The *Curés* frequently make a point of visiting the schools with me, whether they be School Commissioners or not. I point out to the parents and to the School Commissioners, whenever they are present, what is deficient in the school which might be beneficial to the children. If I find a child of remarkable abilities, I mention it to the parents who are never displeased to hear of it; and I endeavour to impress upon them the duty which Providence requires them to perform, towards the subject of my praises. Many children will be indebted for their complete education to this very natural proceeding.

I sound the praises of the teachers who are distinguished for the faithful discharge of their arduous duties, and use every effort to cause their salaries to be raised. I treat them with much deference. I have thought it incumbent on me also to establish a communication with the leading persons in each parish, and to interest them in the cause which has been confided to me. The accounts have received my most particular attention.

Before quitting a municipality, I leave a minute in writing, to be entered into the Council Minute Book of the observations suggested by my visit.

Thus, Sir, I have understood the tenor of my mission, and thus I have endeavoured to fulfil its duties. I could have effected great good, had the law placed in my hands more extensive powers. I believe I have reason to assert that, possessing only the authority which we now have, our usefulness must decline below even what it is at present. We were at first thought to be of some importance, but sooner or later our real position is found out, and thus, stripped of our imaginary influence, we become almost powerless to effect the good contemplated by the Legislature in our appointment.

I apologize, Sir, for the length to which I have spun out this Report, written in some haste. I thought it my duty to enter into the above details to enable you to form an opinion of my labours and their results.

Accept, Sir, the assurance of my respect, and believe me to be

Your very humble and respectful servant,

(Signed,)

GEO. TANGUAY,  
Inspector.

LONGUEUIL, 15th July, 1854.

J. B. Meilleur, Esq.,  
S. E.,  
Montreal.

SIR,—It is my duty to transmit to you the results of my second visit to the schools of the Counties of Montréal and Vaudreuil, in April, May and June last. I venture to hope that this Report will give you a favorable opinion of the state of public education, and a proximate statement of the number of children who share its blessings in this part of the District of Montréal.

You will perceive that besides a numerous rising generation shooting up in our religious institutions, under the protecting aegis of a religion the office of which is to elevate the character of mankind, the civil law also exercises a beneficent influence by the agency of enlightened functionaries over a considerable portion of our youth, by powerfully seconding the good work of education among the people.

I admit with some regret however, that our schools are behind the age : any thinking man will at once perceive the cause of an evil which is, physically speaking, irremediable.

A thousand unfortunate circumstances obstruct the progress of education : on one hand a varied population, requiring in terms that admit of no denial the services of all the young, twice in the year, at seed time and harvest ; on another, a rigorous winter detains by the domestic hearth those same children, who are of themselves but little anxious to attend school with regularity ; then the ordinary occurrences of sickness, frequent holidays, the frequent change of masters, the want of uniformity in the class books, the tardiness of the children in their attendance : all these things paralyse the energy and the zeal of the teacher, who would conscientiously desire to urge forward his pupils in their career.

Must this evil continue, and no effort be made to find a remedy ? No ; notwithstanding this painful state of affairs, the friend of education must not be discouraged. Let him glance over the statistical tables furnished by the School Inspectors for 1853, he will be interested in seeing that, in the counties of Vaudreuil and Montreal, including the city, of 19,660 souls in the county of Montreal, 21,429 in that of Vaudreuil, and 57,715 in the city, making an aggregate of 98,804 souls, 9592 children attend the schools, without reckoning the scholars of the protestant schools in the city. Of this number, which represents an average of 1 in 7, 2690 children read well, 5285 can write, 1769 are learning the simple rules of arithmetic, 1071 the compound rules, 996 geography, 507 history, 1627 French grammar, 1396 English grammar, and 731 parsing.

Now, this number of 9592 scholars is certainly very different from the returns which might have been made of the statistics of public education prior to the law of 1846 ; and the people have a perfect knowledge of the progress made. The school is become the countersign, the school commissioner the man of the people, and although the petty passions are not repressed, he nevertheless rules by the influence of interest : his pains-taking is appreciated, and although he may experience a rebuff now and then, the fate of all public men, truth will at length force its way, and at length he will receive full justice.

I am bound to confess with pride arising from my devotion to the cause, that the Inspector is considered as a useful member of the institution, and if I may venture fully to express my thoughts, I shall assert that the counties of Montreal and Vaudreuil have given full expression of the noble interest which they feel in the cause of education, in the cordiality of the reception with which I was honored as Inspector. I am also bound to express my gratitude to the clergy of those two loyal counties, and it is but bare justice to add that several of the municipalities have publicly acknowledged their good fortune, arising from the energetic and prudent administration of the office of the Superintendent.

With this unanimity of feeling in his favor, the teacher has great advantages to aid the work before him, he himself must, however, possess zeal and method to prosecute it.

Energy is the gift of nature, aptness and method are acquired talents. If light is produced by the collision of opinions, we may truly say that the sage and enlightened counsels of judicious friends may afford useful lessons to the teacher, for the organization, the discipline, and the progress of his school.

Accordingly we find that wherever the classes are visited habitually by the Commissioners or other friends of education, who contribute their modicum of knowledge, there is progress; while, on the contrary, where the visitors, Commissioners and others take no interest, education is at a stand-still: every active friend of the cause, the priest especially, the natural guardian of youth, whose mission is their moral culture, ought therefore to make a practice of visiting the schools frequently.

Let it not be said that the priest should be excluded from all interference with the working of the school-law: such a principle, absurd as it is erroneous, if carried into practice, would be treason to society. Without being either a critic or an apologist, we are bound to speak the truth, and to confess, taught by the facts of history, that in all countries where the clergy do not direct the work of education, that of the people, though occasionally, in appearance, and, speaking materially, progressive, is necessarily vitiated at the fountain head, namely, public morality. Now, what is a nation without morals?

With such aids, the teacher will ensure strict discipline, obedience, and perfect regularity; gentleness and mild treatment should nevertheless be the general rule, severity the exception. In the following reports, it will be seen that certain schools are conducted with tact and energy by men, and some with talent by females. Now, which does the best service in the cause of education, the male or the female teacher? The instance which I am about to cite, will leave us in doubt as to the fitness of the two sexes, to conduct the work of public instruction: a college and a convent are situated side by side; from the first mentioned, young men issue forth crowned with laurels and bright with future promise; the convent also sends forth young women trained to the responsibilities of female life, and in addition skilled in the polished arts of society.

If modesty is the appanage of the female character, the sex are not the less the delight of society. It has been said, with more wit than truth, that women form our moral characters: if so, it is not exclusively so. I may remark that if Blanche of Castille brought up Louis XI, the immortal Fenelon formed the Duke of Burgundy. I have seen in some places mixed schools kept by men, as I have seen some successfully carried on by females, and some very ill managed both by men and women.

I shall venture to cite the judicious remark of a true friend of education: "would it not be adviseable, he said, in order to open a wider road to the education of our youth, that at the chief place in every parish a Superior School—a kind of Normal School—should be established and maintained at the expense of the Government, aided, however, by the monthly head money, at a rate proportioned to the progress of the scholars, but not sharing in the local rates, which should be devoted altogether to the support of the Elementary Schools?"

Such an institution would not be a district school, but a parish school. Instead of a few wealthy parents who send their children to receive their education at a distance, and at great expense, we should find a considerable portion of our youth trained in the practical sciences which now form the main springs of social and active life.

I am now to enter on a subject, of which I cannot think without apprehension: the pecuniary condition of most of our school municipalities. In vain will the Inspector discharge the arduous duties of his office, in vain will the examiners, who are the friends of the cause, visit the schools, Commissioners spare neither time nor pains to ensure the progress of the schools, and teachers exert both skill and energy. In vain will the legislature expend twenty-five thousand pounds annually for education in Lower Canada; the object of the law will not be attained, if the management of the finances, the true moving power of the school

system is disregarded ; if the school corporations fail to collect the rates, and persist in exercising a culpable degree of indulgence, in favor of the rate payers, who are apathetic and negligent in their payments. Several of our municipalities have out-standing debts to the amount of from £100 to £224.

There are, however, some corporations who distinguish themselves worthily by requiring punctual payment of the rates, and fulfilling their engagements to the teachers with commendable exactness ; but such cases are as exceptional as they are honorable. Must we not reasonably conclude, after the preceding declaration, that in many places, the Secretary-treasurers oblige the poor teachers to give receipts for a quarter's or even a half year's salary, which they have not received, in order that they may obtain the amount of the Legislative grant ? Must we not also conclude, that the secretary alleges falsely that he has really and truly received from the rate payers a sum equal in amount to the quota falling to the share of his parish out of the Legislative grant ?

Now what will be the result of this vicious proceeding ? It is really vicious, and a vice not of the school system, but of its working. The result is plain, beyond a doubt. The teacher is poorly paid : in place of money he must receive from the Secretary-treasurer a *bon* redeemable at an uncertain period ; furnished with this *bon*, he pays for his necessaries twenty-five per cent more than if he bought them for ready money. Thus having given his services freely on the strength of an engagement for £50 he really receives no more than £37 10s. ; and we are bound to confess in the face of the country, which appears to be universally involved in this common evil, that our best teachers of both sexes threaten to abandon their present calling, for an employment less precarious and more lucrative, and I greatly fear that this measure will be carried into effect ! This apprehension induced me to enter in the minute book of a certain place the following remark :

St..... 17th June, 1854.

“The School Inspector, having examined the accounts of the school municipality of St....., and finding outstanding debt to the amount of £124 5s. 10½d., and liabilities to the amount of £109 13s. 11d. urgently entreats the School Commissioners to collect the outstanding accounts without delay. It is evident, in the present condition of the finances, that the teacher must necessarily be ill paid, and the work of education cannot advance, but must be obstructed. The Inspector is under the impression that if, when the half yearly return of the Secretary-treasurer is made to the Superintendent, the amount of outstanding debts mentioned above is not collected, the Superintendent will withhold the Legislative grant, until the rate-payers have paid up all dues.

(Signed,) F. X. VALADE,  
Inspector.

What means can be adopted to compel the rate-payer to pay his dues with punctuality ? Your practical experience, Sir, might suggest to the Legislature some easy, prompt and effectual mode of coercion. That such coercion is needful, all agree, and none more readily than the school corporations themselves.

That learned and zealous Inspector, the late Mr. Jobin, was of opinion that it would be necessary to compel the Secretary-treasurer to collect the local contribution, under a penalty in case of default.

I think differently, being of opinion that few persons of education would trouble themselves with such a duty, and that the school corporation would find it a hard matter to get Secretary-treasurers at all.

I say what I believe, that if the local contributions were collected carefully, and the masters were punctually paid, good teachers would be found in plenty, schools



would prosper, and the law would work as well as its best friends could wish. All concerned, officers and rate-payers, would rejoice together in the present, and much more in the future state of their affairs.

With regard to the accounts of the corporations, I must remark that having examined the assessment roll, I have remarked that form No. 10 has been generally followed, in which are entered with great exactness the names of the proprietors or occupiers, the area of each farm or land, its value, the rate per £, the individual tax, the amount paid, and the arrears or balance due.

This is well, but there is little order and less uniformity in respect to the monthly head-money; each Secretary makes a table for himself, some make none at all, and this absence of order and system must be detrimental in the collection of the monthly tax.

In order to obviate this inconvenience, I venture to suggest a plan which I should wish to see adopted uniformly in each municipality, subject to certain useful modifications. By this plan all parties concerned would see at a glance their quota of the tax and of the monthly head-money.

This table, based on form No. 10, comprises the names of proprietors and occupiers, the area of each land, its value, the rate in the £, the individual tax, the monthly head-money for each child, the number of children of the proprietor or occupier contributing, total amount of the monthly rate due by each, the same for the whole year, the aggregate of each mans' contribution, the amount paid, and the amount of arrears or balance due.

Each school district should have such a table.

See the form annexed, which corresponds with form No. 10:—

### SCHOOL DISTRICT No. 1.

Numbers.	Names of the proprietors or occupiers.	Arrens in superficies.	Value of property.	Rate per £.	Individual share of the land-tax.	No. of children liable to the tax.	Monthly payment each child.	Whole monthly head-money for each proprietor or occupant.	Am't of monthly head-money for the year.	Amount of land tax and monthly head-money for the year.	Received,	Date.	Balance Due.
1	Joseph Tassé	90	£200	1½d.	£1 5 0	3	1s.	3s.	£1 16	£3 1 0	£2 1	4 June.	£1 0
2	Pierre Darche	110	250	"	1 11 8	2	"	2s.	1 4	2 15 8	2 0	6 July.	15
3													
4													
5													

### SCHOOL DISTRICT No. 2.

1	Xvr. Germain	80	£100	1½	£0 12 6	1	1 3d	1s. 3d.	£0 15s.	£1 7 6	£0 10s.	3 Aug.	17s. 6d
2													

Being desirous of furthering that which the law principally intends, the advancement of the schools, I addressed the following circular letter to the School Commissioners of each municipality in my jurisdiction, previous to my last visit.

The suggestions there offered have produced a partial effect.

To sum up all, I may assert as a certain fact, that, considering the favoring zeal of the school commissioners, and the general fitness of the teachers, provided always that the rates be punctually paid, all concerned, the legislature, and the whole population of the country, will see the happy result of the schools now in operation.

(Circular.)

LONGUEUIL, 22nd April, 1854.

To the School Commissioners of the Counties of Montreal and Vaudreuil.

GENTLEMEN,—In the extensive sphere of the social duties, there are certain obligations tending directly to the moral and physical welfare of families.

In the category of these, public education is necessarily included, falling within the province of the Inspector, the School Commissioners, and the teacher, whose peculiar mission it is to diffuse its blessings.

If the disinterested devotedness of a citizen to a cause, and his sacrifices for it, increase the measure of his deserts, it is beyond dispute that a School Commissioner who, in the prosecution of his arduous duty, encounters obstacles where he might expect active and zealous co-operation, is truly worthy, and a suitable example for the imitation of the rising generation.

With you, gentlemen, who are characterized by your zeal for education, I am called both by inclination and by duty to co-operate, in the promotion of the education of our youth as citizens and as members of the domestic circle, both which relations are comprised in public instruction.

I shall combine my feeble powers with your united efforts, to urge forward the youth of your municipality in the path of useful knowledge, based on moral discipline.

I have already visited your schools with deep interest. My duty requires me to see them a second time, before the close of the half year. I shall accordingly be in your neighborhood in the course of May or June next.

I entreat you, gentlemen, to accompany me; an examination, had by the whole body of Commissioners and the Inspector will be productive of more assiduous attention on the part of the scholars, of a stricter superintendence on that of the teacher.

The Inspector and the Commissioners ought to be attended by the Secretary-treasurer, as he is commonly a person of education and experience, and able to assist with his judicious observations.

In accompanying me on this visit, you may consider your attendance as official, in conformity with the 21st section of the law (duty of Commissioners.) A visit of this kind would have immediate effect; as each teacher would be enabled to make his report to the Secretary-treasurer, the latter his to the Superintendent within a fortnight, and your municipality would be one of the first to receive the Legislative grant.

I take the liberty of making a few suggestions :

1. It seems to me proper that the schools called mixed, that is which consist of scholars of both sexes, should be kept altogether by married men, or by females. There are strong reasons against the keeping of such schools by single men, however correct their morals.

2. We find with regret, in all the schools, a large number of children, particularly of the poorer class, who are destitute of books, paper, slates, &c. Would it not be possible to increase the monthly head-money by a few pence, in order to the formation of a common stock of school books for the benefit of all the scholars?

3. It is desirable that the Secretary-treasurer should have his accounts in readiness for our visit, and that we should inspect them together. This is justice due both to the public and to the Secretary himself, who is in many cases the object of remarks as serious as they are unjust.

He should add up the items of receipts and disbursements, and be prepared to give answers to the following questions :

1. What is the aggregate of the local contributions, including the monthly head-money, and the land assessment?

2. What is the amount of the Legislative grant which you receive ?
3. What amount is due by rate-payers ?
4. How much is due to teachers, &c., by the School Commissioners ?
5. What amount of cash is in the hands of the Secretary-treasurer ?

Make every exertion to collect the arrears.

Your indulgence is often calculated to favor the negligence of many of the rate-payers.

I should be delighted if, when I visit you, I should find your accounts shewing a balance in your favor.

4. Require the teachers, if there are any in your municipality not qualified according to the 50th section of the act above-cited, to undergo the examination required by law on the first Tuesday in June next ; require the female teachers also to be duly qualified, although they are not subjected to the same examination before the Board of Examiners. In default of this, you risk the retention by the Superintendent of your part of the legislative grant accruing to such teachers, male or female.

Finally, gentlemen, receive in a spirit of kindness these suggestions, dictated by the feeling of a duty to me always agreeable, as it impels me to labor with you in the education of our youth,

"The hope of our country."

Pray insert the present in your minutes, and believe me

Your devoted, etc.,

(Signed,) F. X. VALADE,  
Inspector.

*Statistical return of the classical institutions and Catholic literary associations of the City of Montreal.*

N. B.--I am indebted to the kindness of the directors and officers of those institutions and associations for the following interesting documents :

*Seminary of Montreal.*

The Seminary of Montreal, established by some priests of the Order of St. Sulpice, under the direction of Monsieur Quaylus, who came to Canada in 1657, and endowed by irrevocable deed of gift with the whole Island of Montreal, consists of thirty-five or forty members of whom a part devote themselves to the services of religion in the Parish of Montreal, and a part to the public education of youth.

It is with regard to this latter object of this useful establishment, that we consider the amount of good which it has effected during nearly two centuries.

Having organised a school, consisting of the children of aborigines and of French settlers, the Sulpicians occupied in 1773 the Château de Vaudreuil as a college, and that building having been destroyed by fire in June 1803, they founded the present college under the designation of the *Little Seminary*, in 1806.

Since that time, the Seminary has contributed to the advancement of education ; and it must be admitted, that it has sent forth an enlightened and zealous priesthood, furnished the bar with protectors of our rights, public and private, given learned judges to the bench, and worthy legislators to the halls of Parliament, that it has prepared numerous individuals to exercise the beneficent art of alleviating the physical sufferings incident to humanity, and organised nurseries of teachers, who are now training our youth to the performance of their social duties.

The college, properly so called, consists of two sections : one, termed the *Great Seminary*, erected in 1840, contains 30 members, who study theology and wear the ecclesiastical habit. These young levites are preparing themselves in

the shades of the sanctuary for the offices of the priesthood. Their course of study extends over three years. The other division, or *Little Seminary*, comprises about eighty pupils, of whom nearly two thirds board in the house; the others are day scholars. All of them wear the blue dress. Forty are following the academical course, and sixty are studying the English language.

The classical course, extending over eight years, comprises the elements of grammar, syntax, versification, the belles lettres, rhetoric, metaphysics, logic, ethics, mathematics, and experimental philosophy.

To recapitulate: the entire course includes, besides the Latin, Greek, French, and English languages, sacred and profane, ancient and modern history, algebra, geometry, trigonometry, conic sections, land surveying, astronomy, practical chemistry, natural history, &c.

The cabinet of natural philosophy, for the use of the pupils, is magnificent. We find in it instruments of all kinds, globes, celestial and terrestrial, a rich and varied collection of minerals, pneumatic, electric and galvanic machines, &c., of perfect workmanship and infinite costliness.

In this establishment every taste may be gratified, and the studious youth will find, in an inexhaustible course of varied study, all that is needed to enlighten his understanding, adorn his mind, and purify his heart.

The library for the use of the students is extensive, and full of learned works, leaving nothing to be wished for, in the provinces of literature, and moral ethics.

Thirteen professors and tutors preside over the studies and the domestic discipline of the house. A professor of theology directs the studies at the Great Seminary.

Music, the keystone of the fine arts, is not neglected at the College of Montreal: the students devote their attention to vocal and instrumental music with so much success, that, without their assistance, our national fete of St. Jean Baptiste would shew a defect or rather a stain in the rays of glory which encircle all that is Canadian on that day.

#### *College of St. Marie.*

It is unprofitable to expatiate on the system, and the various subjects of instruction, so well known for three hundred years as those of the disciples of Ignatius Loyola. The ancient walls of the Jesuits' College at Quebec proclaim to this day the qualifications of those who were reared within them.

But it was reserved for the enterprising Bishop of Montreal to re-establish in the episcopal city those Jesuits, whose predecessors had converted Canada, and watered with their blood the tree of civilisation which they had planted.

The College of St. Marie was one of the numberless institutions of Monseigneur Bourget, and since 1848, when the house was opened for the reception of youth, success has crowned their labors.

One hundred and fifty pupils, under the direction of a rector, a proctor and ten professors, follow a classical course. The French and English languages are cultivated with care; there is likewise an historical course, including ancient and modern, sacred and profane history, one of geography, of belles lettres, rhetoric, accounts, &c.

With the liberality which always characterises them, the Jesuits have also established a professorship of law, now held by Maximilian Bibaud, Esq., advocate. The law class of the College of St. Marie was established in 1851, in conformity with the intention of Statute 12 V., c 46, sect. XXVII, and in compliance with the desire of T. Peltier, Esq., at that time *Bâtonnier* of the district of Montreal, of Hon. J. Bourret, A. A. Dorion, A. Berthelot, Hon. A. N. Morin, C. S. Cherrier, Q. C.,

and of G. E. Cartier, Esq., and under the patronage of the latter gentleman, of the Rector of the College, and of the Bishop of Montreal.

It was the first public regular law class in Canada, from the time when His Most Christian Majesty appointed for candidates examining officers who were of the Sovereign Council of the Colony.

This class embraces the History of Law, Roman Law, and the Civil and Criminal Law of Canada. The students undergo public examinations from time to time in presence of the heads of the clergy, and of the liberal professions of the country, who are ever ready to attend on such occasions. Thirty students have attended this class to the present time.

Under authority of the Act incorporating the College of Ste. Marie, passed in the last Provincial Parliament, students, intended for the bar, who have attended their classical course, as also the law class in the same establishment, are not required to article themselves for more than three years. Accordingly, although in its infancy, this establishment already rivals our best classical and literary institutions in the country.

#### *Schools of the Brothers of the Christian Doctrine.*

This eminently useful institution, founded by Jean Baptiste de la Salles, in the sixteenth century, was organised at Montreal by the late Monsieur Quiblier, Superior of the house of St. Sulpice. The number of scholars educated under the auspices of the Reverend Brethren is nearly two thousand, distributed among several houses scattered over the city and its suburbs.

Of this number, a thousand study the English language with success; one thousand three hundred read well, because they comprehend what they read; eleven hundred are studying English and French grammar; five hundred apply themselves to geography; five hundred to history; eight hundred to arithmetic as far as the rule of three inclusive, and three hundred learn arithmetic throughout; one hundred learn book-keeping; one hundred geometry; and finally, more than five hundred give evidence of a higher range of knowledge by parsing and logic.

The steady sober demeanor of these children in the city and its suburbs, their modest behaviour, the good order in which they leave their classes, the tasks which they fulfil, and their assiduous attention at school, the attachment and even affection which they bear to their master, the talents which they exhibit, and the success with which they are crowned, speak in eloquent terms in favor of the Brothers of the Christian Doctrine, and extol the good fortune of Montreal in possessing a studious and moral rising generation, giving promise of a splendid future.

If we recal the past, we see before us at a time prior to the date of the institution of the Brethren at Montreal, the city, the suburbs, the public places, the banks of the river, crowded with children, young persons, drawing from their idleness lessons in immorality; near those same places, by a strange transition, we now find the dense mass of childhood and youth collected into school houses, presided over by the venerable Brothers.

#### *Convent of the Congregation of Notre Dame.*

This magnificent establishment, founded at Montreal in 1653 by the devoted Sister Bourgeois, has gone on continually growing and has now attained such a degree of prosperity and developement that it is hard to find even in Europe an institution more numerous, and at the same time more useful to the community and to religion.

Without examining the missions which the ladies of the congregation have for many years maintained in many country parts of the diocese of Montreal, Quebec, &c., we shall merely speak of their schools in the city.

At the principal establishment (*Maison-mère.*)

1. A boarding school for girls, boarders and half-boarders, to the number nearly of .....	220
2. A school under the control of the commissioners attended by.....	140
Here are taught reading, writing, grammar, arithmetic, geography in both languages.	
3. <i>Eighteen</i> classes, taught <i>gratuitously</i> , for the poor children of the city and the suburbs.	
The number of children attending them amounts to nearly .....	1280
In these classes are taught the doctrines of the Christian religion, reading, writing, grammar, arithmetic, and sacred history.	
Half a day in every week is devoted to the instruction of the children in needlework.	
Thirty-one ladies superintend the schools in the city and the suburbs.	

RECAPITULATION.

Boarders and half-boarders.....	220
Day scholars under control of Commissioners for which the legislative grant is £50 .....	140
Free-scholars .....	1280

Total number of scholars of the Ladies of the Congregation of Montreal 1640

And now, what mother of a family, either in town or country, does not remember with delight the happy days which she passed in early life under the wing of the daughters of the virtuous Sister Bourgeois ?

This reminds me, pardon the digression, of an expression of one of the elder ladies of this house last January, as she pointed to one of her pupils :

*"I teach the child of a mother whom I taught, having previously educated the grandmother."*

Music is one of the important branches of education.

Twenty study vocal music.....	20
Four " the guitar.....	4
Six " the organ.....	6
One hundred and ten the piano.....	110
Eight perform on the harp.....	8
Total .....	148

*Catechism of Perseverance.*

There is an institution at Montreal, for the benefit of young persons who have left school and are more than fourteen years of age, which was founded a few years since by a priest, whose name will be honorably perpetuated in history. This institution, called the Catechism of Perseverance, comprises more than thirteen hundred members, a thousand of whom are young females, three hundred young men.

Every Sunday may be seen, under the arched roof of the parish church, a group of more than five hundred girls attentive to the lessons of their director. The same exercise takes place at the same hours in four different quarters of the Quebec and St. Joseph Suburbs.

This exercise consists of an agreeable variety of familiar precepts, useful lessons and religious hymns.

It is no uncommon thing to meet with young men, and young girls, who can discourse on religious subjects and discuss them with the knowledge of a master, narrating historical facts, producing prominent characters to interest the hearers,



Mr. Doran is assisted by a professor of the French language and a master for the elements of the English language.

In this school, which is conducted with talent and success, besides the ordinary branches of education, writing, grammar, book-keeping, the elements of geometry, lineal drawing, parsing, mensuration, and composition are taught.

2. Superior School, exclusively English, under the control of the School Commissioners, kept by Mr. Felix McQuillan; age 40, salary, £45.

Children of English origin,.....	37
“ “ French “ .....	12

Total,..... 49

Mr. McQuillan has a diploma to keep an Elementary School, but the talents which he shows in teaching, and the progress of the pupils, give his school a just right to be called superior.

His wife keeps a separate school for girls, well managed, and conducted with energy. It is said that Mrs. McQuillan gives up teaching; I am convinced that this must be a cause of deep regret to that part of the population of the Quebec Suburbs who encourage this school.

Girls of English origin,.....	20
“ “ French “ .....	5

Total,..... 25

3. School of Mlle. Godère, under control; age 26; salary, £45.

Girls of English origin,.....	25
“ “ French “ .....	25

Total,..... 50

Branches taught in the Elementary Schools:

This school is progressing, and the teaching does credit to the teachers.

5. School kept under control, by Mlle. Dubord; age 25; salary, £20.

Pupils, about,.....	40
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The ordinary branches taught in Elementary Schools.

6. School kept under control by Mlle. Gougeon; age 19; salary, £20.

Boys,.....	8
Girls,.....	26

Total,..... 34

Ordinary branches taught in Elementary Schools.

7. School exclusively English, under control, kept by Mrs. Byrnes; age 50; salary, £15.

Boys,.....	20
Girls,.....	26

Total,..... 46

The branches taught here are those of Elementary Schools in general; excepting the art of recitation. I had much pleasure in hearing a young girl recite with as much grace as self-possession a beautiful piece of literary composition.

8. School under control, taught by Mlle. Girouard; age 40; salary, £30.

#### *Independent Schools.*

1. School kept by Mr. Anderson, attended by more than 60 pupils, of whom two-thirds are of English extraction, and the 20 others French Canadians.



Mrs. Anderson also keeps a girls' school of.....	12
..... Total number of pupils.....	72
2. School kept by Mr. McFee.	
Boys,.....	22
Girls,.....	25
..... Total,.....	47
3. School kept by Mr. Davis.	
Boys,.....	20
Girls,.....	5
..... Total,.....	25
4. School kept by Mr. Mahoney.	
Mr. Mahoney's daughter keeps a separate school for girls, under his superintendence.	
Boys,.....	30
Girls,.....	20
..... Total,.....	50
5. School kept by Mr. Harney.	
Boys,.....	25
His wifes teaches, Girls,.....	10
..... Total,.....	35
6. School kept by Miss Mayland.	
Boy,.....	1
Girls,.....	20
..... Total,.....	21
7. School kept by Mrs. Mayne.	
Boy,.....	1
Girls,.....	10
..... Total,.....	11
8. School kept by Miss Fennen.	
Boys,.....	3
Girls,.....	12
..... Total,.....	15
9. School kept by Mrs. Brady and daughter.	
Boys from.....	50 to 60
Girls from.....	90 to 100
..... Total.....	160

I believe that this school is under the immediate superintendence of the gentlemen of the Seminary and is supported at their expense.

It is kept in a very large house hired by the Seminary, which at the same time is used as a chapel.

All the independent schools above mentioned are exclusively English, the three following are French.

10. School kept by Madame Derome, in a house adjoining the Bonsecours Church,

Consisting of about.....20 children.

The lower story of this house was formerly occupied as a commercial school by Mr. Sharing, and was attended by upwards of 50 young people.

11. School kept by Mlle. Lefebvre, assisted by a second teacher.

Boys,..... 25

Girls,..... 75

Total,..... 100

12. School kept by Mlle. Bibaud.

Girls,..... 54

Besides the ordinary branches of education, Mlle. Bibaud teaches music. Secretary-treasurer of the school municipality W. Dorion, Esq., Advocate.

#### RECAPITULATION.

	Pupils.
Montreal possesses two colleges.	
1. The Little Seminary frequented on an average by.....	180
Besides thirty students of the Seminary.....	30
2. The College of St. Marie.....	150
School kept by the Brethren of the <i>Christian Doctrine</i> , to the number of 15	2000
Four religious communities, namely:	
1. Congregation of <i>Notre Dame</i> .....	1500
Besides, day scholars, who are under the superintendence of School Commissioners.....	140
2. Sisters of <i>La Providence</i> .....	60
3. Sisters of <i>Le Bon Pasteur</i> .....	70
4. Sisters of <i>L'Hôpital Général</i> .....	350
Eight schools conducted by laymen under the control of School Commissioners.....	392
Total number attending schools under control.....	662
Twelve independent schools also under the direction of laymen amounting to.....	610
Grand total of children attending the Catholic schools of the city of Montreal, including colleges.....	5482
If to this number is added the number of young persons attending <i>Le Catechisme de la Persévérance</i> .....	1300
Very probably about two hundred adults, part attending private classical and commercial classes, and the remainder the numerous evening schools, especially during the winter.....	200
Exclusively of the Law and Medical Students, &c., the statistical tables will give (a statement below the actual number) six thousand nine hundred and eighty-two young Catholics studying the different branches of a civil, moral and religious education.....	6982

Annexed is a copy of the Report addressed by me to the School Commissioners of the city of Montreal, immediately after my visit.

*To the School Commissioners of the City of Montreal.*

LONGUEUIL, *May*, 1854.

GENTLEMEN,—I have the honor to inform you that on the 24th, 25th and 26th April last, I visited the schools under your control, accompanied by Messire Moreau.

For the advancement of the interests of education, I take the liberty of giving you a succinct statement of the number of pupils, and the branches of education which they study.

1. School of Mr. Doran.

This school is conducted by three masters, and consists of about 70 scholars; forty of whom read perfectly well, because they understand what they read, and are, I believe, able to give a correct grammatical analysis.

Almost all can write, and some admirably well; geography and arithmetic are particularly well attended to at this school.

2. Day schools of the Congregation of *Notre Dame*.

These schools are conducted by two Nuns, whose task is truly an arduous one, as the number of scholars they instruct is 140. The greater number can write; a great many among them can read well in both languages; some apply themselves to grammar, geography and arithmetic.

3. School of *Le Bon Pasteur*.

I admired the discreet behavior of the pupils of *Le Bon Pasteur*: they can read well in both languages; writing is attended to, and the other branches of education are far from being neglected.

The 70 pupils who form this school are directed by two Nuns. It is one of the best schools that I visited.

4. School of the Sisters of *La Providence*.

The Ladies of *La Providence* shew their great merit by the education of orphan girls, whom they particularly train up to virtue. Reading and writing are well attended to there.

5. School of Mademoiselle Godère.

This school, conducted by two mistresses, comprises about 50 pupils, of whom half are of French, and half of English origin. English is taught there with great success, whilst the French language is not neglected. I noticed great application here, particularly to arithmetic; music and singing are also cultivated in this school.

6. School of the Misses Poïtras.

These young ladies shew a great deal of energy in their teaching; the school is numerous and well conducted.

I shall express the opinion that I entertain of this school, by saying that the £25 salary which you allow for its maintenance, is far below the merits of the teachers.

7. School of Mademoiselle Gougeon.

This school, composed of 30 pupils, all beginners, is tolerably well conducted.

8. School of Mrs. Byrnes.

This school contains 34 to 50 scholars, all of British origin. They write tolerably and read well; little arithmetic is taught.

9. School of the Misses Dubord.

It is composed of about 40 pupils, and is tolerably well kept.

## 10. School of Mr. McQuillan and his wife

Consists of about 70 children; the boys are taught by the master, and the girls by his wife. There is a great deal of energy shewn by the teachers, and progress on the part of the pupils. Reading, writing, grammar, arithmetic, geography, needlework and embroidery, are well attended to here; and in my humble opinion the teacher deserves a higher salary than that which is at present allowed him. Perhaps a little more domestic education would be desirable.

## 11. School of Mademoiselle Girouard.

It is my duty to tell you that at the time of my visit in January, I found there four scholars; on my visit of 24th April, there were seven, the eldest of whom was from seven to eight years of age, and the most forward could scarcely join syllables together; thus there was no reading, no grammar, no arithmetic, nor any other branch, except three copy books tolerably well written, which the mistress told me belonged to absent pupils.

I asked for the journal; the answer was in the negative;—there was nothing.

I shall not make any remark to you, I shall say in two words that unless there is a speedy change in the management of this school, I shall make it my duty to pray that it be discontinued, at least as regards the Government grant.

Generally speaking, two very necessary branches of education are neglected in the greater number of these schools; arithmetic, so necessary in this calculating and speculating age, and grammar, particularly the rules on the participle, without which education is only begun.

As to the places where these different schools are kept, if we except the large and fine halls of the three first mentioned communities, the smallness of the apartments, the want of light and air, the want of tables, sometimes even of seats, combine to weary the mind as well as the body of the pupil, and must at least impede their progress very greatly.

Accept, gentlemen, this Report of an Inspector whose only intention is to assist you in the civil and moral education of that part of the youth of the country who are under your control as School Commissioners.

I remain, with consideration, &c.,

Your devoted, etc.,  
(Signed,)

F. X. VALADE,  
Inspector.

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## SCIENTIFIC AND LITERARY INSTITUTIONS.

### *Canadian Institute.*

A happy idea realized in 1844 by a few young Canadians was that of organizing a scientific and literary association, under the denomination of *l'Institut Canadien*. This body now consists of six hundred members,—an unequivocal proof of progress.

Dr. Emery Coderre is the President.

The Institute holds a weekly meeting throughout the year, at which historical and literary subjects are discussed.

Literary members deliver lectures from time to time, which are equally interesting to the artist, the merchant, the man of letters, and the agriculturist; and to those the public are admitted on making a trifling contribution to the funds.

Last February the Institute purchased a fine property, and here, among other extensive apartments, we admire the hall in which the meetings are held, and which is embellished with exquisite taste. The papering, the lustres, the tribune

on an elevated platform, and all the decorations generally, produce a delightful effect.

The library is composed of about 2600 volumes. This is a large collection of works on all subjects, but, I say it with regret, as exposing me to be accounted an injudicious and ignorant critic, very far from being well selected, more particularly, as the great number of youthful members who so readily receive erroneous impressions, and fall into illusions, have full and free access to them. Let us not fear to record the fact, that the roseate fruit of Eden seduces men, and intoxicates to ruin.

It is surely not from such sources that the Canadian Institute will learn to realise the noble prayer of Mr. Laberge on the inauguration of the hall. "When the young men who surround me shall have become matured in labor and study, when the Institute shall have become a learned body, what is there to prevent us from becoming a faculty, and founding chairs for the diffusion of the various branches of human science. This is the object of our ambition, and having the continued favor of the public, this project is perhaps nearer to its realisation than it is commonly thought to be."

*Other Societies.*

Montreal possesses other literary societies : as the Young Men's St. Patrick's Society, the National Institute, the Law Students' Society, the Association of Teachers under the patronage of the Superintendent of Education, that of good books, &c., which all compete with each other in energy to form a perfect whole, to advance the cause of science and virtue.

*College of Medicine and Surgery of Montreal.*

This institution was founded in 1843, and incorporated in 1845. Although of only a few years standing, this college has sent forth more than three hundred students. Of this number, seventy-five have been admitted to the practice of medicine, and fourteen have graduated at McGill College, which possesses the exclusive privilege of conferring degrees.

The known talents of the professors, the devotion to study, and the love of labor, which characterize the students, will render this institution glorious to the Province.

Having thus, Sir, given you, as exactly as I am able, the state of the schools of Montreal, and of the principal literary associations, I must next pass to the schools of the counties of Montreal and Vaudreuil.

With reference to the statistics of the scholars, as the return will be nearly similar to that which I had the honour to transmit to you in April last, I shall confine myself to a proximate recapitulation, generally adding the Report which I addressed to several school corporations, on the state of their respective schools.

*Parish of Montreal.*

The parish of Montreal comprises six Catholic, and two Protestant, school municipalities, eight in all.

First Catholic Municipality of St. Henri ; teacher, Mr. Leon Mallard (*diplo-ma,*) age 40 ; salary, £75. He is assisted by his daughter, who keeps the girls' school.

Boys,.....	50
Girls,.....	38
	—
Average total.....	88

Secretary Treasurer,—Turcot, Esq., Advocate.

*Report to the School Commissioners of St. Henry.*

LONGUEUIL, 2nd May, 1854.

GENTLEMEN,—I have, in company with the Rev. Mr. Desmasures, carefully examined your school conducted by Mr. Mallard and his daughter. I shall give you as exact a report as it is possible to make of this school.

It is composed of about 50 boys and 38 girls; of the 50 boys, only 20 had books; the 30 others had neither paper nor slates. Eleven can read French well, one can read well in English, and three indifferently; two can write, four shewed tolerably well written copies, three wrote sentences on the slates from dictation, two can work compound rules, and two simple rules, none could answer any questions in either grammar or geography; I did not remark any visible progress since my visit in March, excepting better behavior, and a great deal more order in the discipline of the school.

Of the 38 girls composing the girls' school, 27 had books, 15 I believe can read well, a good many can write from dictation tolerably well, but know very little grammar and no geography, scarcely any arithmetic.

As to discipline, the scholars have that air of modesty which is so becoming to their sex.

Messire Desmasures expressed himself very well satisfied with the moral conduct of these young girls, and still more so with the correct manner in which they repeated their catechism.

Certainly morals are the foundation of education. Before I completed my examination I had the pleasure of seeing seven of those pupils, who had previously no books, provided with them, and these bid fair to do well. I should wish the master, who thoroughly understands English, to talk English constantly to all his pupils, not to lose a moment of his school hours, and to practise his pupils more in arithmetic and writing. It must be said that in this very neighbourhood there is a school where the pupils are very strong in these two branches; I should wish, and I am sure that you wish it also, that the French school should not be inferior to this.

In conclusion, permit me to say that if all the children are provided with books, and if the teacher allows himself to be guided by the suggestions which I have just made, the school will soon be in a way to make great progress;—this at least is my humble opinion.

Pray accept it with favor, and believe me to be,

Yours, etc.,

F. X. VALADE,

Inspector.

*Dissentient Municipality of St. Henry.*

Teacher, Mr. Thomas Potts, *without a diploma*; age 25; salary, £50.

Mr. Potts has received directions to submit to an examination, and to obtain a diploma, according to law.

Boys,.....	29
Girls,.....	25
Total average.....	54

This school is progressing.

Secretary Treasurer, Hugh Brodie, Esquire.

*Municipality of Côteau St. Pierre.*

First school, teacher, Mrs. Lanctot, aged 36, assisted by her husband, aged 35, (no diploma.) Salary, £70.

Boys,.....	30
Girls,.....	30

Total.....	60
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Second school, teacher, Mrs. O'Keefe, aged 56. Salary, £50.

Boys,.....	10
Girls,.....	10

Total.....	20
------------	----

Secretary Treasurer, Jean Bte. Houlé, Esquire.

*Report to the Commissioners specially charged to superintend the school at the river side, kept by Mrs. O'Keefe.*

LONGUEUIL, 6th May, 1854.

GENTLEMEN,—I visited your school, kept by Mrs. O'Keefe, on the 2nd instant. The different branches of elementary education are taught there in both languages with great success. I saw there with pleasure some maps drawn by the pupils themselves; it is a practical study well calculated to impress the useful knowledge of geography upon the minds of young people. It is necessary to teach a little more arithmetic in this school, arithmetic being now an essential branch of education for both sexes.

This school would undoubtedly make more progress if the house was good; without wishing to make any comparison, it is very desirable that your school house should be as comfortable as the school house at Le Côteau, which really does credit to the proprietors.

I remain,

Gentlemen,

Your humble servant,

(Signed,)

F. X. VALADE,

School Inspector.

*Municipality of Côte des Neiges.*

First school; teachers, two Brethren of St. Joseph. Salary, £82.

Boys,.....	50
------------	----

School well taught and progressing.

Second school, Côte St. Luc, teacher, Madame Paulette, aged 32. Salary, £48.

Boys,.....	8
------------	---

Girls,.....	10
-------------	----

Total.....	18
------------	----

A school as feebly conducted as it is feeble in numbers.

Secretary Treasurer,—Cavalier, Esq.

Third independent school, kept by Mrs. McDonald.

Girls,.....	40
-------------	----

*Municipality of Côteau St. Louis.*

First school; teacher, two *Clercs de St. Viateur*. Salary, £80.

Boys.....80.

This is a well-directed school, progressing favorably, in a splendid building. Second independent school for deaf and dumb.

I should be happy if I could express the feelings of pleasure I experienced on seeing seven or eight deaf and dumb children, their eyes raised to heaven, rendering homage to the Supreme Being, and thanking Him by expressive signs for the civil and religious education given them, deaf and dumb as they are; whilst it has been denied to so many who enjoy the ill appreciated gift of speech.

What a noble carriage, what sublime gestures, what a chastened expression these pupils possess! One would say that they saw only God, and that He alone held converse with them.

This institution, established in the large school-house of the Coteau St. Louis owes its existence to the energy of the Reverend M. Lagorce, who really is the adopted father of these young people. And besides have I not heard a similar language used by the deaf and dumb girls taught or Long Point by the Sisters of Providence? It was reserved to the Canadian children of St. Vincent de Paul, to teach in Canada the deaf to hear and the dumb to speak.

The pupils write down their thoughts with ease on the black board or on paper, and conjugate verbs with a grammatical analysis, upon slates, &c.

Will not the Legislature come to the assistance of this philanthropic institution? It grants £50,000 to some for their education, but too often the lips that can speak are mute when they ought to make some acknowledgement, while the first expression that the deaf and dumb give utterance to is *gratitude!*

Third school, in the same municipality. Teacher, Mademoiselle Lemire, aged 24. Salary, £40.

Girls.....70

This school is well kept.

Secretary Treasurer, C. Spalding, Esq.

*Report of the Schools of Côteau St. Louis, addressed to the School Commissioners.*

LONGUEUIL, May, 1854.

GENTLEMEN,—I have the honor to announce to you that I have visited the schools under your control; the boys' schools are conducted upon those wise and well regulated principles, so characteristic of schools kept by priests.

The class for girls is well attended to, and the pupils are doing very well.

I should nevertheless wish to see more arithmetic taught in these two schools; this branch of education being so essential to every trade that may be embraced by the pupils

I may be allowed, convinced as I am by experience, to tell you, that the girls' school would be superior to what it now is, if the place was more spacious, more commodious, and the situation more isolated than it is.

My conviction is, that it is impossible for the pupils to make any progress, particularly when the scholars are numerous, whatever may be the capacity of the teachers, if they are very much straitened for room, or exposed to the disturbances that necessarily exist in a place inhabited by a dense and active population.

If you could, by any means, get possession of a large hall, you would very soon find the truth of my reasoning.

Your accounts are well kept, and everything does you honor.

I have the honor to be, &c., &c.,

(Signed,)

F. X. VALADE,

School Inspector.



*Municipality of Côte de la Visitation or Petite Côte.*

First school; teacher, Miss Emily Labelle; age 19; salary £25.

Boys,.....	12
Girls,.....	11

Total,..... 23

This school is under the direction of the Seminary, and is well kept.  
Secretary Treasurer, Mr. Robin.

*Municipality of the same Côte.*

First Protestant school; teacher, Mr. Benjamin Lamb, (diploma); age 27; salary £40.

Boys,.....	20
Girls,.....	20

Total..... 40

Secretary Treasurer, M. R. Smeal.

*Municipality of Hochelaga.*

First school; teacher, Mr. Joseph Labonté, (diploma); age 34; salary, £60.

Boys,.....	14
Girls,.....	20

Total,..... 34

Second Protestant school. This school is now suspended, in consequence of the sudden death of Mr. Samuel Henry, who did honor both to the choice of the parents and to his pupils.

It was one of the best schools, in every respect, in the County of Montreal. At the date of the death of Mr. Henry, there were,

Boys,.....	23
Girls,.....	9

Total,..... 32

Secretary Treasurer, O. B. Bourbonnière.

I am happy to say that there is a most cordial feeling existing between the Catholic and Protestant inhabitants of Hochelaga, who form only one municipality, and who have put the school law into operation admirably.

## RECAPITULATION.

*Parish of Montreal.*—Contains 8 municipalities, 18 teachers, of whom one is lately dead, 15 schools, and about 607 children.

Before leaving the parish of Montreal, I must be permitted to insert here a copy of the letter which I addressed to several gentlemen of the Seminary, the Missionaries of Les Côtes.

LONGUEVILLE, 14 April, 1854.

SIR,—I take the liberty of informing you, that as inspector, I have a duty to fulfil, that of visiting the schools of the municipalities under your superintendence. As you have a right, in your twofold character of priest and visitor of schools, to direct the studies of the children attending these schools, may I beg of you to accompany me on my visit, in the first week of next May.

The Inspector can do very little good, unless he is assisted by the priest, who is the natural guardian of morals and education.

This is the reason which influences me in making this request.

I must beg of you to write to me, if you can possibly make this visit with me. Fix the day, and I shall be with you.

I am, &c., &c.,

Your, &c.,

(Signed,)

F. X. VALADE.

M. Desmases,  
Ptre. S. S. Montreal.

Messrs. Desmases, Lenoir, and Chanial, were so good as to accept my invitation, and with me visited the schools of St. Henry, of *La Côte de la Visitation*, and Hochelaga.

1. *Municipality of La Longue Pointe.*

First school ; kept by a master, Mr. Jean-Baptiste Pigeon ; (diploma,) age 27 ; salary, £35.

Boys,.....	15
Girls,.....	15
Total,.....	30

Second school, kept by two Nuns of *La Providence*. Salary, £5.

Girls,.....	50
Deaf and dumb,.....	6
Total,.....	56

This is an excellent school in every respect.  
The instruction of the deaf and dumb is admirable.  
Secretary Treasurer, Mr. Morin.

2. *Dissentient School Municipality.*

First school, kept by Miss Irving. Salary, £48.

Boys,...	9
Girls,.....	23
Total,.....	32

Secretary Treasurer,—Bethel, Esq.  
This school is progressing.

RECAPITULATION.

*Parish of La Longue Pointe.*—2 municipalities. 3 schools. 4 teachers. 119 pupils including the deaf and dumb.

*Municipality of la Pointe-aux-Trembles.*

First school ; kept by M. Pierre Grenier, (diploma) ; age, 25 ; salary, £50.

Boys,.....	58
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Second, a day school, kept by a sister of the *Congregation of Notre Dame* ; salary, £50.

Girls,.....	30
-------------	----

Third school, kept, by Mlle. Rose Troie alias Lafranchise; age, 19; salary, £16.

Boys,.....	18
Girls,.....	13
	31
Total,.....	31

Secretary Treasurer, P. Dubreuil.

RECAPITULATION.

*Parish of La Pointe-aux-Trembles.*—1 municipality. 3 schools. 3 teachers. 119 pupils.

*Report addressed to the School Commissioners of the parish of La Pointe-aux-Trembles, County of Montreal.*

LONGUEUIL, 14 May, 1854.

GENTLEMEN,—I visited last week the schools under your superintendence, and I have the honor to transmit to you the following Report for the benefit and furtherance of your children's education.

It is my duty to inform you that the school kept by Mr. Grenier is excellent. Reading, writing, grammar, geography, and arithmetic are taught there methodically and with complete success; the scholars answered correctly in the most difficult as well as the most important part of grammar, namely, the conjugation of verbs and the rules of the participle: altogether I look upon this school in the light of a superior school, and shall describe it as such in my Report to the Superintendent.

The day school of the *Congregation* has necessarily made very little progress, through the want of application on the part of the scholars, and from the fact that a great many of them are without books. Reading and writing are however attended to.

The school kept by Mademoiselle Lafranchise is conducted with much energy. Reading, writing, arithmetic, and even grammar, are taught here. The teacher, although young, shows abilities and a talent for teaching, and her salary is certainly below her merit.

As to morals, the true basis of all education, I believe them to be religiously attended to, in all the schools under your jurisdiction

I am, &c.,

Your obedient humble servant,

(Signed,) F. X. VALADE,

Inspector.

*Municipality of Rivière des Prairies.*

First school, kept by Mr. Wilfred Dumas; (diploma,) age 21; salary, £50.

Boys,.....	40
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The scholars, by their good behaviour and by the progress they make, do honor to both parents and teacher.

Second school, kept by Miss J. Major; age 46; salary, £35:

Girls,.....	40
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The school is progressing.

Secretary Treasurer, M. Dufort.

RECAPITULATION.

*Parish of Rivière des Prairies.*—1 municipality. 2 schools. 2 teachers. 80 pupils.

*Municipality of Sault au Recollet.*

1. School kept by M. Charles Martin; (diploma,) age 25; salary, £45.  
Boys,..... 50
2. School kept by Miss Mary Strouse; age 19; salary, £30.  
Girls,..... 30
3. School kept by Mlle Rosalie Larchevêque; age 33; salary, £35.  
Boys,..... 15  
Girls,..... 15
- Total,..... 30
4. School kept by Madame Joseph Pesant; age 27; salary, £35.  
Girls,..... 40
5. School kept by M. Thomas Dagenais; (diploma,) age 30; salary, £38.  
Boys,..... 50

Secretary Treasurer, Mr. Piché.

*Municipality of Haut du Sault.*

1. School kept by Mr. Louis St. Michel; (diploma,) age 41; salary, £35.  
Boys,..... 23  
Girls,..... 20
- Total,..... 43

This school is in a feeble state.

Secretary Treasurer, Mr. Perry.

RECAPITULATION.

*Parish of Sault au Recollet.*—2 municipalities. 6 schools. 6 teachers. 243 pupils.

*Report addressed to the School Commissioners of the first municipality of Sault au Recollet.*

LONGUEUIL 14th May, 1854.

GENTLEMEN.—I last week visited the schools under your superintendence, and have the honor to transmit to you the following Report, for the benefit and furtherance of your children's education.

I consider it my duty to inform you that the school kept by Mr. Martin is excellent. Reading, writing, grammar, geography and arithmetic are taught there methodically and successfully. English, that important branch of education, is taught with care, the master generally talks English to the scholars, who answer correctly enough. If this state of things continues, the children are certain of success in life.

The girls' school kept by Miss Strouse is also conducted with energy. I entirely approve of her method of teaching, and I think I am justified in saying that the salary of the teacher is below her merits.

I can say the same respecting the school kept by Mde. Pesant. Reading, arithmetic, and especially writing, are taught with success. I shall regret very much for the sake of the scholars the departure of this teacher.

The school kept by Mr. Dagenais is conducted with discipline and order. Several of the scholars can read well in French and English; they can even translate the last mentioned language tolerably; but the writing has been neglected and arithmetic very little attended to. However, I have reason to think, from the willingness evinced by the master, that these two important branches of education will be better attended to in future.

The school of Mlle. Larchevêque is well conducted. This teacher spares neither time nor pains to bring her pupils on. I may add that if all were provided with books, slates, etc., this school would be all that can be desired.

In conclusion, permit me to say that the parish of *Le Sault* would do an act of justice, besides doing honor to itself, in causing a school-house to be built in the village, adapted to the pressing wants of the rising generation and to the acknowledged march of intellect in the pupils.

The school-house below *Le Sault* is also very inferior to what it ought to be; that occupied by Mr. Dagenais and Madame Pesant is comfortable and in good order.

Combine your strength in a common effort, and future generations will bless your names.

I am, etc.,

(Signed,)

F. X. VALADE,  
Inspector.

*Municipality of St. Laurent.*

Secretary Treasurer, Mr. A. Serre.

1. Industrial academy, kept by 4 Brothers of the order of *St. Joseph*, consists of 4 classes.—Director, R P. Rézé. Salary, £80.

Pupils . . . . . 110

2. Academy of the Convent, kept by 3 Nuns of *Ste. Croix*, consisting of 3 classes. Salary, £50.

Pupils . . . . . 90

3. School kept by Mlle. Emélie Bayer, aged 20. Salary, £15.

Boys . . . . . 15

Girls . . . . . 10

Total . . . . . 25

4. School kept by Mlle. Marguerite Latour, aged 18. Salary, £13 10s.

Boys . . . . . 17

Girls . . . . . 11

Total . . . . . 28

5. School kept by Mlle. Angelina Serre alias St. Jean, aged 17. Salary, £15.

Boys . . . . . 20

Girls . . . . . 25

Total . . . . . 45

6. School kept by Madame Decelles, aged 60. Salary, £20.	
Boys .....	18
Girls .....	12
	—
Total .....	30
7. School kept by Mlle. Groux, aged 21. Salary, £15.	
Boys .....	11
Girls .....	20
	—
Total .....	31
8. School kept by Mlle. Angélique-Carrière, aged 23. Salary, £13 10s.	
Boys .....	10
Girls .....	13
	—
Total .....	23

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*Municipality of the dissentient school of St. Laurent.*

1. School kept by Mr. J. Keys, no diploma. Salary, £40.	
Boys .....	12
Girls .....	8
	—
Total .....	20

This school was not in operation at the time of my last visit in May. The teacher had left, without communication with the Commissioners, and to their great dissatisfaction.

Secretary Treasurer, Mr. Thomas Philips.

RECAPITULATION.

*Parish of St. Laurent.*—2 municipalities. 9 schools, including the classes of the academy and those of the convent. 14 teachers. 402 pupils.

*Report addressed to the School Commissioners of the Parish of St. Laurent.*

LONGUEUIL, 14th May, 1854.

GENTLEMEN,—I last week visited the schools under your control, and I have the honor to transmit to you the following Report for the benefit and furtherance of the education of the children. Accompanied by the Rev. Mr. St. Germain, I made a strict examination of the different branches of education taught to the pupils of the college and those of the convent.

Out of about one hundred and ten pupils of the academy, sixty can read well, and are studying grammar, geography and arithmetic with success. I admired the correctness with which the rules of grammar were applied to the sentences which I gave them. English is also carefully taught; if it were possible for the pupils during school-hours, or even when in class, to devote one hour every day entirely to talking English, they would soon be able to speak that language fluently, and render themselves so familiar with it as to ensure success in life.

As to the writing taught here, the copy books of the pupils might serve as models to all the schools in the country; even grammatical and logical analysis, drawing, geometry and architecture are taught methodically and successfully.

The pupils at the convent are very little behind those at the academy ; the same good reading, the same knowledge of geography, the same exactness in the application of the rules of grammar to sentences written on slates ; the writing, however, although excellent, is inferior to that of the boys.

I admired the correct drawing of the maps, both general and of different countries, done by the young pupils themselves ; by placing the countries and seas which cover the surface of the globe under their respective degrees, the pupils are initiated into a knowledge of practical geography. Music, needlework and embroidery are also constantly practised here.

Those two establishments certainly reflect credit on the School Corporation and on the parish of St. Laurent ; but we must give credit where it is due, and the founder has certainly the first honor of this good work.

As to the schools of *Les Côtes*, it is to be hoped that they will make some progress in future ; the teachers generally complain of the repeated absences of the scholars : this is undoubtedly a great obstacle to their improvement. The schools also are in want of many things that are necessary to their proper operation : very few of the pupils have books ; they have no boards, few slates, few tables ; in the school of St. Francis not a single pupil can write, I do not know why ; and there are not even sufficient benches for the number of children attending.

As to the female teachers, I believe that generally speaking they really exert themselves ; the proof of which is that in each school there are pupils who are getting on and who are anxious to learn, but these are very few in number.

Let the School-Commissioners strongly advise the interested parties in each school district to provide the schools with the means necessary to the progress of their children ; and without doubt their united efforts will produce very happy effects.

I am, etc.,

Your very obedient humble servant,

(Signed,)

F. X. VALADE,

Inspector.

*Municipality of Lachine.*

Secretary-Treasurer, Jos. Dubreuil, Esq.

1. School kept by Mr. Michael McElhearn ; (diploma for a Model School,) age 28 ; salary, £75.

Boys .....	40
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2. School kept by Mlle. Rachel Allard ; age 23. Salary, £40.

Girls .....	40
-------------	----

3. School kept by Mlle. Philomene Raza ; age 16. Salary, £40.

Boys .....	18
------------	----

Girls .....	17
-------------	----

..... Total .....	29
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*Dissentient school Municipality.*

Secretary-Treasurer, Alex. Duff, Esq.

School kept by Mr. Alexander Struan Robertson ; age 30 ; salary, £50

Boys .....	50
------------	----

Girls .....	18
-------------	----

..... Total .....	68
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This school is progressing.

RECAPITULATION.

*Parish of Lachine.*—2 municipalities. 4 schools. 4 teachers. 172 pupils.

*Report to the School Commissioners of the parish of Lachine.*

LONGUEUIL, July, 1854.

GENTLEMEN,—I have the honor to inform you that in the course of the last week in May, I visited the schools under your control. I consider it my duty to inform you that the Model School is conducted with order and energy. Out of about 40 pupils, of whom it is composed, more than one third read English and French well, and can translate English tolerably. A good many write a clear neat hand, arithmetic and geography are taught with success. One of the pupils even understands, and can work, problems in the rudiments of geometry; altogether in my close examination of scholars, I was confirmed in my good opinion of the talents and capacity of Mr. McElhearn. Although I found a visible improvement in this school since my visit in March last still I should wish to see more French grammar taught, as well as the conjugation of verbs and the rules of the participle; and I should particularly wish the master to make a habit of talking English with his pupils.

When these improvements shall have been made, his school may be cited as a model to the county.

It is now difficult for a young man to get on in life if he does not understand English; and, in order to acquire this language, it is not sufficient merely to study it, or even to translate it; it is absolutely necessary to speak it daily, to make it, as it were, the main vehicle of daily conversation. This is my advice to your teacher with regard to his pupils; he ought to oblige them to talk English even during their play hours. Reward the children who speak English most frequently and most correctly, and you will see how soon they will get accustomed to the useful habit of talking this language daily. I shall pay another visit in October, pray join your efforts with mine.

I am, etc.,

Your humble, etc.,

(Signed,)

F. X. VALADE.

*Municipality of Pointe Claire.*

1. School or academy kept by 3 Brothers of <i>St. Joseph.</i>	Salary, £40.
Boys .....	50
2. Day-school of the Convent, kept by a Sister of the Congregation of Mont-real.	Salary, £20.
Girls .....	45
3. School kept by Mlle. Aurélie Leclaire, aged 19.	Salary, £18.
Boys .....	10
Girls .....	15
	—
Total .....	25
4. School kept by Mlle. Eugénie Clément, aged 18.	Salary, £18.
Boys .....	12
Girls .....	12
	—
Total .....	24



## RECAPITULATION.

*Parish of Pointe Claire.*—1 municipality. 5 schools. 7 teachers. 168 scholars.

Secretary-Treasurer, Mr. Brunet.

*Report to the School Commissioners of the parish of Pointe Claire.*

LONGUEUIL, 1st June 1854.

GENTLEMEN,—I visited the schools under your control in the course of last May, and for the furtherance of public education, I have the honor to transmit to you the following Report.

The academy kept by the Brothers of *St. Joseph* is conducted with much talent, the well ordered discipline, and the favorable auspices under which this house was established, augur well for its future success.

I noticed the progress made by the pupils of Mlle. Clément; when I paid my visit in February, only one could read well; now, I am satisfied with the reading of ten; writing and correct speaking are not neglected.

The scholars of the Misses Leclair and Lecomte bear witness to the exertions made by their teachers; but it must be said, the want of application on the part of the pupils, and the fact that many of them are in need of books, must necessarily retard the progress of the schools.

I should like to see a little more attention to arithmetic, now the most important part of elementary education.

I have also examined carefully the day scholars attending at the convent; conducted by a Nun of the Congregation of *Notre Dame de Montreal*; a great many of the pupils can read well, but can do nothing else; not a single copy-book was shown me, but I was informed that two pupils could write.

This school is, in my humble opinion, the least advanced of all that are under your control.

I am convinced that the moral and religious instruction is well attended to; but as to the usual branches taught in primary schools, I found no improvement since my visit in February last; I say this, because I am anxious for the public good.

Continue, gentlemen, your generous efforts; the fine establishment of *Les Frères* does you credit.

I shall conclude with a hope that the time is not far distant when this house will be well provided with English masters; I everywhere point out the necessity of accustoming the youth of this country to the use of the English language. Without a knowledge of English, it is very doubtful whether a young Canadian will have any success in life; moreover the peculiar circumstances of Pointe Claire, in the neighbourhood of vast public works, confirm me in this opinion.

I have the honor to be

Your humble obedient servant,

(Signed,)

F. X. VALADE,

Inspector.

*Municipality of Ste. Geneviève.*

1. School kept by Mr. Henry Martineau, (diploma,) aged 28. Salary, £33 6s. 8d. and the monthly rates.

Boys ..... 50

2. School consisting of two classes, kept by three Sisters of *Ste. Anne*. Salary, £50.

Girls ..... 80

3. School kept by Mlle. Léocadie Tassé, aged 20. Salary, £24.	
Boys.....	20
Girls.....	25
	—
Total.....	45
4. School kept by Mlle. Marie Pigeon and her sister, aged 16. Salary, £16	
3s. 4d.	
Boys.....	24
Girls.....	16
	—
Total.....	40
5. School kept by Mlle. Louise Auger, aged 17. Salary, £16 3s. 4d.	
The monthly rates are for the benefit and support of these schools.	
Boys.....	14
Girls.....	16
	—
Total.....	30

RECAPITULATION.

*Parish of Ste. Geneviève.*—1 municipality. 5 schools, consisting of 6 classes. 7 teachers. 245 pupils.  
Secretary-Treasurer, Dr. Paquin.

*Report addressed to the School Commissioners of St. Geneviève.*

LONGUEUIL, 2nd June, 1855.

GENTLEMEN,—In the course of last May I visited the schools under your control, and for the furtherance of public education, I consider it my duty to transmit to you the following Report.

The school kept by the Nuns of St. Anne is conducted with talent and energy; the discipline is good and the application of the pupils responds to the capacity of the teachers. Those ladies seem to take pleasure in presenting their pupils to the Inspector for examination, who, on his part, rejoices in the progress made by the pupils.

I admired the docility, the good behavior and the application evinced by Mr. Martineau's pupils.

The reading is excellent, the writing good, the grammar is getting on well, arithmetic is attended to, and geography is made very interesting; correct speaking, accompanied by grammatical analysis, is taught with advantage; and I look upon this school as one of the best in the County of Montréal.

Allow me to suggest to you, for the public benefit, that it would be well to induce Mr. Martineau, increasing his salary at the same time, to engage an assistant able to teach English to his pupils. I am particular in requiring, at least in villages, that the young people be accustomed to the use of the English language; for it is very doubtful whether a young man will have any success in life, whatever may be his talents and his energy, without a knowledge of English.

The schools conducted by the female teachers, Tassé and Auger, were much less numerously attended at the time of my visit in May, than they were when I visited them in last February: doubtless the children were kept at home to assist in field labor. Whatever the cause, this want of application on the part of the pupils, is a well known obstacle to their progress, and unfortunately this is a very common obstacle to education met with in most country places.

I was satisfied with the good behavior and industry of the pupils of Marie Pigeon, several of whom can read and write well, read and parse phrases, understand arithmetic, and give evidence of the talents of their school mistress.

I should like to see more attention paid to the study of arithmetic, in the three last mentioned schools.

Generally speaking, the schools under your control are, almost without exception, good and well conducted.

Pray visit the schools from time to time, and particularly you must attend with me next October. I have no doubt you will find them all that you can desire.

I have the honor to be,

Your obedient servant,

(Signed,)

F. X. VALADE,  
Inspector.

*Municipality of Ste. Anne du Bout de l'Île.*

1. School kept by Mrs. McLean, aged 35, (assisted by Miss Booth). Salary, £50.

Boys .....	40
Girls .....	36

Total .....	76
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It is difficult for the pupils of this school (the only one,) closely packed in a dark and ill aired place, to make any satisfactory progress.

Secretary Treasurer, Mr. Robillard.

*Municipality of l'Île Perrot.*

1. School kept by Mr. Michel Bertrand, (diploma,) aged 60. Salary, £50.

Boys, .....	24
-------------	----

2. School kept by Mlle. Octavie Maillet, aged 15. Salary, £30.

Girls, .....	30
--------------	----

This last mentioned is well conducted, and the mistress knows how to inspire her pupils with a taste for study, a great cause of the progress made by the pupils.

RECAPITULATION.

*Parish of l'Île Perrot.*—1 municipality, 2 schools. 2 teachers. 54 pupils.

Secretary Treasurer, Mr. P. Toupin.

*Municipality of the Village of Rigaud.*

1. A college consisting of 5 classes, conducted by five professors (*Clercs de Saint Viateur.*) Salary, £90.

Pupils, .....	100
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The education given in this establishment comprises the ordinary branches required to be taught in Model Schools, namely, the knowledge necessary to a profession which does not require Greek and Latin.

The English language is taught carefully, likewise French grammar in its most difficult parts, together with logical analysis.

2. School kept by Mlle Methot, aged 42. Salary, £34.

Girls,..... 60

This school might well be classed among our best girls' schools. It is desirable that music and particularly English should be taught here. Such an improvement would leave nothing to wish for in this establishment.

Secretary Treasurer,—Bergeron, Esq.

*Municipality of the Parish of Rigaud.*

1. School kept by Mlle Adeline Lécuyer, aged 28. Salary, £34. This school is almost as good as that of Mlle Méthot, and is one of the best mixed schools in the county.

Boys,..... 12

Girls,..... 13

Total,..... 25

2. School kept by Madame Volburge Raizenne, aged 19. Salary, £22.

Boys,..... 20

Girls,..... 10

Total,..... 30

3. School kept by Madame Laberge, aged 31. Salary, £25.

Boys,..... 14

Girls,..... 22

Total,..... 36

4. School kept by Madame Munier dit Lagassé, aged 33. Salary, £25.

Boys,..... 20

Girls,..... 20

Total,..... 40

5. School kept by Mlle. Quesnel, aged 19. Salary, £20.

Boys,..... 17

Girls,..... 17

Total,..... 34

I admired in this school a little girl about five years old who read very well indeed.

I might as well remark here that, generally speaking, the girls read a great deal better than the boys.

6. School kept by Miss Mary Callaghan, aged 20. Salary, £20.

Boys,..... 20

Girls,..... 20

Total,..... 40

I was not a little surprised to see this school, situated as it is, on a bleak and steep mountain, remote from a few isolated houses of miserable aspect, filled with 40 or 50 children nearly all of Irish extraction, who can read and write well, and are advancing in all the branches of an English Elementary School; French is a little neglected.

7. School kept by Madame Elmire Labrosse, aged 16. Salary, £25.

Boys,.....	12
Girls,.....	20
	—
Total,.....	32

Secretary Treasurer,—Fournier, Esq.

I must say, in praise of the Chairman of the School Commissioners of this parish, Mr. McGravy, that leaving his numerous occupations, this worthy man made a point of accompanying me in every visit which I paid to the immense number of schools under his control.

#### *Dissentient Municipality (Point Fortune.)*

1. School kept by Miss Mary Ann Ostrom, aged 28. Salary, £31 10s.

Boys,.....	8
Girls,.....	16
	—
Total,.....	24

Secretary Treasurer,—Sinclair, Esq.

#### RECAPITULATION.

*Parish of Rigaud.*—3 municipalities. 10 schools, including the college, consisting of 5 classes. 15 masters. 421 pupils.

#### *Municipality of Vaudreuil.*

1. School kept by Mr. Adolphe Moffat, aged 28. Salary, £60.

Boys,.....	66
------------	----

This school is entitled to be called a Model School, both on account of the branches of education taught by its excellent master, and on account of the progress made by the scholars in the ordinary branches taught in Superior Schools.

2. School in the Convent, kept by two Sisters of the order of *Ste. Anne*. Salary, £50.

Pupils,.....	60
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Like all the schools kept by Nuns, this deserves to be called a Superior School.

3. School kept by Mlle. Euphémie Bertrand, aged 18. Salary, £27 10s.

Boys,.....	20
Girls,.....	15
	—

Total,..... 35

4. School kept by Widow Deschamps, aged 29. Salary, £27 10s.

Boys.....	15
Girls.....	15
	—

Total..... 30

This school, which was extremely inefficient and very much neglected by the mistress who preceded Madame Deschamps, shows some progress under its new teacher. It is certainly much to be desired.

5. School kept by Mlle. Eléonore Hurtubise ; age 16. Salary, £25.	
Boys,.....	15
Girls,.....	18
	—
Total,.....	33
6. School kept by Mlle. Catherine Turcotte ; age 21. Salary, £25.	
Boys,.....	25
Girls,.....	25
	—
Total,.....	50

—

*Dissentient Municipality.*

1. School kept by Mr. James Smith, (diploma,) aged 47. Salary, £40.	
Boys,.....	12
Girls,.....	10
	—
Total,.....	22

These two schools were much less attended at the time of my last visit than they were in February ; and flourishing in February, were much less so in May ; —no doubt this is owing to the absence of two thirds of the pupils.

N. B.—Mr. St. Denis, a law student, teaches 5 pupils the classics. I think I shall be but just towards Mr. St. Denis in remarking, that to all the questions I asked the pupils they applied the most difficult rules of syntax and grammar, with as much judgment as correctness. Mr. St. Denis makes use of the excellent grammar of the College of Montreal.

Pupils,.....	5
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RECAPITULATION.

*Parish of Vaudreuil.*—2 municipalities. 8 schools. 9 masters. 326 pupils.

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*Municipality of St. Ignace, Coteau du Lac.*

1. School kept by Mr. Tassé, diploma, aged 28. Salary, £50.	
Boys,.....	37
Girls,.....	37
	—
Total,.....	74
2. School kept by Mr. Léon Brabant, (diploma,) aged 20. Salary, £45.	
Boys,.....	30
Girls,.....	10
	—
Total,.....	40
3. School kept by Mr. Charles Boyer, (diploma,) aged 57. Salary, £45.	
Boys,.....	22
Girls,.....	14
	—
Total,.....	36
4. School kept by Mr. John Scanlan, (diploma,) aged 54. Salary, £41.	
Boys,.....	9
Girls,.....	8
	—
Total,.....	17

## 5. Independent school kept by Mrs. Macguire.

Boys,.....	13
Girls,.....	8
Total,.....	21

This French and English school is well kept and progressing.  
Secretary Treasurer, Mr. Ant. Filion.

## RECAPITULATION.

*Parish of St. Ignace.*—1 municipality. 5 schools. 5 masters. 188 pupils.

*Report addressed to the School Commissioners of the Parish of St. Ignace.*

LONGUEUIL, 15th July, 1854.

GENTLEMEN,—According to the promise which I made you at the time of my last visit, to communicate to you the report of my inspection of the schools under your control, I sit down to day to acquit myself of this duty.

The village school is conducted with talent and energy; reading, writing, the rules of the participle, the conjugation of verbs, parsing, and arithmetic, are taught with success. The crowd of the friends of education who attended, at the time of my visit, to be witnesses of the progress made by the scholars, sufficiently shows how much Mr. Tassé deserves your most liberal encouragement.

The school kept by Mr. Brabant and also that kept by Mr. Boyer would be good, if the teachers to the ordinary branches taught, namely, reading, writing, and arithmetic, would only add, parsing, the conjugation of verbs, the rules of the participle, and a little more arithmetic, branches of education so necessary in the present age. Pray insist upon your schoolmasters teaching geography. In one of your schools there are magnificent maps, and yet the scholars do not know even the cardinal points.

The school at *La Rivière à Delisle* is good for nothing, it is some time since I begged that the master might be changed.

In dismissing the present teacher you have fulfilled your duty; now, if under a different teacher the children of this school district shew neither application nor perseverance, it must be given up, and incorporated with the other two school districts.

I have heard repeated complaints from several interested parties, of certain resolutions inserted in your registers, under which certain Commissioners suppose themselves to be exempt from paying the monthly rates; I have referred all this to the Superintendent, who will apply such remedies as may to him seem proper.

I am, etc.,

Your, etc., etc.,

(Signed,)

F. X. VALADE,  
Inspector.

*Municipality of Soulanges, (Les Cèdres.)*

## 1. School kept by Mr. Joassim, (diploma,) aged 53. Salary, £48.

Boys,..... 40

This school is well conducted, and the scholars, by their application and progress, do credit to the talents and merits of the teacher.

2. Convent school, kept by two Nuns of the *Congregation de Notre Dame de Montréal*, comprising two classes of about 50 scholars.

These ladies, as well as all those of the religious communities in the populous counties of Vaudreuil and Montreal, including those in the city, desirous of showing the Inspector how their scholars had got on, kindly assisted at the examination which he had the pleasure of making of the boarders as well as of the day scholars. The establishments of the Nuns of the *Congregation de Notre Dame* at Montreal, at Pointe aux Trembles, and at Pointe Claire, were the only houses where the Inspector was admitted to examine only the little day-schools.

3. School kept by Mlle. Deguire, aged 17. Salary, £18 10s.

Boys,.....	15
Girls,.....	10
	—
Total,.....	25

4. School kept by Mr. Edme. Grossier, (diploma,) aged 62. Salary, £60.

Mr. Grossier is assisted by a teacher who is well qualified and furnished with a diploma, aged 21.

Boys,.....	35
Girls,.....	40
	—
Total,.....	75

5. School kept by Mr. Felix Beaulnes, (diploma,) aged 23, assisted by Mlle Beaulnes his sister, who keeps the girls' school. Salary, £55.

Boys,.....	35
Girls,.....	45
	—
Total,.....	80

Secretary Treasurer,—Hays, Esq.

I must observe that these schools are well ordered; the houses are clean, spacious, and well aired; the teachers' salaries are paid at stated periods; and the collection of the rates so exact that in last February there were no debts, but actually a balance in favor of the Commissioners.

#### RECAPITULATION.

*Parish of Soulanges.*—1 municipality. 5 schools, comprising 8 classes. 8 teachers, and 270 scholars.

#### *Municipality of St. Clot.*

1. School kept by Mr. David Gareau, (diploma,) aged 57. Salary, £40.

Boys,.....	16
Girls,.....	24
	—
Total,.....	40

This is a good school.

2. School kept by Mlle. Marguerite Quierrier, aged 22. Salary, £26.

Boys,.....	17
Girls,.....	13
	—
Total,.....	30



3. School kept by Mlle. Caroline Hémond, aged 28. Salary, £30.

Boys,.....	16
Girls,.....	14

Total,.....	30
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4. School kept by Mlle Valois, aged 27.

This school receives scholars from the school district formed by the north of St. Ignace and the south of St. Clet. The School Commissioners of each of these two parishes give the excellent teacher, Mlle. Valois, the sum of £19, which gives her a total of £38, a salary, however, far below her worth.

Boys,.....	27
Girls,.....	23

Total,.....	50
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Secretary Treasurer,—Thisdale, Esq.,

RECAPITULATION.

Parish of St Clet.—1 municipality. 4 schools, 4 teachers. 150 scholars.

*Municipality of Ste. Marthe.*

1. School kept by Mr. John Boyle, (no diploma,) aged 35. Salary, £39 10s.

This teacher having completed his engagement last May, the school was no longer in existence at the time of my visit in June.

Boys,.....	17
Girls,.....	9

Total,.....	26
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2. School kept by Madame Joseph Chartrand, aged 23. Salary, £24.

Boys,.....	30
Girls,.....	26

Total,.....	56
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3. School kept by Madame Pilon, aged 18. Salary, £16.

Boys,.....	20
Girls,.....	20

Total,.....	40
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4. School kept by Miss Anna McCaul, aged 19. Salary, £25.

Boys,.....	16
Girls,.....	25

Total,.....	41
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These schools are as feeble as they are backward.

Secretary Treasurer,—Ollier, Esq.

*Municipality.*

1. Dissident school kept by Mrs. Jane Richmonds, aged 48. Salary, £25.

Boys,.....	15
Girls,.....	13

Total,.....	28
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This school was not in operation last June, in consequence of the illness of the school mistress.

Secretary Treasurer, J. Hodson, Esq.

RECAPITULATION.

*Parish of Ste. Marthe.*—2 municipalities. 5 schools. 5 masters. 191 pupils.

*Township of Newton.—Municipality.*

3. School kept by Mlle. Marguerite Séguien, aged 20. Salary, £15.

Boys, .....	10
Girls, .....	5

Total, .....	15
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This school is backward.

2. School kept by Mr. Daniel Cameron, (diploma,) aged 55. Salary, £40.

Boys, .....	9
Girls, .....	7

Total, .....	16
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This school is backward.

These two schools were not in operation last June, so that the township is at present without a school: the reason given by most of the interested parties, whom I have visited and consulted, is the want of pecuniary means, on account of the thin and poor population of the township. Several worthy families complain of this state of things.

Secretary Treasurer, John McCuaig, Esq.

*Municipality of St. Polycarpe.*

1. School kept by Mr. William Kennedy, (diploma,) aged 40. Salary, £50.

Boys, .....	30
Girl, .....	1

Total, .....	31
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Here are excellent pupils, but their number is small.

2. School kept by Mr. Manseau, (diploma,) aged 53. Salary, £45.

Boys, .....	28
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3. School kept by Mlle. Obeline Lortie, aged 20. Salary, £25.

Boys, .....	19
Girls, .....	26

Total, .....	45
--------------	----

This school is well kept and is progressing.

4. School kept by Mr. Joseph Eugène Charlan, (diploma,) aged 28. Salary, £50.

Boys, .....	45
Girls, .....	20

Total, .....	65
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This is a very good school.

5. School kept by Mr. Bénoni Bleignier, (diploma,) aged 23.	Salary, £40.
Boys,.....	27
Girls,.....	20
Total,.....	47

6. School kept by Mlle. Catherine Scanlan, aged 19.	Salary, £15.
Boys,.....	8
Girls,.....	8
Total,.....	16

At my request this teacher was dismissed, on account of her unfitness to conduct the school of this district.

7. School kept by Mr. Brousseau, (diploma,) aged 24.	Salary, £40.
Boys,.....	25
Girls,.....	20
Total,.....	45

Secretary Treasurer,—Ranger, Esq.

#### *Municipality.*

1. Dissident school kept by Mr. McLean, (diploma to keep an academy.)  
Salary, £54.

Boys,.....	36
Girls,.....	40

Total,..... 76

In this school, which is very well kept, are taught with great success the commercial branches, practical mensuration, and geometry.

Secretary Treasurer, Finley McCuaig, Esq.

#### RECAPITULATION.

*Parish of St. Polycarpe, (Rivière à Delisle).*—2 municipalities. 8 schools.  
8 teachers. 353 scholars.

#### *Municipality of St. Zotique.*

1. School kept by Mr. Félix Beaudry, (diploma,) aged 43.	Salary, £51.
Boys,.....	26
Girls,.....	27

Total,..... 53

2. School kept by Mr. Louis Romuald Fortier, (diploma) aged 30.	Salary, £50.
Boys,.....	27
Girls,.....	20

Total,..... 47

3. School kept Mr. Hyacinthe Séguin, (diploma,) aged 20.	Salary, £46.
Boys,.....	20
Girls,.....	18

Total,..... 38

Secretary Treasurer, Mr. O. François Prieur.

*Catholic municipality of Coteau Landing, Parish of St. Zotique.*

1. School kept by Mr. François Xavier Beauregard, (diploma,) aged 31. Salary, £50.

Boys,.....	28
Girls,.....	13
Total,.....	41

Secretary Treasurer, Mr. O. B. Prieur.

*Dissentient municipality of Coteau Landing.*

1. School kept by Mr. Hamilton Baxter, (diploma,) aged 28. Salary, £60.

Boys,.....	29
Girls,.....	20
Total,.....	49

Secretary Treasurer, Charles McFalls, Esq.

RECAPITULATION.

*Parish of St. Zotique.*—3 municipalities. 5 schools. 5 teachers. 228 scholars.

N. B.—Mr. Beauregard having left his school in the beginning of last May, the School Corporation of Coteau Landing is now advertising in the public papers for a properly qualified teacher. I took upon myself to recommend Mr. Fortier who was leaving the school he was then teaching.

Annexed is the letter which I addressed to the School Commissioners on this subject, and I learn with pleasure that the Commissioners agreed to my suggestions and engaged the services of Mr. Fortier.

*To the School Commissioners of the Catholic school of Coteau Landing.*

LONGUEUIL, June, 1854.

GENTLEMEN,—Being acquainted with your wish to possess a school worthy of the progress of your village, and suited to the wants of the population, I shall be happy to see in your service a man who possesses the qualities necessary to promote public education at Coteau Landing. As you have communicated to me the fact, that Mr. Fortier has applied to be appointed teacher at your place, I think it proper to tell you that I have examined with interest the English part of his present school, and that I have consulted the most-influential members of the dissentient municipality of the Coteau, who have all happily agreed in one opinion, that Mr. Fortier is worthy to be the teacher of the Catholic school.

The dissentient school is certainly getting on ; would it not be an advantage if the Catholic school was doing as well? Now, it is very important to the French population that their children should know both languages ; every body agrees on that point ; Mr. Fortier unites the double advantages of knowing both French and English.

I again repeat to you what I thought it expedient to tell you last Sunday ; I do not oblige you to engage Mr. Fortier, the law leaves you free in your choice, but I do tell you that if experience has taught me to know a good teacher, Mr. Fortier will be the man to advance education in your municipality.

I am with respect,

Your, &c., &c.

(Signed,)

F. X. VALADE.

Inspector.

## GENERAL RECAPITULATION

OF THE STATISTICS OF THE SCHOOLS OF THE COUNTIES OF MONTREAL AND VAUDREUIL.

## COUNTY OF MONTREAL.

Nos.	MUNICIPALITIES.	SCHOOLS.	TEACHERS.	SCHOLARS.
1	City of Montreal,.....	2 Colleges. 4 Convents. 84 Schools.	100	5482
2	St. Henry,.....	2	2	88
3	Dissentient,.....	1	1	54
4	St. Pierre,.....	2	3	80
5	Côte des Neiges,.....	3	4	108
6	Côteau St. Louis,.....	3	4	148
7	Visitation, (Petite Côte),.....	1	1	23
8	Protestant, (Petite Côte),.....	1	1	40
9	Hochelaga,.....	2	2	66
10	Longue-Pointe,.....	3	3	86
11	Dissentient,.....	1	1	23
12	Pointe aux Trembles,.....	3	3	119
13	Rivière des Praires,.....	2	2	80
14	Sault au Recollet,.....	5	5	200
15	Haut du Sault,.....	1	1	48
16	St. Laurent,.....	8	13	382
17	Dissentient,.....	1	1	20
18	Lachine,.....	3	3	107
19	Dissentient,.....	1	1	65
20	Pointe Claire,.....	5	7	168
21	Ste. Geneviève,.....	5	7	245
22	Ste. Anne (Bout de l'Île),.....	1	2	76
	Total,.....	96	167	7712

## COUNTY OF VAUDREUIL.

1	Île Perrot,.....	2	2	54
2	Parish of Rigaud,.....	7	7	237
3	Village of Rigaud,.....	1 College. 1 School.	5 } 2 }	160
4	Point Fortune,.....	1	1	24
5	Vaudreuil,.....	6	7	279
6	Dissentient,.....	2	2	47
7	St. Ignace,.....	5	5	188
8	Soulanges,.....	5	8	270
9	St. Clément,.....	4	4	150
10	St. Marthe,.....	4	4	163
11	Dissentient,.....	1	1	28
12	Newton,.....	2	2	31
13	St. Polycarpe,.....	7	7	277
14	Dissentient,.....	1	1	76
15	St. Zotique,.....	3	3	138
16	Coteau Landing, Catholic,.....	1	1	41
17	Coteau Landing, Protestant,.....	1	1	49
	Total,.....	54	63	2212

22	County of Montreal, including the city,.....	96	177	7712
17	"    Vaudreuil,.....	54	63	2212
39	Total of the two counties,.....	150	230	9924

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I beg your indulgent acceptance of this Report. I have endeavored to render it as exact as possible, both for your satisfaction, and in compliance with the 4th section of the Act 14 & 15 Vic., c. 97, by which Inspectors are required to furnish faithful Reports of the state of public education.

I have the honor to be, Sir,

Your devoted servant,

F. X. VALADE,  
School Inspector.

Dr. J. B. Meilleur,  
Superintendent of Education  
&c., &c.  
Montreal.

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QUEBEC :

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# R E T U R N

TO AN ADDRESS of the LEGISLATIVE ASSEMBLY, for Copy of all Correspondence which has passed between the Chief Superintendent of Education in Upper Canada, and any other persons, since the first day of January, 1853, on the subject of Separate Schools.

RETURN TO AN ADDRESS of the LEGISLATIVE ASSEMBLY to HIS EXCELLENCY the GOVERNOR GENERAL, dated the 2nd ult., praying His Excellency to cause to be laid before the House "a copy of all Correspondence which has passed between the Chief Superintendent of Education in Upper Canada, and any other persons, since the first day of January, 1853, on the subject of Separate Schools."

By Command,

GEO. ET. CARTIER,

*Secretary.*

SECRETARY'S OFFICE,

QUEBEC, 10th May, 1855.

[No. 1357, N.]

EDUCATION OFFICE,

Toronto, 30th April, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 3rd instant, requesting me, by command of the Governor General, to furnish you, for the information of the Legislative Assembly, with a copy of all the Correspondence which has passed between me, in my capacity as Chief Superintendent of Schools for Upper Canada, and any other persons, since the first day of January, 1853, on the subject of Separate Schools.

I herewith transmit a copy of the Correspondence required, as also a copy of the Separate School clauses of the School Acts and Bills, and blank forms of School Returns which are referred to in the Correspondence.

I have the honor to be, &c.

(Signed,)

E. RYERSON.

E. A. MEREDITH, Esquire,

*Assistant Secretary of the Province,*

Quebec.

## SCHEDULE OF CORRESPONDENCE ON SEPARATE SCHOOLS IN UPPER CANADA.

### GENERAL CORRESPONDENCE.

1. Provisions of the Law relating to Separate Schools in Upper Canada.  
Common School Act of 1850, 13 & 14 Vic., cap. 48.  
Separate School Act of 1851, 14 & 15 Vic., cap. 111.  
Supplementary School Act of 1853, 16 Vic., cap. 185.
2. The Chief Superintendent to the Honorable Inspector General Hincks.—*26th August, 1852.*  
Explanatory remarks on the provisions of a draft of a bill relating to Separate Schools—(4th section of the Supplementary School Act of 1853)
3. The Chief Superintendent to the Honorable Inspector General Hincks.—*6th September, 1854.*  
Explanatory Remarks on the Sections of a Draft of Bill relating to Separate Schools, to amend Section 19 of the Common School Act of 1850, and Section 4 of the Supplementary School Act of 1853.  
Proposed Sections relating to Separate Schools.
4. The Chief Superintendent to the Roman Catholic Bishop of Toronto.—*26th August, 1854*  
Comparison of the School Laws of Upper and Lower Canada regulating Separate Schools.
5. Comparative Table of Legislation on Separate Schools in Upper and Lower Canada, and Draft of a School Bill for Upper Canada, prepared by three Roman Catholic Bishops.
6. The Chief Superintendent to the Honorable Attorney General McDonald.—*2nd April, 1855.*  
On the Roman Catholic Bishops' comparative table of legislation on Separate Schools, and draft of a new School Bill for Upper Canada.

### LOCAL CORRESPONDENCE.

#### CITY OF TORONTO.

7. The Roman Catholic Bishop of Toronto to the Chief Superintendent.—*21st November, 1852.*  
Complaint against the Toronto Board of School Trustees.
8. The Chief Superintendent to the Roman Catholic Bishop of Toronto.—*2nd December, 1852.*  
Complaint referred to local school authorities for explanation.



9. The Chief Superintendent to the Toronto Board of School Trustees.—*2nd December, 1852.*

On the complaint of the Roman Catholic Bishop of Toronto against the Board.

10. The Toronto Board of School Trustees to the Chief Superintendent.—*3rd January, 1853.*

Explanation of proceedings relative to Separate Schools.

11. The Chief Superintendent to the Roman Catholic Bishop of Toronto.—*7th January, 1853.*

More specific statement of complaint required.

12. The Roman Catholic Archdeacon of Toronto to the Chief Superintendent.—*8th January, 1853.*

Acknowledging receipt of letter to the Roman Catholic Bishop of Toronto.

13. Certain Roman Catholic Inhabitants of St. David's Ward, Toronto, to the Chief Superintendent.—*29th August, 1853.*

Refusal of the Toronto Board of School Trustees to establish a Roman Catholic Separate School in St. David's Ward.

14. The Chief Superintendent to certain Roman Catholic Inhabitants of St. David's Ward, Toronto.—*30th August, 1853.*

The twelve resident Roman Catholics in St. David's Ward, Toronto, are entitled to a Separate School in their Ward.

15. The Trustees of the Roman Catholic Separate School, St. James' Ward, Toronto, to the Chief Superintendent.—*27th October, 1853.*

The Clerk of the Municipality declines exempting certain supporters of Separate Schools, on account of incomplete Returns.

16. The Chief Superintendent to the Trustees of the Roman Catholic Separate School in St. James Ward, Toronto.—*29th October, 1853.*

Decision against Trustees for incomplete Returns.

17. The Chief Superintendent to the Honorable John Elmsley, of Toronto.—*29th October, 1853.*

On the Establishment of Public Libraries by Trustees of Roman Catholic Separate Schools.

18. The Clerk of the City of Toronto to the Chief Superintendent.—*18th Nov., 1853.*

On exempting Supporters of Roman Catholic Separate Schools from School-rates

19. The Chief Superintendent to the Clerk of the City of Toronto.—*19th Nov., 1853.*

In reply.

20. The Trustees of Roman Catholic Separate Schools, Toronto, to the Chief Superintendent.—*2nd May, 1854.*

School-rates were levied on supporters of Separate Schools in 1853, in consequence of Trustees incomplete Returns.

21. The Chief Superintendent to the Trustees of Roman Catholic Separate Schools, Toronto.—*11th May, 1854.*

Complaints against parties must be furnished them.—General Provisions of the Law relating to Separate School Returns.

22. The Trustees of Roman Catholic Separate Schools, Toronto, to the Chief Superintendent.—*16th May, 1854.*

Further on school rates of 1853, and on exemption of supporters of Separate Schools.

23. The Chief Superintendent to the Trustees of Roman Catholic Separate Schools, Toronto.—*26th May, 1854.*

Further explanation of the provisions of the law regarding Separate School Returns.

24. The Chief Superintendent to the Finance Committee of the City Council, Toronto.—*25th May, 1854.*

Recommending acceptance of Roman Catholic Separate School Returns.

## CITY OF KINGSTON.

25. The Rev. William Herchmer, A. M., of Kingston, to the Chief Superintendent.—*21st September, 1853.*

Establishment of Church of England Separate Schools.

26. The Chief Superintendent to the Rev. William Herchmer, A. M., of Kingston.—*23rd September, 1853.*

Separate Schools for Protestants generally can only be established.

27. The Kingston Board of School Trustees to the Chief Superintendent.—*18th February, 1854.*

Employment of Christian Brothers and Nuns by the Board.—Equality of votes.

28. The Chief Superintendent to the Kingston Board of School Trustees.—*24th February, 1854.*

Persons of any religious order may be employed as Teachers, but they must be subject to the general school regulations.

29. The Kingston Board of School Trustees to the Chief Superintendent.—*8th March, 1854.*

Refusal of Christian Brothers and Nuns to allow Inspection of the Public Common Schools in which they were employed.

30. The Chief Superintendent to the Kingston Board of School Trustees.—*23rd March, 1854.*

It is illegal for Teachers to exclude their Trustees from the Common Schools.

31. The Kingston Board of School Trustees to the Chief Superintendent.—*2nd November, 1854.*

Refusal of Christian Brothers and Nuns to conform to the general regulations.—Quorum of Board.

32. The Chief Superintendent to the Kingston Board of School Trustees.—*13th November, 1854.*

The Board in employing persons for the Public Schools has only to do with them as Teachers, and not as members of religious orders.

33. The Kingston Board of School Trustees to the Chief Superintendent.—*21st December, 1854.*

Election and Voters for Separate Schools.

34. The Chief Superintendent to the Kingston Board of School Trustees.—*4th January, 1855.*

The Petitioners for Separate Schools are Voters at first Election of Separate School Trustees.

## CITY OF OTTAWA, (BYTOWN.)

35. The Local Superintendent of Bytown to the Chief Superintendent.—*10th May, 1853.*

Protestant inhabitants complain of the Board's management of the Public Schools.

36. The Chief Superintendent to the Local Superintendent of Bytown.—*2nd July, 1853.*

Petitioners can, if they please, have a Separate School after the 25th of December.

37. The Rev. S. S. Strong, D. D., of Bytown, to the Chief Superintendent.—*4th October, 1853.*

On the establishment of a Protestant Separate School.

38. The Chief Superintendent to the Rev. S. S. Strong, D. D., of Bytown.—*7th October, 1853.*

A Protestant Separate School may be established in any Ward, if the Teacher of the Public School is a Roman Catholic.

39. The Ottawa Board of School Trustees to the Chief Superintendent.—*30th January, 1855.*

Queries to Separate and Common Schools.

40. The Chief Superintendent to the Ottawa Board of School Trustees.—*7th February, 1855.*

General provisions of the law relating to Separate and Common Schools in cities.

TOWN OF BELLEVILLE.

41. The Belleville Board of School Trustees to the Chief Superintendent.—*11th February, 1853.*

The Trustees of the Roman Catholic Separate School have applied to the Court of Queen's Bench against the Board.

42. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.—*28th March, 1853.*

The Court of Queen's Bench has declined granting a mandamus until the Chief Superintendent's decision is laid before it.

43. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.—*12th April, 1853.*

For a decision relative to their case.

44. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Belleville.—*22nd April, 1853.*

Decision as to the construction of the term "Common School Fund."

45. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.—*22nd April, 1853.*

Think the decision is kept back with intention of delaying legal proceedings.

46. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Belleville.—*25th April, 1853.*

The Separate School Trustees had already obtained decision regarding school fund, and the non-production of it in court was their own neglect.

47. The Belleville Board of School Trustees to the Chief Superintendent.—*9th April, 1853.*

Enclosing a copy of the judgment of the Court of Queen's Bench in the case of the Roman Catholic Separate School.

48. The Chief Superintendent to the Belleville Board of School Trustees.—*25th April, 1853.*

Enclosing copy of decision relative to the claims of the Trustees of the Roman Catholic Separate School.

49. The Belleville Board of School Trustees to the Chief Superintendent.—*20th September, 1853.*

Subscribers to the Roman Catholic Separate School prefer sending their children to the Public Schools, and desire to pay Public School Taxes.

50. The Chief Superintendent to the Belleville Board of School Trustees—*22nd September, 1853.*  
Subscribers to Separate Schools cannot be taxed for, but their children may be admitted to, the Public Schools.
51. The Belleville Board of School Trustees to the Chief Superintendent.—*21st January, 1854.*  
Supporters of the Roman Catholic Separate School send children to the Public Schools, although exempted from Public School Rates.
52. The Chief Superintendent to the Belleville Board of School Trustees.—*24th January, 1854.*  
Supporters of Separate Schools bear the same relation to the Free Public Schools of a Municipality as non-residents.
53. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.—*23rd May, 1854.*  
For School Documents.
54. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Belleville.—*27th May, 1854.*  
School Documents are furnished to Common and Separate Schools alike.

## TOWN OF BRANTFORD.

55. The Local Superintendent of Brantford to the Chief Superintendent.—*6th July, 1853.*  
Certain Roman Catholics of the town have organized a Separate School.
56. The Chief Superintendent to the Local Superintendent of Brantford.—*18th July, 1853.*  
Provisions of the law relating to Separate Schools.
57. The Trustees of the Roman Catholic Separate School, Brantford, to the Chief Superintendent.—*13th September, 1853.*  
Proceedings relative to the establishment of a Separate School.
58. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Brantford.—*15th September, 1853.*  
General provisions of the law relating to Separate Schools.
59. The Local Superintendent of Brantford to the Chief Superintendent.—*4th February, 1854.*  
Whether a certain report of the Separate School meets the requirements of the law.
60. The Chief Superintendent to the Local Superintendent of Brantford.—*9th February, 1854.*  
The second proviso in the fourth section of the Supplementary School Act describes the return required from Separate Schools.
61. The Trustees of the Roman Catholic Separate School, Brantford, to the Chief Superintendent.—*29th June, 1854.*  
Inability to make return of attendance.—The meaning of "amount subscribed" in the Separate School Return.
62. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Brantford.—*10th July, 1854.*  
An approximation to the attendance will be accepted on account of their present difficulties.  
—Explanation of headings of the return.

63. The Trustees of the Roman Catholic Separate School, Brantford, to the Chief Superintendent.—*1st September, 1854.*

For their share of the Legislative School Grant.

64. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Brantford.—*5th September, 1854.*

Grant will be paid on receipt of Treasurer's Returns for last year.

#### TOWN OF GODERICH.

65. The Trustees of the Roman Catholic Separate School, Goderich, to the Chief Superintendent.—*17th March, 1853.*

Transmitting a Report of their School.

66. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School, Goderich.—*22nd March, 1853.*

Reports from Common and Separate Schools to be incorporated in the general Report from the Municipality.

67. The Local Superintendent of Goderich to the Chief Superintendent.—*6th April, 1853.*

Transmitting Report of Roman Catholic Separate School.

68. The Trustees of the Roman Catholic Separate School, Goderich, to the Chief Superintendent.—*27th July, 1853.*

For share of the Legislative School Grant.

69. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School, Goderich.—*5th August, 1853.*

Certain Returns to be forwarded to the Local Superintendent.

70. The Trustees of the Roman Catholic Separate School, Goderich, to the Chief Superintendent.—*27th August, 1853.*

Further about their share of the Legislative School Grant.

71. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Goderich.—*31st August, 1853.*

Separate School is entitled to Grant when paid, and to School Reports the same as Common Schools.

#### TOWN OF PERTH.

72. The Perth Board of Grammar and Common School Trustees to the Chief Superintendent.—*15th January, 1855.*

Can a Separate School Trustee be also a Trustee of a County Grammar School?

73. The Chief Superintendent to the Perth Board of Grammar and Common School Trustees.—*24th January, 1855.*

The County Council is not restricted in its appointments to the Grammar School Board, and may appoint Separate School supporters to such Board.

#### TOWN OF PETERBOROUGH.

74. The Trustees of the Roman Catholic Separate School, Peterborough, to the Chief Superintendent.—*22nd November, 1854.*

Share of the Legislative School Grant.

75. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Peterborough.—*30th November, 1854.*

Payment of Grant will be made in a few days.

## TOWN OF PICTON.

76. The Local Superintendent of Picton to the Chief Superintendent.—*27th March, 1855.*

Report on state of the Roman Catholic Separate School.

## TOWN OF PRESCOTT.

77. The Trustees of the Roman Catholic Separate School, Prescott, to the Deputy Superintendent.—*13th December, 1852.*

On Separate School elections and reports.

78. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Prescott.—*23rd December, 1852.*

Elections and reports for Separate Schools are under the same regulations as the school sections of Township.

79. The Trustees of the Roman Catholic Separate School, Prescott, to the Deputy Superintendent.—*8th January, 1853.*

Appointment of their own Local Superintendent of Separate Schools and collection of rate-bills.

80. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Prescott.—*19th January, 1853.*

Trustees of Separate Schools in regard to their supporters have equal powers with trustees of school sections.—Separate Schools are visited by the Local Superintendent.

81. The Prescott Board of School Trustees to the Chief Superintendent.—*25th February, 1853.*

Authority of Teachers to exclude books from Public Schools without permission from the Board.

82. The Chief Superintendent to the Prescott Board of School Trustees.—*4th March, 1853.*

The Teacher of a public school has not the power of excluding books; neither have trustees power to compel children to use books objected to by their parents.

## TOWN OF AMHERSTBURGH.

83. The Amherstburgh Board of School Trustees to the Chief Superintendent.—*14th March, 1853.*

Establishment and continuance of a Roman Catholic Separate School.

84. The Deputy Superintendent to the Amherstburgh Board of School Trustees.—*22nd March, 1853.*

A Separate School Election cannot take place until after the School Division has gone into operation.

85. The Chief Superintendent to the Local Superintendent of Amherstburgh.—*28th August, 1854.*

Statistics of Separate Schools should be given in the General School Report of the Municipality.

86. The Local Superintendent of Amherstburgh to the Chief Superintendent.—*2nd September, 1854.*

The Town Council levied a general Municipal Assessment for a Roman Catholic School not legally established as a Separate School.

## TOWN OF CHATHAM.

87. The Trustees of the Roman Catholic Separate School, Chatham, to the Chief Superintendent.—*17th May, 1853.*

Definition of the term "Common School Fund."

88. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School, Chatham.—*26th May, 1853.*

No other definition of the "Common School Fund" than that already given.

89. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Chatham.—*14th June, 1853.*

Reference to Separate School provisions of Supplementary School Act of 1853.

90. The Chatham Board of School Trustees to the Chief Superintendent.—*23rd May, 1853.*

Definition of the term "Common School Fund" by the Court of Queen's Bench.

91. The Chief Superintendent to the Chatham Board of School Trustees.—*14th June, 1853.*

The Court of Queen's Bench has not given a final decision on the question.

92. The Chief Superintendent to the Local Superintendent of Chatham.—*19th April, 1855.*

Separate Schools are under the same regulations in regard to Reports, as Common Schools.

#### TOWN OF GUELPH.

93. Certain School Trustees of Guelph to the Chief Superintendent.—*11th September, 1852.*

On establishing a Protestant Separate School in a town not divided into wards.

94. The Chief Superintendent to certain School Trustees of Guelph.—*14th September, 1852.*

A Protestant Separate School cannot be claimed if a Protestant teacher be employed in the town.

95. The Roman Catholic Pastor of Guelph, to the Chief Superintendent.—*19th December, 1853.*

Complaint against the Chairman of the Board of School Trustees.

96. The Chief Superintendent to the Roman Catholic Pastor of Guelph.—*21st December, 1853.*

Application of twelve heads of families for a Separate School, leaves no discretion to the Board of School Trustees in refusing to grant such Separate School.

97. The Chief Superintendent to the Guelph Board of School Trustees.—*22nd December, 1853.*

It is compulsory on the Board to grant a Separate School when applied for as the law directs.

#### VILLAGE OF THOROLD.

98. The Trustees of a Roman Catholic Separate School, Thorold, to the Chief Superintendent.—*6th July, 1853.*

For a Register and the Journal of Education.

99. The Deputy Superintendent to the Trustees of a Roman Catholic Separate School, Thorold.—*18th July, 1853.*

School documents will be furnished on report of the Local Superintendent.

100. Certain Roman Catholics of Thorold to the Chief Superintendent.—*20th August, 1853.*

Reporting the establishment of a Separate School.

101. The Chief Superintendent to certain Roman Catholics of Thorold.—*25th August, 1853.*

It has not been stated whether the Separate School was established as the law directs.

102. The Thorold Board of School Trustees to the Chief Superintendent.—*9th January, 1854.*

A school-house having been lent to certain Roman Catholics, they now claim existence as a Separate School Corporation.

103. The Chief Superintendent to the Thorold Board of School Trustees.—*13th January, 1854.*

A denominational or private school cannot become a Separate School, unless as the law directs.

COUNTY OF CARLTON.

(*School Section No. 5, Osgoode.*)

104. The Deputy Superintendent to the Local Superintendent of Osgoode.—*18th March, 1853.*

Establishment of a Protestant Separate School.

105. The Local Superintendent of Osgoode to the Chief Superintendent.—*28th March, 1853.*

Causes leading to the establishment of a Protestant Separate School.

106. The Trustees of the Protestant Separate School No. 5, Osgoode, to the Chief Superintendent.—*21st December, 1854.*

Continuance of the Separate School, and liability of its supporters for Public School Rates.

107. The Chief Superintendent to the Trustees of Protestant Separate School No. 5, Osgoode.—*4th January, 1855.*

The Separate School continues as long as supporters desire; but its house may be used for a Public School if the inhabitants wish.

108. The Trustees of School Section No. 5, Osgoode, to the Chief Superintendent.—*16th January, 1855.*

Continuance of a Separate School in a Section after employment in the Public School of a Teacher of the same faith as Separatists.

109. The Chief Superintendent to the Trustees of School Section No. 5, Osgoode.—*24th January, 1855.*

Separate School continues, and its supporters are exempted from Public School Rates, if its Trustees employ a Teacher for six months of each year.

110. The Local Superintendent of Osgoode to the Chief Superintendent.—*10th February, 1855.*

Continuance of a Separate School when established, and liability of its supporters for Public School Rates.

111. The Chief Superintendent to the Local Superintendent of Osgoode.—*19th February, 1855.*

The Separate School when established, continues as long as its supporters desire.

COUNTY OF LEEDS.

(*School Section No. 10, Kitley.*)

112. The Teacher of the Roman Catholic Separate School No. 10, Kitley, to the Chief Superintendent.—*14th February, 1854.*

Complaining of Local Superintendent's not paying him the Municipal School Rate.

113. The Deputy Superintendent to the Teacher of the Roman Catholic Separate School No. 10, Kitley.—*22nd February, 1854.*

Appellant must notify the parties against whom he complains.



114. The Deputy Superintendent to the Local Superintendent of Kitley.—*22nd February, 1854.*  
For Report on the complaint of Teacher of the Separate School.
115. The Local Superintendent of Kitley to the Chief Superintendent.—*13th March, 1854.*  
Legislative Grant and Municipal Assessment have been paid to the Separate School in the same ratio as to other School.
116. The Local Superintendent of Kitley to the Chief Superintendent.—*13th March, 1854.*  
Separate School was open for only five months of the year.
117. The Chief Superintendent to the Local Superintendent of Kitley.—*25th March, 1854.*  
Separate School to be paid what is equitable according to the best attainable evidence.
118. The Teacher of the Roman Catholic Separate School No. 10, Kitley, to the Chief Superintendent.—*13th March, 1854.*  
Further about his complaint against the Local Superintendent.
119. The Chief Superintendent to the Teacher of the Roman Catholic Separate School No. 10, Kitley.—*25th March, 1854.*  
Reliable evidence must be procured to prove the large School attendance claimed for.
120. The ex-Local Superintendent of Kitley to the Chief Superintendent.—*10th April, 1854.*  
Reporting settlement of dispute with Carey.
121. The Chief Superintendent to the Local Superintendent of Kitley.—*17th April, 1854.*  
Investigation of complaint of Teacher of the Separate School.
122. The Teacher of the Roman Catholic Separate School No. 10, Kitley, to the Chief Superintendent.—*11th April, 1854.*  
Further about complaint, and requesting investigation by newly appointed Local Superintendent.
123. The Chief Superintendent to the Teacher of the Roman Catholic Separate School No. 10, Kitley.—*17th April, 1854.*  
Complaint to be investigated by the present Local Superintendent.
124. The Local Superintendent of Kitley to the Chief Superintendent.—*(no date.)*  
Result of investigation of Car's complaint.
125. The Chief Superintendent to the Local Superintendent of Kitley.—*17th June, 1854.*  
Decision on the appeal.

## COUNTY OF PRINCE EDWARD.

*(School Section No. 15, Hallowell.)*

126. The Local Superintendent of Prince Edward to the Chief Superintendent.—*21st June, 1854.*  
Queries respecting a Separate School
127. The Chief Superintendent to the Local Superintendent of Prince Edward.—*28th June, 1854.*  
The Separate School referred to was not reported as such by the former Local Superintendent.

128. The Local Superintendent of Prince Edward to the Chief Superintendent.—  
8th January, 1855.  
Separate School Rates on non-residents.
129. The Chief Superintendent to the Local Superintendent of Prince Edward.—  
15th January, 1855.  
Separate School Rates can only be levied on supporters of such Schools.
130. The Local Superintendent of Prince Edward to the Chief Superintendent.—  
19th February, 1855.  
Formation of a Separate School Section from parts of two Townships.
131. The Chief Superintendent to the Local Superintendent of Prince Edward.—  
22nd February, 1855.  
A Roman Catholic Separate School may be established in one Township for benefit of inhabitants in both.

## COUNTY OF NORTHUMBERLAND.

(School Sections Nos. 3 and 5, Seymour.)

132. The Reeve of Seymour to the Chief Superintendent.—9th March, 1853.  
Effect of a resolution to constitute a Protestant Separate School the Public School of the section.
133. The Chief Superintendent to the Reeve of Seymour.—2nd April, 1853.  
The vote of a Public Meeting cannot change a Separate School corporation into a Public School corporation.
134. The Trustees of the Roman Catholic Separate School No. 3, Seymour, to the Chief Superintendent.—13th April, 1853.  
That a share in the Legislative Grant may not be forfeited.
135. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School No. 3, Seymour.—27th April, 1853.  
General conditions for sharing the Legislative Grant.
136. The Deputy Reeve of Seymour to the Chief Superintendent.—17th March, 1855.  
Proceedings of Council and Trustees relative to a Protestant Separate School in No. 5.
137. The Deputy Superintendent to the Deputy Reeve of Seymour.—5th April, 1855.  
The union of the Public and Separate School Sections by the Council, as requested by both parties, dissolved former corporations.

## COUNTY OF ONTARIO.

(School Section No. 6, Brock.)

138. Certain Protestant Inhabitants of School Section No. 6, Brock, to the Chief Superintendent.—26th February, 1853.  
Liability for Separate School Rates.
139. The Deputy Superintendent to certain Protestant Inhabitants in School Section No. 6, Brock.—8th March, 1853.  
Both parties must be heard before decision.
140. The Deputy Superintendent to the Local Superintendent of Brock.—8th March, 1853.  
For report on affairs of No 6 Brock.
141. The Local Superintendent of Brock to the Deputy Superintendent.—22nd March, 1853.  
Report adverse to the claims of certain Protestants in No. 6, Brock.

142. The Deputy Superintendent to the Local Superintendent of Brock.—*29th March, 1853.*

Concurring in report on claims of certain Protestants in No. 6, Brock.

143. The Clerk of Brock to the Clerk of the United Counties of York, Ontario and Peel.—*18th April, 1853.*

For documents relating to a supposed Roman Catholic Separate School in No. 6, Brock.

144. The Deputy Superintendent to the Clerk of Brock.—*27th April, 1853.*

The case has been referred to the Local Superintendent for settlement.

COUNTY OF WATERLOO.

(*School Section No. 11, Wellesley.*)

145. The Local Superintendent of Wellesley to the Chief Superintendent.—*1st June, 1853.*

Distribution of School documents to Public and Separate Schools.

146. The Chief Superintendent to the Local Superintendent of Wellesley.—*15th June, 1853.*

Public and Separate Schools share alike in School documents.

147. The Local Superintendent of Wellesley to the Chief Superintendent.—*15th May, 1854.*

Can Separate School limits be extended to include residents in other School Sections?

148. The Chief Superintendent to the Local Superintendent of Wellesley.—*26th May, 1854.*

The limits of a Separate School may extend over the whole Township or any part of it.

COUNTY OF WATERLOO.

(*School Section No. 15, Wilmot.*)

149. The Roman Catholic Pastor of Wilmot to the Chief Superintendent.—*8th September, 1854.*

Extension of Separate School privileges beyond the limits of the Section.

150. The Deputy Superintendent to the Roman Catholic Pastor of Wilmot.—*18th September, 1854.*

Both sides must be heard before decision.

151. The Deputy Superintendent to the Local Superintendent of Wilmot.—*18th September, 1854.*

Complaint of the Rev. Rupert Ebner, S. J.

152. The Local Superintendent of Wilmot to the Deputy Superintendent.—*20th September, 1854.*

Has advised that Separate Schools cannot extend their powers beyond limits.

153. The Roman Catholic Pastor of Wilmot to the Chief Superintendent.—*28th September, 1854.*

Will notify the Local Superintendent of his appeal.

154. The Roman Catholic Pastor of Wilmot to the Chief Superintendent.—*27th November, 1854.*

Further on appeal from the Local Superintendent.

155. The Chief Superintendent to the Roman Catholic Pastor of Wilmot.—*6th December, 1854.*

Separate Schools have no authority beyond their Section, but the Township Council can enlarge the limits.

## COUNTY OF WELLINGTON.

*(School Section No. 4, Nichol.)*

156. The Clerk of Nichol to the Chief Superintendent.—*22nd November, 1853.*  
How Separate Schools should be established.
157. The Chief Superintendent to the Clerk of Nichol.—*24th November, 1853.*  
A Separate School must be established on application from twelve heads of families, and go into effect 25th December next after.
158. The Clerk of Nichol to the Chief Superintendent.—*17th December, 1853.*  
How the boundaries of a Separate School Section should be described.
159. The Chief Superintendent to the Clerk of Nichol.—*19th December, 1853.*  
The Separate School Section must include the lots of the applicants, and whatever additional limits the Council desire.
160. The Trustees of the Roman Catholic Separate School No. 4, Nichol, to the Chief Superintendent.—*20th November, 1854.*  
Power of Separate School Trustees to go beyond limits to tax property of non-resident supporters.
161. The Chief Superintendent to the Trustees of the Roman Catholic Separate School No. 4, Nichol.—*25th November, 1854.*  
No School corporation, whether Public or Separate, can go beyond limits to tax property of supporters of the School.

## COUNTY OF WELLINGTON.

*(School Section No. 13, Pilkington.)*

162. The Roman Catholic Pastor of Pilkington to the Chief Superintendent.—*11th January, 1855.*  
Inconvenience of certain heads of families on account of distance of School-house.
163. The Chief Superintendent to the Roman Catholic Pastor of Pilkington.—*18th January, 1855.*  
The Municipal Council has authority to remedy the inconvenience.
164. The Roman Catholic Pastor of Pilkington to the Chief Superintendent.—*17th February, 1855.*  
Complaint against the Municipal Council.
165. The Chief Superintendent to the Roman Catholic Pastor of Pilkington.—*23rd February, 1855.*  
Appellant must notify the Council of his complaint.
166. The Chief Superintendent to the Clerk of Pilkington.—*23rd February, 1855.*  
Establishment of a Separate School is compulsory on the Council.
167. The Clerk of Pilkington to the Chief Superintendent.—*26th February, 1855.*  
Application for a Separate School has not been refused by the Council.

## TOWNSHIP OF WILLIAMS.

*(County of Middlesex.)*

168. The Rev. Th. Kirwan, of London, to the Chief Superintendent.—*16th October, 1852.*  
For aid to certain Roman Catholic settlers in the Township of Williams.

169. The Chief Superintendent to the Rev. Th. Kirwan, of London.—*19th October, 1852.*  
The power of aiding poor schools has been transferred to County Councils.
170. The Rev. Th. Kirwan, of London, to the Chief Superintendent.—*26th October, 1852.*  
Considers former letter as calling attention to certain charges against the local school authorities of the Township of Williams.
171. The Deputy Superintendent to the Rev. Th. Kirwan, of London.—*4th November, 1852.*  
The implied charges cannot be investigated until the opposite parties have been furnished with a statement of the complaint, and heard in reply.
172. The Rev. Th. Kirwan, of London, to the Chief Superintendent.—*16th November, 1852.*  
Considers his complaint entertained, and furnishes additional charges.
173. The Rev. Th. Kirwan, of London, to the Chief Superintendent.—*4th February, 1853.*  
Requesting a decision on his complaints against the local school authorities of Williams.
174. The Chief Superintendent to the Rev. Th. Kirwan, of London.—*15th February, 1853.*  
There is no assurance that the charges have been furnished to the parties complained of; nor are there specific facts adduced to warrant an official decision.
175. The Rev. Th. Kirwan, of London, to the Chief Superintendent.—*28th February, 1853.*  
Thinks himself aggrieved at not receiving a decision on his partial statement of charges, and appeals to the Governor General.
176. Rev. Th. Kirwan to the Secretary of the Province.—*28th February, 1853.*  
Appeals to the Governor General against the Chief Superintendent for not deciding upon his complaints against the local authorities of Williams.
177. The Chief Superintendent to the Secretary of the Province.—*4th May, 1854.*  
Report on the appeal of the Reverend Th. Kirwan to the Governor General.

## SCHOOL SECTION NO. 4, METCALFE.

178. The Trustees of School Section No. 4, Metcalfe, to the Chief Superintendent.—*24th September, 1853.*  
Effect of the establishment of a Separate School.
179. The Chief Superintendent to the Trustees of School Section No. 4, Metcalfe.—*3rd October, 1853.*  
Provisions of the law relating to Separate Schools.

## SCHOOL SECTIONS NOS. 4 AND 8, SANDWICH.

*(County of Essex.)*

180. The Local Superintendent of Sandwich to the Chief Superintendent.—*12th October, 1853.*  
Time at which the operations of a Separate School, and the exemption of its supporters, commence.
181. The Chief Superintendent to the Local Superintendent of Sandwich.—*18th October, 1853.*  
Separate School goes into operation, and exemption takes effect the 25th December following the establishment of the school.

182. The Honorable John Elmsley, of Toronto, to the Chief Superintendent.—*19th October, 1853.*

Complaints from a Separate School in Sandwich.

183. The Chief Superintendent to the Honorable John Elmsley, of Toronto.—*24th October, 1853.*

Parties requiring the interference of the Department should apply directly.

184. Certain Protestant Inhabitants of School Section No. 8, Sandwich, to the Chief Superintendent.—*17th December, 1854.*

Non-resident supporters of a Protestant Separate School desiring exemption from Public School rates.

185. The Chief Superintendent to certain Protestant Inhabitants of School Section No. 8, Sandwich.—*22nd December, 1854.*

Supporters of a Separate School cannot be exempted from Public School rates unless included in separate Section.

(County of Middlesex.)

A P P E N D E D :

186. Extract from the Chief Superintendent's Report for 1852.

On the provisions of the law relating to Separate Schools and Religious Instruction.

187. Questions of Religious instruction, in connection with our system of Public Instruction.

188. Forms of Returns from Common and Separate Schools :

Common School Sections—Return of the attendance of children.

Union School Sections—Return of the attendance of children.

General Instructions to Trustees on the compilation of this Return.

General Instructions to Local Superintendents in regard to this Return.

Separate Schools—Half-yearly Return of the Trustees and Teacher.

General Instructions to the School Officers concerned in regard to Separate School Returns.

189. Table shewing the number of Protestant and Roman Catholic Separate Schools in Upper Canada.

THE  
SEPARATE SCHOOL QUESTION  
IN  
UPPER CANADA.

*No. 1. Provisions of the Law relating to Separate Schools in Upper Canada.*

COMMON SCHOOL ACT of 1850, 13 & 14 Vic., Cap. 48.

[Received Royal Assent, 24th July, 1850.]

XIX. And be it enacted, That it shall be the duty of the municipal council of any township, and of the board of school trustees of any city, town, or incorporated village, on the application in writing of twelve or more resident heads of families, to authorize the establishment of one or more separate schools for Protestants, Roman Catholics or colored people, and, in such case, it shall prescribe the limits of the divisions or sections for such schools, and shall make the same provision for the holding of the first meeting for the election of trustees of each such separate school or schools, as is provided in the fourth section of this act for holding the first school meeting in a new school section: Provided always, that each such separate school shall go into operation at the same time with alterations in school sections, and shall be under the same regulations in respect to the persons for whom such school is permitted to be established, as are common schools generally: Provided secondly, that none but colored people shall be allowed to vote for the election of trustees of the separate school for their children, and none but the parties petitioning for the establishment of, or sending children to, a separate Protestant or Roman Catholic school, shall vote at the election of trustees of such school: Provided thirdly, that each such separate Protestant, or Roman Catholic, or colored school shall be entitled to share in the [school fund] according to the average attendance of pupils attending each such separate school, (the mean attendance of pupils for both summer and winter being taken,) as compared with the whole average attendance of pupils attending the common schools in such city, town, village or township: Provided fourthly, that no Protestant separate school shall be allowed in any school division except when the teacher of the

Separate schools for Protestants Roman Catholics and Colored People authorized.

[Applicants prescribe limits in cities, towns and villages, by 14 & 15 V. c. III.]

Under same regulations for elections and commencement as common schools.

Manner of electing trustees in such separate school sections.

Apportioning school moneys in same ratio as to common schools [School "fund" changed to school "grant." 18 V. c. 186, s. 4.]

Condition of establishment.

Proviso as to  
certain returns.

common school is a Roman Catholic, nor shall any Roman Catholic separate school be allowed except when the teacher of the common school is a Protestant: Provided fifthly, that the trustees of the common school sections within the limits of which such separate school section or sections shall have been formed, shall not include the children attending such separate school or schools, in their return of children of school age residing in their school sections.

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SEPARATE SCHOOL ACT of 1851, 14 & 15 Vic., Cap. 111.

*An Act to define and restore certain rights to parties therein mentioned.*

[Received Royal Assent, 30th August, 1851.]

Preamble.

13th and 14th  
Vic. cap. 48, cited

**W**HEREAS it is expedient to remove doubts which have arisen in regard to certain provisions of the nineteenth section of an act passed in the thirteenth and fourteenth years of Her Majesty's Reign, and intituled, *An Act for the better establishment and maintenance of Common Schools in Upper Canada*: And whereas it is inexpedient to deprive any of the parties concerned of rights which they have enjoyed under preceding school acts for Upper Canada: Be it therefore enacted, by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, That each of the parties applying according to the provisions of the said nineteenth section of the said act shall be entitled to have a separate school in each ward, or in two or more wards united, as said party or parties shall judge expedient, in each city or town in Upper Canada: Provided always, that each such school in its establishment and operations shall be subject to all the conditions and obligations, and entitled to all the advantages imposed and conferred upon separate schools by the said nineteenth section of the said act.

Separate school  
in each ward or  
union of wards,  
at option of ap-  
plicants.

Proviso:  
Conditions of  
establishment  
same as hereto-  
fore.

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SUPPLEMENTARY SCHOOL ACT of 1853, 16 Vic., Cap. 185.

[Received Royal Assent, 14th June, 1853.]

Separate schools  
for Protestants  
and Roman  
Catholics.

IV. And be it enacted, that in all cities, towns and incorporated villages and school sections, in which separate schools do or shall exist according to the provisions of the common school acts of Upper Canada, persons of the religious persuasion of each such separate school sending children to it, or supporting such school by subscribing thereto annually



an amount equal to the sum which each such person would be liable to pay (if such separate school did not exist) on any assessment to obtain the annual common school grant for each such city, town, incorporated village or township, shall be exempted from the payment of all rates imposed for the support of the common public schools of each such city, town, incorporated village or school section, and of all rates imposed for the purpose of obtaining the legislative common school grant for such city, town, incorporated village or township; and each such separate school shall share in such legislative common school grant only (and not in any school money raised by local municipal assessment) according to the average attendance of pupils attending each such separate school, (the mean attendance of pupils for winter and summer being taken) as compared with the whole average attendance of pupils attending the common schools in each such city, town, incorporated village or township; and a certificate of qualification, signed by the majority of the trustees of each such separate school, shall be sufficient for any teacher of such school; Provided always, firstly, that the exemption from the payment of such school rates, as herein provided, shall not extend beyond the period of such persons sending children to or subscribing as aforesaid for the support of such separate school; nor shall such exemption extend to school rates or taxes imposed or to be imposed to pay for school houses, the erection of which was undertaken or entered into before the establishment of such separate school; Provided secondly, that the trustees of each such separate school shall, on or before the thirtieth day of June, and thirty-first day of December of each year, transmit to the local superintendent, a correct return of the names of all persons of the religious persuasion of such separate school, who shall have sent children to, or subscribed as aforesaid for the support of such separate school during the six months previous, and the names of the children sent, and amounts subscribed by them respectively, together with the average attendance of pupils in such separate school during such period; And the superintendent shall forthwith make a return to the clerk of the municipality and to the trustees of the school section or municipality in which such separate school is established, stating the names of all the persons who, being members of the same religious denomination, contribute or send children to such separate school, and the clerk shall not include in the collector's roll for the general or other school rate, and the trustees or board of trustees shall not include in their school rolls, except for any rate for the building of school houses undertaken before the establishing of such separate school as herein mentioned, the name of any such person as appears upon such return then last received from the said superintendent: And the clerk or other officer of the municipality within which such separate school is established, having possession of the assessor's or collector's roll of the said municipality, is hereby required to allow any one of the said trustees, or their authorised collector, to make a copy of such roll as far as it shall

Supporters to be exempted from common school rates.

To share in legislative grant same as common schools.

Proviso, 1st. Exemption from common school rates conditional.

2d. Half-yearly returns to local superintendent.

Return of supporters and the usual common school return.

Superintendent to report to clerk and trustees of municipality.

Effect of such returns:

Exemption from rates.

Separate school trustees to have access to assessor's roll.

- 5d.—Penalty for false returns. relate to their school section ; Provided thirdly, that the provisions of the thirteenth section of the said Upper Canada School Act of 1850, shall apply to the trustees and teachers of separate schools, the same as to trustees and teachers of other common schools: Provided fourthly, that the trustees of each such separate school shall be a corporation, and shall have the same power to impose, levy, and collect school rates or subscriptions upon and from persons sending children to, or subscribing towards the support of such separate school, as the trustees of a school section have to impose, levy and collect school rates or subscriptions from persons having property in such section or sending children to or subscribing towards the support of the common school of such section: Provided fifthly, that the foregoing provisions in this clause shall take effect from the first day of January, one thousand eight hundred and fifty-three, and shall extend to the separate schools, established or intended to be established under the provisions of the Upper Canada Common School Acts ; Provided sixthly, that no person belonging to the religious persuasion of such separate school, and sending a child or children thereto, or subscribing towards the support thereof, shall be allowed to vote at the election of any trustee for a public common school in the city, town, incorporated village or school section within the limits of which such separate school shall be situate.
- 4th—Separate trustees to be a corporation. V. And be it enacted, That the trustees of each school section shall, on or before the thirtieth day of June, and the thirty-first day of December, in each year, transmit to the local superintendent, a correct return of the average attendance of pupils in the school or schools under their charge during the six months then immediately preceding ; nor shall any school section be entitled to the apportionment from the school fund for the said six months, the trustees and teacher of which shall neglect to transmit a verified statement of such average attendance of pupils in their school or schools ; Provided always, that nothing herein contained shall be construed to repeal the provisions of the thirty-first section of the said Upper Canada School Act of 1850.
- Same powers to levy and collect rates from supporters as trustees of public schools. Public school half-yearly returns to local superintendent.
- 5th—Foregoing provisions to have effect from January, 1853. Penalty for omission to do so.
- 6th—Separatists not to vote for common school trustees. Proviso.

## No. 2. *The Chief Superintendent to the Honorable Inspector General Hincks.*

Explanatory remarks on the provisions of a draft of bill relating to Separate Schools. (4th section of the Supplementary School Act of 1853.)

[No. 658, G.]

EDUCATION OFFICE,

[Extract.]

Toronto, 26th August, 1852.

*4th Section.* This section is designed as supplementary to the 19th section of the Common School Act in regard to separate schools. The most simple, and

perhaps the most satisfactory mode of silencing clamor on the part of parties demanding these schools, (if they are permitted to continue at all,) is that which is proposed in the part of the section contained in the margin (*b*)—namely, to relieve the parents and guardians sending children to them, from paying any school tax whatever, and then allowing them to share with the other schools according to average attendance in the same municipality in the legislative school grant alone. In case such a provision were adopted: 1. There would be no provision in the school law requiring a public municipal tax for denominational schools, and all opposition and clamor against it on that ground would cease. 2. There could be no complaint from any quarter that the supporters of a separate school paid more or less in school taxes than they received from the school fund. 3. All the inhabitants of a municipality except those who might choose to send children to the separate school, could proceed with their school interests as if no other class of persons were in existence. 4. The teachers of separate schools might be relieved from appearing before the County Board of Public Instruction for examination, and thus the last vestige of possible agitation between the supporters of separate schools and the municipal authorities, in relation to the subject at all, would be removed. If, on the other hand, the clause, as expressed in the text (*a*) is preferred, then all teachers of separate schools should be required to appear before the County Board of Public Instruction for examination, the same as other teachers of common schools; for I hold it as a sacred principle of municipal right, that no municipality should be required to assess and collect money for the support of teachers whose qualifications to teach are not attested by a board appointed by such municipality. Before any such board there is no examination as to religious doctrines or knowledge. The certificate of the priest, clergyman, or minister, of the religious persuasion to which each candidate professes to adhere, is taken by each county board as the guarantee for the religious qualifications of such candidate.

It will be observed, that in this (4th) section, I do not propose to specify the manner in which persons exempted from school taxes shall be returned or ascertained; for if any one mode be specified, it will be abused by scores of persons merely with a view of avoiding the payment of any school tax. I therefore propose to leave it a matter of instruction as to the mode of carrying this as well as every other provision of the law into effect, so that that kind of inspection can be employed that will prevent imposition or abuse.

Then the section does not, any more than the 19th section of the existing law, give the persons who petition for, and send children to the separate school, control over all the Roman Catholics or Protestants of the municipality; but only over those of the persuasion of the separate school who choose to support it.

But I find that the very mention of a separate column on the tax roll, for a separate school, excites a hostility and feeling that you can hardly conceive. I find very few others feeling as indulgent as I do in such matters. But I am apprehensive that some municipalities would refuse to levy any school assessment whatever under such circumstances; and probably boards of school trustees would feel still more strongly, many of their members would sooner go to prison

than be instruments of collecting moneys for the support of papal schools; and Roman Catholics would loudly exclaim against being tax-assessors and tax-collectors for the support of Protestant schools. The proposition of a separate column on the tax roll, for the support of separate schools, would give an immense advantage to all opponents of separate schools; but the 4th section in the accompanying draft of bill, as proposed in the margin (*b*) will, I think, give all that can be reasonably asked by any person in support of denominational schools, and will extinguish all agitation on the subject, yet require such conditions, returns and inspection in connexion with separate schools as will prevent abuses upon the school grant. It may be objected that should persons at one time sending children to a separate school, afterwards wish to send them to a common school, they should be required to pay the taxes at least for the erection of the school-house from which they had been exempted; but this would oppose an obstacle to their coming back to the public school; and I would wish to leave the door as wide open as possible for that purpose.

I may add that the subject of this fourth section has deeply exercised my mind. The part of the section as proposed in the margin (*b*) occurred to me after that in the page (*a*) was transcribed; and I think it is the nearest approach to the solution of the difficulties connected with separate schools, if they are allowed to exist, that has yet been proposed.

(Signed,)

E. RYERSON.

The Honorable FRANCIS HINCKS, M. P. P.,  
Inspector General, Quebec.

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*Original draft of the 4th section of the Supplementary School Act of 1853.*

(*a*) *Section as in Text.*

(*b*) *Marginal Section.*

IV. And be it enacted, That in all cities, towns, incorporated villages and school sections in which separate schools exist, according to the provisions of the 19th section of the said 13th and 14th Vic., chap. 48, all parents or guardians of the religious persuasion of such separate school, and sending children to it, shall be exempted from the payment of all school rates for the support of the common public schools of such city, town, incorporated village or school section, beyond the amount of rate which shall be required to secure the payment

IV. And be it enacted, That in all cities, towns, incorporated villages and school sections, in which separate schools do or shall exist, according to the provisions of the 19th section of the said act, 13th and 14th Vic., chap. 48, parents or guardians of the religious persuasion of each such separate school sending children to it, shall be exempted from the payment of all school rates for the support of the common public schools of each such city, town, incorporated village or school section; and each such separate school shall share in the legislative common school grant apportioned to each such city, town, incorporated village or township, (but shall not share in any school money raised by local municipal assessment,) according to the average attendance of pupils attending each such separate school (the mean attendance of pupils for summer and winter being taken), as compared with the

of the annual legislative school grant apportioned to each such municipality or school section: Provided always that such exemption from the payment of the ordinary school rates specified, shall not extend beyond the period of the existence of a separate school in each such city, town, incorporated village or school section, or beyond the period of such persons sending children to it, or of their being liable to be rated for its support: Provided likewise,—that the provisions of the 13th section of the said act, 13 & 14 Vic., chap. 48, shall apply to the trustees and teachers of separate schools the same as to trustees and teachers of other common schools.

whole average attendance of pupils attending the common schools in each such city, town, incorporated village or township; and a certificate of qualifications signed by the bishop or other ecclesiastical head of the religious persuasion of such separate school, shall be sufficient for any teacher of such separate school: Provided always—first, that the exemption from the payment of school rates as herein provided, shall not extend beyond the period of such parents or guardians sending children to such separate school: Provided—secondly, that the trustees of each such separate school shall on or before the thirtieth day of June and thirty-first day of December of each year, transmit to their local superintendent, (verified by the oath of their teacher, before a magistrate,) a list of the names of all persons of the religious persuasion of such separate school, who shall have sent children to such separate school during the six months previous, and the names of the children sent by them respectively, together with the average attendance of the pupils in such separate school during such period: Provided—thirdly, that the provisions of the 13th section of the said act, 13th and 14th Vic., chap. 48, shall apply to the trustees and teachers of separate schools the same as to trustees and

teachers of other common schools: Provided—fourthly, that the trustees of each such separate school shall be a corporation, and shall have the same power to levy and collect school-rates or school-rate bills from persons sending children to such separate school as the trustees of a school section have to levy and collect school-rates or school-rate bills from persons sending to the common school of such section: Provided—fifthly, that no person sending a child or children to a separate school shall be allowed to vote at the election of any trustee for a public common school in the city, town, incorporated village or school section within the limits of which such separate school shall be situated.

No. 3. *The Chief Superintendent to the Honorable Inspector General  
Hincks.*

Explanatory Remarks on the Sections of a Draft of Bill relating to Separate Schools, to amend section 19 of the Common School Act of 1850, and section 4 of the Supplementary School Act of 1853.

EDUCATION OFFICE,

[*Extract.*]

Toronto, 6th September, 1854.

The following sections relate to separate schools, and, without undermining our general system, provide for all that even ultra advocates of separate schools have professed to demand, and all that I think the country can be induced to give.

I think our next step must be, if further legislation be called for, to take the sound American ground of not providing or recognizing separate schools at all. In this we should have the cordial support of nine-tenths of the people of Upper Canada; while in the course now pursued, the more you concede, the more you contravene the prevalent sentiment of the country, and the greater injury you are inflicting upon the great body of the parties for whom separate schools are professedly demanded, but who have not, as far as I am aware, any safe and adequate means of speaking for themselves, or of even forming a judgment.

These three sections relieve the trustees of separate schools from making any return or including any item in any return whatever, not required of other trustees; leave the applicants for separate schools to do any thing or nothing, as they please; but do not permit them to make the municipal council their school tax collector, nor give them the legislative school grant except in proportion to the average number of children they teach.

(Signed,)

E. RYERSON.

*Proposed Sections relating to Separate Schools.*

VI. And be it enacted, That so much of the fourth section of the act  
 Repeal of part of 16 Vic., chap. 185, as requires each supporter of a separate school to  
 16 Vic. c. 185, s. 4. subscribe or pay a certain sum in order to be exempted from the payment  
 Of obligation on of the public school rates, and so much of the said section of said act as  
 supporters of separate schools requires the trustees of a separate school to include in their semi-annual  
 to subscribe a certain amount. returns a statement of the names of the children attending such school,  
 or of the names of parents or guardians sending children to such school, or  
 And on trustees to report names of the sum or sums subscribed or paid by each of the supporters of such  
 to subscribers of separate schools, shall be, and is hereby repealed: Provided always, that the sup-  
 porters of a separate school or schools, in order to be entitled to exemption  
 from the payment of any public school rates for any one year, as authorised  
 by the said 4th section of the act 16 Vic., chap. 185, shall, on or before the  
 first day of February of such year, communicate in writing, with their  
 names and places of residence, to the clerk of the municipality in which  
 such separate school or schools are situated, a declaration to the effect,  
 that they are supporters of such separate school or schools.

VII. And be it enacted, That the trustees of separate schools elected in each of the wards of any city or town in Upper Canada, shall have authority to unite, during their pleasure, into one joint board of trustees for the management of the several separate schools in such city or town.

Union of trustees of separate schools in cities and towns.

VIII. And be it enacted, That the Chief Superintendent of Schools for Upper Canada shall have authority to determine the proportions of the legislative school grant which may be payable respectively, according to law, to public and separate schools; and shall have authority to pay the sums thus apportioned in such manner as he shall judge expedient, upon the conditions, and at the time prescribed by law: Provided always, that such returns shall be made to him, and in such manner by all parties concerned, as he shall require, to enable him to decide upon the amount and payment of said sums.

Chief Superintendent to determine proportion of Legislative Grant to separate schools

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No. 4. *The Chief Superintendent to the Roman Catholic Bishop of Toronto.*

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Comparison of the School Laws of Upper and Lower Canada regulating Separate Schools.

[No. 1677. M.]

EDUCATION OFFICE,

Toronto, 26th August, 1854.

MY LORD,

During some months past, your Lordship has been pleased several times to attack me personally by name—attacks which have been often repeated and variously enlarged upon by the newspaper organs of your Lordship. On two occasions especially, once in Lower Canada, and once in Upper Canada, you have charged me with “falsehood.” The former of these attacks was made by you on the occasion of a “Catholic Institute,” at Quebec, presenting an address to your Lordship, and in which Mr. Cauchon, M. P. P., took a part, under the smiling approbation of your Lordship. This proceeding was first reported in Mr. Cauchon’s paper, *Le Journal de Québec*, and afterwards translated for, and published in, the *Catholic Citizen*, of Toronto, the 22nd of June. The latter of your Lordship’s attacks was made in an address to a “Catholic Institute” in Toronto, and reported in the *Catholic Citizen* of the 20th July.

I am quite aware that these attacks upon me, in connection with the provisions of the law in regard to separate schools, were designed to influence the recent elections; and for that very reason I thought it proper not to notice them until after the elections—that your Lordship might have every possible benefit of them, and that I might not give the slightest pretence for a charge that I interfered in the elections. Indeed, at no period during the last twenty-five years, have I electioneered for or against any candidate whatever. I have at different times, especially during the many years that I was an editor of a weekly paper, earnestly discussed great principles of government and civil rights, but in the application of those principles

for or against any particular candidate at an election, I have taken no active part, not even so much as to give an advice in any instance; nor can any man truly charge me with doing so.

But as that reason for my silence no longer exists, and as my silence seems to have been mistaken for an inability to answer your Lordship's statements and imputations, in consequence of which, one or two respectable journals in Lower Canada, have been led into the error of supposing that there was some ground for your Lordship's charges, I will briefly reply to them.

In my last annual report, I stated that supporters of separate schools in Upper Canada occupy the same position in respect to the public schools as do the supporters of separate schools in Lower Canada. Your Lordship charges me with the "direct assertion of falsehood," with asserting the "reverse of truth" on this subject.

Before noticing your Lordship's charges in detail, I may remark that when public men have said that they will advocate granting the same privileges to the Catholics in Upper Canada as are enjoyed by Protestants in Lower Canada, they are quite right, and say no more than I have said from the beginning—no more than I have sincerely intended—no more than each succeeding administration has intended—no more than the late Attorney General (now Judge) Richards believed was fully secured to them by the Supplementary School Act for 1853; for after he and I had gone over the several clauses of the *fourth* section (relative to separate schools) of the supplementary school bill, he asked me if the supporters of the separate schools were now placed on the same footing in Upper Canada as in Lower Canada; I replied I believed they were in every respect—that in some particulars there was a difference in the *mode* of proceeding in the two sections of Canada, arising from the existence of municipal councils and assessments in Upper Canada, and the payment of all school moneys by county and town treasurers, which did not exist in Lower Canada—that in regard to these peculiarities, nothing was required of the trustees of separate schools, which was not required of trustees of public schools, with the single exception that in the semi-annual returns of the former the names of children and their parents or guardians were included, with the amounts of their school subscriptions, in order that it might be known whom to exempt from the payment of public school taxes. But I desired the Attorney General to examine for himself the provisions of the two laws in regard to separate schools. At his request, I took the school law of Upper Canada as existing and as proposed, and he took the school law of Lower Canada, and went over the provisions clause by clause relative to dissentient schools, while I referred him to the corresponding clauses of the school law of Upper Canada; and after he had finished, he said the equality in the two cases was perfect, and he was prepared to defend it. After this examination, and with this conviction, the Attorney General, with the concurrence of his colleagues, brought the bill before the Legislative Assembly, and it was passed—after which, and for several months, your Lordship's newspaper organs boasted of it as subverting the foundation of our public school system, which your Lordship had so fiercely denounced, and would soon secure its overthrow. This turns out to have been a great mistake—our school system is neither shaken in its foundations, nor impeded in its progress; and now your Lordship manufactures new charges against



the school law, and new imputations against myself. I will now quote and answer them one by one.

1. *Bishop Charbonnel.* "In Lower Canada, any number whatever enjoy the right of establishing separate schools, while in Upper Canada it is necessary for twelve resident heads of families to apply in writing to the municipal council or the board of school trustees in any city or incorporated village."

*Answer.* This is not correct. There can be no dissentient school district in Lower Canada, which shall contain less than twenty children between the ages of five and sixteen years; nor can any dissentient school be continued which is not attended by "at least fifteen children." See sections 4, 19, 26, 27, Act 9 Vic., chapter 27. These conditions are not so easy as those required of the same parties in Upper Canada.

2. *Bishop Charbonnel.* "In Lower Canada, Protestants exercise, without restriction, the right of establishing separate schools, while in Upper Canada, persons desirous of doing so must be either freeholders or householders."

*Answer.* This is a mistake. The Upper Canada School Act specifies "resident heads of families" without any reference to their being freeholders or householders, and the "parties petitioning for and sending children to a separate school" elect the trustees.

3. *Bishop Charbonnel.* "In Lower Canada, Protestants have only to signify their intention of having started a separate school, while in Upper Canada before any proceedings are taken, Catholics must apply to a Protestant Board, before their school can have an existence." "That the right has been bestowed of establishing separate schools, even where a Protestant teaches a common school."

*Answer.* This is a mistake. The Superintendent of Education in Lower Canada says, in his official circular, "The present act authorises the establishment of dissentient schools only upon the ground of religious difference, and to the inhabitants only forming the minority." "The law relating to common schools does not recognise independent [Protestant denominational] schools."

(2) The Lower Canada School Act (9th Victoria, chapter 27, section 23) authorises the commissioners of each school municipality (the same as a board of school trustees in Upper Canada) "to regulate the course of study to be pursued in each school, and to establish general rules for the management of the schools under their care." And in order to establish a dissentient school, the 26th section of the same act provides, "That whenever, in any municipality, the regulations and arrangements made by the school commissioners for the conduct of any school, shall not be agreeable to any number whatever, of the inhabitants professing a religious faith different from that of the majority of the inhabitants of such municipality, the inhabitants so dissentient may collectively signify such dissent in writing to the chairman of said commissioners, and give in the names of three

trustees, chosen by them for the purposes of this Act; and such trustees shall have the same powers and be subject to the same duties as School Commissioners, but for the management of those schools only which are under their control; and such dissentient inhabitants may, by the intervention of such trustees, establish in the manner provided for other schools, one or more schools, which shall be subject to the same provisions, duties, and supervision," &c. The 27th section of the Act provides, that no such School shall receive anything from the School Fund unless it "has been in actual operation during at least eight calendar months," and "has been attended by at least fifteen children."

By these provisions, it is clear that the dissentients must signify in writing to the Chairman of the Local School Board their intention to establish a Separate School or Schools, the same as in Upper Canada; but they are not entitled to a Separate School without avowing their dissent from the regulations made by the very Commissioners to whom they are required to make the application; nor can they receive any aid from the School Fund without having had a school in operation at least eight months, and attended by at least fifteen children. Another section of another act requires semi-annual returns made by them on *oath* of at least *two* of the trustees of the dissentient school as to the actual number that has attended their school—three conditions, these, and very serious ones too, which are not required of the Trustees of Separate Schools in Upper Canada.

4. *Bishop Charbonnel.* "In Lower Canada, the clergymen of all religious denominations in each municipality are eligible without any property qualifications to be School Commissioners."

*Answer.* So they may be elected trustees of separate or other schools, or appointed school superintendents in Upper Canada, without any property qualification whatever—without even being residents in the school sections where they are elected,—and even without being British subjects or taking the oath of allegiance.

5. *Bishop Charbonnel.* "Protestant Trustees in Lower Canada have the same powers accorded to them as is given to Catholic Commissioners."

*Answer.* The powers of Trustees of Separate Schools in Lower Canada are confined to the dissentients and the schools under their control. It is the same in Upper Canada.

6. *Bishop Charbonnel.* "Protestant Trustees in the Lower Province are constituted a Corporation for assessment and collection, and are entitled to receive from the Chief Superintendent, if they please, the sum proportionate to the dissenting population."

*Answer.* The trustees of dissenting schools are designated by an inferior title to that given the managers of the Catholic schools in Lower Canada. They are called "Trustees of the dissentient schools in the municipality," while the others are designated "The School Commissioners of the municipality," and are declared to be a corporation under that name. The Protestant schools are not honored with

the name of "separate schools," but are designated "dissentient schools," and the managers are not called "commissioners," but "trustees," in contradistinction to commissioners; and are required to apply to the "president of the school commissioners" for any lists of assessments and names of school rate-payers, &c., in which they are interested, and to express, "at least one month before the first day of January and first day of July, that they are not satisfied with the arrangements antecedently made by the school commissioners in said municipality," in order to obtain a release from the payment of school rates to the Catholic school of such municipality, and to collect them for the "dissentient school or schools."

Nor is it correct to say, that the school fund in Lower Canada is given to the trustees of a "dissentient" school in a municipality, "proportionate to the dissenting population." This was the case under the School Act of Lower Canada of 1846; but this provision was repealed by another School Act (12 Victoria, chap. 50), passed in 1849, the 18th section of which provides, that the "dissentient schools" shall be entitled to receive from the superintendent a share of the general school fund (that is the legislative grant) bearing the same proportion to the whole sums allotted from time to time to such municipality as the number of children attending such dissentient school bears to the whole number of children attending school in such municipality at the same time." Accordingly, in the School Act of Upper Canada, passed the year after the passing of the School Act of Lower Canada, just quoted, it was provided that "each separate school shall be entitled to share in the school fund according to the average attendance of pupils attending each such separate school, as compared with the whole average attendance of pupils attending the common schools in such city, town, or township." Thus the basis of distributing the money allotted by the Chief Superintendent to municipalities between the separate and municipal schools, is precisely the same in both parts of Canada.

7. *Bishop Charbonnel.* "Every facility is afforded to Protestants for the collection of the sums to which they are entitled. They have the same right of employing the municipal officers or not at their discretion."

*Answer.* The trustees of separate schools have precisely the same rights and the same facilities for procuring the information they may require from the assessor's roll of school tax-payers, as have the trustees of the common schools, and as have the trustees of dissentient schools in Lower Canada, and can employ any person as their collector of the rates imposed by them, who is willing to accept the office, the same as the trustees of common schools.

8. *Bishop Charbonnel.* "They have the right of receiving a due proportion of the building fund."

*Answer.* The school law of Lower Canada authorises the expenditure of a portion of the legislative school grant in the erection and repairs of school-houses. This is not allowed in Upper Canada in regard to school-houses of any description. The whole of the legislative school grant in Upper Canada must be expended in

paying the salaries of teachers, in which separate schools share equally with other schools upon the same principle of distribution as that which is provided by law in Lower Canada. There is, therefore, no school "building fund" in Upper Canada; and therefore none for common, any more than for separate schools.

9. *Bishop Charbonnel.* "Of having in Montreal and Quebec only one board of six members wholly independent of the other board."

*Answer.* The trustees of each separate school in Upper Canada are constituted a board of examiners, "independent of all other boards" to give certificates of qualifications to their own teachers—a power not given to any other board of trustees in any city, town, or municipality in Upper Canada.

10. *Bishop Charbonnel.* "Of receiving in these cities a sum proportionate to their population."

*Answer.* There is no school rate, as such, levied in Montreal and Quebec. The arrangement of paying certain sums out of city funds which is confined to those two cities, and does not extend to any other part of Lower Canada, tells powerfully against the Protestants in those two cities, as they are not allowed to share in the fund according to their property or the taxes they pay, but according to their numbers—which are very small in proportion to their wealth, and therefore small in proportion to what they themselves pay to the fund itself.

11. *Bishop Charbonnel.* "And still further right of exemption from taxation for the purpose of establishing common school libraries and buildings."

*Answer.* The school commissioners themselves in Lower Canada, are not authorised to levy rates for libraries. The supporters of separate schools in Upper Canada are exempt from all school rates for libraries, as well as for the salaries of teachers, and from all rates for the erection of school-houses except such as were undertaken before the establishment of a separate school. Nor are the supporters of "dissentient schools" in Lower Canada exempted from the payment of any school rates, whether for school-houses or for other purposes, which were levied before they established separate schools. The trustees of separate schools in Upper Canada have the same power, and receive the same assistance, for the establishment of libraries, as do the trustees of common schools.

12. *Bishop Charbonnel.* "The right is also granted of corresponding with the Superintendent alone, and the right of such large, beneficial and liberal constructions as will ensure the attainment of the objects of the act, and the enforcement of the several enactments, according to their true intent, meaning and spirit."

*Answer.* The same right exists in Upper Canada in regard to the trustees of separate as well as of public schools, and has never been denied in any one instance. But it is a regulation of my department, that parties complaining should furnish a copy of their communication to the parties against whom they complain, and against whom my decision is invoked—and I have adverted to a disregard of this equitable and necessary regulation on the part of separate school trustees in the

city of Toronto,\* although I did not even delay on that account to receive and answer their communication. The publication of my correspondence with these parties—and which has been withheld in the bishop's newspaper organs that have perpetually assailed me—would furnish a complete refutation of this unjust and groundless insinuation. It has also been shown above that the "dissentient minority" in Lower Canada, must previously "correspond," not "with the superintendent alone," and not at all with him, but with the Catholic school commissioners of the municipality as to the establishment of a "dissentient" school, and must make a protest against, or avow their dissent from, the school regulations made by such commissioners, in order to establish a separate school; and afterwards make another written protest in order to be exempted from the payment of school rates levied by such commissioners—regulations which said commissioners are not required to communicate to dissentients at all. Should the Roman Catholic school commissioners make no "regulations" to which the Protestants could object, "on the ground of religious difference," they could not establish a "dissentient" school as every step they take towards the establishment of such school, must be subsequent to the making of school regulations by the commissioners; must be effected by corresponding with such commissioners, and not with the Chief Superintendent; and must contain a protest against, or avowed dissent from, the regulations made by such commissioners. Besides this, each semi-annual return to the Chief Superintendent of the actual attendance of children at the "dissentient school" must be made on *the oath* of at least two of the trustees—a requirement which is not imposed upon the Catholic commissioners in making their semi-annual returns. Now, were the trustees of separate schools in Toronto placed in such a relation to the trustees of the public schools, and compelled to make every return *on oath*, without such oath being required of the other trustees, we should then have much more serious and better founded complaints from your Lordship. Nor is it unworthy of remark, that no religious denomination in Lower Canada can have separate schools such as are granted to Roman Catholics in Upper Canada. In Lower Canada the schools of the majority are denominational, while the schools of the minority are non-denominational—it having been officially and judicially decided there that the schools of the "dissentients" are for Protestants generally in contradistinction to Roman Catholics, but not for any one denomination of Protestants in distinction from others. Therefore the schools of the minority in Lower Canada cannot be used for denominational purposes, while the schools of the majority are so used universally.

13. *Bishop Charbonnel.* "It is again enacted that no corporation shall alienate any portion of property held by it without the sanction of the Chief Superintendent, and no such corporation shall cease by reason of the want of school commissioners in any municipality at any time."

*Answer.* Nor can any corporation cease to exist in Upper Canada for want of a school, or even for want of members; nor can school property be alienated, or applied to other than school purposes, even with the sanction of the Chief

\* See letter to the trustees of Roman Catholic Schools, Toronto, dated 11th May, 1854.

Superintendent; and separate school corporations in Upper Canada are responsible to their supporters alone, in regard to all school property, and not to the Chief Superintendent.

14. Such are the points on which your Lordship has undertaken to compare the school laws of Upper and Lower Canada in regard to separate schools, in order to prove that I have asserted "falsehoods," and that I have got laws passed which are unjust and oppressive towards the Roman Catholics; and by means of such statements and representations, your Lordship has endeavoured to impress public men in Lower Canada with the idea that you are cruelly oppressed and persecuted by the school law and its administration in Upper Canada, and thus to sow the seeds of distrust and dissension between the two sections of United Canada, and invoke the interference of Lower Canada in matters appertaining exclusively to Upper Canada. The intelligent statesmen of Lower Canada will, no doubt, be surprised to find how utterly apocryphal are your Lordship's representations on this subject, and how grossly you have wronged the people and public men of Upper Canada by your statements and appeals.

15. Your Lordship has represented me as having "been compelled to change my decision" on a matter respecting which I gave but one decision, and that willingly and promptly;\* and you have assailed me with opprobrious epithets and allusions, when, if the correspondence which has taken place between this department and persons acting under your Lordship's direction, were published, it would be seen who has endeavoured to give the most liberal construction and application of the law, and who has sought to evade its provisions, to embarrass its operations, and to create and multiply causes of dispute; that if money has not been paid when the law provided for its payment, to whom the delay is justly attributed:—that if (according to the reported proceedings of the board of school trustees for the city of Toronto, this very week) the legislative school grant is promptly and fairly apportioned between the public and separate schools in 1854, it is not because the law is different from what it was in 1853, but because the provisions of the law have been complied with by parties who did not observe those provisions last year. Nor can the fact fail to be noticed, nor its legitimate inference be overlooked, that these disputes between separate and other school trustees, are, as far as I know, confined to the city of Toronto, and as the noise about the school law has been commenced and perpetuated by an ecclesiastico-political institute, of which your Lordship is the animating spirit, there must be some other cause than anything unjust and oppressive in the provisions of the law in regard to any party.

A key to explain much of the zeal evinced by your Lordship is furnished in a remark of Mr. Cauchon's, whose address to your Lordship seems to have afforded you so much gratification. Mr. Cauchon says: "Who is ignorant of the fact, that Protestantism is intolerant in its very nature. It will cry out to you, be freemen, if you think as we do; if not, be slaves. Liberty is for Protestants." This, it appears, is the feeling your Lordship seeks to inculcate in Lower Canada, in regard

\* See letter to certain Roman Catholic inhabitants of St. David's Ward, Toronto, dated 30th August, 1853.

to the religion and spirit of the great majority of the people of Upper Canada, and is sufficient to account for your efforts to seek the destruction of our public schools and school system. In reply, might I not assert as fact, apart from theology, that the essential principle and life of Protestantism is liberty, and that no true Protestant can be a religious persecutor; and that the liberty and rights enjoyed by Roman Catholics in the Protestant countries of Great Britain and the United States, as compared with the liberty and rights enjoyed by Protestants in the Italian States of the Pope, afford a happy commentary on the liberality, the modesty, the intelligence and the truth of the assertion, that "Protestantism is intolerant in its very nature;" and that "among Protestants, all are slaves except Protestants."

I have only to remark in conclusion, that it has not been my object in this communication to express an opinion as to whether or not the school law is susceptible of amendment or improvement on the subject referred to. In regard to allegations against the school law and its administration, I intimated in my last annual report, that an investigation of them by a government commission or parliamentary committee, would be just to the school system and equally just to all parties. Your Lordship seems to prefer the mode of making addresses at Institutes in Toronto and Quebec on the subject, to the method of public inquiry, where both sides can be heard, and where assertions are weighed in the impartial balance of intelligence and justice. There is no accounting for tastes; but as your Lordship has chosen to charge me before popular audiences, and through the newspapers, with injustice in my official acts, and falsehoods in my official statements, rather than meet me at the tribunal of a governmental or parliamentary inquiry, I have been compelled to write and publish this letter. Whether I have acted unjustly towards the Roman Catholics—whether I have not treated them with the same consideration that I have any other religious persuasion in Upper Canada, I am prepared to answer before any tribunal of inquiry which may be appointed; and whether your Lordship or I have made incorrect statements, any one can judge after reading your Lordship's assertions above quoted, and my answers to them.

I have the honor to be,

Your Lordship's faithful servant,

(Signed)

E. RYERSON.

The Right Reverend Dr. DE CHARBONNEL,  
Roman Catholic Bishop of Toronto.

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No. 5—Comparative Table of Legislation on Separate Schools in Canada, prepared by three

IN UPPER CANADA.

Dissenters must	{	For having Separate Schools, be <i>twelve</i> heads of families; apply <i>to</i> and be authorised by persons opposed to them .....	A. 19.*	
		Separate School Supporters {	Cannot {	Have a Separate School where a Catholic teaches a Common School, nor provide by themselves for the Election of Trustees.....
Separate School Supporters	{	Nor elect for Trustee a Clergyman having no property .....	A. 5.	
		Must {	Contribute to the Common School Buildings and Libraries .....	A. 27.—B. 4.
Separate School Trustees	{	Be less than 21 in Toronto .....	A. 22.	
		Exercise the same powers as the Common School Trustees .....	A. 19.—B. 1.	
		Circumscribe their Schools wherever they like...	A. 19.	
		Cannot {	Receive their shares from the Chief Superintendent, and apply to him for any case they like .....	A. B. here & there.
		Nor receive any share according to population..	B. 4.	
		Avail themselves of the Municipal Assessment and Collecting.....	do.	
		Must {	Take a census during the greatest heat and cold	do.
			And twice a year the names of Parents and Pupils, with daily attendance.....	do.
			The names of Subscribers to Separate Schools, having no child thereat .....	do.
			And the amount of their Taxes, even unknown..	do.
Collect Taxes from Parents and Subscribers.....	do.			
Separate Schools	Are visited by Clergymen of different faith.....	A. 32.		

N. B.—\*A. means 13 & 14 Vict., c. 48; B. 16 Vict., c. 135.

From those penalties general dissatisfaction of Dissenters, who cannot have either Separate Schools or the money due for them; witness Toronto, Hamilton, London, St. Catharines, &c. &c.

For further particulars see the pamphlet of Angus Dallas, just published, entitled, 'The Common School System, its Principle, Operation, and Results.' Toronto: Thompson & Co., printers, King Street East.

Upper and Lower Canada, and Draft of a School Bill for Upper Roman Catholic Bishops.

IN LOWER CANADA.

Dissenters may	{	In any number whatever, heads of families or not, establish Separate Schools, without petition <i>to</i> , or authorisation <i>from</i> , persons opposed to them.....	A. 26.—B. 18.
		Have Separate Schools even where a Dissenter teaches the Common School .....	
Dissenters may	{	Keep Common School Buildings for themselves, far from being obliged to contribute to Common School Buildings or Libraries .....	A. 26.
		Elect for Trustee a Clergyman having no property .....	B. 6.
		Are only six in Quebec and Montreal, larger cities than Toronto.....	A. 43.
Separate School Trustees	{	Have all the same powers as the Common School Trustees .....	A. 26.
		Circumscribe their Schools as they like.....	B. 18.
		May apply to the Chief Superintendent for any case, and receive from him their shares in all School Funds.....	A. 26.—B. 18.
		On easy Reports and Certificates.....	A. 27.—B. 18.
		According to their population in Quebec and Montreal, and wherever they are pleased with the Municipal Assessment, and Collecting .....	A. 26, 43.
		If not, they provide for both, and get shares according to attendance.....	B. 18.
	{	Cannot be visited by Clergymen of Rome.....	A. 33.

N. B.—A. means 9 Vict., c. 27; B. 12 Vict., c. 50.

From those liberal clauses working liberally, full satisfaction of Protestants.



The only efficient remedy to that inveterate wound in a country which wants, above all, union and peace for its progress and prosperity, is to repeal clauses 19 A. and 4 B., Upper Canada; to place separate schools for every thing under only one Official, not opposed to separate schools, and give them an equal share in all school funds. On that principle, and on the legislation of Lower Canada, is framed the following project of a School Bill:

*An Act to better define certain Rights to parties therein mentioned.*

Preamble.

**W**HEREAS the clauses of the school acts on-separate schools in Upper Canada do not secure all that is granted to the dissenters in Lower Canada,

Repeal of separate school clauses.

I. Be it enacted, That the clauses 19—13 & 14, V., c. 48,—and 4—16 V., c. 185,—be and are repealed.

Any number of dissentients may establish a separate school and elect trustees.

II. That in any school section, when the arrangements for the common school shall not be agreeable to any number whatever of dissenters, those dissenters may signify in writing to the chairman of the board of common school trustees, their will of having one or more separate schools, and give in the names of three trustees, freeholders or not, elected by a majority at a public meeting convened by three heads of families of the same school section, and held according to the clauses 4 and 5 of the School Act of 1850: Provided that no member of those dissenters shall be allowed to vote at any common school election within the school section in which their separate schools shall be established. (So it is in Lower Canada, see 9 V., c. 27, sec. 26.)

Trustees a corporation, with same extended powers as common school trustees.

III. That the said trustees, by the only fact of the said signification and election, shall form *de facto* a corporation under the name of having all the same rights and powers, as defined and extended in common school acts of Upper Canada and in this act, subject to the same duties and penalties as the board of common school trustees, such as defined in the clauses 12 and 13 of the School Act of 1850, with the exception that they will be exclusively accountable to the only one official appointed *ad hoc* for copies, reports, &c.: That board also shall be renewed partly at each annual school meeting, as provided by the clause 3 of the School Act of 1850. (So it is in Lower Canada, see ditto.)

Exclusively accountable to their own special official.

IV. That in localities divided into wards, each ward this year within two months after the passing of this act, and every year after, on the second Wednesday of January, shall elect one fit person to be a trustee of one or more separate schools, and hold office until his successor be elected at the ensuing year, or himself may be re-elected if he consent thereto; that those trustees shall form one corporation under the name of

General public meetings in each ward to elect separate school trustees.

Corporation

having the same rights, subject to the same duties and penalties as mentioned in the preceding clause III, with the same exception that they will be accountable, for such conditions as may be required, exclusively to the only official appointed for the superintendence of separate schools; and that any majority of the members present

Exclusively accountable to their own special official.

at any meeting regularly held, at which there shall be an absolute majority of the members of the board, may validly exercise all the powers of the corporation. (So it is in Lower Canada, see 9 V. c. 29, sec. 5.)

V. That the said trustees may circumscribe their separate schools as they like, (so it is in Lower Canada, 12 V., c. 50, sec. 18.) receive children of their faith from other school sections, (so it is in Lower Canada, 9 V., c. 27, sec. 29,) and qualify teachers for their separate schools, until they have a separate normal school.

Special powers additional to clause III.

VI. That the said trustees shall be entitled to receive from their said special superintendent, on a report such as required by him, such sums out of the government grant out of all the taxes for school and library purposes, and out of any provincial or municipal school funds, as proportionate to the population they represent according to the last official census, (so in Lower Canada, 9 V., c. 27, sec. 26, 12 V., c. 50, sec. 18,) provided that those sums shall be expended for school purposes: Provided also, that should any municipal corporation refuse to pay any portion of those sums, either the Chief Superintendent shall deduct a sum equal to the deficiency from the apportionment of the current and following years, until full payment, or the secretary of the board shall refer the case to the superior court, who will judge of it, and shall order the payment by all legal means.

To receive sums from grant, all taxes, and public municipal funds in ratio of population, on such report as their own special official may require.

Compulsion of municipality in case of refusal.

VII. That such of the provisions of the common school acts of Upper Canada as are contrary to the provisions of this act, shall be and are hereby repealed.

All contrary school acts repealed.

VIII. That generally all words and provisions of this act, doubts and difficulties arising about it, shall receive such large, beneficial and liberal construction as will best ensure the attainment of this act, and the enforcement of its enactments, according to their true intent, meaning and spirit. (So in Lower Canada, 9 V., c. 27, sec. 55.)

Act to be freely interpreted.

\* IX. That the present act shall take effect from the first of January of this year, 1855.

We, the undersigned, hereby declare that nothing short of the above will satisfy the conscientious convictions of the Catholics of this Province.

+ PATRICK PHELAN, Bp. of Carrhoe, Adm't. Apostolic.  
 (Signed) + ARMANDUS FR. MA., Bp. of Toronto.  
 + JOS. EUGENE, Bishop of Bytown.

No. 6. *The Chief Superintendent to the Honorable Attorney General  
McDonald.*

On the Roman Catholic Bishops' comparative table of legislation on Separate Schools, and draft of a new School Bill for Upper Canada.

[No. 1353, N.]

EDUCATION OFFICE,

Toronto, 2nd April, 1855.

SIR,

As you are the member of the Government to whom has been confided the care of all measures relating to the educational interests of Upper Canada, I desire to address to you some observations on a paper (a copy of which is hereto appended), which the Right Reverend Dr. de Charbonnel, Roman Catholic Bishop of Toronto (after having procured the signatures to it of the Roman Catholic Bishops of Kingston and Bytown), has distributed amongst the members of the Legislature during the present session, and has pressed upon the Government as the ultimatum of his demands on the subject of separate schools. This paper consists of two parts—first, a professed comparison between the school laws of Upper and Lower Canada, and secondly, a draft of bill embodying provisions, as the signers state, nothing short of which will satisfy the conscientious convictions of the Catholics of this Province.

I have said that this paper is signed by three Roman Catholic Bishops. This is the case with the copy before me, and with copies which have been enclosed to some members of the Government and of the Legislature; but I believe the greater number of copies of it are anonymous, and have been enclosed in a pamphlet against our school system, published by Mr. Angus Dallas, wooden ware and toy merchant, Toronto, who, though he is said to be sceptical as to the Christian religion itself, has written against our school system, because it is not religious enough, in hopes of inducing the religious people of Canada to prevent the board of school trustees in the city of Toronto from taxing his property to support free schools—institutions which fill Mr. Dallas' imagination with terror, and tinge the pages of his pamphlet throughout with the hue of sombre melancholy. Bishop Charbonnel is the only ecclesiastic I know of in Canada, and the *Catholic Citizen* the only newspaper I have seen, who have extended to the sceptic writer of this sorrowful pamphlet the support of their patronage in the circulation of his attack upon our public school system. The professed facts of this pamphlet are fictions, so far as they apply to our schools, and so far as they relate to myself personally, and to the normal school. I should not refer to it here, as I have not thought it needful to notice it, were it not circulated by Bishop Charbonnel, and introduced as an authority into the paper which he has circulated amongst the members of the Legislature, and were there not introduced, as the motto of the pamphlet, a garbled extract from an address delivered by the Honorable Chief Justice Robinson, at the opening of the new normal school buildings for Upper Canada, the 24th November, 1852, by which it is attempted to make the Chief Justice

express a sentiment unfavorable to our public school system. Sir John Beverley Robinson has evinced himself a cordial friend of our school system, as testified by his addresses on various occasion; the distinguished Baronet is a man of too high a sense of honor and propriety to have consented to deliver the address on the auspicious occasion referred to, had he not approved the system of public instruction of which the normal and model schools are the types and auxiliaries: and such was the whole character of the beautiful discourse which he read and which was published entire in the *Journal of Education* for December 1852, and in my annual report for the same year. But, as late as the 8th of last January, Chief Justice Robinson, in his annual address before the Canadian Institute, took occasion to allude to our common school system in the following significant terms:

*"If the system of common school education which pervades all parts of Upper Canada shall continue to be maintained in full efficiency, which there is no reason to doubt, the number of those who can enter with pleasure and profit into discussions upon subjects of science will be immensely increased; and those whose generous aim it may be to enlighten and improve others by communicating freely the results of their own researches and experiments, will find abundance of hearers and readers able to understand and reason upon their theories. There is good ground, too, for expectation that, with the advantage of public libraries, selected as they are with care and judgment, which are being formed within the several counties, and even within each school section, a spirit of inquiry will be fostered, and an ambition excited to be distinguished in scientific pursuits, which we may hope will in time add largely to the number and variety of interesting contributions to the Institute."*

Therefore Bishop Charbonnel and Mr. Dallas (the one in his personal intercourse and the other in his pamphlet) are wholly unjustified in using the name of Chief Justice Robinson as authority for their attacks upon our school system.

I will now address myself to the paper referred to; and in doing so, I will notice first, The statements which Bishop Charbonnel has made in his comparative view of the school laws of Upper and Lower Canada; secondly, The nature of the demands made in Bishop Charbonnel's draft of Bill; and thirdly, The course of proceeding which I have pursued, and which Bishop Charbonnel has adopted towards me, in respect to separate schools.

I.—*Bishop Charbonnel's statements respecting the school laws of Upper and Lower Canada in regard to separate schools.*

The statements contained in this "Comparative table of the legislation on separate schools," are the same as those which were delivered by Bishop Charbonnel at the "Catholic Institute" in Toronto, and published in the *Catholic Citizen* in July before the last general elections, and afterwards shown by me to be wholly incorrect in a letter addressed to the Bishop published in the Toronto papers, and dated 26th August, 1854.\* The Bishop repeats and republishes these statements just as if they were true, and as if they had never been shown to be otherwise. It will therefore be necessary for me to notice them again in order.

\* See letter, No. 4, to the Roman Catholic Bishop of Toronto.

*1st Statement.*—"In Upper Canada, dissenters must, for having separate schools, be twelve heads of families, apply to and be authorised by persons opposed to them; in Lower Canada, dissenters may, in any number whatever, heads of families or not, establish separate schools, without petition to, or authorisation from persons opposed to them."

*Correction*—Both parts of this statement are incorrect, "twelve heads of families," in place of ten freeholders, as provided in previous acts, were inserted in the school act of 1850, in accordance with the wish of the acting Heads of the Roman Catholic Church at Toronto; and I would have as readily proposed five heads of families as twelve had it been desired, nor will any one pretend that a school can be established and sustained by fewer than twelve heads of families. It is not correct to say that there is no reference to numbers in Lower Canada; though heads of families are not mentioned, the offspring of heads of families are specified; for a dissentient school is not allowed except in a school district which contains more than *twenty* children between the ages of five and sixteen years; nor can any dissentient school be continued which is not attended by "at least fifteen children," as certified *on oath*, a condition imposed on the dissentients of Lower Canada alone. See sections 4, 19, 26, 27, Act 9 Vic. ch. 27, and section 18, of the Act 12 Vic. ch. 50. These conditions and the returns they involve, are vastly more restrictive and onerous than a single application signed by twelve heads of families, without reference either to the number of children residing in the school district between the ages of five and sixteen years, or the number in actual attendance at school.

Those parts of the statement which represent the applicants for separate schools as depending suppliants for authorisation before persons opposed to them, while the reverse is the case in Lower Canada, are a mere play upon words. It is true, the dissenters "apply to" and are "authorised by" a municipality to elect their school corporation, and so does a person "apply to" to the Crown Land Office, perhaps to an opponent, for a deed of land, and is "authorised by" such deed to hold the land; but is he thereby a *dependent*? So do common school trustees, in townships, cities and towns, apply to the municipal councils for sums of money to be raised by rates, and are "authorised" to receive and expend such sums. But are the trustees thereby dependents on the councils? No, the latter are *required* to comply with the application of the former, and have been, in more than one instance, compelled to do so by the decision of the Court of Queen's Bench. So is each municipal council *required* to comply with the application of any twelve heads of families in a school section for a separate school, and *must* include in such separate school section all who apply to be included. What more can be reasonably desired? It is also thus through the municipal council that every school section in Upper Canada is constituted, and the first trustee election in it provided for. And the clerk of each council is required to keep a record of all the school sections in the township. Without such a record there can be no means of knowing the limits of school corporations, or how to levy school rates or exempt parties from their payment within any such school divisions. It is of no more consequence whether the municipal council is favorable or opposed to parties applying for a separate school, than it is that a post

master should be favorable or opposed to the parties applying for letters at his office.

In Lower Canada, where our system of municipal councils is not yet established, school municipalities are constituted by law the same as townships or parishes; but the dissentients desiring a separate school, must address the chairman of the very board of commissioners to whom they are opposed and against whose regulations they must protest in order to obtain a separate school, and then cannot get it unless they can produce twenty resident children between the ages of 5 and 16 years, nor share in the school grant until eight months *after* the school is established, nor without maintaining the attendance of at least 15 children, and certifying their reports on *the oath* of at least two trustees, though a separate school can obtain its share of the legislative school grant in Upper Canada from the time of its establishment, and according to the attendance of pupils, whether 1 or 20, and without certifying the report on the oath of trustees.

*2nd Statement.*—"In Upper Canada, separate school supporters cannot have a separate school where a Catholic teaches the common school; dissenters in Lower Canada may have separate schools even where a dissenter teaches the common school."

*Correction.*—The Superintendent of Education in Lower Canada says, in his official circular, "The present act authorises the establishment of dissentient schools *only upon the ground of religious difference*, and to the inhabitants of the minority." In my Annual School Report for 1852, and often since, I have stated that when a separate school is once established, it can be continued as long as the parties establishing it desire, whether the public school is taught by a Protestant or Roman Catholic.

In Upper Canada there are some 300 Roman Catholic teachers employed by Protestant school municipalities; but how many Protestant teachers are employed in Lower Canada by Roman Catholic school municipalities?

*3rd. Statement.*—"In Upper Canada, separate school supporters cannot elect for a trustee a clergyman having no property; in Lower Canada, dissenters may elect for trustee a clergyman having no property."

*Correction.*—The law leaves the supporters of separate schools to elect whom they please in Upper Canada, whether a freeholder, householder, or not, whether resident or non-resident, foreigner or subject; of this I have assured Bishop Charbonnel, and Roman Catholic clergymen have been elected school trustees in Perth, Prescott, Brockville, Kingston, and other places.

*4th Statement.*—"In Upper Canada, separate school supporters must contribute to the common school buildings and libraries; in Lower Canada, dissenters may keep common school buildings for themselves, far from being obliged to contribute to common school buildings or libraries."

*Correction.*—Supporters of separate schools in Upper Canada are exempted from school rates of every description, except in the single case of school buildings commenced before their separation from the public schools. The latter part of the statement is also a misrepresentation of the school law of Lower Canada. The act, the 26th section of which is referred to as authority for this statement, was passed in June, 1846, and the provision in question applies exclusively to separate schools that were then in operation—not to any that have been established since, or that may be established. The words of the act are, “Provided always, that whenever the majority of the children attending any school now in operation, and the school house *shall belong to or be occupied by such dissentients*, the said school house shall continue to be occupied by them as long as the number of children taught in such school shall amount to the number required by this act, to form a school district.” Thus this provision applies only to school houses which were built under former school acts, and before 1846, and which at that time *belonged to dissentients or were occupied by them*. The law, therefore, simply secured to them what was their own at the time of passing it, but that *only so long* as they should have twenty children between the ages of 5 and 16 years in the school district, with at least fifteen of them attending the school; but it has no application to any school house which has been built since 1846. Under analagous circumstances, all school houses now built or to be built in Upper Canada, would continue, as a matter of course, in the hands of the occupiers of them. The Superintendent of Education for Lower Canada, in his circular to school commissioners, dated 15th June, 1846, refers to the point in question, as follows: “It will be observed, however, that the 21st clause of the act, 9 Vic. ch. 27, placing at the disposition of school commissioners all the lands and school houses acquired, given to, or erected under the authority of former education acts, or of the present act, *gives no power or right to the trustees of dissentient schools to demand the use or possession of the like property, unless they were in possession of the same at the time of the passing of this act.*” [1846.]

*5th Statement.*—“Separate school trustees cannot be less than twenty-one in Toronto; separate school trustees are only six in Quebec and Montreal—larger cities than Toronto.”

*Correction.*—There have been fourteen trustees of the public schools in Toronto; there will be twenty the current year.\* The act 14 & 15 Vic. ch. 111, leaves it discretionary with the parties supporting separate schools, to have two or more wards of any city united into one, and thus reduce the number of the trustees to three, if they please.

*6th Statement.*—“In Upper Canada, the separate school trustees cannot exercise the same powers as common school trustees; in Lower Canada, separate school trustees have all the same powers as common school trustees.”

*Correction.*—The 19th section of the Upper Canada School Act, 13 & 14 Vic. ch. 48, provides expressly that “each separate school shall go into operation at the

\* This was written in anticipation of the passage of the clause in the Grammar and Common School Bill providing for the union of the two boards of trustees in each city, town or village in Upper Canada.

same time with alterations in school sections, and *shall be under the same regulations in respect to the persons for whom such school is established, as are common schools generally.*" Then when the powers of school trustees, in respect to levying and collecting school rates were extended in the Supplementary School Act, it was also provided in the 4th section of that act, "that the trustees of each separate school shall be a corporation, and shall have the *same power* to impose, levy and collect school rates or subscriptions upon and from persons sending children to, or subscribing towards the support of such separate school, as the trustees of a school section have to impose, levy and collect school rates or subscriptions from other persons having property in such section, or sending children to, or subscribing towards the support of the common school of such section." The section of the Lower Canada School Act, referred to by Bishop Charbonnel, in respect to the trustees of dissentient schools, provides that "such trustees shall have the same powers and be subject to the same duties as school commissioners, *but for the management of those schools only which shall be under their control.*"

*7th Statement.*—"In Upper Canada, separate school trustees cannot circumscribe their schools wherever they like; in Lower Canada, separate school trustees circumscribe their schools as they like."

*Correction.*—There is not one word about circumscribing schools or school divisions in the section of the act to which Bishop Charbonnel refers in this statement. The school municipalities are fixed by law in Lower Canada, and can no more be changed than townships in Upper Canada. In Upper Canada, these school sections are fixed by the local municipalities, and must include all the applicants for a separate school.

*8th Statement.*—"In Upper Canada, separate school trustees cannot receive their shares from the Chief Superintendent and apply to him for any case they like; in Lower Canada, separate school trustees may apply to the Chief Superintendent in any case, and receive from him their shares in all school funds."

*Correction.*—The Chief Superintendent in Upper Canada, does not pay money to the trustees of any schools whatever, but to the county, city, and town treasurers, who pay them in behalf of separate school sections, upon the very same terms that they do to all other school sections. Separate school trustees can apply to the Chief Superintendent on any matter they please, the same as the common school trustees.\*

*9th Statement.*—"In Upper Canada, separate school trustees cannot receive any

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\* The following is printed on every letter sent out from the Department to Grammar, Common and Separate Schools:—

1. *Appeals to the Chief Superintendent of Schools.*—All parties concerned in the operations of the Grammar and Common School Acts have the right of appeal to the Chief Superintendent of Schools; and he is authorised to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expense,—it will be necessary for any party thus appealing to the Chief Superintendent of Schools: 1. To furnish the party against whom they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer they may judge expedient. 2. To state expressly, in the appeal to the Chief Superintendent, 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.



share according to population ; in Lower Canada, according to population, in Quebec and Montreal, and whenever they are not pleased with the municipal assessment and collecting."

*Correction.*—In Quebec and Montreal there is no school tax, but a certain amount of the city taxes is paid to the Protestant and Catholic School Boards, according to population—the Protestants being much more wealthy in proportion to their numbers than the Roman Catholics, and paying, therefore, much more than they receive. But throughout Lower Canada, the provision of the law is *the same* as in Upper Canada, and provides expressly as follows: "The said trustees shall be a corporation for the purposes of their own dissentient schools and school district, and shall be entitled to receive from the Superintendent, shares in the general school fund, bearing the same proportion to the whole sums allotted from time to time to such municipality as the number of children attending such dissentient schools bears to the entire number of children attending school in such municipality at the same time."

*10th Statement.*—"In Upper Canada, separate school trustees cannot avail themselves of the municipal assessment and collecting."

*Correction.*—Nor can they do so in Lower Canada, without declaring their previous dissatisfaction with the arrangements antecedently made by the school commissioners of the said municipality, relative to the recovery and distribution of the assessment ; nor is there any provision to compel the commissioners to pay them ; nor am I aware that this provision of the act is any thing more than a dead letter. Besides, the schools of the majority in Lower Canada are denominational schools ; but those of the minority are not denominational schools. In Upper Canada, church and state union is not admitted ; and the municipalities will not permit themselves to be made tax gatherers for any church, Protestant or Roman Catholic. To impose and collect rates by law for any church, is the worst species of church and state connection.

*11th Statement.*—"In Upper Canada, separate school trustees must take a census during the greatest heat and cold ; send twice a year the names of parents and pupils, with daily attendance ; the names of subscribers to separate schools, having no children thereat, and the amount of taxes, even unknown ; collect taxes from parents and subscribers."

*Correction.*—The school law requires all trustees of both common and separate schools, to make semi-annual returns—the one at the end of June, the other at the end of December ; or, as Bishop Charbonnel says, "during the greatest heat and cold." The school law in Lower Canada *requires the same*. No census is required of separate school trustees, except the names of children attending the schools, and of parents and subscribers to their schools, and the amounts of their subscriptions, that they may thus be known, so as to be exempted from the payments of all rates for the public schools. But the trustees of common schools, besides giving returns of the daily and average attendance of pupils, and of the amounts of all moneys received and paid by them, must make a return, (census, if you please) of all children residing in their school section, between the ages of five and sixteen years.

*12th Statement.*—"In Lower Canada, separate school trustees may receive their shares in all school funds on easy reports and certificates."

*Correction.*—Though separate school trustees in Upper Canada share in the legislative school grant, on making the same returns, at the same times and in the same ratio as trustees of common schools, yet it is not so in Lower Canada; for there the semi-annual returns of the dissentient trustees, must be made on the *oath* of at least two of them, *which is not required of the school commissioners* in making their returns; nor can the trustees of dissentient schools share in the school fund until after having had a school in operation eight months, and an attendance of at least fifteen pupils—three conditions, these, not required of the trustees of separate schools in Upper Canada.

*13th Statement.*—"In Upper Canada, separate schools are visited by clergymen of a different faith; in Lower Canada, separate schools cannot be visited by clergymen of Rome."

*Correction.*—Roman Catholic separate schools in Upper Canada, cannot be visited by Protestant clergymen, who are by law visitors of "the public schools," not of the "separate schools."

*14th Statement.*—"In Upper Canada, from these penalties general dissatisfaction of dissenters, who cannot have either separate schools or the money due them; witness Toronto, Hamilton, London, St. Catharines, &c. &c.; in Lower Canada, from these liberal clauses working liberally full satisfaction of Protestants."

*Correction.*—I know not of a Protestant newspaper in Lower Canada satisfied with the school system there; nor have I met with a Protestant who did not express his belief that it is unjust to Protestants. I find, also, that in 1851, there were but 43 dissentient schools in all Lower Canada, and in 1850 there were 44.\* But there was no dissatisfaction with the school system among Roman Catholics in Upper Canada, until Bishop Charbonnel excited them to it; nor has there ever been, to this day, a complaint from St. Catharines, or Hamilton, or London; nor am I aware of the existence of a separate school, or a desire for one, in either of those places. Bishop Charbonnel has not been as successful in those places, as he has been in Toronto.

I have thus examined, one by one, the contents of Bishop Charbonnel's "Comparative table of the legislation on separate schools;" and the feeling produced by it cannot fail to be that of surprise at the trivial character of his complaints, and the baselessness of his statements. It must be obvious that so much noise is not made about such trifles, but that these statements and complaints have been put forth as mere pretexts, with a view of accomplishing more important objects; and these objects will be apparent on examining the draft of bill prepared by the Bishop, nothing short of the provisions of which, we are told, "will satisfy the conscientious convictions of the Catholics of this Province." I proceed, therefore, to examine the provisions of this draft of bill, which will form the second part of this letter.

\* The Superintendent of Education for Lower Canada has not reported the number of dissentient schools since 1851.

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II.—*The nature of the demands made in Bishop Charbonnel's draft of bill.*

This draft of bill is the first document that Bishop Charbonnel has printed, stating explicitly what he and his colleagues demand. This document speaks for itself; and no private professions or disclaimers as to what is or is not desired or intended, will be of any value in the face of what is here summarily and deliberately demanded as necessary to "satisfy the conscientious convictions of the Catholics of this Province."

The professed object of Bishop Charbonnel's statements and draft of bill, is to secure to the Roman Catholics in Upper Canada what is enjoyed by Protestants in Lower Canada; but the provisions of the draft of bill itself would confer upon Roman Catholics in Upper Canada what is not enjoyed by Protestants in Lower Canada, or in any other civilized country. Under the pretence of assimilating the school law of Upper Canada to that of Lower Canada in regard to separate schools, an attempt is made to place the property of every Protestant in Upper Canada, the power of every municipality, and the school fund itself, in subjection to the promoters of separate schools, without their being subject to any of the restrictions and obligations to which separate schools in Lower Canada and public schools in Upper Canada are now subject. An analysis of the provisions of this draft of bill will more than justify this assertion.

1. The first feature of this draft of bill that I shall notice, is that which relates to the accountability, or rather *non-accountability of separate school trustees, and the conditions of their claims upon the school fund.* The third and fourth sections provide a special superintendent for separate schools, to whom alone they are to make returns, and such returns only as he may require; and on "a report such as (the sixth section prescribes,) required by him," are provincial and municipal school funds to be paid to separate school trustees, and that according to the last official census of the population. Now, every one of those provisions is contrary to the school law of Lower Canada. Here is a special superintendent for separate schools, which does not exist in Lower Canada; here is no provision as to the kind of returns, or when the returns shall be made, or how attested, all of which are prescribed by the school law of both the Canadas, and are not left to any one man and especially a man chosen to promote a special object. Nothing is prescribed as to the length of time schools shall be kept open in order to share in the school fund, or how conducted, or any inspection. Under such provisions, there might be one separate school in a township or city, that school not kept open more than three days in a year, nor contain more than three pupils, and yet, according to the separate school ratio, the trustees of it receive several hundred pounds of the school fund! It is also here provided that all the money thus to be given to separate schools, shall be paid to the trustees, and that without any personal responsibility on their part as to the expenditure of this money; whereas the school law of Upper Canada does not permit any part of the school fund to be paid into the hands of school trustees at all, but to legally qualified teachers alone, on the written orders of trustees.

2. The second feature of this draft of bill which I notice, is, that it *annihilates the individuality and individual right of choice on the part of the members of the religious persuasion of the separate schools*. The second section provides that "any number whatever of dissidents" in a municipality may establish a separate school; the third section makes three persons signified by themselves *de facto* a corporation; and the sixth section makes them the representatives of the whole population, according to the last census, of the persuasion to which they belong. Thus, any three priests, or any other three members of such persuasion, can erect themselves into a corporation to represent and control the whole population of that persuasion in a municipality, and claim and receive into their own hands school moneys of every kind, according to the numbers of such persuasion, as certified by the last official census, though nine-tenths of such persuasion might wish to remain, and have their children educated with other classes of their fellow-citizens. No such monstrous provision exists in the school law of Lower Canada. In the section of the act there authorizing the dissentients to receive a portion of the assessment, on their protesting against the assessment adopted by the commissioners, (section 18, 12 Vic., chap. 50,) it is only the parties making the representation that are included, and they only receive what they themselves pay to the collector. The law there does not make the last official census the basis of distribution; much less does it ignore individual right of choice. So the school law of Upper Canada recognizes individual rights; deals with each individual for himself, and does not ignore or proscribe him from the public schools and all the privileges connected with them, except at his own request.

3. The third feature of this draft of bill to which I have to call attention, is, that it *transfers all the common school property of Upper Canada from its present occupiers to the trustees of separate schools*. The seventh section repeals all the provisions of the present common school acts of Upper Canada that are contrary to the provisions of this act; and the third section gives to the trustees of separate schools all the rights and powers which the 12th & 13th sections of the school act of 1850 give to the present trustees of common schools; and the 12th section of that act includes the possession and control of all common school property in Upper Canada. Truly this is a very ingenious and modest provision to "satisfy conscientious convictions!" And this is far from being all; for,

4. A fourth feature of this draft of bill is, that it *gives the trustees of separate schools unrestricted power to tax all property in Upper Canada*,—not only that which belongs to the supporters of separate schools, but that which belongs to every Protestant and every Roman Catholic in Upper Canada. The present Upper Canada school law makes the trustees of separate schools corporations, and gives them the same power in the management of their own schools and in respect to all persons for whom such schools are established, as is possessed by the trustees of common schools, but the "conscientious convictions" of Bishop Charbonnel and his colleagues require much more. They claim by the 3rd section of this draft of bill "all the same rights and powers" which the 12th section of the school act of

1850 gives to the common school trustees. These "rights and powers" thus claimed, are not restricted to any class or classes of persons, but are absolute and universal. The only restriction on them is that which is contained in the 13th section of the same act—a section imposing a fine of five pounds upon a trustee convicted of "knowingly signing a false report"—a section of no effect in connexion with the other provisions which relieve separate schools of all inspection, create for them a special superintendent of their own, and with no obligation, to make any returns except such as he may require from them. The 9th, 10th, 11th, 14th, 18th, 29th and 31st sections of the school act of 1850, (13 & 14 Vic., chap. 48.) and the 4th, 5th, 6th, 9th, 10th, 11th, 12th, 13th and 17th sections of the supplementary school act, (16 Vic., chap. 185.) impose various restrictions and obligations upon trustees in regard to the exercise of the large powers which the nineteen clauses of the 12th section of the school act of 1850 confer upon them—thus preventing them from levying any rate upon the supporters of separate schools, requiring semi-annual returns, limiting their applications to councils, &c., &c., &c.; but the 3rd section of this draft of bill discards all these restrictions and obligations, and demands for the trustee corporations to be created, absolutely and without restriction all the "rights and powers," as well as all the property which the 12th section of the school act of 1850 confers upon common school trustees, the 8th clause or paragraph of which authorises them "to apply to the municipality of the township, or employ their own lawful authority, as they may judge expedient, for the raising and collecting of all sums authorised in the manner hereinbefore provided, *to be collected from the freeholders and householders of such section, by rate, according to the valuation of taxable property, as expressed on the assessor or collector's roll.*" Here is no restriction as to persons or property; all are subject to the taxing power of the separate school trustees—but whom this draft of bill makes the sole school trustees! And in this connection it is also to be observed, that the proviso in the 2nd section of this draft of bill allows none but dissentients to vote at the election of these trustees. This is also the provision of the present law; but the present law restrains the acts of the trustees thus elected, to the property and persons of the dissentients. This draft of bill, however, while it restricts the elective franchise to a particular class, gives the trustees elected by that class, power over all the taxable property of all classes of freeholders and householders in the section. Nor is this all, for—

5. A fifth feature of Bishop Charbonnel's draft of bill is, that it *gives the trustee corporations it creates, equal power over the municipal councils as over individuals.* The 8th clause of the 12th section of the school act of 1850, above quoted, gives the trustees power to apply, at their pleasure, to the municipality, to impose school rates; and the 18th section of the same act makes it the duty of such council to levy and collect the amount of rates thus applied for, from all the taxable property of the section concerned; and the sixth section of this draft of bill requires the Chief Superintendent to pay the amount of such taxes, if the municipality fails to do so. Thus is every municipality in Upper Canada, as well as the school fund, subjected to the discretionary demands of separate school sections. Nor is even this all, for—

6. A sixth feature of this draft of bill is, that it *ties the hands of all public school trustees (were any to exist,) from doing anything for their own schools without doing also as much for the separate schools*; for the sixth section of this draft of bill requires "all taxes for school and library purposes," as well as "any provincial and municipal funds," to be paid to the trustees of separate schools, in proportion "to the population they represent, according to the last official census." Thus, whatever might be done by any parties for the erection of public school houses, or the support of public schools, they could not raise a penny by taxes even from themselves, without dividing it with the trustees of separate schools, who are not subject to corresponding obligations—who may do nothing whatever—and who are to receive not in proportion to their taxable property, but in proportion population, though the ratio of that population may be three times that of the taxes they pay, as is the case even in the city of Toronto.\*

I might remark upon other minor features of this draft of bill, and show its operations in other aspects. But the six features I have exhibited, sufficiently prove that it contemplates the complete destruction of our public school system, and the subjection of the school funds, municipalities and property, and whole population of Upper Canada to a religious domination such as is without a parallel in any age, and is incompatible with the free government or liberties of any country. I doubt whether the ingenuity of man could devise under meeker pretensions, and in fewer words, the destruction of the educational institutions and the constitutional liberties of a whole people, and their prostrate subjection under the feet of a religious denomination. The authors of this draft of bill must have presumed marvellously upon their own power, and upon the simplicity of the members of the legislature. I am persuaded that no persons will more promptly recoil from and repel such a measure than the great body of the Roman Catholic members of the legislature and of the community, who will be grieved and ashamed to see the worst imputations of their opponents exceeded by the monstrous propositions covertly involved in what is demanded by Bishop Charbonnel and his colleagues, under the pretext of "satisfying their conscientious convictions."

The members of the legislature now have the issues of the whole question before them; and they, as well as the people of Upper Canada at large, will understand their rights, their interests and their duty.

III.—*Course of proceeding which I have pursued, and which Bishop Charbonnel has pursued towards me, in respect to separate schools.*

Having examined Bishop Charbonnel's statements and analysed the provisions of his draft of bill, I will now briefly advert to the course of proceeding which I have pursued, and which Bishop Charbonnel has adopted towards me, in respect to separate schools.

\* The Trustees of the Roman Catholic Separate Schools in Toronto in 1852, claimed £1,150 for their schools; and in reporting upon this demand, the Committee of the Board of School Trustees state that— "From a recent return your Committee find that the total annual value of the taxable property in the city amounts to £186,983.5s.—of this the proportion held by Roman Catholics is £15,750.10s. The total nett amount of school tax for last year, at 2½d in the pound, was £1,800: the nett proportion contributed by the Roman Catholic inhabitants was only £156 10s."

1. Ten years ago, when I assumed the duties of my present office, I found provisions for separate schools in the school act, and a few of them in operation—about as many Protestant as Roman Catholic. I determined to know neither religious sect nor political party in the discharge of my official duties. Believing that Roman Catholics had been hardly treated in Ireland, I resolved as far as I could, to give them no just cause of complaint in Upper Canada; and if there is any one class of the community that I have endeavored to benefit, as such, more than another, it is the Roman Catholics. My friendly bearing towards them has subjected me more than once to severe criticisms from some Protestant writers. During the life of Dr. Power, late Roman Catholic Bishop of Toronto, and until Bishop Charbonnel commenced his crusade and agitation three years ago, no complaints were heard against the separate school provisions of the school law. Bishop Power, virtually a Canadian, being a native of Nova Scotia, had a patriotic desire to elevate the Roman Catholic population of the country, and believed that that would be best effected by their children being educated with the children of other classes, wherever party feeling did not oppose insuperable obstacles to it. Bishop Charbonnel (who, on my recommendation, was, before his arrival in Toronto, appointed a member of the Council of Public Instruction for Upper Canada, in place of Bishop Power,) professed the same views and feelings during a year or more after his arrival. Then he began to attack mixed schools, as such, then to attack the character of our schools generally, then the character of the people at large, then the provisions of the school law, demanding that municipalities should be compelled to build school-houses for separate schools, and support them the same as public schools. How frivolous were his complaints, how groundless his statements, and how unreasonable his views, is known from the correspondence which took place between him and myself during the year 1852, which was printed by order of the House of Assembly.

2. But what has been my course of proceeding? Not only was there no complaint against the law, or any part of my administration of it from 1845 to 1852, but when the school bill of 1850 was under consideration, and a desire was expressed that the option of having such separate schools should be with the applicants and not with the municipalities, as it had been in cities, towns, and villages, I so framed the 19th section that it was cordially approved of by the acting Ecclesiastical Heads of the Roman Catholic Church, and voted for by all its members in the legislature.

The Roman Catholics demanding more than one separate school in Toronto, and the judges having decided that but one could be legally demanded in a school section, (which each city or town was held to be,) I prepared and recommended the passing of the act 14 & 15 Vic., chap. 111, which gave the right of a separate school in each ward of a city or town; and for which I afterwards received the formal thanks of Bishop Charbonnel and Vicar General McDonald.

Then, when in 1852, Bishop Charbonnel complained so vehemently of the injustice of taxing supporters of separate schools at all, according to the provisions of the act, I prepared and submitted in August of that year, the fourth section of the supplementary school act, 16 Vic. chap. 185,—which exempted the supporters of

separate schools from the payment of all school taxes whatever, and their teachers from going before any public board of examiners, and invested them with as full power in regard to their own schools and their own supporters as have the trustees of common schools in regard to the public schools and the other classes of the community.\* The bill was printed some months before it passed; and this fourth section was as highly commended by supporters of separate schools as it was denounced by their opponents. On its becoming a law, the *Toronto Mirror* (the newspaper in which Bishop Charbonnel published his official notices and letters, and which he commended from the pulpit and by letter, to the support of the faithful,) published two editorials (the 1st and 8th July, 1853), eulogistic of this section of the act. It was considered not only as securing the rights claimed by the parties concerned, but as calculated to accomplish another object, apparently as dear to the heart of Bishop Charbonnel and his organ as the establishment of separate schools themselves—namely, the destruction of a national system of education. An extract from each of these editorials will illustrate the spirit and feeling with which this enactment was viewed and received :

“The public satisfaction will be heightened by removing all anxiety from the mind of Catholic parents respecting the education of their offspring; and the sour bigot [Chief Superintendent of Schools,] with the vaunt of liberality on his tongue, but the poison of proselytism in his heart, will be relieved from a great load of care. He can give his undivided attention to his own affairs, and leave the progress and management of the culture of Popish children to the direction of their parents and the patronage of the Priests.”

“State-schoolism—that daring outrage on the rights of conscience, and the tender ties of domestic affection—has received its deadly wound, from which it never can recover; and the laws of nature and the injunctions of heaven will be no longer violated by severing the connection between the parent and the child. The right has been secured by the laborious exertions of the friends of religious education, and the liberality of an enlightened legislature; and we trust that a faithful application of this salutary enactment will produce all the benefits anticipated, and remove all existing dissatisfaction on this vital question.”

To shew how entirely this enactment of the supplementary school act exempted the supporters of separate schools from all taxes for public schools, I will make yet another quotation from the editorial of the *Toronto Mirror*, of the 8th July, 1853. It is as follows, the italics and capitals being those of the *Mirror* :

“Some misapprehension, we understand, exists respecting the support of separate schools, and insinuations have been thrown out that persons rated for such school purposes may still be subject to the common school tax. The misrepresentation, whether proceeding from ignorance or a more reprehensible source, can at once be removed by a simple reference to the commencement of the 4th clause. We find it there distinctly stated—

“That in all cities, towns, and incorporated villages and school sections, in which separate schools do, or shall exist, according to the provisions of the common school acts of Upper Canada, persons of the religious persuasion of each such

\* See No. 2 of this correspondence.



separate school, sending children to, or supporting such school by subscribing thereto annually an amount equal to the sum which such person would be liable to pay if such Separate School did not exist, on any assessment to obtain the annual Common School Grant for each such city, town, incorporated village or township, shall be exempted from the payment of ALL rates imposed for the support of the Common Public Schools of each such city, town, incorporated village or school section, and of ALL rates imposed for the purpose of obtaining the Legislative Common School Grant, for such city, town, incorporated village or township."

"We should consider these terms sufficiently explicit and intelligible. There is no ambiguity, no mystery, but everything expressed in words so plain and concise as to render misapplication impossible. Those persons who contribute to the maintenance of Separate Schools to the amount of their liability to the Common School Tax, shall be totally exonerated from ALL taxes for Common School purposes. Those who do *not* contribute to the support of Separate Schools shall be compelled to pay their full proportion of the Common School rates."

Such was the light in which this enactment was viewed by those who demanded it. But instead of its being carried fairly into effect by the Roman Catholic separate school trustees in Toronto, their secretary (Hon. John Elmsley,) resisted making the returns which the act required, and then complained of injustice and wrong at the hands of the Municipal Council of the City of Toronto. An appeal was made to me; and the questions raised were discussed in correspondence which took place between Mr. Elmsley and myself, in the autumn of 1853. Soon, a new agitation was commenced against these shortly-before lauded provisions of the supplementary school act. It was complained that the local municipalities obstructed its operations, and that requiring the payment of these school rates to separate schools as a condition of having them, was a hardship, and it was demanded that the Chief Superintendent (who was responsible, and could be complained of to the government,) should divide the school grant between the public and separate schools, and should pay it directly to them. Some time last summer, the late Inspector General (Hon. F. Hincks,) communicated with me on this subject, and suggested whether I could not undertake to distribute and pay the school grant to separate schools, as this would be satisfactory to the complaining parties. I expressed my conviction that this would not satisfy Bishop Charbonnel—that I was satisfied he had ulterior objects in view—that his object was to get a measure by which the Catholic population, *as a body*, would be separated from the public schools, and the municipalities made tax-gatherers for the separate schools. But in deference to Mr. Hincks' wishes, and as he had done so much to aid me in my work, and to promote the public school system, and seemed to think it would be satisfactory, I consented to undertake the task proposed, although I had expressed strong objection to it in my printed report for 1852. Accordingly, in a draft of bill which I transmitted to Mr. Hincks, with explanatory remarks, the 6th September, 1854,\* I prepared these clauses, providing that the separate schools and public schools in municipalities where they both exist, should report semi-annually to the Chief Superintendent—that he should determine the sums payable to them respec-

\* See No. 3 of this correspondence.

tively, and pay the sums thus awarded—that the trustees of separate schools should be relieved from making any returns of the names of the supporters or pupils of their schools; but in order to be exempted from all public school taxes, they should do as they do in Lower Canada, make a declaration in writing to their municipal council, before the 1st day of February each year, that they are supporters of separate schools. Mr. Hincks' administration ceased to exist a day or two after my draft of bill was put into his hands; and it was subsequently handed over to you. I believe the clauses I submitted were at first viewed favorably by the lay members of the Roman Catholic church, who examined them, and who were probably not aware of Bishop Charbonnel's real objects. I think he calculated upon my refusing to accede to the proposition of Mr. Hincks, and that he would thereby obtain an advantage. But whether that be so or not, I am glad that he has refused to accept that which I had assented to and proposed. The result is, that Bishop Charbonnel has been compelled to do what the Earl of Elgin complained a year ago that he could not get him to do—that is, to state explicitly what he wanted in regard to separate schools. All parties will now know Bishop Charbonnel's terms and conditions of peace and harmony in Upper Canada. It now remains to be seen whether the people will accept them or not.

I have thus stated the course I have pursued in regard to separate schools from the beginning to the present time, as also the course pursued by Bishop Charbonnel. It will have been seen that what he professed to be well satisfied with at one time, he complained of at another; and that he has made every new concession the starting point of a fresh agitation for further concessions. It may also now be submitted, whether I have not rather erred on the side of concession than otherwise. I have done all in my power, and incurred much opposition and obloquy to gratify the wishes of Bishop Charbonnel in everything that did not involve the subversion of a system of public instruction, and the constitutional and sacred rights of individuals and municipalities.

I have been given to understand that one reason of Bishop Charbonnel's demand for a special superintendent of separate schools is, that I expressed myself unfavorably as to their success in my Annual School Report for 1852; and my right to do so in such a document has been called in question. On this point I observe, *first*, that the school act expressly requires me to include in my annual report of the state of the schools, "such statements and suggestions for improving the common schools and the common school laws, and promoting education generally, as I shall deem useful and expedient." Strictly of this character were my observations in my report for 1852, in which I justified the government and legislature in maintaining the separate school provisions of the law, as an actual experiment was the only means of satisfying the parties claiming separate schools as to their expediency and advantage, or otherwise, and which I believed would result in a conviction that the public schools were more economical and advantageous to all parties concerned. I remark, *secondly*, that the Superintendent of Education in Lower Canada has, from year to year, not only discussed actual and proposed provisions of the school law, but the conduct of various parties in regard to the law and the school, and especially a class whom he terms "*Eleignois*," on whose proceedings he animadverts with great severity—

much more severely than I have remarked even in this letter upon the proceedings of Bishop Charbonnel. I remark, *thirdly*, that my discussing the provisions of the law respecting separate schools in but one annual report during ten years, sufficiently shows that there must have been some strong necessity for it at the time; and a reference to that report will furnish ample proof of that necessity, as well as amply justify the observations made. I remark, *fourthly*, that if Bishop Charbonnel found anything officially objectionable in that report, he should have complained of me at the time to the government, and not brought it forward privately at this late period to aid in accomplishing a particular object. I remark, *lastly*, that it argues an obliquity of judgment, not easily conceived, to suppose that I cannot be impartial (even if I had to decide them) on matters between separate and public schools, because I intimated that the latter could not be destroyed by the former (as some advocates for abolishing the separate school clauses of the law had contended) as I believed the latter would, after fair experiment, be preferred by all parties to the former. The very fact, that, with all the anxiety of the Bishop to seize upon every trifling shadow of complaint, he has not ventured to charge me in any instance with administrative partiality, shows the utter injustice of his imputations. I have expressed my belief, and that frequently and with great earnestness, that free schools are more economical and advantageous for all classes than rate-bill schools; yet the majority of the schools of the country are still of the latter class; but how perverted must be the mind that would on that account assail me as partial in administering the law in regard to rate-bill and free schools.

I may also observe that the objection is equally absurd that I must, in the discharge of my official duties, be hostile to the Church of Rome because of my replies to the attacks, and my remarks upon the statements and proceedings of Bishop Charbonnel; I have found it necessary in justification of the school system and of myself, to reply to Protestant ecclesiastics as distinguished, and of much longer standing in the country than Bishop Charbonnel; but who would on that account think of charging me with hostility to the churches of which they are ministers? Nay, on more than one such occasion, I have expressed the sentiments as well as advocated the interests of the great majority of the members of the churches referred to. To no class of persons, more than to Roman Catholic statesmen, was the former correspondence of Bishop Charbonnel with me painful and mortifying; and none more than they will feel scandalized at the fabulousness of his recent statements, and the unconstitutional character and unheard-of provisions of his draft of bill.

I think I have now shown that Bishop Charbonnel's complaints against the school law of Upper Canada, in comparison with that of Lower Canada in regard to separate schools, are without foundation; that the comparison of exemptions and powers is in favor of the separate schools of Upper Canada; that if separate schools in Upper Canada are not multiplied and if those established languish or are soon abandoned, it is not in the law that the cause is to be found, but in the acknowledged greater efficiency and more popular character of the public schools in Upper than of those in Lower Canada—in the greater freedom of our school and municipal systems, and the unwillingness of the great body of the Roman Catholic population to isolate

themselves and their children, from these free institutions and their fellow citizens, and to erect and sustain separate establishments for themselves—and also in the greater mental culture and wealth of the Protestant minority as compared with the Roman Catholic majority in Lower Canada than that of the Roman Catholic minority in Upper Canada as compared with the Protestant majority.\* I think I have also shown, that Bishop Charbonnel and his colleagues claim upon the ground of "conscientious convictions" a legislative enactment to deprive the Roman Catholics of the individual right of choice in school matters,—severing them from the rest of the population by law, and not by individual option—that the three Bishops claim Protestant taxes as well as Protestant school property in support of Roman Catholic schools, and the discretionary subjection to them of the school fund and all the municipalities of Upper Canada.

\* Under these circumstances there are obviously three courses before the legislature—to maintain the separate school provisions as they are, and leave separate schools to work out the experiment of their own destiny; to concede to the claims of Bishop Charbonnel and his colleagues, and thus bring on a war with the municipalities and people of Upper Canada such as has never been witnessed; or to abolish the separate school provisions of the law altogether, allowing exclusive privileges to none, but equal rights and protection to all.

I have the honor &c.,

(Signed)

E. RYERSON.

The Hon. JOHN A. MACDONALD, M.P.P.,  
Attorney General for Upper Canada,  
Quebec.

## City of Toronto.

### *No. 7. The Roman Catholic Bishop of Toronto to the Chief Superintendent.*

Complaint against the Toronto Board of School Trustees.

[L. R. No. 2808, 1852.]

+ ST. CATHERINES, 21st Nov., 1852.

REVEREND DOCTOR,

On the 10th of April last you wrote to me: "Should there be any hesitation on the part of the Toronto board of school trustees (of which I have no apprehension) to give effect to the provisions of the law in regard to the separate schools established, I shall readily employ the means provided by law for the execution of its provisions."†

\* But notwithstanding these facts, there are fewer separate schools in Lower than in Upper Canada, the number in the former (L. C.) being 43, in the latter (U. C.) 58: this shows that the school law must be more favorable to separate schools in Upper Canada than in Lower Canada.

† See "Correspondence" in Return laid before the House of Assembly on the 17th September, 1852, following letter, No. V., pp. 18, 19.

Now, Rev. Doctor, that board has refused to pay our separate schools, and I have paid the last quarter of all of them.

I have the honor, &c.,

(Signed)

+ ARMANDUS, FR. MY.,

Bp. of Toronto.

REV. DR. E. RYERSON,  
Chief Superintendent of Schools,  
Toronto, C. W.

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*No. 8. The Chief Superintendent to the Roman Catholic Bishop of Toronto.*

Complaint referred to local school authorities for explanation.

[No. 900, G.]

EDUCATION OFFICE,

Toronto, 2nd December, 1852.

MY LORD,

I have the honor to acknowledge the receipt of your letter of the 21st ultimo, and to state in reply, that I have written to the chairman of the board of school trustees for this city on the subject of your complaint; and that as soon as I receive his answer I will reply to your letter.

I have the honor, &c.,

(Signed)

E. RYERSON.

The Right Reverend A. F. M. DECHARBONNEL, D. D.,  
Roman Catholic Bishop of Toronto.

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*No. 9. The Chief Superintendent to the Toronto Board of School Trustees.*

On the complaint of the Roman Catholic Bishop of Toronto against the Board.

[No. 901, G.]

EDUCATION OFFICE,

Toronto, 2nd December, 1852.

SIR,

I have received a letter from the Roman Catholic Bishop of Toronto, complaining that the board of school trustees of this city had refused to pay to the teachers of the separate schools the portion of the school fund to which they are entitled by law.

Before replying to the Bishop's letter, I will thank you to favor me with a statement of your proceedings on the subject.

I have the honor, &c.,

(Signed)

E. RYERSON.

JOSHUA G. BEARD, Esq.,  
Chairman, Board of School Trustees,  
City of Toronto.

*No. 10. The Toronto Board of School Trustees to the Chief Superintendent of Schools.*

Explanation of proceedings relative to Separate Schools.

[L. R. No. 67, 1853.]

ALBANY CHAMBERS,

Toronto, January 3rd, 1853.

REVEREND SIR,

I have been instructed by the board of school trustees for this city to communicate for your information a copy of a resolution adopted by the board at its meeting on the 29th ultimo, relative to the matter of complaint made by the Roman Catholic Bishop regarding the separate schools of this city, as referred to in your communication of December 2nd, and on the adjoining page you will find said copy accordingly.

I am, &c.,

(Signed)

G. A. BARBER,

Secretary, B. S. T.

To the Rev. Dr. RYERSON,  
Chief Superintendent of Schools, C. W.

[*Enclosure.*]

*Resolved*,—That this Board has not, according to the allegation of the Bishop, as contained in the letter of the Chief Superintendent, refused to pay to the teachers of those separate schools the portion of the school fund to which they are entitled by law, but its members did resolve on the 7th July last,—

“That, regarding the arrangement with the separate schools now in existence, as extending to the end of the half-year then closed, the same be paid at the rate of the first quarter, applying half of the legal appropriation for such separate schools towards its liquidation: But that in future no sum be paid to any separate school beyond that which the law prescribes, the same to be determined at the end of the year.

“So soon, therefore, as the returns of attendance of pupils at the several schools are made by the visitorial teacher and superintendent, the legal division of the school

fund will be made, and the proportion accruing to the Roman Catholic separate schools will be paid.

“And your committee recommend that a copy of this report be sent to Dr. Ryerson by the secretary.”

Certified,

(Signed)

G. A. BARBER,  
Secretary, B. S. T.

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*No. 11. The Chief Superintendent to the Roman Catholic Bishop of Toronto.*

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More specific statement of complaint required.

[No. 1039, G.]

EDUCATION OFFICE,

Toronto, 7th January, 1853.

MY LORD,

In reference to your lordship's letter of the 21st November, the receipt of which I acknowledged on the 3rd ultimo, I herewith enclose you a copy of the correspondence which has taken place between this department and the board of school trustees for the City of Toronto.\*

As your lordship has not furnished me with any statement of the particular cases in which the board of school trustees have refused to pay the teachers of the separate schools, nor of the amounts claimed by such teachers; and as the trustees deny the general charge preferred by your lordship, it is not in my power to do anything more in the matter, or to form any opinion of the ground of the complaint, without a specific statement of the alleged facts on which the complaint is founded, and on which the claims in question are made.

I have the honor, &c.,

(Signed)

E. RYERSON.

The Right Reverend Dr. DECHARBONNEL,  
Roman Catholic Bishop of Toronto.

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\* The two preceding letters, Nos. 9 and 10.

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*No. 12. The Roman Catholic Archdeacon of Toronto to the Chief Superintendent.*

Acknowledging receipt of letter to the Roman Catholic Bishop of Toronto.

[L. R. No. 131, 1853.]

TORONTO, 8th January, 1853.

REVEREND SIR,

In the absence of his lordship I have to acknowledge the receipt of your communication of the 7th instant, and to say that it shall be submitted to him on his arrival.

I have the honor, &c.,

(Signed)

P. MOLONY, Archdeacon.

Rev. EGERTON RYERSON, D.D.,  
Chief Superintendent of Education,  
Toronto.

*No. 13. Certain Roman Catholic Inhabitants of St. David's Ward, Toronto, to the Chief Superintendent.*

Refusal of the Toronto Board of School Trustees to establish a Roman Catholic separate school in St. David's Ward.

[L. R. No. 2,636, 1853.]

TORONTO, 29th August, 1853.

REVEREND SIR,

On behalf of the twelve resident heads of families in the Ward of St. David in this city, who have made application in writing to the city board of school trustees for the establishment of a separate school in that ward, I beg to bring under your official notice the reply which has been given to their application, a copy of which is herewith enclosed.

The applicants were refused a separate school in January last, upon the ground that there was a Catholic teacher employed in their ward, but they had hoped and expected that the supplementary act of last session of Parliament, would have smoothed all difficulties, and healed all wounds; and that upon their renewed application, subsequent to the passing of that act, they would have been at once permitted to enjoy the advantage of a separate school within their limits.

The reply of the city board of school trustees, however, destroys all hope; unless by a re-consideration of the decision they have made, they see fit to revise it. In this view I have been instructed to address a communication to you as Chief Superintendent of common schools in order to ascertain whether in your judgment the city board takes a correct view of the law. The applicants now see that they are placed in a worse position than they were when the city was under the schoo



section system; because then, although there were three school sections in the ward, yet in only one of them was there a Catholic teacher, and therefore of course the only portion of the ward deprived of the privilege of having a separate school. Now the whole ward is, if the city board be right in their decision, to be subjected to the same disability as a portion of it formerly was, although the teachers in all other portions of the ward were then, have continued to be, and still are, Protestant.

The short act of 1851, was, as its title and preamble signify, destined to restore rights, to remove doubts; it declares that it is inexpedient to deprive parties of rights which they enjoyed under preceding school acts. The applicants of St. David's ward therefore think that it could not possibly have been the intention of the legislature by that act, or by any other measure, to deprive them of the right of having a separate school, at least for such portions of it as possessed the right under the school section system; and that therefore the concluding proviso of the act of 1851 does not subject the whole ward to the obligation to which only one section of it had been formerly subjected under preceding school acts.

There are now nearly three hundred children of Catholic parentage, who attend the Catholic school in St. David's ward. There are six teachers in the ward employed by the board, only one of whom is a Catholic. Can it be possible that the legislature contemplated that so many pupils should be deprived of the benefit of a separate school upon such a ground. The applicants respectfully suggest that the intentions of the legislature were not such, and to you, Sir, they appeal for redress.

I have the honor, &c.,

(Signed)

J. ELMSLEY.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools, C. W.

[Enclosure.]

ALBANY CHAMBERS,  
Toronto, 1st August, 1853.

DEAR SIR,

With reference to the petition of certain parties to the board of school trustees, praying that an election for trustees of a separate school for the ward of St. David should be ordered, I beg to submit for your information the copy of so much of a report by the sub-committee on free schools relating to said petition as was adopted by the board on Wednesday last, July 27th, viz. :

“ With reference to the petition of certain Roman Catholic householders of the ward of St. David praying for the order of your board, for an election of trustees for a separate Roman Catholic school in said ward; your committee understanding that no change in the school law in relation to this matter has been made since your board had the same subject under discussion, deem it inexpedient to recommend to your board to reverse the decision come to on a former occasion on the grounds that in a ward in which a Roman Catholic teacher is employed, no valid claim for a separate Roman Catholic school can obtain.”

I am, &c.,

(Signed)

G. A. BARBER,

Secretary, B. S. T.

HON. J. ELMSLEY.

*No. 14. The Chief Superintendent to certain Roman Catholic Inhabitants of St. David's Ward, Toronto.*

The twelve resident Roman Catholics in St. David's Ward, Toronto, are entitled to a Separate School in their Ward.

[No. 293, L.]

EDUCATION OFFICE,

Toronto, 30th August, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 29th instant, in behalf of twelve heads of families of the Roman Catholic church in St. David's ward in this city; and enclosing an extract of the report of a committee on the subject adopted by the board of school trustees for the city.

According to the impression conveyed by the extract of the report which you enclose, I think the city board of school trustees are correct in their conclusion, namely, that where the teacher of the public school is a Roman Catholic, a separate Roman Catholic school cannot be allowed in the ward. But it appears from your statement that in the public school of St. David's ward, six teachers are employed, and only one of them is a Roman Catholic, and he, as I understand, not the principal of the school.

The question then is, whether, under such circumstances, the twelve heads of families whom you represent are entitled to a separate school?

I think they are. The provision of the 19th section of the school act of 1850 in relation to this point is as follows: "Provided, fourthly, that no Protestant separate school shall be allowed in any school division except when the teacher of the common school is a Roman Catholic; nor shall any Roman Catholic separate school be allowed except where the teacher of the common school is a Protestant."

It is clear that in each of the common schools referred to, the law assumed the existence of but one teacher. The obvious intention of the statute, therefore, was, that if the teaching of the common school in any school division, or ward of a city or town, was by a Roman Catholic or Roman Catholics, a Protestant separate school should be allowed on the application of twelve Protestant heads of families; and that if the teaching of such common school was by a Protestant or Protestants, a Roman Catholic separate school should be allowed on the application of twelve Roman Catholic heads of families. I do not think, therefore, that the employment of one Roman Catholic among several teachers of a common school in St. David's ward, precludes the Roman Catholic heads of families whom you represent from having a separate school if they desire it.

I have the honor, &c.,

(Signed)

E. RYERSON.

The Hon. JOHN ELMSLEY,  
St. David's Ward, Toronto.

*No. 15. The Trustees of the Roman Catholic Separate School, St. James' Ward, Toronto, to the Chief Superintendent.*

The Clerk of the Municipality declines exempting certain supporters of Separate Schools, on account of incomplete returns.

[L. R. 3163, 1853.]

TORONTO, 27th October, 1853.

SIR,

As the secretary-treasurer of the Roman Catholic separate school trustees for the ward of St. James, in this city, I beg to inform you that the clerk of the Common Council declines to take upon himself the responsibility of omitting from the collector's roll for the city school rate, the names of those persons who were returned to the local superintendent on the 30th of June last, as willing to subscribe to the separate schools; and he grounds his refusal on the fact, that the amount subscribed by each subscriber is not inserted in the return, as is required by the 2nd proviso of the 4th section of the Supplementary School Act.

The 4th section provides that persons subscribing to the support of separate schools, shall be exempt from the payment of the school rate—provided the amount subscribed by each is equal to the assessment for school purposes; and which amount such persons would have to pay if no such separate schools were in existence.

But the city authorities are themselves to blame in this matter, if indeed blame can attach to any party; because they have omitted to decide upon the amount which each citizen would have to pay for school purposes until the month of September. It was therefore simply impossible for the trustees of St. James' ward in June last to insert the amount of an unknown quantity, and unknown to them by no fault or omission of theirs.

Neither did there exist any reliable data upon which the Roman Catholic trustees could have an approximation to the amount. In the first place, they could not undertake to fix the school rate for 1853 at the same figure as that of 1852: had they done so they would have been 1d. in the £ short of the amount, and then the clerk of the council would indeed have had just grounds for declining to exempt them from paying the tax. In the next place, the Roman Catholic trustees could not fix the value of the assessable property of the citizens for 1853, because a very great increase in the value of all kinds of property had taken place in the course of the past twelvemonth. In my own case, land has been valued at more than double the valuation of 1852, by the assessors, and whereas my taxes for last year amounted to £45, they reach this year £97—and thus had my subscription been based upon an assessment of £45, or even twice £45, I should have been shut out of the privilege of subscribing to the separate schools, upon the ground of having subscribed an insufficient amount. Several of my co-religionists would have been in the same condition.

The clerk of the council does not positively refuse to omit these persons from the collector's roll; but he feels great difficulty in deciding upon the course he should pursue, and therefore it has been agreed to refer the matter to your decision.

May I beg the favour of you to take the subject into your consideration, and inform me of your decision thereon?

Your obedient servant,

(Signed,)

J. ELMSLEY.

Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 16. The Chief Superintendent to the Trustees of the Roman Catholic Separate School in St. James' Ward, Toronto.*

Decision against Trustees for Incomplete Returns.

[No 688, I.]

EDUCATION OFFICE,

Toronto, 29th October, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 27th instant, and to state in reply, that, I do not see how the circumstance to which you allude should or could have prevented the supporters of separate schools in St. James' ward from subscribing for the support of their school. The clause of the act to which you refer, expressly requires in regard to the supporters of the separate schools, the return of their names, and the "amounts subscribed by them respectively." The act did not intend to exempt from supporting, or excluding, from the privileges of the public schools, any person whatever who should not by his own act and subscription separate himself from them; and of which act as a fact, (not as an intention,) the municipal authorities were to be duly notified.

The trustees of the separate school setting down a number of names, (more or less,) and stating that such persons were "willing to subscribe to such separate school," is certainly no compliance with the letter or spirit of the law. In this way many persons might be exempted from the support of the public schools, who never paid a farthing to the support of any separate school, and who might have no wish to do so; and the trustees might thus subject themselves to the penalty of the 13th section of the Upper Canada School Act of 1850.

The names of the persons alluded to by you, and returned to the municipal authorities as supporters of the separate school in St. James' ward, had subscribed to the separate school, or they had not. If they had subscribed, then it was easy for the trustees to state in their return the amount which each had subscribed. But if the persons referred to had not subscribed at all to support the separate school, it

is plain they had not in any way, expressed their wish to separate themselves from the public school interests of the city; and, therefore, are not liable to be set apart, as you request, as supporters of a separate school. It is an important matter, and altogether novel in Upper Canada, for any person to be exempted from the payment of any part of the payment of the public taxes, or to be excluded in his children from any of the public institutions of learning; and cannot be done, according to the obvious intentions and provisions of the law, without proof that such person occupies that position by his own act. This proof is his subscription of a certain amount in support of a separate school. You have not furnished this proof, or even a statement of the fact to the municipal authorities as to any of the persons to whom you refer. The plain provisions and intentions of the law should certainly be fairly carried out on the one side as well as on the other.

I think the only course left you to promote the object you have in view, is to cause a subscription paper to be prepared and presented to each of the persons mentioned in your return referred to, and let him subscribe what he pleases to support the separate school, and let the list of subscribers thus obtained, be transmitted by you to the local superintendent as a part of your return, (to supply an omission in it,) required by the 2nd proviso in 4th section of the supplementary school act.

The principle of the enacting clause is, that persons under the condition supposed, contributing a certain sum annually to support a separate school, may be exempted from paying the public school rates; the second proviso is a means of giving effect to this enactment, and if its directions in regard to the point omitted by you, are attended to before the collection of the school rates, I think the subscribers to the separate school will be entitled to claim the application to them of the enactment.

I have the honor, &c.,

(Signed,)

E. RYERSON.

The Hon. JOHN ELMSLEY,  
Trustee R. C. Separate School,  
St. James' Ward,  
Toronto.

*No. 17. The Chief Superintendent to the Honorable John Elmsley, of Toronto.*

On the Establishment of Public Libraries by Trustees of Roman Catholic Separate Schools.

[No. 589, I.]

EDUCATION OFFICE,

Toronto, 29th October, 1853.

SIR,

I avail myself of this opportunity of intimating to you that the same assistance and facilities will be afforded to the trustees of separate schools, that are afforded

to trustees of public schools, in the establishment of libraries, according to the regulations on the subject of such libraries.\*

I have the honor, &c.

(Signed,)

E. RYERSON.

The Hon. JOHN ELMSLEY,  
&c. &c. &c.  
Toronto.

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*No. 18. The Clerk of the City of Toronto to the Chief Superintendent.*

On Exempting Supporters of Roman Catholic Separate Schools from School-rates.

[L. R. 3562, 1853.]

CLERK'S OFFICE,

Toronto, *November 18th, 1853.*

SIR,

I have received through the local superintendent of education for the city, a list of persons who have signified their willingness to subscribe towards the maintenance of Roman Catholic schools, but the amounts are not set opposite their names. I am informed that the omission arose from the fact that the parties were not aware of the amount of school-rate that they would be required to pay, and were willing to subscribe. The common council of the city did not fix the rate in the pound for school purposes until after the period at which the returns were to be made: the subscribers were thus prevented from specifying the amount at the time.

May I, therefore, beg that you will, at your earliest convenience, instruct me as to the course I should pursue to remedy this difficulty—a difficulty of which the trustees of Roman Catholic schools seriously complain, as it was obviously one, which, from the circumstances, it was not in their power to obviate.

I have the honor, &c.

(Signed,)

CHARLES DALY,  
C. C. C.

To the Rev. Dr. RYERSON,  
Chief Superintendent of Education,  
Toronto.

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\* See Annual School Report for 1853, Appendix F., pages 131—147.

*No. 19. The Chief Superintendent to the Clerk of the City of Toronto.*

In Reply.

[No. 690, I.]

EDUCATION OFFICE,

Toronto, 19th November, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of yesterday, and in reply, to enclose you a copy of the letter\* which I lately addressed to the secretary of the trustees of the Roman Catholic separate school of St. James' ward, in this city, on the subject respecting which you ask advice.

I have the honor, &c.

(Signed,)

E. RYERSON.

CHARLES DALY, Esq.,  
Clerk, City of Toronto.

*No. 20. The Trustees of Roman Catholic Separate Schools, Toronto, to the Chief Superintendent.*

School-rates were levied on supporters of Separate Schools in 1853, in consequence of Trustees incomplete returns.

[L. L. 2292, 1854.]

TORONTO, 2nd May, 1854.

SIR,

On behalf of the trustees of the Roman Catholic separate schools of this city, it has become my duty to appeal to you officially, upon another difficulty which has arisen in the practical operation of those portions of the Common School Acts which relate to separate schools. The frequency of my communications may, I am afraid, lead you to consider me very troublesome; but the importance of the question makes it imperative upon me to appeal to you for redress.

The clerk of the city council did not in the year just past, omit the names of the parents and guardians duly returned through the local superintendent as sending children to the separate schools; their names were all included in the collectors' rolls for the whole of the general school-rate for 1853; the rate has been collected; the money has been paid over to the chamberlain by the collectors; and the finance committee of the city council, to whom the matter was referred, refuse to recom-

\* The preceding letter, No. 16. [No. 588, I.]

mend that the amount should be refunded, or paid to the trustees of the separate schools; taking the same ground as that taken by the municipal clerk, viz., that the trustees of the separate schools had not made a return of the actual attendance in detail of the children, as well as the average attendance, to enable the municipal clerk to determine the amount, or extent of the exemption, to which such parents or guardians were entitled, under the 4th section of the supplementary act, qualified as they maintain by the first proviso of that section.

For example, let it be supposed that a child commenced attendance at the beginning of the year; and after some time, from temporary indisposition or other cause, that such child would be absent a few days and then returned, and resumed its regular attendance; the municipal clerk and finance committee, as I understood them, would maintain that for, and during these few days of absence, the parents and guardians should be looked upon as not sending children to school, and therefore not entitled to exemption from the general school rate for those few days. Surely the act cannot be so interpreted. As a general practice the children are sent to school at the beginning of the year, and are usually kept there until the end of the first half of it at least, with occasional interruption of no great duration; but are these interruptions to be construed to mean that the parents and guardians have discontinued to send their children to school? The few cases in which children may have been absent for any considerable portion of the half year; or who, after commencing the year, soon after left the school altogether, form the inconsiderable exceptions, and cannot surely be construed to deprive the great majority of the parents of the benefit of the exemption. Therefore, I respectfully submit that the clerk of the municipality and the finance committee, have required a return, which the separate school trustees were not obliged to furnish, and in point of fact they would have been wrong had they furnished it, if the use to which the clerk and committee would have put it had been their object. The act of parliament is silent upon the subject of a return in detail of the actual attendance of pupils: a return of the average, not the actual, attendance is required. Had the actual attendance in detail been intended by the legislature, the act would have made provision for it: matters of far less importance have been provided for with the utmost exactitude.

But it is said, parents and guardians should not be exempt from the whole of the general school rate, if they send children to school only for a limited period. I reply, that it is impossible to draw a line between one day and half a year, the legislature has wisely not attempted to draw one for a lesser period than half a year. Until the Provincial Parliament thinks it advisable to make some provision, in this regard, I think the parents and guardians are entitled to the exemption of half a year at least, if not the whole year, as I now hope to shew you.

The remarks above regard the first half yearly return. As respects the second half of every or any year, past, present, or to come, I do not perceive how the exemption of parents and guardians sending children, as well as the subscribers to the separate schools not sending children, can be effected at all if it be not made at the same time that the exemption of the first half year is made. The collector's roll is made out but once a year; and the clerk of the municipality of this city usually completes the rolls and places them in the hands of the collectors



about the month of August or September. The collectors forthwith commence their labors, and the greater part of the rates are collected long before the time for making the second return, on the 31st of December. But the rolls are then out of the clerk's hands, and no exemption can be made in favor of parents and guardians who have steadily sent children to the separate schools, nor of those subscribers who renew their subscriptions for the second half year as well as for the first.

If the principle contended for by the clerk and the the committee be acted upon, then would ensue the following extensive financial operation:—

A large number of the parents and guardians sending children to the separate schools of this city are assessed to an amount which would make their portion of the general school tax, if they were charged with it, amount to less than five shillings. The year contains 365 days, if therefore a pupil should be absent from school for only one day, even if that one day should be a Sunday, the parents or guardian of such child would have to be placed upon the collector's roll for the 365th part of 5s. The bare absurdity of such an entry on the roll would be ample security that it would not appear there. But if the absence of a child from school for but one day, is not sufficient to warrant the placing of its parent or guardian on the collector's roll, who is to determine authoritatively the precise number of days of absence which would make it worth while to place such parent or guardian on the roll. A whole week's absence would only take the amount out of the reach of a fraction of a penny. Fancy, if you can, sir, the amusement which would be created by asking for a tax so utterly insignificant. The collectors would not venture to make the demand, still less would it be worth their while to collect it. I cannot suppose that the legislature ever contemplated imposing such minute fiscal transactions upon a large and opulent corporation, deservedly esteemed to be the commercial, political and social metropolis of Western Canada. The legislature has not manifested any similar concern for the care of those, who, though not sending children are nevertheless willing to subscribe an amount at least equal to what they would have to pay did no separate school exist. Those parties can claim exemption for at least half a year by a single signature of their names; it is not pretended that any thing can be urged to imply that they have subscribed for any lesser period than half a year: and yet these parties, who by the dash of a pen can claim such exemption, are better off than those who manifest a far greater desire to support the separate schools by sending their children to them, and by so doing subject themselves to be taxed by their own trustees for the support of such separate schools: that is to say, if the principle set up by the clerk and the committee can be sustained.

I trust that I have made myself understood in the above, and that you will endeavor to suggest a remedy.

I have the honor, &c.

(Signed)

J. ELMSLEY,  
Secretary and Treasurer.

Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

*No. 21. The Chief Superintendent to the Trustees of Roman Catholic Separate Schools, Toronto.*

Complaints against parties must be furnished them.—General Provisions of the Law relating to Separate School Returns.

[No. 1066, L.]

EDUCATION OFFICE,

Toronto, 11th May, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 2nd instant, and to state in reply that, a copy of it should have been sent to the parties of whom you complain, according to the printed regulations of this department, (quoted on the last page of this letter,)\* that I might have the statement of both sides of the question submitted before expressing any opinion respecting it. Nevertheless, on the legal question on which you appeal, and which you elaborately argue, I readily comply with your wish in stating what I think is the plain intention and fair interpretation of the school law in regard to the returns which trustees of separate schools should make, and the manner in which I have applied this provision of the law to returns of trustees of public schools.

The question submitted is, whether or not the trustees of a separate school should return the actual school attendance of the pupils whose names they are required to transmit to the local superintendent semi-annually, in order that the parents of such pupils may be exempted from the payment of the municipal school-rate for the support of public schools. Such a return the city authorities require; such a return you object to make. I understand you to maintain that the city authorities have no right to know whether a pupil has attended one day or the whole six months of each half year; that all they are entitled to know is the names of the pupils and the average attendance of pupils at the school.

To arrive at a correct conclusion on the subject, it is proper to refer to the provisions of the act. In the first proviso of the 4th section of the Supplementary School Act, it is stated, "that the exemption from the payment of such school rates, as herein provided, shall not extend beyond the period of such person's sending child-

\* As follows:

COMMUNICATIONS TO THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

*Appeals to the Chief Superintendent of Schools.*—All parties concerned in the operations of the Grammar and Common School Acts have the right of appeal to the Chief Superintendent of Schools; and he is authorised to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expense,—it will be necessary for any party thus appealing to the Chief Superintendent of Schools: 1. To furnish the party against whom they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer they may judge expedient. 2. To state expressly, in the appeal to the Chief Superintendent, 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.

In all communications, the number of the School Section and the name of the Township and Post Office, and the Official Title of the writer should be given; and also the numbers and dates of any previous correspondence on the same subject.

rent to, or subscribing as aforesaid, for the support of such separate school." The second proviso of the same section of the supplementary act states, "that the trustees of each separate school shall, on or before the 30th day of June and 31st day of December of each year, transmit to the local superintendent, a correct return of the names of all persons, of the religious persuasion of such separate school who shall have sent children to, or subscribed as aforesaid, for the support of such separate school during the six months previous, and the names of the children sent, and amounts subscribed by them respectively, together with the average attendance of pupils in such separate school during such period." The act then goes on to provide, that "the local superintendent shall forthwith make a return to the clerk of the municipality, of the names of the persons who, being members of the same religious denomination, contribute or send children to the separate school, and the clerk shall not include in the collectors' roll for the general or other school rate, the name of any such person as appears upon such return then last received from the said superintendent."

From these last cited provisions of the act, it is clear that the clerk of the municipality has nothing to do with the kind of returns that trustees of a separate school may make to the local superintendent; the clerk has only to do with the return of the local superintendent, and is expressly required to omit from the collectors' roll the name of every person included in the return of the local superintendent. If, therefore, the clerk of the city municipality of Toronto, has communicated with the trustees of a separate school on this subject—if he has presumed to judge of their returns, or refused even to act to the letter on the return of the local superintendent—he has mistaken his duty and contravened the provisions of the statute. If this be the point of your complaint, the law is clearly in your favor; and there can be little doubt or difficulty in your obtaining a speedy remedy.

As you make no reference to the local superintendent (the only party with whom you have to do in making your returns, and the only party having a right to judge of their accuracy or completeness) I take it for granted that no difference has arisen between him and your trustees in regard to your school returns. The question, therefore, which you present at so great length and with so much warmth, may be regarded as rather speculative than practical in relation to the immediate object you have in view. But I have no hesitation in saying, that I think that the trustees of a separate school ought to include in their half-yearly returns the *actual*, as well as the aggregate average attendance of pupils at their school.

From the 1st and 2nd provisos (above quoted) of the 4th section of the Supplementary School Act, the following things are obvious:—1. That two classes of persons of the religious persuasion of the separate school can claim exemption from the payment of municipal school rates—namely, persons subscribing to a separate school to a certain amount, and persons sending children to a separate school. 2. That the sending of children which entitles the party in question to claim exemption from paying municipal school rates, is for a period of *six months*—not one month or two months, or a few days, but "six months"—that is, at least the major part of that period, according to the most liberal, scholastic, or university interpretation of analogous terms and provisions.

If, as I infer from the tenor of your letter, you would claim this exemption in behalf of parents of children attending school a few days of the six months, then the requirements of the act are nugatory, and a premium is held out to persons to practice deception in order to avoid paying municipal school rates, by getting their children's names entered on a school register, with a day or a few days' attendance at the separate school. Such cases are perhaps more likely to occur, than the imaginary ones of hardship which you suppose.

It is also plain, that if the trustees return the names of children as having attended their separate school during the period of the previous six months, who have only attended a few weeks or a few days of that period, such trustees render themselves liable to be prosecuted and fined for making false returns in order to obtain an undue share of public school money.

I think, therefore, that full and explicit school returns are the fairest, the safest, and the most honest. I have acted upon this principle in preparing the blank half-yearly returns of the trustees of common schools throughout Upper Canada, as may be seen by referring to printed copies of them.\* In these returns the trustees report the attendance of the pupils *every day* of the whole half-year. And it is certainly less trouble for trustees of a separate school to set down in one column opposite the name of each child contained in their return the number of days he has attended school during the six months, than it is for the trustees of a public school to report the *daily* attendance of the pupils in their school, besides their average attendance, during the half year. Besides the regularity and system that such *daily* returns require and induce in the conduct of the school, they enable the local superintendent to ascertain and judge for himself as to the accuracy of the return of *average* attendance, (in making up which very different bases of calculation have been adopted by trustees,) and to detect false returns by comparing the report of any particular day, with the memoranda of his own visits to such schools and his examination of their registers. And if the trustees of a separate school do not wish to make any other than a correct return, or obtain more than is their due, they cannot reasonably object to add to each child's name in their half-yearly return the aggregate number of days that he has attended school during that period, while, as may be seen by the printed forms, the trustees of public schools are required to make much more detailed and minute returns—and especially in union school sections, which are very numerous.

In regard to your objections to half-yearly returns by trustees of separate schools, I may merely observe, that there is the same reason for such returns from the trustees of separate schools as from the trustees of public schools, that, apart from other considerations, as the one-half of the legislative grant apportioned to a separate school in any one year, is payable at the end of the first, and the other at the end of the second, six months of the year, half-yearly returns should be made as the basis of such half-yearly apportionment.

It may be proper for me to add, that in this city alone, throughout all Upper Canada, has difficulty arisen such as your letter indicates—shewing clearly that it

\* See No. 187 of this Correspondence.

has arisen from the disposition and objects of the parties concerned, rather than from anything difficult in the provisions of the law. I know not how these provisions can be plainer; but no legal provisions are plain when efforts are made to employ them for other than their obvious and legitimate objects.

Perhaps even in this case, I am not altogether free from blame myself. The school law authorises me to prepare forms for making all returns and reports and conducting all proceedings under it. I thought the provisions of the 4th section of the Supplementary School Act were so explicit and plain, and the number of separate Schools was so small, that it was not necessary to prepare forms of returns and reports, and get them printed, for separate schools. I will, however, do so in the course of the present year, and thus prevent the recurrence of circumstances such as you have stated in your letter. Until, however, I prepare and furnish blank forms of returns and reports for separate, as well as for public common schools, I shall recommend the acceptance (if not already accepted) by the local superintendent of schools in this city of the returns which you made—subject of course to the responsibility which the 13th section of the School Act of 1850 imposes upon all school trustees in regard to school returns.

I have the honor, &c.

(Signed)

E. RYERSON.

The Hon. JOHN ELMSLEY,  
Trustee, R. C. Separate School,  
Toronto.

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*No. 22. The Trustees of Roman Catholic Separate Schools, Toronto, to the Chief Superintendent.*

Further on school rates of 1853, and on exemption of supporters of Separate Schools.

[L. R. 2500, 1854.]

TORONTO, 16th May, 1854.

SIR,

In acknowledging the receipt of your letter of the 11th instant, No. 1066, L., I have also to acknowledge the justice of your censure respecting my neglect of the official channel through which all communications should be addressed to you. You are, however, somewhat the cause yourself of this departure from rule on my part, inasmuch as you have kindly permitted me to depart from the regular course on former occasions without reproof. I will in future observe the proper regulations.

Permit me now in reply to state, that although your exposition of the law is very satisfactory in some regards, nevertheless upon the principal points submitted, we are still without your definitive judgment.

Perhaps I was not quite correct in stating in my first letter that the clerk of the municipality was the party causing the defeat of the supplementary act in regard of the separate schools, in the particulars I brought under your notice. I have not been able to ascertain with precision how it happened that the names of the parents and guardians, duly returned by the local superintendent as sending children to the separate schools should nevertheless have been included in the collector's roll for 1853, for the general school rate. The supplementary act had only been passed a few days before the returns of the 30th of June were required to be made. Copies of the act were only to be obtained by much trouble and delay, and therefore very few persons, either official or otherwise, knew much about its provisions, with reference to separate schools. The collector's rolls were therefore made up and completed, and placed beyond the control of the municipal clerk before the necessary steps were taken to prevent him from including the names of the parents and guardians, &c., in the rolls for the general school rate. The collectors went to work, and soon the most of the money was collected and paid into the hands of the chamberlain, and no one could state how all this had happened.

However, the whole matter has been brought under the notice of the committee of the city corporation on finance, and they seem quite willing to entertain the question of refunding the money; provided, that upon a review of the proceedings they can perceive that all has been done that could reasonably be expected, under all the difficulties of a new enactment.

And herein the finance committee are of opinion that the trustees of the separate schools should have made a return of the actual as well as of the average attendance of the children attending their schools. The trustees on the other hand think that the law does not require, and they admit that they have not made, any such return.

It is desired by all concerned that you should decide whether the absence of such return should or should not be fatal to our claim for the exemption of the parents, &c., from the school rate for 1853, however desirable such return might be to carry out the provisions of the 1st proviso.

The second important matter submitted to your consideration in my letter of the 2nd instant, does not appear to have been alluded to in your reply, in the sense in which your decision was needed.

The municipal clerk usually completes the collector's rolls in the month of August in each year; the collectors thereupon forthwith commence their labors, and long before the 31st of December, the period of each year, when the second half yearly returns are due, the taxes and rates have been mostly collected and paid into the chamberlain's or treasurer's hands. How then is it within the bounds of possibility for the municipal clerk to exempt the subscribers to the support of the separate schools, or the parents or guardians sending children thereto, from the general school rate, for the second half of the year; unless he does it at the same time that he exempts them for the first half year; that is to say, for the whole year at once; as it is but once in each year that the collector's rolls are made; and but once the taxes and rates are collected?

Your decision upon this very difficult question will not affect the year 1853, because the finance committee seeing the impossibility of exemption for the second half year, have practically waived it. But the same difficulty will again arise in the month of December of 1854. The municipal clerk will be required to make the exemption, but the collector's rolls will have passed from his custody, and the exemption cannot be effected, and other views may actuate the committee.

The finance committee meet again on Friday next, the 19th instant, and if you could furnish me with the result of your deliberations on or before the morning of that day you will greatly oblige,

Your obedient servant,

(Signed)

J. ELMSLEY,  
Secretary and Treasurer.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 23. The Chief Superintendent to the Trustees of Roman Catholic Separate Schools, Toronto.*

Further explanation of the provisions of the law regarding Separate School Returns.

[No. 1105, L.]

EDUCATION OFFICE,

Toronto, 26th May, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 16th instant, and to state in reply that you misapprehend the remark in my letter of the 11th instant. if you supposed that I intended to intimate that you should address me through the local authorities against whose proceedings you appealed. I simply intimated that you should have furnished them with a copy of your letter, as required by fairness, and the regulations of this department.

2. As you have not furnished me with copies of any of the correspondence between you and the city authorities, and do not intimate that you have made any enquiries of, or addressed any communications on the subject to the local superintendent; and are uncertain as to the parties who caused the refusal or delay of which you complain, it is impossible for me to add anything to what I have already said and suggested on those points.

3. As to the first question which you again propose, I repeat what I stated in my letter of the 11th instant, and for the reasons therein stated, that the return of the actual attendance of pupils at the separate schools, as it is required of trustees of

the common public schools, should be made; and the city authorities reasoning from the returns required of the trustees of all common schools, as well as from the obvious intentions of the statute, were doubtless induced to make the objection they did to the last year's returns of the trustees of separate schools. But since I did not prepare forms for the returns of separate schools as I did for the trustees of other schools, I shall urge the city authorities to accept and act upon the returns made to them, being anxious that the most liberal construction and application should be given to all the provisions of the school act in reference to all parties concerned.

4. In reply to your second and last question, I may observe, that it is thus far speculative rather than practical, as no instance has yet occurred for its application to the supporters of separate schools. I may also remark that the same principle applies to the supporters of public schools. If they neglect to keep open or send their children to the public school for the first six months of the year, they forfeit all share in the legislative school grant for that year; yet they are not the less liable to be taxed not only to the amount required to share in the legislative school grant, but for all school purposes.

It appears to me that the question you propose and the apprehensions you express, originate in an unnatural and erroneous view of the provisions of the supplementary school act. They are founded in the assumption that there is a half yearly municipal school assessment, and that the design of the half yearly returns by trustees of separate schools is to exempt the supporters of such schools from the payment of such assessments. Now, in the first place I have never yet heard of a half yearly school assessment by the municipal council of any county, township, city, town or village in Upper Canada. In the second place the chief design of the half yearly returns by all school trustees, whether of public or separate schools, is to furnish the local superintendent with data for an equitable half yearly apportionment of moneys to the schools. This is the sole design of the December school returns. But a second object of the June school returns in regard to separate schools is to exempt the persons who have either sent their children to a separate school, or subscribed for its support to a certain amount from the annual municipal assessment for such year—six months being according to law a minimum school year. It is the mean or average attendance of pupils for both winter and summer that determines the amount to be apportioned to each school, whether public or separate, during the civil year; but the enacting clause of the 4th section of the supplementary school act shows clearly that the return of attendance of pupils at the separate school, and of subscriptions towards its support, on which exemption from the annual school assessment is based, is the return which immediately precedes the levying of such assessment, and that it is for a year and not for a half year. I trust this explanation in reply to your question will remove all misunderstanding and reasonable ground of complaint in regard to the annual assessment provision of the supplementary school act.

But the same section of the act provides for the exemption of certain parties from the payment not only of the annual municipal assessment, but also of a special rate imposed for the erection of school-houses. The limitation and application of



this provision are so explicit as to leave no room for doubt or dispute. I may, however remark, that in to day's issue of a newspaper organ of your church, published in this city, called the "*Catholic Citizen*," I am assailed for having from vile motives, introduced this provision into the act; whereas, the fact is, that although I prepared and recommended the general provisions in the fourth section of the supplementary school act, it so happens that the restrictive words ("nor shall such exemptions extend to school-rates or taxes imposed, or to be imposed, to pay for school-houses, the erection of which was undertaken or entered upon before the establishment of such separate school,") were not submitted or suggested by me, but were suggested by the Attorney General (now Judge) Richards, than whom no man in Canada could desire more anxiously what was most liberal as well as most just towards his Roman Catholic fellow-citizens.\* And the circumstance that this clause of the act, so vehemently exclaimed against by the newspaper organ referred to, originated in a mind the least liable to be charged or suspected of intolerance against Roman Catholics, and was approved of by Roman Catholics as well as other members of the government and legislature, is an ample refutation of the insinuations referred to, and a sufficient proof that the provisions of the fourth section of the supplementary school act were conceived in the spirit of the utmost fairness and liberality to all parties concerned.

In conclusion, I have to regret that it was not in my power to return an earlier answer to your letter.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Honorable JOHN ELMSLEY,  
Trustee R. C. Separate School,  
Toronto.

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*No. 24. The Chief Superintendent to the Finance Committee of the City Council, Toronto.*

Recommending acceptance of Roman Catholic Separate School Returns.

[No. 1166, L.]

EDUCATION OFFICE,

Toronto, 25th May, 1854.

SIR,

Understanding that certain matters relating to the claims of trustees of separate schools in this city to the refunding of certain rates collected from the supporters of separate schools during the year 1853, had been referred by the city council to the standing finance committee of which you are chairman, I take the liberty of suggesting to you the propriety of recommending that the claims in question be granted.

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\* See the original draft of the 4th section of the Supplementary Act, page 20—23.

If I am correctly informed, the objection to these claims is on the ground that the trustees of the separate schools did not make a return of the *actual* attendance of each pupil at their schools, as well as the average attendance of the pupils collectively.

I think a return should be made of the actual attendance of pupils at the separate, as well as public schools, were the provisions of the act not so very explicit on the subject. It will also be recollected, that the Supplementary School Act requiring these returns did not pass the Legislature until the 14th of June last, and that the returns in question were required to be made the 30th of the same month. The school law requires me to prepare forms for making all reports and returns, and conducting all proceedings under it. I prepared forms of returns for school trustees generally, but did not do so for the trustees of the few separate schools in existence.

Under these circumstances, I think you will agree with me that it is hardly fair and not doing as we would be done by, to take advantage of any alleged technical omissions, contained in the first half-yearly returns of the trustees of separate schools, made within a few days of the passing of the act requiring them, and made without the aid of blank forms provided for other school trustees. But, notwithstanding the aid of such blank forms of returns, a large proportion of trustees throughout Upper Canada forfeited (according to the letter of the law) all share in the legislative school grant of last year, by their omissions and errors—so much so that I deemed it necessary, in the exercise of the discretionary power given me in such cases, to request by a circular notice to local superintendents of schools that they would not, *in that case*, withhold from school trustees the aid apportioned to them from the legislative school grant. I think it but equitable that the law should be administered in the same spirit in regard to the trustees and supporters of separate schools, whatever may be our opinion of the expediency or in expediency of establishing such schools.

I beg to intimate, that I purpose to prepare and provide blank forms for full and explicit half-yearly returns by trustees of separate schools for the current year. And for my views of the provisions of the law on the subject of these returns, and other matters connected with them in relation to separate schools, I refer you to two letters\* which I have addressed to the Hon. John Elmsley—the one dated to-day (No. 1105 L), and the other the 11th instant (No. 1066 L).

I have requested Mr. Elmsley, and he has promised me, to shew these letters to you.

I have the honor, &c.

(Signed)

E. RYERSON.

ANGUS MORRISON, Esq.,

Alderman and Chairman of the Finance Committee,  
City of Toronto.

\* No. 17 and No. 15 ante.

## City of Kingston.

*No. 25. The Rev. William Herchmer, A. M., of Kingston, to the Chief Superintendent.*

Establishment of Church of England Separate Schools.

[L. R., 3825, 1853.]

ST. LAWRENCE COTTAGE,

Kingston, 21st September, 1853.

SIR,

The fourth section of the common school supplementary act of 1853 refers to the 19th section of the common school act of 1850.

I am anxious to know the correct interpretation of that section which authorizes the establishment of "one or more separate schools for Protestants, Roman Catholics or coloured people;" i. e., I wish to be informed whether each denomination of Protestants can, if disposed, apply for a separate school—for instance—if twelve or more heads of families attached to the communion of the Church of England, desire to establish a separate school for the children of those who are connected with that church, will the act authorize the establishment of such a separate school?

An answer to this enquiry will oblige.

I have the honor, &c.

(Signed,)

WM. HERCHMER,

Asst. Minister St. George's.

The Rev. E. RYERSON, D. D.,

Chief Superintendent of Schools,

Toronto.

*No. 26. The Chief Superintendent to the Rev. William Herchmer, A. M., of Kingston.*

Separate Schools for Protestants generally can only be established.

[No. 404, L.]

EDUCATION OFFICE,

Toronto, 23rd September, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 21st instant, and to state in reply, that the school acts do not recognize any other than two classes of separate schools—Roman Catholic and Protestant—the latter including Protestants generally in contra-distinction to Roman Catholics.

But the board of school trustees in any city, town, or incorporated village, can (according to the fourth clause of the 24th section of the school act of 1850,) establish any kind or description of schools they please, whether Church of England, Presbyterian, Wesleyan, or Roman Catholic.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. Wm. HERCHMER, A. M.,  
Asst. Minister of St. George's,  
Kingston.

*No. 27. The Kingston Board of School Trustees to the Chief Superintendent.*

Employment of Christian Brothers and Nuns by the Board.—Equality of votes.

[L. R., 848, 1854.]

Kingston, 18th February, 1854.

REVEREND SIR,

As chairman of the board of trustees of common schools for this city, I take the liberty of asking your opinion respecting a point of the school act of last year; and in doing so, I think it better to state briefly the case which has made this matter of some importance.

Last year there were on the list of schools receiving aid from the common school fund, a school taught by the order of Christian Brothers, and another taught by the Nuns. These schools, it is believed by the Protestant part of the community, do not conform to the requirements of the statute so as to entitle them to a share of the school fund—they do not use the prescribed text-books, and in a word they have no right to be classed as common schools, on several other grounds which it would be easy to state.

At the last meeting of the school trustees the question came up as to the continuance of those schools on the fund.

Two resolutions were submitted, one "That the school teachers employed by the board during the last year, be the teachers under the board for the present year, with the addition of Mr. Kells." The other in amendment, "That the schools respectively under the charge of the Nuns and Christian Brothers, and last year aided by the funds of the common schools, as they are conducted by persons belonging to a religious order, be not again aided as common schools," when the vote was taken on the amendment seven members, including myself as chairman, voted for it, the other seven members of the board opposing it.

In this equality of votes it would seem, from the first clause of the supplementary school act of last year, that the amendment was lost; but as I had doubts

regarding the point, I declined to declare the amendment lost until I should take advice on the matter. The original resolution was clearly lost.

Should the amendment be lost according to the existing law, I fear the Board will be placed in the difficulty of not being able to re-engage any of the teachers, or appropriate any of the funds for the present year—those favorable to the Roman Catholic interest being likely to obstruct any re-engagement which does not involve the two schools in dispute.

The composition of the board is five Roman Catholics to nine professedly Protestant members, but two of them have allied themselves with the Roman Catholics in this question.

The Protestant members are most anxious that the Roman Catholics should avail themselves of the act for separate schools, but their is no likelihood of that being adopted by them at present.

I shall be obliged if you will favor me with your opinion as to the point arising from the equality of votes, and if you can suggest any way by which we shall escape being placed in the embarrassment I anticipate, I shall be thankful for your advice.

I have the honor, &c.

(Signed,)

J. MALCOLM SMITH.

The Rev. E. RYERSON, D. D.  
Chief Superintendent of Schools,  
Toronto.

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*No. 28. The Chief Superintendent to the Kingston Board of School Trustees.*

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Persons of any religious order may be employed as Teachers, but they must be subject to the general school regulations.

[No. 767, K.]

EDUCATION OFFICE,

Toronto, 24th February, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 18th instant, and to state in reply that, in several instances during the last year or two, chairmen of boards of school trustees gave double votes—one as members, and the other as chairmen of such boards.

These proceedings gave rise to disputes—though I decided, according to the law officers of the crown, in favour of the double vote of the chairmen—and the section of the act to which you refer, was intended to set the question at rest, by declaring that no resolution should be considered as carried unless supported by a

majority of the members of the board present. It appears that neither of the resolutions which you mention was carried.

Perhaps it may be as well for the board of trustees to make the appointments one by one. In such case the teachers whose appointments are not agreed to by a majority of the board present, must be regarded as not continued in the employment of the board.

I may remark generally, that no persons of any religious order—ecclesiastical or lay—are disqualified from being teachers of common schools, if trustees choose to employ them.

But no person, can be considered as common school teachers unless employed by the board of trustees, subject to its orders, and liable to be removed or continued according to the terms of agreement. You cannot lawfully pay any part of the school fund to any teacher not employed by you, and subject to such duties as you may impose, according to the general school regulations. It is for you, within the limits of the general regulations, to say what books shall be used, what subjects shall be taught, and what order, discipline and exercises of all kinds shall, or shall not be observed in each of the schools to the teachers of which you pay any portion of the public school fund. But you have nothing to do with any schools, the teachers and all the arrangements of which are not thus subject to your direction and control.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. J. MALCOLM SMITH, A. M.,  
Chairman Board of School Trustees,  
Kingston.

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*No. 29. The Kingston Board of School Trustees to the Chief Superintendent.*

Refusal of Christian Brothers and Nuns to allow Inspection of the Public Common Schools in which they are employed.

[L. R. 1344.]

PRINCESS STREET,

Kingston, 8th March, 1854.

SIR,

I have to acknowledge your communication respecting the state of the law in regard to the chairman's right of decision in case of an equality of votes.

At a meeting of the board of trustees held last night, your suggestion as to moving the schools one by one was accepted, and the two common schools which were proposed by the Protestant party were opposed by the Roman Catholic party, and lost through an equality of votes.

These were the only schools which the state of the meeting permitted a vote to be taken upon. And the case now stands thus:—That the Roman Catholic party, dreading that the schools taught by the Nuns and Christian Brothers would be lost, if the schools were proposed one by one, factiously opposed the continuance of those which the other party proposed, and to which there has never been any objection.

I beg to mention to you that in the discharge of my duty as chairman of the board of trustees, I have visited among other schools, those of the Nuns and Christian Brothers. The latter refused me admittance altogether at the time I went, although I distinctly stated in what capacity I came. The superior or head teacher told me that I could not be admitted at all in the forenoon, but that if I named a day when I could come in the afternoon, he would let me know if I could be admitted or not. Being occupied with my college duties in the afternoon, and standing on what I conceived to be right of admission at all times as in the other common schools of the city, I refused to name a time, and came away without being able to get within the school.

I then went to the Nuns' school. A lay female teacher to whom I first applied for leave to see the school, referred me to a Nun who was teaching some classes in an adjoining apartment; she, after hesitating a little, permitted me to remain, and brought up one of the classes for examination. I had not been long in, when an older Nun, I believe the superioress of the institution, entered and asked me what right I had to be in the school; I explained to her who I was, and in what capacity I came; she told me that it was no matter, and that I had no right to visit the school unless I had previously asked and obtained leave to do so, at least two days previously; I stated to her that I understood the school regulations differently, and thought, that if the school was to be ranked and paid as a common school, that the trustees had a legal right to visit it whenever they chose to do so, without any previous notice or asking any leave.

I reported to the board before its breaking up last night, the result of my applications in both these schools; but the Roman Catholic party said that the teachers of these schools were not bound to know the school regulations; that even if they had known them, they were justified in excluding me, in consequence of the vote I gave at last meeting of the board against their continuance as common schools. A Roman Catholic priest, a member of the board, gravely told me that if I wished to get into either of the schools I had nothing to do but come to him and he would afford me the requisite facilities, adding, that he was not surprised I had been refused admittance, taking the side I had done at last meeting, for that though the Nuns and Christian Brothers did not know the school regulations, they were not ignorant of the proceedings at the meeting of the school board. Another member told me that there was no violation of the school act or regulations in the refusal to admit me.

Might I beg you would favour me with your opinion on these matters. The Board is at a stand, still in consequence of the determination of one party to uphold these schools, whether conforming to the law or not. And meetings hitherto have been of the most discreditable character; no real business has been done beyond

the election of the chairman and the secretary and superintendent; and unless we can find some mode of extrication from our embarrassment, the whole year will pass over without anything being done; and indeed the fewer meetings we have in future the better, if time is to be frivolously wasted or filled up with speeches outraging Protestant feeling, and, I am constrained to say, common decency.

I have the honor, &c.

(Signed,)

J. MALCOLM SMITH.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

P. S.—I have been requested by a majority of the board to publish your last communication to me, but before doing so, I would beg to ask your leave to do it.

(Signed,)

J. M. S.

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*No. 30. The Chief Superintendent to the Kingston Board of School Trustees.*

It is illegal for Teachers to exclude their Trustees from the Common Schools.

No. 969, K.]

EDUCATION OFFICE,

Toronto, 23rd March, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 8th instant, and to state in reply that, you are quite at liberty to publish any official letter addressed to you by me.

In regard to teachers refusing to admit their school trustees employing them, it is a new case, such as I am not aware has ever before been brought under the notice of this department, and appears to me like a man being refused admission into his own house, and by persons in his own employment.

If a trustee should abuse his authority in this respect, the board of school trustees in each city or town can make a regulation to the mode of proceeding in visiting its schools by its members. But apart from any such regulations, the law clearly gives this authority to all trustees.

By the 14th clause of the 12th section of the school act of 1850, it is made the duty of trustees "to visit the school from time to time and see that it is conducted according to the regulations authorised by law." And in the first section of the supplementary school act, the same power is expressly declared to be possessed by trustees in cities and towns.

In the school act of 1850, the trustees in cities and towns, among other things, are authorised and required "to determine the number, sites, kind and description of



schools which shall be established and maintained in such city or town; the teacher or teachers who shall be employed, the terms of employing them, the amount of their remuneration, and the duties which they are to perform;" "to see that all the pupils in the school are duly supplied with an uniform series of authorised text books;" "to see that all the schools under their charge are conducted according to the regulations authorised by law."

From these provisions of the act, I think it is clear that the board of school trustees in cities and towns can establish any kind of schools they please, and employ any kind of qualified teachers they please; but that all such teachers shall be their servants, and all such schools their schools, and not those of any other party: that if any religious persuasion or other party wishes its schools to be regarded and supported as the public schools in a city or town, such school must become the school of the board of school trustees and its teachers the officers of such board alone.

No man can serve two masters at one and the same time, nor can schools be subject to more than one authority. The only authority recognised by law in the management of schools and their teachers in cities and towns are the trustees elected by the people.

I have the honor, &c.

(Signed)

E. RYERSON,

The Rev. J. MALCOLM SMITH, A. M.,  
Chairman Board of School Trustees,  
Kingston.

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*No. 31. The Kingston Board of School Trustees to the Chief Superintendent.*

Refusal of Christian Brothers and Nuns to conform to the general regulations.—Quorum of Board.

[L. B., 4324, 1854.]

KINGSTON, 2nd November, 1854.

Sir,

As chairman of the board of trustees of common schools of this city, I beg to ask your advice and direction in the case I am about to state. You are already aware that on the list of our common schools for last year there were two Roman Catholic schools, one taught by the Nuns and the other by the Christian Brothers.

How these two schools ever came to be recognised and paid as common schools, is quite unknown to me. But on my becoming a member of the board at the beginning of the present year, I found six of my fellow trustees determined to resist the re-engagement of these schools or teachers. In their views I entirely concurred; and at our second meeting the matter was brought up; but there being an equality of votes on each side, both the resolution and the amendment, in terms of the act, fell to the ground.

In these circumstances we were at a loss how to proceed, and after an attempt to engage the schools by a separate vote on each, the board found itself at the end of March in no better a position with regard to business than at its first meeting. The seven Protestant trustees would not agree to the re-engagement of the two Romish schools; and the five Roman Catholic Trustees supported in all their measures by two professedly Protestants, would agree to no vote on the schools which did not comprise their own two schools.

More than one of the Roman Catholics had spoken to me with the view of my agreeing to the re-engagements of their two schools for the present year, for the sake of peace, pledging themselves to apply for separate schools at the close of the year. I stated to them the only conditions on which I could agree, and these seeming to them reasonable and fair, I embodied them in a resolution, a copy of which I enclose, and the next meeting all the schools or teachers of last year were re-engaged subject to this resolution.

I may state that in the resolution as at first proposed by me, I mentioned the two Romish schools by name, requiring on their part conformity in every respect to the other common schools, as required by the common school act; but as this seemed to be offensive to the Roman Catholic members, I drew up the resolution in the general form enclosed.

The engagements of the schools subject to this resolution was carried by eight to six, all the Roman Catholic members voting with me for it, and six Protestant members voting against it. At the passing of this vote I gave it distinctly to be understood that I would not allow the resolution to be a mere form; and I soon afterwards went round all the schools to ascertain where it was acted upon, and where it was not. In order that there might be no ignorance on the part of the teachers, I directed the secretary to get the resolution printed and to leave a copy or copies of it at every school, and to inform the teachers that copies of the authorised text-books would be supplied to poor scholars, on the teacher applying for them to the secretary.

Notwithstanding all our exertions, the Nuns and Christian Brothers' schools would not, and did not conform to our requirements. They still continued using their own Romish text-books; and no reading book authorised by the council of public instruction found a place among them.

On more than one occasion when I went to visit the schools I found these two closed. Their hours of meeting were different from the others, and they would not alter them. And when the summer holidays were ended, all the other schools met promptly on the day named by the superintendent, but these two remained closed without any leave asked or obtained, for nearly two weeks after. From other facts which I could easily adduce, were it necessary, I became satisfied that these two schools were under other control than that of the board of common school trustees, and that they would never submit to our control being exercised over them.

After this vote for re-engaging the schools, the Roman Catholics seemed contented, and they absented themselves from subsequent meetings of the board called by me, thus preventing us from transacting any business for want of a quorum.

In the month of August one of their trustees died, and I called a special meeting to fill up his place. They knowing that a Protestant would be returned for the ward would not attend; so that there were only seven members present.

But I had taken legal advice, and ascertained that under the circumstances seven would be a legal quorum of the board, being an absolute majority of the members. By order of this meeting a writ was issued for the election of a trustee to fill the vacancy; and a Protestant was elected.

At our next meeting (nine members being present including one Roman Catholic, who soon withdrew on finding none of his brethren there), a resolution was carried declaring that the schools had forfeited their engagement by the board, in consequence of not having complied with the terms of the resolution subject to which they were engaged.

Would you be so good as favor me with your opinion as to our proceedings, as thus briefly and hurriedly detailed by me—especially as to our having met as a board with a quorum of seven, when the board consisted of thirteen, &c.: whether we are liable for any salary to the teachers of these schools—or if for any, for more than their proportion from January 1st to date of the passing of the enclosed resolution.

Your opinion of the case, with any direction or advice you may see fit to give will be thankfully received by me and by the other members of the board who are now acting.

I may state before closing, that the Roman Catholic trustees have been threatening us with legal proceedings for the salaries of the teachers, we have declared as not subject to the board.

I have the honor, &c.

(Signed,)

J. MALCOLM SMITH.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

[Enclosure.]

*Resolution passed at a meeting of the Board of School Trustees, Kingston, on the 11th  
\* April, 1854.*

*Resolved*,—That this BOARD claims the sole and exclusive authority over all the teachers and schools recognized and paid by them; and that while they are determined in every instance to require a strict compliance with all the regulations of the school act generally, they deem it proper and necessary at this time to give a distinct expression of this their determination,—especially with reference to the use of unauthorized text-books, and the existence of any kind of sectarian religious teaching during the common school hours. And the board further declare that all the schools with which they have to do shall be open at all hours of school teaching to the visits of the members of this board, and all other visitors recognized by law,—that it is the

duty of all their teachers to receive such visitors courteously, and to afford every facility for inspecting the text-books used; for seeing the method of instruction pursued, and the general efficiency of the school, and for recording their visits in the visitors' books, along with any remarks they may see fit to make.

(Signed)

J. MALCOLM SMITH.

*No. 32 The Chief Superintendent to the Kingston Board of School Trustees.*

The Board in employing persons for the Public Schools has only to do with them as Teachers, and not as members of religious orders.

[No. 2307, M.]

EDUCATION OFFICE,

Toronto, 13th November, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 2nd instant, and to state in reply that, as the question you propose is a purely legal and technical one, and not involving a general principle of the school system, I feel some delicacy in answering it.

I think there is no doubt that the teachers to whom you refer have violated, or rather disregarded, the conditions and regulations under which they were employed. But on adopting the last resolution of which you speak, notice of their dismissal to the teachers concerned, should have been given, and payment made to them of their salaries up to that time.

Whether your board took these steps or not does not appear from your letter.

If not, I am inclined to think the board will be liable for their salaries up to the present time, under the 17th section of the School Act of 1850. If your Board did not notify and pay them at the time of passing the last resolution referred to, it appears to me to be the most peaceable way to pay their salaries for the current year, and guard against a similar abuse of the provisions and objects of the school-law.

A board of school trustees has only to do with the teachers it employs; and it should employ each of them without any reference to, or recognition of, any religious community with which such teacher may be connected. Each of the nuns or monks employed by the board, should be as much subject to the board as any other teacher employed by it. They are no exception to the general rule that "no man can serve two masters;" nor should the board suffer its own requirements to be treated with contempt by any teacher in its employment.

I have the honor, &c.

(Signed)

E. RYERSON.

The Rev. J. MALCOLM SMITH, A.M.,  
Chairman Board of School Trustees,  
Kingston,

No. 33. *The Kingston Board of School Trustees to the Chief Superintendent.*

Election and Voters for Separate School Trustees.

[L. R. 4737, 1854.]

QUEEN'S COLLEGE,

Kingston, 21st December, 1854.

REVEREND SIR,

Some of the Roman Catholics of this city having applied to the board of common school trustees, to be allowed to have separate schools for next year, and their application having been sanctioned by the board, the necessary steps are being taken to have this carried out immediately. I have been authorized by the board to issue writs for the election of separate school trustees in each ward in the city. But there will be a difficulty, in my opinion, as to who shall vote, the qualification in this case being posterior to the act of voting. Might I trouble you for your advice in the matter:

*First.* Whether the board ought to appoint separate returning officers for the separate school trustees election, or if the returning officers for the general board can record the votes and make the returns for both parties.

*Secondly.* Who are entitled to vote for separate school trustees, there being as yet, properly speaking, no separate schools, and no taxes having been paid, consequently, for such. And *lastly.* Can those voting for the separate school trustees vote also for trustees to the general board?

The board of common school trustees have already cut off the schools taught by the Nuns and Christian Brothers, and paid their salaries in full up to the beginning of this month, thereby freeing itself from all further claim from these quarters. But besides these two, there is still a common school taught by a Roman Catholic teacher. When the separate schools come into operation, will it be the duty of the general board to remove this teacher, to make way for a Protestant?

I have the honor, &c.

(Signed)

J. MALCOLM SMITH.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

*No. 34. The Chief Superintendent to the Kingston Board of School Trustees.*

The Petitioners for Separate Schools are Voters at first Election of Separate School Trustees.

[No. 18. M.]

EDUCATION OFFICE,

Toronto, 4th January, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 21st ultimo, and to state in reply that, the first election of trustees for separate schools takes place in the same manner as that of trustees of school sections, according to the 5th section of the School Act of 1850. The electors present choose a chairman, and elect *three* trustees for the section, as usual.

2. By the 2nd proviso of the 19th section of the School Act of 1850, it is the parties *petitioning* for a separate school that have a right to vote at the first election of trustees for it. If any parties present themselves at a separate school election meeting, to whose right to vote any person present makes objection, the 7th section of the same act states the mode of proceeding in such a case. Others have no right to interfere.

3. By the last proviso in the 4th section of the Supplementary School Act, the supporters of separate schools have no right to vote at the election of common school trustees.

I have the honor, &c.

(Signed)

E. RYERSON.

The Rev. J. MALCOLM SMITH, A.M.,  
Chairman Board of School Trustees,  
Kingston.

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City of Ottawa (Bytown).

*No. 35. The Local Superintendent of Bytown to the Chief Superintendent.*

Protestant inhabitants complain of the Board's management of the Public Schools.

[L. R., 1723, 1853.]

BYTOWN, 10th May, 1853.

SIR,

I beg to enclose you a petition to myself from certain inhabitants of Bytown, and I hereby send a copy of my reply to them :

"BYTOWN, 9th May, 1853.

" N. SPARKS, Esq., and 113 others.

" GENTLEMEN,—

" I acknowledge receipt of your petition, setting forth that you are aggrieved and dissatisfied with the unjust and unequal apportionment of the school fund, public and local. If anything in your minds of this kind exists, the proper course to pursue is

to petition the board of school trustees, laying before them what you consider oppressive, unjust or illegal in the distribution of the school fund.

“The superintendent is the mere servant of the board of school trustees, he has no power in his hands except to carry out their orders, see that the teachers do their duty, to report to the board any misconduct or dereliction of duty on their part and have the teacher admonished or dismissed.

“If there be any school section in which there is not a teacher professing to be a Protestant, the 19th section of the school act points out distinctly the course to be pursued; the board no doubt, if applied to, will carry out the intentions of the law and do all they can to satisfy the people.

“I will forward your petition to the Chief Superintendent of Schools as<sup>d</sup> you desire, that he may be in possession of your views.

“That part of your petition where you allude to teachers being employed by the board who have not legal certificate of qualification, your information is not correct. No teacher has at any time been engaged by the board without producing a certificate of qualification from the county board of instruction.”

On looking over these papers, if any suggestions on your part can be offered, I will be happy to receive them and lay them before said petitioners.

I have the honor, &c.

(Signed)

ALEXANDER WORKMAN,  
L. S. C. S., Bytown.

Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

[*Enclosure.*]

TO ALEXANDER WORKMAN, Esq.,  
Superintendent of Common Schools, Bytown.

SIR,

The petition of the undersigned Protestant inhabitants of Bytown, respectfully beg leave to represent—That they feel aggrieved and dissatisfied with the unjust and unequal apportionment of the school fund, public and local, as relatively distributed between the Roman Catholics and Protestants of Bytown. They, therefore, hereby demand separate Protestant schools in every school section in this town; and respectfully but firmly insist upon receiving every penny of school funds which is contributed by the Protestants of Bytown, together with the portion of the public grant in the proportion that the whole government grant bears to the whole school rates for the town.

They further beg leave to request that in the event of your not carrying this arrangement into immediate effect, that you will be pleased forthwith to communicate their views to the Chief Superintendent of Education for the Province, as they will never consent to be taxed, or pay any school rate, upon any other terms.

If division and dissent is to be perpetuated in the common school system of this province, let it at least be based upon the principle of common justice, in giving to the separatists the amount they contribute themselves, as well as the proportion thereto of the public grant.

They beg also to state that they are informed that there are teachers and institutions participating in the school funds who are not legally entitled to the same, inasmuch as some of the teachers have no certificates of qualification according to law, and who are teachers in institutions not created in accordance with the common school act, and over whose property and management the school trustees have no control.

Soliciting an answer at your earliest convenience,

They have the honor, &c.

Bytown, March 14th, 1853.

(Signed)

N. Sparks,  
E. McGillivray,  
James Robinson & Son,  
N. S. Plawm,  
Edward S. Perkins,  
Lyman Perkins,  
William Stewart, J. P.,  
James Ashfield,  
William Frazer,  
William Borbridge,  
John Bennett,  
John Blyth,  
John Ford,  
John Watchorn,  
Charles Carson,  
Michael Johnston,  
James Raitt,  
Thomas Hasty,  
Francis Link,  
William Elliott,  
R. Robinson,  
Edward Grant,  
John Matthews,  
John Chitty,  
Moth Paterson,  
Thomas Evans,  
N. F. English,  
S. C. Keir,  
Henry Mathers,  
Taffy Cox,  
George H. Preston,

Robert Kenly,  
John Elliott,  
John Wilson,  
Robert McCullough,  
James Mathars, Councillor,  
J. D. Slater,  
James Cook,  
John Burns,  
S. S. Strong,  
Robert Hardy,  
George R. Johnston,  
William Hewitt,  
Thomas Green,  
William Walker,  
John Lang,  
George Lang,  
James Lang,  
R. Waddell,  
Caldwell Waugh,  
John Sweetman,  
John Carnegie,  
James Hawken,  
James Montgomery,  
Richard Call,  
Edward Van Courtlandt,  
James McCulloch,  
James Campbell,  
William McCulloch,  
Hamnett Hill,  
William Lattimer,  
William Hamilton,



George Foxton,  
 John Henderson,  
 John Fotheringham,  
 James MacDermaid,  
 John Frazer,  
 John Rowat,  
 Robinson Lyon,  
 Robert S. Read,  
 John Grant,  
 Duncan Graham,  
 John Macdonald,  
 Robert Waffer,  
 William Jamieson,  
 W. Cousins,  
 Alexander Graham,  
 F. D. Wood,  
 Francis Dowler,  
 Samuel Watson,  
 Robert McCandlish,  
 Henry Burrows,  
 Richard Taylor,  
 John Burns,  
 Abhram Henderson,  
 John Rochester, Jr.,  
 John Walker,  
 John Langford,  
 George Wilson,

Gilmour & Co.,  
 John William Hamilton,  
 John Cameron,  
 Abraham Astleford,  
 Thomas G. Burns,  
 Dawson Kerr,  
 Henry Farren,  
 John Freligh,  
 William Tracy,  
 Andrew Graham,  
 William Musgrove,  
 Angus Sutherland,  
 Joseph Coombs,  
 George Carter,  
 James Peacock,  
 R. Freligh,  
 Thomas Langrill,  
 H. Haughton,  
 C. A. Burpee,  
 William P. Lett,  
 James Coombs,  
 Thomas Wilson,  
 Thomas G. Burns,  
 Jonas Barry,  
 Robert McDougall,  
 George Story.

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No. 36. *The Chief Superintendent to the Local Superintendent of Bytown.*

Petitioners can, if they please, have a Separate School after the 25th of December.

[No. 16, I.]

EDUCATION OFFICE,

Toronto, 2nd July, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 10th May, enclosing a petition addressed to you by a large number of the Protestant inhabitants of Bytown. I have deferred answering your letter until I could refer you to the provisions of the new Supplementary School Act in regard to separate schools. You will find that act in the *Journal of Education* for June; I beg to refer the petitioners

to the 4th section of it. No separate school can be established before the 25th of December. The school operations, therefore, of your town, for the current year, must be conducted as usual. After the 25th of next December the petitioners can, if they please, avail themselves of the provisions of the 19th section of the School Act of 1850, in connection with the provisions of the 4th section of the Supplementary Act.

I have the honor, &c.

(Signed)

E. RYERSON.

ALEXANDER WORKMAN, Esq.,  
Local Superintendent of Schools,  
Bytown.

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*No. 37. The Rev. S. S. Strong, D. D., of Bytown, to the Chief Superintendent.*

On the establishment of a Protestant Separate School.

[L. R. 2337, 1853.]

BYTOWN, 4th October, 1853.

REV. SIR,

Some members of my congregation, and others, have suggested to me the propriety of getting up a Protestant school in which all denominations other than Roman Catholics should be united. I have every desire to meet their wishes if such a plan can be legally carried out under the school act at present in existence, which I doubt, as I can find in them nothing beyond a power to establish separate sectarian schools, which does not recognize a union of Protestants.

I am sorry to add to the vast amount of labour and trouble which your office entails upon you, but you would much oblige me if you would give me your opinion upon the subject.

I am, &c.

(Signed,)

S. S. STRONG.

To the Rev. E. RYERSON, D. D.,  
Toronto.

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*No. 38. The Chief Superintendent to the Rev. S. S. Strong, D. D., of  
Bytown.*

A Protestant Separate School may be established in any Ward if the Teacher of the Public School is a Roman Catholic.

[No. 462, I.]

EDUCATION OFFICE,

Toronto, 7th October, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 4th instant, and to state in reply that if the teacher in any ward or wards of Bytown is a Roman Catholic, a Protestant separate school, (including all Protestants who choose to apply for, or support such separate school,) can be established, as provided for in the 19th section of the act of 1850. I may remark that the 4th section of the supplementary school act is as favourable to Protestants as Roman Catholics. I mentioned this to several Protestant gentlemen in Bytown during my visit there last winter, on their informing me that the Protestants possessed the greater part of the taxable property in the town, while they were in the minority as to numbers.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. S. S. Strong, D. D.,

&c., &c., &c.,

Bytown.

*No. 39. The Ottawa Board of School Trustees to the Chief Superintendent.*

Queries relating to Separate and Common Schools.

[L. R. 567, 1855.]

CITY OF OTTAWA,

30th January, 1855.

SIR,

I was under the necessity of troubling you the other day with a telegraphic despatch, to which you were kind enough to reply,\* and I am now under the

\* The following are the communications referred to:—

By Telegraph from Ottawa, 26th January 1855.

To the Rev. E. Ryerson,

Chief Superintendent of Schools.

Have our City Council the power of declaring each ward a separate school section? Can one of our school trustees act as local superintendent? Please answer queries.

(Signed,)

JAMES COX,

Chairman.

[*Reply.*]

By Telegraph from Toronto, 26th January, 1855.

To James Cox, Esq.,

Ottawa.

Council has no power but to provide money when required by trustees. Trustees have all power. Trustee may be superintendent in a city.

(Signed,)

E. RYERSON.

further necessity of forwarding a series of queries for your consideration and decision, in consequence of the ambiguity of the common school act; but it is right I should assign my reasons for thus troubling you; permit me then, sir, to draw your attention to a few facts which will fully illustrate the present position of the common schools of this city, and which have hitherto prevented the school trustees of Ottawa (late Bytown,) from working the school law to advantage.

*First.*—The town until lately was entirely under the control of the Roman Catholic priesthood, who, as you are aware, are strenuously opposed to education in any and every form.

*Second.*—The division of the town (3 wards) under its late municipality, gave to the Roman Catholics the preponderance in the board of school trustees, and as a consequence they carried every measure to suit the views of the priesthood.

*Third.*—The Protestant population have hitherto contributed about two-thirds of the tax levied for school purposes, while the Roman Catholics have received a little more than two-thirds as their share in its disbursements, the latter having eleven schools, all, or nearly all free, while the former have but five schools, and fully one-third of the number paying scholars.

The present division of the city into five wards having given the Protestant population the preponderance, (they having six representatives in the trustee board, and the Roman Catholics four,) feel it incumbent upon them to make such alterations and amendments in the number and management of the schools as shall bring them into greater conformity to the common school acts.

It would be impossible, in a single letter, to detail all the disadvantages under which the Protestants of this rising city have labored for the last few years in regard to common schools, but you sir, with your usual penetration, will easily perceive, from what I have stated above, that many changes are necessary in order to work the schools to advantage; may I then request you to give the accompanying queries your earliest consideration, and favor me with your opinion upon the same, with any other suggestions which may occur to you.

I enclose an extract from the act incorporating the College of Bytown, cap. 167, dated 30th May, 1849, and also one from the act incorporating the community of the Sisters of Charity, cap. 108, dated 30th May, 1849, which may assist you in the consideration of queries Nos. 15 and 16.

I remain, &c.

(Signed.)

JAMES COX.

*Queries for the consideration of the Chief Superintendent of Education for Canada West, for his interpretation and opinion.*

1st.—Can the several wards (five) of the city be formed into distinct and separate common school sections, and if so, by whom?

2nd.—In the event of its being legal to have the wards formed into separate school sections, can each ward or section be taxed by itself, for all matters appertaining thereto, by the city board of trustees?

3rd.—If wards in cities are not considered distinct school sections, and cannot be made such, is it requisite in taking steps to appoint new schools, purchase land for sites, establish libraries, &c., &c., to call a meeting of the taxable inhabitants of the whole city, or of the inhabitants of the particular ward only in which such new school, &c., &c., is to be situated; or can the board of trustees do each and all of these things within itself?

4th.—Can the board of trustees in a city, exercise all the powers and perform all the duties prescribed in the school acts, without calling any public meeting?

5th.—Is a trustee of the city board eligible to be appointed local superintendent?

6th.—The city of Ottawa having come into existence by special Act of Parliament, on the 1st January, with five wards, and having elected a new board of trustees of ten, two for each ward, does the former superintendent continue in office till April, or shall one be appointed forthwith?

7th.—Before the teachers are re-engaged for the current year, is it not in the power of the Protestant inhabitants to demand as many Protestant separate schools as they are willing to support?

8th.—If one or more separate schools are applied for, and granted, can they go into immediate operation, as no assessment has yet been made for the current year, or do sections 18 and 19 apply to them, and for what reason?

9th.—Can any of the trustees of the city board be also trustees of separate schools?

10th.—Shall the committee of three mentioned in the 5th clause of the 24th section, consist of members of the trustee board or others?

11th.—What way can the city chamberlain provide funds when the collection is made only in December?

12th.—The population of this city having increased since the last census returns to about 10,000, are we entitled to an increased share of the provincial grant?

13th.—Can books in any other language than English, be taught in common schools?

14th.—Can you supply the board of trustees with copies of the school acts, to be handed over to their successors?

15th.—In a chartered Catholic college, and receiving provincial aid, have they a right to teach a common school in such college and be paid therefor?

16th.—Have incorporated Sisters of Charity a right to teach two or more common schools in a nunnery or hospital, under the school act, and be paid for the same?

17th.—Did the engagements of the teachers employed by the trustees of the late town of Bytown cease with the functions of the old board of trustees?

[Enclosures.]

*An Act to incorporate the community of the Sisters of Charity.—Passed 30th May, 1849—Cap. 108.*

This act incorporates the institution now existing at Bytown under the same name, and the object of which is the maintenance of a hospital for indigent and infirm sick persons and orphans of both sexes. The present members of the corporation are named and incorporated, and such others as may hereafter become members under the rules of the corporation. The yearly value of the real property the corporation may hold is limited to £2,000, the issue and profits of all real and personal property being applicable solely to the purposes of the institution as above mentioned, the present property of the institution is vested in the corporation, which is to lay yearly before each branch of the legislature, a detailed statement of its property. The rights of the crown and of other parties not specially mentioned, are saved.

This institution gets a yearly provincial grant of £150, solely for hospital purposes.

The site of the institution was granted by the board of ordnance in trust (free) to certain Sisters of Charity, distinctly for an hospital for the destitute sick of Bytown.

*An Act to incorporate the College of Bytown—Cap. 167.—Passed 30th May, 1849.*

This act incorporates the institution now existing in Bytown under the same name, with the usual powers. The members of the corporation are the Roman Catholic Bishop of Bytown, the superior of the college, the curé of the parish of Bytown, the director of the college, the professors of philosophy and *belles lettres* therein, the bursar and all necessary officers thereof, and their successors respectively; the yearly value of the real property of the corporation may be £2,000. The issues and profits of all property, real and personal, to be applied solely to the purposes of the college; the repairs of the requisite buildings, and the education of the youth; the property of the corporation now existing at Bytown, under the same name, is vested in the corporation, which is to lay yearly before each branch of the legislature, a detailed statement of its property and affairs. The rights of the crown and parties specially mentioned are saved.

This institution gets a yearly provincial grant of £150 to educate youths from the county of Ottawa, Canada East, free of charges, but from a recent enquiry made by the member for Russell, in his place in the Legislative Assembly, it was ascertained there were no youths from the county of Ottawa attending the college free.

*No. 40. The Chief Superintendent to the Ottawa Board of School Trustees.*

General provisions of the law relating to separate and common schools in cities.

[No. 516, N.]

EDUCATION OFFICE,

Toronto, 7th February, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 30th ult., and to reply to your several questions in order as follows:—

1st. and 2nd.—The board of school trustees cannot divide the city into school sections, as can a township council a township. But the board can establish ward schools—one or more schools in each ward—and call upon the municipal council to tax the property in such ward for the erection and repairing, furnishing, &c., of the school-house or school-houses, and the payment of teachers in such ward.

3rd. and 4th.—Boards of school trustees in cities and towns can do whatever they please in regard to everything authorised by law as to school sites, school houses, school furniture, teachers, &c., without calling a public meeting. The obligation to call public school meetings, applies to school sections in townships, and not to cities and towns.

5th.—The board of school trustees may, if they think it expedient, appoint one of their own number as local superintendent of schools, and prescribe his duties, although I do not know of any instance in which it has been done.

6th.—The provision of the law relative to a local superintendent continuing in office until the first of April, does not apply to cities and towns. It only applies to local superintendents appointed to townships by county councils, and whose duties are prescribed by law. But the duties of local superintendents in cities and towns are prescribed by the boards appointing them, and their continuance in office may be determined by such boards.

7th. and 8th.—No Protestant separate school can be established in a ward unless the teachers employed in the public common school are Roman Catholics; nor can any separate school be now established this year before the 25th of next December, unless it was legally authorised before the 25th of last December. Section 49 of the School Act of 1850, and section 4 of the Supplementary School Act, applies to cities and towns as well as to townships.

9th.—The parties establishing a separate school can select whom they please of their own religious persuasion, as a trustee, if he is willing to serve; but such individual being a supporter of a separate school, forfeits all right to vote at the elections of public school trustees, and consequently to serve as trustee of a public school.

10th.—The committee allowed to be appointed under the authority of the 5th clause of the 24th section of the school act, may consist wholly, or partly, or not at all of the members of the board, as the board may judge expedient. The board need not appoint such a committee at all, if it does not desire to relieve its own members, or if it does not think the aid of such a committee necessary. I am not aware that the board of school trustees in Toronto have ever appointed such a committee, but they have directed the local superintendent to attend minutely to the affairs of each school, for which they may not have made provision at their monthly meetings.

11th.—Under the provisions of the 6th clause of the 24th section of the school act, the city council must provide funds at such times and in such manner as the board of trustees may require.

12th.—I cannot yet tell upon what returns I shall apportion to the several municipalities the school grant for the current year.

13th.—Books in French and German are used in some of the common schools in Upper Canada, although no text-books in those languages have been formally recommended by the council of public instruction. But the use of these languages in the schools where the inhabitants speak them, is recognised by law—See page 157 of my report for 1853; and the trustees can use any books published in the British dominions, and which are not prohibited by the council of public instruction

14th.—Several copies of the school act are herewith sent, and a copy of my last annual report.

15th. and 16th.—No school is entitled to share in the common school fund which is not established under the authority, and according to the provisions of the school acts; and the trustees of which are not elected according to the acts, and the teachers of which are not employed by such trustees, and who do not conduct their schools according to the regulations prepared under the authority of the school acts. But trustees have a right to employ Sisters of Charity or any other persons whom they think proper (having legal certificates of qualification,) as teachers of their schools.

17th.—I cannot answer this question, as I know not the provisions of the act incorporating your city, which may apply to the subject; nor the terms of agreement with your teachers. But I think in point of equity and propriety, the present board of trustees succeeding to all the powers and property of the board of trustees, succeed also to their obligations.

I have the honor, &c.

(Signed,)

E. RYERSON.

JAMES COX, Esq.,

Chairman, Board of School Trustees,  
City of Ottawa.



## Town of Belleville.

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### *No. 41. The Belleville Board of School Trustees to the Chief Superintendent.*

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The Trustees of the Roman Catholic Separate School have applied to the Court of Queen's Bench against the Board.

[L.L., 524, 1863.]

BELLEVILLE, 11th *February*, 1853.

REVEREND SIR,

An application has been made to the Court of Queen's Bench by the trustees of the Roman Catholic separate school of this town, for a mandamus to compel the board of school trustees of Belleville to pay to the teacher of the separate school, a proportion of the monies raised by assessment, for school purposes, (over and above the school fund as defined by section 40 of the school act,) equal to that paid to the common school teachers during the first half year of 1852. Upon this application, a rule has been granted by the court, calling upon the board of school trustees to shew cause why the mandamus should not go forth.

Acting in behalf of the board, I have submitted all the facts connected with this pretended right, the correspondence between the parties, brief, &c., to Mr. Van-koughnet, Q. C., of Toronto, to whom the whole case has been confided. I have furthermore taken the liberty of referring him to you as one who can best guide and assist him in the proceedings.

The case is an important one, raising pretensions which, should they prevail, will be likely to create a vast deal of excitement, not only in this part of the country, but wherever separate schools have been established, and besides, will greatly endanger the free school system, which hitherto has worked so admirably.

I trust, Reverend Sir, you will pardon the liberty I have taken in making use of your name, and beg to subscribe myself,

Your most obedient servant,

C. O. BENSON.

Rev. E. RYERSON, D. D.

Toronto.

P. S.—The case stands for argument during the present term.

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*No. 42. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.*

The Court of Queen's Bench has declined granting a mandamus until the Chief Superintendent's decision is laid before it.

[L. R. 1834, 1853.]

BELLEVILLE, 28th March, 1853.

SIR,

I beg to enclose herein, certain documents, numbered respectively 1, 2, 3, 4, for the sole purpose of acquainting you with the position in which the dispute between the board of school trustees, and the separate school trustees now stands.

We applied to the Court of Queen's Bench for a mandamus to compel the trustees to divide the government grant, and the monies raised by local taxation for the payment of teachers' salaries, between the common school teachers and the separate school teachers, in proportion to the attendance at each school. A portion of the Judgment of Chief Justice Robinson will be found enclosed, marked I, from which you will perceive that our definition of the school fund is acquiesced in, although our application was unsuccessful, chiefly because it was not shewn on the argument that the dispute had been referred to you, and had been decided on; the opinion of Judges Draper and Burns, respecting the definition of the school fund, is the same as that of the Chief Justice, I understand from my agent: but of that Mr. Vankoughnet will be able to speak. My object in again troubling you for a decision as to whether the separate school teacher is entitled to share in the government grant, and the monies raised by local taxation for the payment of the salaries of qualified teachers, in proportion to the number of children attending the separate school, as compared with the number attending the other schools, is for the purpose of bringing the matter again before a court of law; and I have to request, that you will be pleased to favour us with a decided expression of opinion on this point soon, so that it may be used in the proceedings about to be instituted.

You will see by the papers enclosed, marked 2, 3, 4, that the separate school trustees have used every exertion for a settlement, believing as they did, that a similar dispute could not again arise, and that it was desirable to avoid further litigation. The board of trustees, however, take higher ground than at the commencement of the dispute, and as you will perceive, refuse to pay more than the £21 3s. 4d. already paid.

I may observe, that at the argument in Toronto, it was distinctly sworn to in the papers submitted by us, that £300 had been estimated for by the trustees for teachers' salaries in 1852; that the treasurer's books shewed this amount had been received on account of the "school fund," and in the cheques drawn by the chairman of the board on the treasurer, the money was requested to be paid to the teachers, from time to time, out of the school fund. This seems to have escaped the Chief Justice.

Had a civil action been resorted to, instead of the summary proceeding by mandamus the result would probably have been different; as it is, your opinion in the sense alluded to in the judgment of the court, is requested, so that it may be used in a civil action before Judge Draper.

I am, &c.

JNO. O'HARE,  
Secretary to the R. C. School Trustees,  
Belleville.

The Rev. E. RYERSON,  
Superintendent of Education,  
Toronto.

[Enclosures.]

[No. 1.]

C. J. ROBINSON'S opinion, in part.\*—It does indeed appear, by the papers before us, that the Chief Superintendent has been referred to by the general board of trustees on the subject, and that his opinion has been obtained; but it is the parties complaining who should first submit their complaint to him in a formal manner, and ask for redress. Whether his judgment given upon such a complaint would not be final, is not a question at present before us. We must assume that all parties desire only what is right, though they may differ in their opinions upon the effect of the statute. I own, for my own part, that I find it no very easy matter to satisfy myself as to what the legislature really did mean in regard to the point which has been discussed before us, and the difficulty, I dare say, has been occasioned, as was intimated in the argument, by the 19th clause having been inserted in the act during its passage through the legislature, by some gentleman who did not and could not, perhaps, under the circumstances, take the time and pains necessary for adapting the other provisions of the act to its reception. Under the doubt which at present surrounds the question, and considering, also, the provisions which refers all parties in the first place to the Chief Superintendent with their complaints, I do not think we can grant a mandamus; but if it can be of any use to state the impression which rests upon my own mind, after a consideration of the statute, I have no objection to say that I think, as the act now stands, what a separate school established under the 19th clause is entitled to share in, is the sum apportioned by the Chief Superintendent out of the government grant, and the sum which can not be less, but may be more, which has been raised by local assessment to meet that grant raised—I mean for payment of teachers generally, and not upon an estimate for any specific purpose. I cannot make out quite clearly without seeing more than is in the papers before us, whether the school trustees did or did not estimate for more than a sum equal to the government allowance to form a fund for paying their common school teachers generally; if they did, then it seems to me the Roman Catholic trustees had a claim

\* See the Chief Justice's judgment in full, page 116.

to share in the whole of such sum added to the government allowance according to the average attendance of pupils at their school.

For the reasons I have given, I think the rule for a mandamus, should be discharged, but not with costs.

BELLEVILLE, 10th March, 1853.

*To the Board of School Trustees of the Town of Belleville.*

[No. 2.]

GENTLEMEN,

With respect to the application made to the Court of Queen's Bench for a mandamus against you, I am in possession of the judgment of the court. The rule for a mandamus was refused on the ground that the separate school trustees had not furnished proof that application had been made under section 35, clause 5, of the school act to the Chief Superintendent, before applying to the court—and as the mandamus was a harsh remedy, they thought it incumbent on us to prove everything strictly before they would issue it. The judges unanimously decided however, that “the separate school was entitled to share in the government allowance—and in all monies raised by local assessment for the payment of teachers or paid for teachers' salaries—in proportion to the number of children attending the separate school as compared with the other schools.” The point in dispute I consider decided in our favor, although the mandamus was refused on the technical ground above referred to, and each party compelled to pay their own costs. You are of course aware that the decision of the Chief Superintendent was obtained before we took legal proceedings at all, and that it was only an oversight in not supplying the court with the correspondence.\* What we desire to know now is whether you will pay us our proportion as stated above of the government grant, and the monies raised by local taxation last year, and paid for teachers' salaries for the term our school has been in operation, and if not, will you pay us at once the same amount as a teacher of the common school for the period our school has been kept open. The act proposed to be introduced respecting separate schools this year, will probably end such disputes, and as such an occasion of difference may not again arise, we hope you will comply with our request now, and prevent further litigation. An early answer is desired.

Yours, &c.

JNO. O'HARE,

Sec'y. to the Board of Separate School Trustees.

*Resolution of the Board of School Trustees of the Town of Belleville.*

[No. 3.]

Whereas the board of school trustees have procured a copy of the judgment rendered by the Court of Queen's Bench in the matter of an application by the trustees of the Roman Catholic separate school for a mandamus against the board

\* See Correspondence laid before Parliament, 1852, page 39, and Letters No. 45 and 46: following pages 112, 113.

whereby it has been adjudged that the application should not prevail, and whereas it is by the said judgment declared that the first proceeding to be taken upon the complaint charged, should be an appeal to the Chief Superintendent for his decision upon the matter in difference, and the court appear to be undetermined whether such decision would be final or not. Therefore, inasmuch as the board are desirous for the sake of all parties concerned that the highest authority of the land should determine an important question which at present is involved in much uncertainty, it is resolved in answer to the communication of the said Roman Catholic trustees, made through their secretary, that this board feel themselves not only justified, but in duty bound to await a judicial decision upon the subject matter of the controversy.

The above is extracted from the minutes of the proceedings of the board of school trustees of the Town of Belleville.

(Signed,)

RUFUS HOLDEN,  
Secretary.

Dated March 22nd, 1853.

[No. 4.]

BELLEVILLE, 28th March, 1853.

SIR,

I am in receipt of your note of yesterday, enclosing a copy of a resolution of the board of trustees on the subject of our application. As the gentlemen who compose the board are not satisfied with the opinion of the Queen's Bench Judges of Upper Canada, (delivered as it apparently was for their guidance) but on the contrary "feel themselves not only justified but in duty bound to await a judicial decision on the subject matter of the controversy," I have to request that you will name some professional gentleman who will accept a writ on behalf of the board, and thereby enable us to proceed to trial at the next assizes. When this "controversy" first arose the board of school trustees informed us that it was solely from a deep sense of their official duty that they refused to place our teacher on the same footing as one of their own—that the term "school fund" in their opinion and in that of the Chief Superintendent, included the government grant and an equal amount raised by local taxation only. The controversy has developed the fact that Chief Justice Robinson and Judges Draper and Burns, hold an entirely different opinion; and that they consider Roman Catholic trustees entitled to share in the government grant, and in all other monies raised from local taxation for payment of qualified teachers in proportion to the number of children attending the separate school, as compared with the attendance at the other schools.

The definition of the school fund by constituted legal authority ought, it appears to me, to be sufficient to quiet the fears of the trustees and to justify them, if so inclined, in paying our teacher; certainly they need not fear the Chief Superintendent or official or personal responsibility. So long as the broad fact is apparent that the Roman Catholic teacher taught just as many, nay more, pupils than most of the common school teachers, that the Court of Queen's Bench cannot see anything in the

law to prevent his being paid just as much as other teachers, and not only this, but the Judges consider Roman Catholics entitled to as much. After considering all the circumstances, I have come to the conclusion that it is not right or proper that the public at large, or more properly speaking the inhabitants of this town, should be obliged to pay costs to gratify the desires of any body, and I shall deem it my duty as a member of the town council, now that a decision has been obtained to oppose the granting or levying of any monies hereafter at the request of the trustees, for the payment of costs in connection with this dispute,—I mean further than those already incurred.

This note is longer than I at first intended it should be, and is scarcely official, but I hope you will pardon its contents; certainly it is not my intention to give personal offence to any one,—on the contrary, I desire to remain on good terms with you all. Still I am surprised that the liberals in the board should have neglected so good an opportunity of retreating from an untenable position.

I am, gentlemen,

Your obedient servant,

JNO. O'HARE,  
Secr. to R. C. Trustees.

RUFUS HOLDEN, Esq.,  
Secr. Board of School Trustees,  
Belleville.

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*No. 43. The Trustees of the Roman Catholic Separate School, Belleville,  
to the Chief Superintendent.*

For a decision relative to their case.

[L. R. 1525, 1853]

BELLEVILLE, 12th April, 1853.

SIR,

On the 29th ult. I sent you some papers relating to school matters here, and requested your opinion as Chief Superintendent of Schools, on certain points in dispute between the separate and common school trustees. As no answer has been received to that letter, I have to request that you will be so good as to favor the separate school trustees with a reply on receipt of this, that is if we are correct in assuming that we have the right to your opinion under the circumstances referred to in my former note. If not, I beg to apologize for troubling you at all.

I am, &c.

JNO. O'HARE,  
Secr. to S. S. Trustees.

The Rev. E. RYERSON,  
Superintendent of Education, Toronto.

No. 44. *The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Belleville.*

Decision as to the construction of the term "Common School Fund."

[No. 245, II.]

EDUCATION OFFICE,

Toronto, 22nd April, 1853.

SIR,

I have the honor to acknowledge the receipt of your letters of the 28th ult., and the 12th inst.; but from the accumulation of official duties claiming my immediate attention, after some two months absence on a tour of the province, and engagements connected with the semi-annual examinations of the normal and model schools, I have not been able until now, to prepare the official opinion which you desire in regard to the legal construction of the term "common school fund," employed in the Act 13th & 14th Vic., chap. 48.

I have felt it necessary to procure a copy of the opinion of Chief Justice Robinson, on the case of the trustees of the separate schools vs. the board of school trustees for the town of Belleville;\* and the perusal of the whole document has produced a very different impression upon my mind from that which I received on reading your extract from it, in connection with your own comments and statements.

I have re-examined and re-considered the whole question; but I am unable to arrive at any other than the conclusion which I have heretofore expressed, and am strengthened in that view by the perusal of the judgment given by the Chief Justice, and in which you say the other judges concur. For I believe the Chief Justice would have expressed the same opinion that I have, had his lordship been more fully informed as to the real intentions of the legislature. His lordship says, indeed, near the conclusion of his judgment, "If it can be of any use to state the *impression* which rests upon my own mind after a consideration of the statute, I have no objection to say that I think as the act now stands, what a separate school established under the 19th clause is entitled to therein, is the sum apportioned by the Chief Superintendent out of the government grant, and the sum, which cannot be less, but may be more, which has been raised by local assessment to meet the grant; raised, I mean, for payment of teachers generally, and not upon an estimate for any specific purpose."

It will be observed that his lordship gives this merely as his "impression," and with qualifications and after observations which shew that he did not wish to be considered as expressing or entertaining a decided opinion on the subject.

In the commencement of his judgment, the Chief Justice observes—"I he learned counsel employed in this case have been very industrious in inspecting and comparing the various provisions of the common school act, and have argued on both sides very ably; but, I think, without much confidence that the court would be able to bring themselves to any clear and satisfactory conclusion upon the question of

\* See pages 116—119.

what should be taken to constitute the fund in which each separate Protestant or Roman Catholic school is to share under the 19th clause of the statute 13 & 14 Vic., chap. 48." Again, his lordship says—"If we should issue a writ, as prayed, commanding the desired payment to be made, it could only be because we see it to be beyond question that it is the public duty of the school trustees to do what has been demanded of them, and what they have refused to do. If the least doubt remains on our minds as to the proper construction of the statute in this respect, it would be wrong to grant the writ, because when granted, it must be obeyed; and we must take care not to place any one in peril of a contempt for refusing to violate an act of parliament." The Chief Justice observes furthermore—"I own for my own part, that I find it no very easy matter to satisfy myself as to what the legislature really did mean in regard to the point which has been discussed before us; and the difficulty I dare say, has been occasioned, as was hinted at in the argument, by the 19th clause having been inserted in the act during its passage through the legislature, by some gentleman who did not, or could not perhaps, under the circumstances, take the time and pains necessary for adapting the other provisions of the act to its reception. Under the doubt which at present surrounds the question, and considering also the provision which refers all parties in the first instance to the chief superintendent with their complaints, I do not think we can grant a mandamus."

These passages from the judgment of the Chief Justice, are far from warranting the inferences and remarks contained in your letter, and leave me at full liberty to form and express an opinion according to the best of my judgment. I may also observe, that such doubts so strongly expressed by the highest legal authority in the land, ought to protect me from the imputations which parties who ought to have known better, have made upon me for the expression of opinions on this question, a decision on which the duties of my office did not permit me to refuse.

The Chief Justice states the question with his usual clearness when he says, "Unless what the present applicants desire to share in forms part of the 'school fund,' it is quite clear they can have no right under the 19th clause of the statute to share in it. If it does form part of the 'school fund,' then the 35th clause provides that the Chief Superintendent is to decide upon all matters and complaints submitted to him, which involve the expenditure of any part of the 'school fund.'"

If then the sum claimed by you is not, in my opinion, included in the school fund, I have no authority to interfere with the board of school trustees in Belleville in respect to it.

I think the term "school fund" in the 19th section of the statute is to be understood according to the sense in which that term is defined in other sections of the statute—according to the powers with which the statute invests local municipalities in regard to school moneys—according to the scope and design of the school system established by the statute—and, finally, according to practice and usage in past years.

1. There are two terms which occur in several sections of the statute—namely, "school moneys," and "school fund." Between these terms there is a



manifest distinction. Though the sums included under both terms are to be expended for school purposes, yet the former is not defined, the latter is defined by the 40th section of the act; the former may be applied to various school purposes, the latter can only be applied to the payment of the salaries of the legally qualified teachers, as expressly required by the 45th section of the statute. It is in the latter only that the 19th section of the statute authorises separate schools to share; but you claim to share in the former as well as the latter, upon the ground that both terms are identical. To shew that the two terms are used in different senses in the statute, it may be sufficient to refer to the first and fourth clauses of the 27th section. The former makes it the duty of the municipal council of a county "to cause to be levied each year upon the several townships of such county, such sum or sums of money for the payment of legally qualified common school teachers, as shall at least be equal (clear of all charges of collection,) to the amount of school money apportioned to the several townships thereof for such year, by the Chief Superintendent of Schools, as notified by him to such council, through the county clerk: Provided always, that the sum or sums so levied may be increased at the discretion of such council, either to increase the common school fund, or to give special or additional aid to new and needy school sections, on the recommendation of one or more local superintendents." Again, the 4th clause of the same section requires each county council "to see that sufficient security be given by all officers of such council to whom school moneys shall be entrusted; and to see that no deduction be made from the school fund by the county treasurer or sub-treasurer, for the receipt and payment of school moneys." The second and third clauses of the same section of the statute authorise the county council to assess and collect moneys for school libraries, and for the payment of local school superintendents; but the 45th section prohibits the application of any portion of the "school fund" to these purposes. In the former of the above quoted clauses, it is clear that a county council has discretionary authority to levy and collect money even for "school sections" other than that included in the "school fund;" and in the latter clause quoted, a deduction from "school moneys" for the payment of county officers, is not prohibited—only a deduction from the "school fund," for that purpose. The payment, indeed, of all the local superintendents of schools throughout Upper Canada, is made from "school money," but not from the "school fund," by municipal councils.

It is therefore clear, all school moneys in a county, over and above a sum equal to that which may be apportioned to such county by the Chief Superintendent, are at the disposal of the county council, either to "increase the county school fund," or to be disposed of for other school purposes, as such council may judge expedient.

The question now is, whether the provision of the statute in regard to the "school fund" in cities and towns is different from what it is in counties. I think not, and for the following reasons:—First, the 40th section of the statute defines and establishes a uniformity in the school fund of municipalities of every description, by providing "That the sum of money apportioned annually by the Chief Superintendent of Schools to each county, township, city, town or village, and at least an equal sum raised annually by local assessment, shall constitute the common school

fund of such county, township, city, town or village, and shall be expended for no other purpose than that of paying the salaries of qualified teachers of common schools." Secondly, the several clauses of the 24th section of the statute give the elected board of school trustees in cities or towns, unlimited powers in regard to raising and expending school moneys for school purposes—powers which appear to me to be liable to no restriction beyond those imposed by the 40th and 19th sections of the statute.

If then it is not compulsory on a county municipality to include in the "county school fund" any school moneys raised by its authority beyond a sum equal to that apportioned to such county by the Chief Superintendent, I do not think that it is compulsory on a city or town municipality to do so. It does not, therefore, appear to me that the board of school trustees for the town of Belleville are under any legal obligation to share with the Roman Catholic separate school all the school moneys they may think proper to raise beyond the sum equal to the apportionment to that town out of the legislative school grant.

2. The powers with which the statute invests municipal school authorities generally in regard to school moneys, seem to me to be inconsistent with the compulsion involved in the claim which you make against the Belleville board of school trustees. The statute requires municipalities to raise a certain sum of money, and to expend it in a particular way, as a condition of sharing in the legislative school grant; but beyond seeing that that condition is fulfilled, the statute gives the Chief Superintendent no authority to interfere with or control the discretion of any municipality. Should any municipality raise or expend ever so large sums for the establishment and support of common schools, but decline to share in the legislative school grant, it is clear that I would have no right to interfere with its discretionary proceedings; nor could any separate school receive any aid beyond what such municipality might think proper to grant it. So, if any municipality chooses to raise more money than is required to secure an apportionment from the legislative school grant, I conceive that such excess is the exclusive property of such municipality, and that it has a right to do for school purposes what it pleases with its own. This, I think, is the obvious intention and import of the several provisions of the statute, as well as the fundamental principle of the municipal system of Upper Canada.

3. I am impressed with the same view of the question from a consideration of the scope and design of the school system itself. It is clearly that of mixed schools—affording equal protection and security to parental sovereignty in religious matters in regard to every religious persuasion,—and providing for the co-operation of all classes of the community for the education of all the children of the land. The provision for separate schools in certain cases, was obviously a concession to a necessity created by passion and social animosity, and constituting an exception to the general rule, and not to be perpetuated beyond the period during which the teacher of the public school should be of a different religious faith from the dissenters. If the law intended to place separate or sectarian schools upon an equal footing with the public schools, it should have provided equally for their permanent

continuance and support. This it clearly has not done. But if a municipality is compelled to share equally with the separate school all the moneys it may think proper to raise for the payment of school teachers, the separate school would be in a much better position in regard to its supporters than the public schools in the city or town municipality, as they would have no trouble or responsibility in providing money by assessment for the payment of teachers—which burden would fall wholly upon the authorities of the other schools—and yet the separate schools would share equally with the public schools in such money. This would be holding out a premium for the establishment of separate schools—which is at variance with the whole scope and design of the statute, and the well-understood intentions of the legislature.

4. The provisions of previous Acts of Parliament and the usage of past years, will throw further light on the intentions of the legislature, which the Chief Justice found it difficult to ascertain from the wording of the 19th clause in connection with other clauses of the statute itself. In the school act which existed before 1849, the aid given to a separate school was according to the number of children attending such school as compared with the whole number of children of school age residing in the school municipality, as should be determined by the local superintendent. In the school act passed in 1849, no provision at all was made for separate schools. When the bill of 1850 was introduced, it left in all cases, (as had been left by a previous act in cities and towns) the option of establishing separate schools to the municipalities. While the bill was passing through the legislature, this provision was altered so as to leave the option, under certain conditions, of establishing a separate school to twelve resident heads of families—allowing such school to share according to the average attendance of pupils in the “school fund”—the 40th section of the statute defining what school moneys should constitute that fund, although in common parlance the term school fund is frequently used to designate school moneys of every kind.

The reason and circumstances of defining the school fund in the 40th section of the statute are as follows: In the school act passed in 1849, provision was made for a class of pauper schools. I objected to this provision as injurious and inexpedient; and in a letter which I addressed to the secretary of the province, dated 12th May, 1849, I assigned the following among other reasons in support of my objections: “The school act authorises any council to raise as large an amount as it pleases for common school purposes. I have never insisted as the common school fund upon a larger sum in each district or township than that apportioned out of the legislative grant. Any sum over and above that amount which a council may think proper to raise may (as has been done by some councils) be applied at the pleasure of such council.” I therefore prepared and submitted the 40th section of the act of 1850, to define what I had previously held and acted upon as the true spirit of the law. And when, within two months after its passage through the legislature, I distributed the act of 1850, I accompanied it with a circular to local municipalities, in which I explained at some length the origin and design of the 19th section, concluding with the following words: “It is also to be observed, that a separate school

is entitled to no aid beyond a certain portion of the school fund for the salary of the teacher. The school house must be provided, furnished, warmed, books procured, &c., by the persons petitioning for the separate school. Nor are the patrons and supporters of the separate school exempted from any of the local assessment or rates for common school purposes. The law provides equal protection for all classes and denominations; and if there be any class or classes of either Protestants or Roman Catholics who are not satisfied with the equal protection secured to them in the mixed schools, but wish to have a school subservient to sectional religious purposes, they should, of course, contribute in proportion, and not tax a whole community for the support of sectarian interests."

Such being the light in which I have considered and defined the legal school fund in past years; such being the circumstances under which the 19th and 40th sections of the statute of 1850 were introduced and passed, I conceive for those as well as the other reasons previously stated, that I have no right to compel the board of school trustees for the town of Belleville to apply the money which you claim, to other school purposes than those which they shall judge expedient.

There can be no doubt that had the board of school trustees laid before the town council an estimate of £90 8s. 6d. (that being the sum apportioned by the Chief Superintendent for 1852) to be raised to make up the school fund required by law, and then laid before the council other estimates for sums required to support the schools under their charge, there could not have been a shadow of a ground on which to claim for the separate school more than a share of the sum of £180 17s.

But if the board did not make this distinction when laying its estimates before the council, is it not, it may be asked, deprived of the power of making such distinction afterwards? I think not, and for three reasons. *Firstly*, a county council before imposing its school assessment, does not, and cannot in many cases, specify before hand the sums it may require to defray the expenses of objects authorised by law; and boards of school trustees in cities and towns are clearly invested with more extensive powers in regard to school moneys than are county councils. *Secondly*, there is nothing in the statute which specifies the time or manner at or in which the board of school trustees shall specify the precise objects to which the school moneys raised by its authority shall be applied. I think, therefore, that such board possesses the same power as to the disposal of such moneys after they have been raised, as it had when laying the estimate for them before the town council. *Thirdly*, the statute gives the town council no discretion as to what school purposes the board may require the school moneys for; the law making it "the duty of the common council or council of such city or town to provide such sum or sums in such a manner as shall be desired by said board of school trustees." It can, therefore, make no difference to a town council, or to any other party, whether the board of school trustees does or does not specify in their estimates the objects for which they require school moneys.

I observe, from one of the papers which you have enclosed, that the board of school trustees for the town of Belleville, wish the final decision of the highest authority provided by law on this question. It has now become a theoretical, rather than a practical one, as the sum in dispute amounts to only a few pounds, and as the

provisions in the supplementary school bill before the legislature, will prevent any further occasion of litigation on the question, I should hope, under such circumstances, that a friendly reference might be agreed upon by both parties. But with the views I entertain and which I am persuaded will be concurred in by the judges when they come to consider all the provisions of the law in connection with the whole scope and design of the school system, I cannot doubt the legal right of each municipality to exercise its own discretion in expending or not expending any school moneys it may raise beyond the sum defined by the 40th section of the statute to constitute the school fund, for the support of separate schools. I cannot believe that the legislature ever intended to enact such an anomaly as to deprive a municipality (after having fulfilled the requirements and conditions of the school law) of the power of raising and expending moneys for school purposes in which all classes are equally protected and interested, unless a proportion of such moneys are applied for the promotion of sectarian interests.

In the peculiar circumstances under which I am required to give a decision on this question, I have felt myself called upon to state my views much more in detail than I did when it was referred to me last year.

I have, &c.

(Signed,)

E. RYERSON.

JOHN O'HARE, Esq.,  
Trustee R. C. Separate School,  
Belleville.

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*No. 45. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.*

Think the decision is kept back with intention of delaying legal proceedings.

[L. R. 1612, 1863.]

BELLEVILLE, 22nd April, 1853.

SIR,

I beg to apprise you that no reply having been received to the two letters addressed to you on the 29th ult. and the 12th instant, respecting the difference existing between the common and separate school trustees here, and in which an opinion was requested, on the points in dispute; and the separate school trustees having reason to suppose that such opinion has been kept back either through negligence or a desire to delay legal proceedings so that no suit could be brought against the common school trustees at the approaching assizes, they have determined to memorialize the Governor General in Council, on the subject, and to supply copies of all the papers, so that a proper understanding of their complaint may be had. The complaint will be forwarded to His Excellency so soon as the papers can be copied.

I am, &c.

(Signed,)

JOHN O'HARE,  
Sec'y to the Separate School Trustees.

The Superintendent of Education,  
Toronto.

*No. 46. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Belleville.*

The Separate School Trustees had already obtained decision regarding school fund, and the non-production of it in court was their own neglect.

[No. 261, H.]

EDUCATION OFFICE,

Toronto, 25th April, 1853.

SIR,

After writing, and placing in the hands of the clerk to copy, but before mailing, my letter of the 22nd inst. I received yours of the same date. I have only to say that you have my full consent to present such memorial to His Excellency, as you may judge proper; and the grounds of your assertion, that you "have reason to suppose" that I have kept back my opinion on the question submitted by you in order to delay proceedings against the common school trustees of Belleville, when you know that I gave you my opinion on the question the 18th February, 1852.\* You yourself, in your letter to the board of school trustees, dated 10th ult. refute your own statement to me in your letter of the 22nd instant. You state in your letter to the board as follows: "You are of course aware that *the decision of the Chief Superintendent was obtained before we took legal proceedings at all, and that it was only an oversight in not supplying the court with the correspondence.*"†

You here admit that the decision required by law had been given by me, and that your own "oversight" was the cause of its not being made use of in your legal proceedings; and now you venture to assert that I have delayed an answer to your letter of the 29th ult. in order to prevent you from taking legal proceedings against the board of trustees! I have your own statement to refute your own imputation.

I may also observe that I have a number of letters and cases on hand, prior in date to yours, which I have as yet been unable to dispose of, and among these a lengthened reference from the Provincial Secretary, dated 10th March, numbered 1070 among the letters received at this department since the 1st January, while yours, dated the 28th March, is numbered 1334.

In the accumulated and onerous duties of my department, if I cannot dispose of all the communications made to me in the order of receiving them, I must be the judge as to which should claim my first attention. And I have complied with your request, before it was entitled, in order of time, to reply, and when, according to your own statement, there was no legal necessity for it, but only professional skill or attention wanting on your part to use the decision already in your possession.

I may add that however insulted and assailed by individuals, I hope to be able to do, as I have heretofore done, act with perfect impartiality to all sects and parties in the discharge of my official duties.

I have the honor, &c.

(Signed)

E. RYERSON.

JOHN O'HARE, Esq.,

Trustee R. C. Separate School,

Belleville.

\* See Correspondence laid before Parliament, 1852, page 39.

† See Enclosure No. 2, in letter No. 42 ante, page 108.

*No. 47. The Belleville Board of School Trustees to the Chief Superintendent.*

Enclosing a copy of the judgment of the Court of Queen's Bench in the case of the Roman Catholic Separate School.

[L. R., 1503, 1853.]

BELLEVILLE, 9th April, 1853.

REVEREND SIR,

The trustees of the Roman Catholic separate schools have communicated to the board of school trustees, Belleville, their determination to commence proceedings at law for the recovery of their claim to arrears, alleged to be due to their teacher, and the body last mentioned have appointed me their solicitor to defend the action.

The secretary of the Roman Catholic trustees, Mr. O'Hare, has informed me that he has sent you an extract from the judgment of the Queen's Bench in the matter of their application for a mandamus, together with copies of the renewed demand upon the board, for the amount claimed for their teacher, and of the board's resolution thereon.

As it may be that the extract discloses only so much as will sustain a favorable view of their case, I think it desirable to put you in possession of the entire judgment, delivered by the Chief Justice, so that you may have the full benefit of his comments upon the school act. I therefore send you herewith, a copy of the statement of the case, and of the court's decision upon it, whereby you will see that the Rule was discharged upon the ground that it was not shewn that an application had been made to you in the first instance, as provided by the 5th sub-section of the 35th clause of the school act.

I think I cannot do better than to refer you to Mr. Vankoughnet, from whom, as he argued the case, and was present at the decision, you may derive much fuller information as to the views of the court upon the subject matter in difference, than I can supply.

The board wish to be furnished with your answer to the application that has been made to you in this matter, at your earliest convenience.

I have the honor, &c.

(Signed,)

C. O. BENSON.

To the Rev. Dr. RYERSON,  
Chief Superintendent, &c. &c.  
Toronto.

*In the Court of Queen's Bench.*

<p><i>In re</i> Trustees of the Roman Catholic School of Belleville, <i>versus</i> School Trustees of Belleville, 359.</p>	}	<p>Richards, in last Term, obtained a rule on the school trustees of Belleville, to shew cause why a mandamus should not issue commanding them to pay to the trustees of the separate Roman Catholic school of the town of Belleville, or to give an order to the trustees of the separate Roman Catholic school upon the treasurer of the town for the sum of £50, towards payments of the salary of the teacher of the said</p>
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separate Roman Catholic school, for the present year, or the sum of £46 11s. 9d., being the share to which the said separate school was entitled of the sum of £200 of the common school fund of the town, paid to the teachers of common schools for their first half year's salaries for the present year, or the sum of £40, being the share of the said £200, to which the said school was entitled, or such other sum as this court may think said separate school entitled to. This rule was served on the secretary and chairman of the board of school trustees.

Before moving for the rule the trustees of the Roman Catholic school had served a written demand upon the general board of school trustees for Belleville, requiring the board to pay them for their teacher a proportion of the £200, school monies paid by them to the four teachers employed by them for the first six months of the year (1852,) according to the average attendance of scholars at the said separate school, taught by one Mason for the said six months, as compared with the average attendance at all the other schools, during the said period, specifying the averages of the several schools, and shewing thereby a claim for Mason's school to the sum of £60 14s. 8d.

Or to apportion the £200 among the four common schools, and the separate school teacher, in proportion to the average attendance of scholars, in which case £46 11s. 9d. would be the sum to which such separate school is entitled.

It is shewn that the board of school trustees for Belleville, estimated for £672 14s. 10½d. for the part of the year 1852 unprovided for, and called upon the town council to raise that sum by assessment for common school purposes for 1852, which sum was by the council directed to be raised. This sum was

For four teachers .....	£300
Improvements to school houses .....	£140
Improvements for ventilation.....	£ 75

With other items for rent of school houses, maps, and apparatus, and other contingencies. And this sum was, in addition to £189 7s. 10½d., estimated for at another time in the same year, for similar purposes: the two sums amounting to £861 2s. 9d.

It was sworn in answer to this application, that for the year (1852) there was apportioned by the Chief Superintendent of Schools to the town of Belleville £90 8s. 6d., and the like sum raised by local assessment for the purposes mentioned in the 40th section of statute 13 & 14 Victoria, chapter 48; that on the 9th November, 1852, the treasurer paid to one of the trustees of the separate Roman Catholic school, upon the order of the board of trustees £21 13s. 4d., as and for an apportionment and proportion of the school fund of 1852, due to the teacher of the separate Roman Catholic school, for his services during the first half of that year; and that the said trustee accepted the same; that according to the statement made by the trustees of the Roman Catholic school, in their demand served upon the school trustees of Belleville, the average number of scholars attending the common schools for the year, was 326, and those attending the separate Roman Catholic school 99, in all 425. That during and for the year 1852, there was apportioned by the Chief Superintendent of Schools to the town of Belleville £90 8s. 6d., which with an equal sum raised by assessment makes £180 17s., which sum the school trustees considered to be and



are advised by the Chief Superintendent that it constitutes the school fund of the town out of which the teacher of the separate school should be paid in proportion to the average number of his scholars and the average number of the scholars of the common schools on the 1st July, 1852; that such proportion was estimated by the school trustees to be for the half year £21 1s. 3d., which sum they have paid to the Roman Catholic school trustees, and rather over, viz. £21 3s. 4d.

Vankoughnet, Q. C., shewed cause—

CHIEF JUSTICE ROBINSON.—The learned counsel employed in this case have been very industrious in dissecting and comparing the various provisions of the common school act, and have argued on both sides very ably, but I think without much confidence that the court would be able to bring themselves to any perfectly clear and satisfactory conclusion upon the question of what should be taken to constitute the fund in which such separate Protestant or Roman Catholic or Colored school is to share under the 19th clause of the statute 13th and 14th Victoria, chapter 48.

We must remember that this is an application for a mandamus to compel the school trustees of Belleville to make a payment to the trustees of the separate Roman Catholic school, of something which according to some of the alteratives in the rule would be in addition to the sum which the average attendance of pupils in the school would shew them to be entitled to under the 19th section of the act, as the due share of each school out of the school fund, unless we take the words "school fund," used in the 19th clause, to comprehend something more than in the 40th clause is described as constituting the common school fund of the town, that is to say "the sum of money apportioned annually by the Chief Superintendent of Schools to each county, township, city, town or village, and at least an equal sum raised annually by local assessment for no other purpose than that of paying the salaries of qualified teachers of common schools."

If we should issue a writ as prayed commanding the desired payment to be made, it could only be because we see it to be beyond question that it is the public duty of the school trustees to do what has been demanded of them, and what they have refused to do. If the least doubt remains on our minds as to the proper constitution of the statute in this respect, it would be wrong to grant the writ, because when granted it must be obeyed, and we must take care not to place any one in peril of a contempt for refusing to violate an act of Parliament.

I think in order to form an opinion upon the question, it is material to consider the following sections of the act, 12th, 9th sub-section, and the 2nd head of the 19th sub-section of the same clause; also the 18th, 19th, 24th, sub-section 6; 27th, 35th, sub-section 5; and 40th, 45th; and I have some doubt whether the 35th section, part 5, does not make the Chief Superintendent the proper tribunal for determining all claims upon any part of the school fund: Unless what the present applicants desire to share in forms part of the "school fund," it is quite clear they can have no right under the 19th clause of the statute to share in it. If it does form part of the "school fund," then the 35th clause provides that the Chief Superintendent is "to decide upon all matters and complaints submitted to him which involve the expenditure of any part of the school fund," and the applicants before they come to this court

with any complaint, should at least be able to shew that they have submitted their claim to him, and that he has refused to entertain it; for a mandamus is the proper remedy in those cases only "in which a party hath a clear right to have a thing done and hath no other specific means of compelling its performance."—(8 East. 219.)

It does indeed appear by the papers before us that the Chief Superintendent has been referred to by the general board of trustees on the subject, and that his opinion has been obtained, but it is the parties complaining who should first submit their complaint to him in a formal manner and ask for redress. Whether his judgment given upon such a complaint would not be final, is not a question at present before us. We must assume that all parties desire only what is right, though they may differ in their opinion upon the effect of the statute. I own for my own part that I find it no very easy matter to satisfy myself as to what the legislature really did mean in regard to the point which has been discussed before us, and the difficulty, I dare say, has been occasioned as was hinted in the argument, by the 19th clause having been inserted in the act during its passage through the legislature by some gentleman who did not, and could not perhaps under the circumstances, take the time and pains necessary for adapting the other provisions of the act to its reception. Under the doubt which at present surrounds the question, and considering also the provision which refers all parties in the first place to the Chief Superintendent with their complaints, I do not think we can grant a mandamus, but if it can be of any use to state the impression which rests upon my own mind after a consideration of the statute, I have no objection to say, that I think as the act now stands what a separate school established under the 19th clause is entitled to share in, is the sum apportioned by the Chief Superintendent out of the government grant, and the sum which cannot be less but may be more which has been raised by local assessment to meet that grant, raised I mean *for payment of teachers generally*, and not upon an estimate for any specific purpose.

I cannot make out quite clearly without seeing more than is in the papers before us, whether the school trustees did or did not estimate for more than a sum equal to the government allowance to form a fund for paying their common school teachers generally. If they did; then it seems to me the Roman Catholic trustees had a claim to share in the whole of such sum added to the government allowance, according to the average attendance of pupils at their school.

For the reasons I have given I think the rule for a mandamus should be discharged, but not with costs.

JUDGE BURNS.—In my opinion the application on the part of the trustees must fail, because they are not the parties who by law have a right to the money appropriated to, or that should be appropriated to the separate school.—The application is made as if the school trustees were the parties to receive the money and deal with the teacher they may employ; I do not think such is the construction of the act. The 19th section, in providing for separate schools says, "that each such separate school shall go into operation at the same time with alterations in school sections, and shall be under the same regulations" in respect to the persons for whom such school is permitted to be established as

are common schools generally." The trustees would seem to understand the provisions of the legislature in the light of applying to their school because the teacher they employ has qualified himself to teach by an examination and by having obtained the necessary certificate. In this respect, they were I think, quite right, but at the same time, their school was subject to the regulations which the act provided for as to others. Under the 8th clause of the 24th section, the duty of the board of trustees is to give the teacher orders upon the treasurer, for the sum or sums of money which shall be due him. In the case of schools in townships, the trustees of the school section divisions give the order to the teacher upon the local superintendent—vide clause 6, of section 12—and the local superintendent again gives orders to the teacher upon the treasurer—vide clause 2 of section 31. Whichever way the school trustees are constituted, whether in an united board, or in school section divisions, the money due to the teacher does not pass through the hands of the trustees, and there is no difference in this respect between the separate schools and the common schools generally. We could not, therefore, direct the money to be paid to the trustees of the separate school, for the teacher is the person entitled to it, and it is he to whom any order must be made.

I quite agree with his lordship the Chief Justice also, in thinking that, supposing the application could be entertained on behalf of the trustees of the separate schools, yet before it could be granted it must be shewn to us that every other remedy has been tried and has failed. It is the duty of the municipality to appoint annually a local superintendent. This officer is quite independent of the board of school trustees or the trustees of school section divisions, being elected or chosen by another body than that which elect the trustees. By the 7th clause of section 31, a portion of the duties of this officer is "to decide upon any other questions of difference which may arise between interested parties under the operation of this or any preceding act, and which may be submitted to him; provided always that he may, if he shall deem it advisable, refer any such question to the Chief Superintendent of Schools; provided also that any aggrieved or dissatisfied party in any case not otherwise provided for by this act, shall have the right of appeal to the Chief Superintendent of Schools."—Then again, in enumerating what the duties of the Chief Superintendent shall be, it is by clause 5 of section 35, enacted that he shall "see that all monies apportioned by him be applied to the objects for which they were granted, and for that purpose to decide upon all matters and complaints submitted to him (and not otherwise provided for by this act) which involve the expenditure of any part of the school fund." I do not define how or in what way the application should be, whether to the local superintendent in the first instance and then by way of appeal to the Chief Superintendent, or whether it may be made in the first instance to the Chief Superintendent; but I have quoted the duties of both officers to shew that the legislature has provided a domestic forum for questions to be determined. Is the present case then a point which may be brought before the Chief Superintendent? It may be said that it is purely a legal question, and that the legislature did not mean such to be determined by an officer who perhaps might not be versed in legal distinctions. That argument is, however, answered by the fact that in the 18th clause of section 12, and in section 17, the legislature has provided for certain differences and disputes, and of a char-

acter too, which may involve legal considerations to be disposed of and determined by arbitration. The question then is whether the case comes within the terms of clause 5 of section 35; and I think it does. In such a case as the present it would be quite competent for the trustees to complain to the Superintendent that their teacher was paid differently from the fund than the other teachers, and so they could obtain his decision. That decision might be against a party who notwithstanding had a legal right, but then it would not be final, or the board of trustees might think it wrong, and thus, by resisting, take the opinion of a court of law as to the construction of the act. There may, however, be no necessity to go to a court to obtain an opinion, because the decision of the Superintendent may be acquiesced in by all parties. It appears to me, looking at the whole scope of the act, that it was supposed the affairs of the schools might be managed by means of arbitrations and references to the local superintendent and the Chief Superintendent, without troubling the courts.

As it has been desired by both parties, I have no objection to express an opinion upon the point in issue between them as to what constitutes the school fund. The school fund is, I think, not only the sum granted by the legislature, and the equivalent sum raised by the municipality, but also whatever beyond the equivalent sum the municipality shall think proper to raise for the purpose of paying teachers. The whole money so raised, together with the sum apportioned from the government grant, forms the school fund.

JUDGE DRAPER, concurred.

Rule discharged.

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*No. 48. The Chief Superintendent to the Belleville Board of School Trustees.*

Enclosing copy of decision relative to the claims of the Trustees of the Roman Catholic Separate School.

[No. 260, H.]

EDUCATION OFFICE,

Toronto, 25th April, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 20th instant, enclosing a copy of the opinion of the Honorable Chief Justice Robinson, on the case of the trustees of the Roman Catholic separate school *vs.* the board of school trustees for the town of Belleville, and requesting me to furnish you, for the information of the board, with a copy of any opinion I might give to the trustees of the Roman Catholic separate school on the question at issue.

As I had given an official opinion on the question, in a letter addressed to Mr. John O'Hare, secretary of the Roman Catholic trustees, dated 18th February, 1852, (a copy of which was furnished to your board) I was under no official obligations to give a second decision; but, under all the circumstances of the case, I determined to reconsider the question and give, at length, my final conclusions as to the provisions of the law and intentions of the legislature, respecting the import of the term

"common school fund," and the powers of municipalities in the application of "school moneys."

I herewith enclose you a copy of a letter which I have addressed to the secretary of the trustees of the Roman Catholic separate school, in the town of Belleville, on this subject.\*

I have the honor, &c.

(Signed,) E. RYERSON.

C. O. BENSON, Esq.,  
Secretary Board of School Trustees,  
Belleville.

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*No. 49. The Belleville Board of School Trustees to the Chief Superintendent.*

Subscribers to the Roman Catholic Separate School prefer sending their Children to the Public Schools, and desire to pay Public School Taxes.

[L. R. 2815, 1853.]

BELLEVILLE, *September 20th, 1853.*

SIR,

We have in this town a separate Roman Catholic school. A considerable number of persons of that denomination have opposed a separate school, and have sent their children to the common schools. The names of several of these persons are upon the roll returned by the trustees of the separate school, as subscribing towards the support of the separate school. Our board instructed their teachers to exclude the children of all parents whose names appear on that roll. Several parties affected by this order have appealed to the board, stating that what they subscribed to the separate school was intended merely as a donation; that they were not aware that they were identifying themselves with the separate school, or that they would thereby exclude their children from the common schools. They wish to send to our schools as heretofore, and to be taxed for the support of common schools as formerly. Some of them say distinctly they will not send to the separate school, and think it hard that their children should be turned into the street. The board wish to know whether they can legally admit the children of such parents to their common schools, and whether these parents can be taxed for common school purposes. The board would feel obliged by an early reply.

Your obedient servant,

(Signed,) RUFUS HOLDEN,  
Secretary B. S. T., Belleville.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools.

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\* See preceding letter No. 44, [No. 245, H.] pages 106—112.

*No. 50. The Chief Superintendent to the Belleville Board of School Trustees.*

Subscribers to Separate Schools cannot be taxed for, but their children may be admitted to, the Public Schools.  
[No. 400, L.]

EDUCATION OFFICE,

Toronto, 22nd September, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 20th instant, and to state in reply, that although you are not prohibited from permitting the children of persons supporting a separate school to attend the schools under the charge of your board; yet by the 13th clause of the 12th section of the school act of 1850, you are not required to admit them, and by the enacting clause of the 4th section of the supplementary act, you have no authority to tax their parents. Whatever may have been their intention in subscribing for the support of the separate school, they have put it out of your power to tax them for the support of the public free schools. If they cease to subscribe to the support of the separate school, or if they will signify in writing, that what they gave to the separate school was a donation and not a subscription, as contemplated by the 4th section of the supplementary act, and that they claim to have a right to send their children to the public schools, and consider themselves liable to pay the public taxes for their support, then you can retain or place their names on the tax roll and admit their children as heretofore to the public schools. But if you attempt to do so without such a declaration in writing on their part, leaving the payment of the rate by the persons to whom you refer perfectly voluntary, you will render yourselves liable at any moment to a complaint of oppressing the Roman Catholics, and perhaps expose yourselves to legal proceedings instituted by them in consequence of your levying and collecting such rates.

I have the honor, &c.

(Signed,)

E. RYERSON.

RUFUS HOLDEN, Esq., M. D.

Secretary Board of School Trustees,  
Belleville.

*No. 51. The Belleville Board of School Trustees to the Chief Superintendent.*

Supporters of the Roman Catholic Separate School send Children to the Public Schools, although exempted from Public School rates.

[L. R. 356, 1854.]

BELLEVILLE, 21st January, 1854.

REVEREND SIR,

At the request of many of my fellow townsmen, I consented to be appointed a school trustee. The trustees at their meeting have made me their chairman; and a question has come up, with reference to the Roman Catholic separate school, upon which I should like to have your opinion.

According to the 4th section, chapter 185, 16 Victoria, the separate school has to make its return on the 30th June and 31st December. Arrangements entered into on the 1st January are, consequently, six months old before we have any knowledge of the fact, by which means, children of Roman Catholic parents who have subscribed to the separate school, can be sent to our common schools, and when we obtain knowledge of the fact, we are deprived of all power to compel payment, because their names cannot be included on the collector's roll. I observe that the same section provides that the exemption shall not extend beyond the period. &c. This, in the opinion of the board, is wrong. Some contend that the last six months return must govern the succeeding six months; I cannot so read the law, and would therefore like to have your opinion.

We propose making an order compelling parties so imposing on us, to pay in proportion to the period and according to the tax to which each would be liable, if not exempted. We, of course, must protect the common schools, and we find no other means of doing it, until the law shall be amended. May I solicit an early answer?

I have the honor, &c.

(Signed,)

G. BENJAMIN,

Chairman Board School Trustees.

Belleville.

Rev. E. RYERSON,  
Chief Superintendent.

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*No. 52. The Chief Superintendent to the Belleville Board of School Trustees.*

Supporters of Separate Schools bear the same relation to the Free Public Schools of a Municipality as non-residents.

[No. 434, K.]

EDUCATION OFFICE,

Toronto, 24th January, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 21st instant, and to state in reply, that I do not see any obscurity, or any room for doubt, as to the intention and fair construction of every provision of the 4th section of the supplementary school act, and especially in connection with the corresponding provisions of the school act of 1850.

1. As the assessment to meet the apportionment from the legislative grant is made after the first of July, it is clear that that exemption of certain parties from being included in that assessment, is based on the return made to the local superintendent for the six months ending the 30th of June. But if the municipality should

levy an assessment after the 1st of January, then the return to the local superintendent, ending the 31st of December, would be the basis or criterion of exemption. Whether, therefore, the assessment to make up a sum equal to the sum apportioned from the legislative grant, be made during the former or the latter part of the year, there can be no difficulty in ascertaining who are to be exempted from its payment. Of those to be exempted, there are two classes, the one, who subscribe a certain sum for the support of a separate school, but do not send to it; the other, who both subscribe and send to it. But in both cases the persons exempted must be of the religious persuasion of the separate school.

2. Then as to the board of trustees being imposed upon by separate school supporters, sending their children to the common schools without paying for it;— this need not be so; since the board is under no more obligations to admit to their schools, the children of parents supporting a separate school, than they are to admit the children of parents residing out of the limits of the town. See the proviso in the 13th clause of the 12th section of the school act of 1850. If the board admits, as pupils, the children of non-residents, or of parents supporting the separate school, it does so voluntarily; and does not thereby acquire any right of taxing the property of either party. If it admits such children at all to its schools, it can impose, as a condition, the payment of any fee per month, or per quarter, it pleases, and can, if it thinks proper, require the payment of such fee in advance; but it cannot levy any rate on their property.

The trustees, therefore, have ample means to protect themselves from being imposed upon, either by parties residing beyond the limits of their corporation, or by parties supporting separate schools.

I have the honor, &c.

(Signed)

E. RYERSON.

N. BENJAMIN, Esq.,

Chairman Board of School Trustees,  
Belleville.

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*No 53. The Trustees of the Roman Catholic Separate School, Belleville, to the Chief Superintendent.*

For School Documents.

[L. R. 2619, 1852.]

Sir,

BELLEVILLE, 23rd May, 1854.

The separate school trustees in this town, have frequently applied to the local superintendent for one or more school registers, in pursuance of a notice contained in the *Journal of Education*; and also for a copy of the *Journal of Education*, as we are of opinion, it is supplied to other boards of school trustees; our application,



however, has been unsuccessful hitherto, and to day the superintendent informs us he can supply us neither with the *Journal* nor the registers.

If entitled to these things by law, we would like to be supplied with them; but if not, we cannot pretend to claim them on any other ground, unless it be that the expense connected with getting them up is borne alike by all classes in Upper Canada.

Your obedient servant,

(Signed,)

JOHN O'HARE,

One of the Separate School Trustees  
and Secretary.

The Rev.

The Chief Superintendent of Education,  
Toronto.

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*No. 54. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Belleville.*

School Documents are furnished to Common and Separate Schools alike.

[No. 1136, L.]

EDUCATION OFFICE,

Toronto, 27th May, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 23rd instant, and to state in reply, that the last edition of school registers, provided by this department, is wholly exhausted; as soon as a new edition can be prepared, I shall be happy to furnish you with the copies you desire.

The numbers of the *Journal of Education*, for the first five months of the current year, are not yet distributed; they will be ready in a few days, and a copy will be sent to you.

The *Journal of Education* and school registers, are furnished to trustees of separate schools upon the same terms as to the trustees of public schools.

I have the honor, &c.

(Signed,)

E. RYERSON.

JOHN O'HARE, Esq.,

Trustee R. C. Separate School,  
Belleville.

## Town of Brantford.

### *No. 55. The Local Superintendent of Brantford to the Chief Superintendent.*

Certain Roman Catholics of the town have organized a Separate School.

[L. R. 2227, 1853.]

BRANTFORD, July 6, 1853.

SIR,

Can you favor me with a copy of the school act of the last session? The Catholics here have organised a separate school, and sent me in a report of the number of pupils that have attended their school during the last months. I am in doubt as to whether their organisation of this school has been legal or not. Hence, if you can spare me a copy of the recent act, or a copy of the *Journal of Education* containing it, you will oblige me much.

I am, &c.

(Signed,)

W. JOHNSTONE,  
Supt. of Schools in Brantford.

Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

### *No. 56. The Chief Superintendent to the Local Superintendent of Brantford.*

Provisions of the law relating to Separate Schools.

[No. 63, 1.]

EDUCATION OFFICE,

Toronto, 18th July, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 6th instant, and to state in reply that a copy of the *Journal of Education* containing the supplementary school act has been sent to your address.

No separate school can be established except according to the provisions of the 19th section of the school act of 1850. When once established, however, according to law, it must be conducted as provided in the 19th section referred to, and the 4th section of the supplementary school act of 1853.

I have the honor, &c.

(Signed,)

E. RYERSON.

W. JOHNSTONE, Esq.,  
Local Superintendent of Schools,  
Town of Brantford.

*No. 57. The Trustees of the Roman Catholic Separate School, Brantford,  
to the Chief Superintendent.*

Proceedings relative to the establishment of a Separate School.

[L. R. 2731, 1853.]

*To the Chief Superintendent of Schools for Upper Canada.*

The petition of the board of school trustees of the separate school of the town of Brantford,—Humbly sheweth—

That a school was established by Roman Catholics, in the town of Brantford, in the month of November last, for the education of the children of Roman Catholics.

That it was considered advisable at that time to postpone taking the necessary steps to have the limits of the said school defined, as well as to defer the election of trustees till the looked for action in the matter of common schools was taken by the legislature.

That from the time of the establishing the same, (hitherto) the said school has been in operation, having been supported wholly, or chiefly by the voluntary contributions of Roman Catholics.

That in pursuance of the common school act passed in 1852, in the months of December and June last, returns of the names of the contributors to such school, the number of pupils who had attended the same, and of all other particulars required by the said act, were made; an election of school trustees was held in the month of June aforesaid, and the limits of the said school were set out as required by the said act.

That in the apportionment of school moneys for the present year, no moneys were allotted to the said school.

Your petitioners would therefore pray that you would be pleased, under the authority vested in you, as Chief Superintendent, to apportion to the said school such a sum of money as in your discretion you may deem just.

And your petitioners, as in duty bound, will ever pray.

(Signed,)

THOMAS DALY,  
Chairman of Board.

(Signed,)

JOSEPH QUINLAN,  
Secretary.

Dated at Brantford,  
13th September, 1853.

*No. 58. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Brantford.*

General provisions of the law relating to Separate Schools.

[No. 301, I.]

EDUCATION OFFICE,

Toronto, 15th September, 1853.

SIR,

I have the honor to acknowledge the receipt of your communication of the 13th instant, and to state in reply, that with the information which you furnish, I cannot express any opinion as to the claims which you make to share in the common school fund for the current year.

You state that an election of trustees for the separate school was held in June, yet that the separate school was established in November last. By referring to the 19th section of the common school act, you will perceive that the formation of a school section and the election of trustees must precede the establishment of a separate school. According to law, no school, either as a common or separate school, can have legal existence or share in the common school fund until after the formation of the school section and the election of trustees after public notice as required by law. Any school, otherwise established, whether by a religious persuasion, or by private enterprise, must be regarded as a private school, and cannot share in the common school fund.

If your school therefore was organised according to law, before the commencement of the current year, it has a right to share in the current year's common school fund: not otherwise.

The 4th section of the supplementary school act makes no change in the mode of establishing separate schools; it changes only the mode of supporting them, and grants certain exemptions to parties supporting them when established according to law.

I have the honor, &c.

(Signed,)

E. RYERSON.

MR. THOMAS DALY,  
Trustee, R. C. Separate School,  
Brantford.

*No. 59. The Local Superintendent of Brantford to the Chief Superintendent.*

Whether a certain report of the Separate School meets the requirements of the law.

[L. B. 597, 1854.]

BRANTFORD, February 4th, 1854.

SIR,

Some time in last month I received from Messrs. Joseph Quinlan, M. Fennessy, and Thomas Daly, "trustees of the separate school" here, a document dated "25th of December, 1853," setting forth the "average" attendance of pupils, but not

giving the names of the parents or guardians of the pupils, as required by the supplementary act. This document they call their "report," which, in my opinion, is not only defective but useless.

Again on the 11th or 12th January, I received a report to the effect that the Rev. T. Ryan and Messrs. James Smith, and William Murphy, had been chosen trustees of the separate school for this year. Having omitted to state in their report the names of the parents or guardians of the pupils, I do not consider the report referred to of any value, though in this decision I may be wrong, and would feel obliged by hearing from you at your earliest opportunity.

I have the honor, &c.

(Signed.)

W. JOHNSTONE,  
Sup. C. S. Town of Brantford.

Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 60. The Chief Superintendent to the Local Superintendent of Brantford.*

The second proviso in the fourth section of the Supplementaay School Act describes the return required from Separate Schools.

[No. 620, K.]

EDUCATION OFFICE,

Toronto, 9th February, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 4th instant, and to state in reply that unless the report of the separate school to which you refer contains all the information required to be furnished local superintendents by the second proviso of the fourth section of the supplementary school act, you are at liberty to reject it. If it does not contain the names of the supporters of the school, it will of course be impossible for you to furnish those names to the town clerk and board of school trustees with a view to exempt such persons from school rates, as contemplated in the same section of the supplementary act. Until such list is furnished the clerk and board of school trustees, no exception can be made in levying such rates.

I have the honor, &c.

(Signed.)

E. RYERSON.

W. JOHNSTONE, Esq.,  
Local Superintendent of Schools,  
Town of Brantford.

*No. 61. The Trustees of the Roman Catholic Separate School, Brantford, to the Chief Superintendent.*

Inability to make return of attendance.—The meaning of "amount subscribed" in the Separate School return.

[L. R. 3001, 1854.]

BRANTFORD, 29th June, 1854.

REV. SIR,

I am directed by the trustees for the Roman Catholic separate school of this town, to inform you that their late teacher went away to the States without the trustees being aware of it, and took the school books with him, which will deprive the trustees making their report for the six months; unless you will be kind enough to take the average attendance since our former master went away, and allow in proportion. The local superintendent for this town furnished the trustees with a blank form to have it filled up; there are two columns—one marked amount subscribed, the other, amount paid. Does it mean amount subscribed by taxes, and amount paid mean what is paid out of the taxes? Please to inform me at your earliest convenience, and much oblige,

Your obedient servant,

(Signed,)

JOHN COMERFORD.

Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

*No. 62. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Brantford.*

An approximation to the attendance will be accepted on account of their present difficulties.—Explanation of headings of the return.

[No. 1360, L.]

EDUCATION OFFICE,

Toronto, 10th July, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 29th ultimo, and to state in reply that the average attendance of pupils at school cannot be ascertained without a knowledge of their daily attendance, as the former is the computed aggregate of the latter. If you have lost your school register you must make the best approximation to the facts in your power, as do the trustees of other schools in like circumstances.

2. The "amount subscribed" in the column of the blank return, means the amount which each supporter of the separate school, and of the religious persuasion

of such school has to give towards its support. And the column headed "amount paid," is intended to include the amount which has been paid by each person named, during the six months, in support of the separate school, whether by subscription or rate.

I have the honor, &c.

(Signed,)

E. RYERSON.

Mr. JOHN COMERFORD,  
Trustee, R. C. Separate School,  
Brantford.

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*No. 63. The Trustees of the Roman Catholic Separate School, Brantford, to the Chief Superintendent.*

For their share of the Legislative School Grant.

L. R. 3816, 1854.]

BRANTFORD, 1st September, 1854.

REV. SIR,

As secretary to the board of trustees for the Roman Catholic separate school in this town, I am directed to inform you that we have applied several times to the town treasurer for our portion of the government money which we consider ought to have been received long since; our teachers pressing us for their salaries, and having no means on hand, we feel obliged to apply to you for our apportionment of said money.

I remain, &c.

(Signed,)

JOHN COMERFORD;

Secretary.

Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

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*No. 64. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Brantford.*

Grant will be paid on receipt of Treasurer's Returns for last year.

No. 1737, M.J

EDUCATION OFFICE,

Toronto, 5th September, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 1st instant, and to state in reply that the treasurer of the town of Brantford has not yet trans-

mitted the returns required by law, of the expenditure of the last year's money, so that none of the schools in that town have received any portion of this year's school grant.

I have the honor, &c.

(Signed)

E. RYERSON.

Mr. JOHN COMERFORD,  
Trustee R. C. Separate School,  
Brantford.

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## Town of Goderich.

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*No. 65. The Trustees of the Roman Catholic Separate School, Goderich,  
to the Chief Superintendent.*

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Transmitting a Report of their School.

[L. R. 1214, 1853.]

GODERICH, *March 17th 1853.*

SIR,

We have the honor to enclose you a report of the Roman Catholic separate school, in the town of Goderich, established by the trustees of the town of Goderich, in the year eighteen hundred and fifty-two, and has been in operation since July of the same year.

And it is to be hoped, the report will be found sufficiently correct, to secure said school a share of the public funds.

(Signed)

MAURICE B. SEYMOUR,  
R. McDOUGALL, M.D.,  
L. McIRATCH.

The Rev. E. RYERSON,  
Chief Superintendent of Schools.

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*No. 66. The Deputy Superintendent to the Trustees of the Roman  
Catholic Separate School, Goderich.*

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Reports from Common and Separate Schools to be incorporated in the general Report from the Municipality.

[No. 154, H.]

EDUCATION OFFICE,

Toronto, *22nd March, 1853.*

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 17th instant, and to state in reply, that all reports of schools in cities, towns and villages, are



made to this department through the board of school trustees of the municipality. Any report, therefore, which you may have to make, should be addressed to your local superintendent or board of school trustees.

I may also remark, that according to the 1st proviso, in the 19th section, in connection with the 4th clause of the 18th section of the school act, no separate school can come into operation, nor an election of trustees for such separate school take place until *after* the 25th December following the authorizing of the separate school.

I herewith return the report you enclosed, as it is of no use to this department.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

MESSRS. MAURICE B. SEYMOUR,  
R. McDOUGALL, M.D., and  
L. McIRATCH,  
Goderich.

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*No. 67. The Local Superintendent of the Town of Goderich to the Chief Superintendent.*

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Transmitting Report of Roman Catholic Separate School.

[L. R. 1495, 1853.]

GODERICH, 6th April, 1853.

SIR,

The trustees of the Roman Catholic separate school have handed me your letter of the 22nd of March, returning the report of said separate schools, sent by them.

I now, in accordance with your direction, forward it along with a copy of minute of school trustees, of the town of Goderich, where you will find that the school section was defined, and the separation made prior to the 25th Dec., 1852.

On referring to the act, I cannot find any direction for the local superintendents of schools in incorporated towns and villages, to forward the report—it is there expressly said to be the duty of the trustees.

Hoping that the report will now be received.

I am, &c.

(Signed,)

ALEXANDER McKID.

To the Chief Superintendent of Education,  
Toronto.

[Enclosure.]

*Extract from the Minutes of the Board of School Trustees for the Town of Goderich,  
Dated 1st December, 1852.*

Mr. Duffy presented an application from the Roman Catholics of the town, for the establishment of a separate school, containing the requisite number of names as by law contained in the school act.

The same being read, and also the section of the act thereanent, a difficulty appeared in the question of what is to be the number of trustees to compose the board for said school.

The most feasible plan appeared to be, that the town be considered to be one school section and that a board of three be chosen.

The board agreed to comply with the request of the applicants, and to endeavor to obtain information concerning the construction of the separate board.

The board then adjourned.

(Signed,)

JAMES CAMPBELL,  
Chairman.

*No. 68. The Trustees of the Roman Catholic Separate School, Goderich, to  
the Chief Superintendent.*

For Share of the Legislative School Grant.

[L. R. 2412, 1853.]

GODERICH, July 27th, 1853.

REV. SIR,

Having been informed by the Rev. Mr. Ryne, that you told him at your office, at Toronto, last June, that our report for the Roman Catholic separate school of Goderich, had been received and acknowledged by your Reverence; the time for apportioning the government money having arrived, we applied to our local superintendent, the Rev. Mr. McKid, for our portion, on which occasion we received the enclosed communication.

Our separate school has been legally applied for, and established by law, and is now in existence more than 12 months, and has been acknowledged before January 1853.

Therefore, under either the old or the new law, we cannot, except by fraud, be deprived of our portion of the government grant. We expect the favor of a reply, —that if any other conditions be required, we may fulfil them in due time.

We also respectfully request that you will be pleased to inform us, to whom shall we apply for our portion of the government grant.

I am, &c.

(Signed,)

P. A. McDOUGALL, M.D.  
Secretary to Roman Catholic  
Separate School.

The Rev. Dr. RYERSON,  
Chief Superintendent of Schools.

[Enclosure.]

GODERICH, *July 25th*, 1853.

SIR,

In answer to a communication addressed to you by the secretary of the Roman Catholic separate school, and which was brought under the notice of the board of trustees for common schools for the town of Goderich, I am directed to state, that the board is not aware that the government grant of money has yet arrived, and that it has no evidence in its possession to shew that the trustees of said separate school are entitled to any proportion of the said fund.

I am, &c.

(Signed,)

THOMAS NICHOLLS,  
Secretary Board of  
School Trustees.

To Rev. A. McKim,  
Superintendent Common Schools,  
Town of Goderich.

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*No. 69. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School, Goderich.*

Certain Returns to be forwarded to the Local Superintendent.

[No. 157, L]

EDUCATION OFFICE,

Toronto, *5th August*, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 27th ultimo, and to state in reply that, from the 4th clause of the Supplementary School Act, you will perceive that the trustees of each separate school, are requested in common with the trustees of the section schools (see 5th clause), to transmit to the local superintendent, a certain return as specified in that clause, previous to their school participating in any portion of the school grant. It is doubtless to the absence of such a return that the secretary of the board of school trustees refers in his letter of the 25th ultimo.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

P. A. McDougall, Esq., M.D.,  
Trustee R. C. Separate School,  
Goderich.

No. 70. *The Trustees of the Roman Catholic Separate School, Goderich, to the Chief Superintendent.*

Further about their Share of the Legislative School Grant.

[L. R. 2035, 1853.]

GODERICH, August 27th, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 5th instant, and in reply, to state that we applied in due time to the local superintendent for a blank report, but could not obtain any; and in the absence of such blank report, we drew up a report and forwarded it to the local superintendent, who, it appears, although he visited the separate school as superintendent, forwarded the report to the trustees of the common schools, of the town of Goderich, since which time we have heard nothing of the report, nor of any money being apportioned to our school.

It is evident that efforts are being made to defraud the Roman Catholic separate school of the town of Goderich, of what is justly and legally their right, the government grant. And, if possible, the trustees would like to know upon what grounds and by what means it is done.

Therefore, we beg to be informed upon the following points, viz. :—

1st. To whom should the trustees of separate schools apply for blank reports, and when filled up, to whom should they be sent? (Our local superintendent says not to him.)

2nd. Whose duty, if any, is it to furnish the trustees blank reports?

3rd. Is it part of the local superintendent's duty to send the report of separate schools to the board of common schools?

4th. Are not the trustees of separate schools a body corporate, and entitled to some privileges, as the trustees of common schools?

5th. What ought we to do, or what can we do, under the circumstances, to obtain our portion of the government grant?

I am, &c.

(Signed,)

P. A. McDOUGALL, M.D.,  
Secretary R. C. Separate School,  
Goderich.

To E. RYERSON, D. D.,  
Chief Superintendent of Schools.

P. S.—Should the trustees, as a corporate body, not be entitled to a copy of the *Journal of Education*, send one to my address, and I will forward payment immediately.

P. A. McD.

*No. 71. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Goderich.*

Separate School is entitled to Grant when paid, and to School Reports the same as Common Schools.

[No. 295, I.]

EDUCATION OFFICE,

Toronto, August 31st, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 27th instant, and to state in reply, that the school grant apportioned to the town of Goderich, has not yet been paid, on account of the returns required by law not having been made by the clerk of the town council. When paid, the report which you have made will, of course, be taken into consideration by the town board of school trustees.

I intended to have supplied each set of trustees with a blank report directly from this department. But as I had no return of your school, when the lists were made out, I did not send to your trustees either a blank report, or a copy of the *Journal of Education*, which I have now the pleasure of forwarding.

The trustees of a separate school are a corporation, and are entitled to all the reports, &c., through the local superintendent, provided to any other school corporation.

I have the honor, &c.

(Signed,)

E. RYERSON.

P. A. McDougall, Esq., M.D.,  
Trustee R. C. Separate School,  
Goderich.

**Town of Perth.**

*No. 72. The Perth Board of Grammar and Common School Trustees to the Chief Superintendent.*

Can a Separate School Trustee be also a Trustee of a County Grammar School?

[L. R. 323, 1855.]

PERTH, 15th January, 1855.

REVEREND SIR,

You would conter a favor upon me by giving me your opinion upon the following points:

When a separate Roman Catholic school is established in a town, is the priest,

—a trustee and supporter of such separate school,—eligible as a trustee of the county grammar school, said grammar school being united with the common schools? And if eligible as a trustee of the county grammar school, is it competent for him to sit as a member of the united board and interfere in the affairs of the united school, grammar and common?

Your opinion on these matters, communicated as early as convenience will permit, will much oblige,

Rev. Sir,

Yours very truly,

(Signed,)

WM. BAIN.

Rev. E. RYERSON, D. D.,  
Toronto.

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*No. 73. The Chief Superintendent to the Perth Board of Grammar and Common School Trustees.*

The County Council is not restricted in its appointments to the Grammar School Board, and may appoint Separate School supporters to such Board.

[No. 365, N.]

EDUCATION OFFICE,

Toronto, 24th January, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 15th instant, and to state in reply that as the county council appoints the trustees of grammar schools, and as it is not restricted in its selections, it may appoint a person or clergy-men who is a trustee of a separate school to be a grammar school trustee, if it shall think proper to do so.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. WM. BAIN,  
Chairman Board Trustees,  
Grammar and Common Schools,  
Perth.

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## Town of Peterborough.

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*No. 74. The Trustees of the Roman Catholic Separate School, Peterborough,  
to the Chief Superintendent.*

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Share of the Legislative School Grant.

[L. R. 4485, 1854.]

PETERBOROUGH, 22nd November, 1854.

REVEREND SIR,

I am instructed by the board of trustees of Roman Catholic separate school, Peterboro' to communicate with you for the purpose of ascertaining the cause of delay of the payment of their apportionment of the government grant.

The teacher is pressing the trustees very much for his money, and they have been expecting it daily since the middle of last August.

Your early reply will much oblige them.

I have the honor, &c.

(Signed,)

JAMES RYAN.  
Secretary and Treasurer.

Rev. Dr. RYERSON,  
Superintendent of Education,  
Toronto.

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*No. 75. The Chief Superintendent to the Trustees of the Roman Catholic  
Separate School, Peterborough.*

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Payment of Grant will be made in a few days.

[No. 2423, M.]

EDUCATION OFFICE,  
Toronto, 30th November, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 22nd instant, and to state in reply that the town treasurer of Peterborough has not yet made the returns to this department required by law; but he has promised to do so in a few days, when the money which I have apportioned to that municipality will be paid.

I have the honor to be, &c.

(Signed,)

E. RYERSON.

Mr. JAMES RYAN,  
Trustee R. C. Separate School,  
Peterborough.

## Town of Picton.

### No. 76. *The Local Superintendent of Picton to the Chief Superintendent.*

Report on state of the Roman Catholic Separate School.

[L. R. 1740, 1855.]

Picton, March 27th, 1855.

REVEREND SIR,

I could have sent you the Report of the Roman Catholic separate school before, but I was not aware of my duty. The report is, I think, financially correct, but as to attendance it is questionable. I visited the school several times and found a miserable looking place, with a lot of dirty, sleepy children sitting on some old forms. You will perceive that the *board* do not acknowledge their average attendance by the amount of the government grant they have received.

In Picton, we have done all that we could to satisfy the Priest, by hiring Roman Catholic teachers in the national schools, but it all would not do. When he supposed that the separate school would not receive anything from government if a Roman Catholic teacher was employed by the board, he denounced the teacher from the altar, and was for making him break his written engagement.

The separate school in Picton cannot keep their teacher of their own religion but a few months, and those are newly caught. Some of our best teachers in the County of Prince Edward are Roman Catholics, but they will not teach in a separate school.

I am sorry that the report was not satisfactory the first time, however, I will do better next time. I have been but a few weeks, secretary to the board.

I remain, &c.

(Signed,)

GEO. GILLESPIE,  
Local Superintendent.

The Chief Superintendent of Schools,  
Toronto.

P. S.—You may find fault with the board for allowing the separate school any money, while there is a Roman Catholic teacher in the public school of the town, but they are tired of war. The last town superintendent had the Priest and all hands at him. I would rather pay the money myself, than have the same trouble.

(Signed,)

G. G.  
L. S.



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## Town of Prescott.

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### *No. 77. The Trustees of the Roman Catholic Separate School, Prescott, to the Deputy Superintendent.*

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On Separate School elections and reports.

[L. R. 2503, 1852.]

PRESCOTT, *December 13th, 1852.*

SIR,

I beg to be informed what course the trustees of separate schools will adopt at the coming school elections so far as regards the returning officer, as we cannot find in the school act any party named to fill that office; and further I beg to request, to know if trustees of separate schools are obliged to send a report to the Education Office at such times as trustees of common schools generally are obliged to do.

I am, &c.

(Signed,)

J. O'SULLIVAN,  
Secretary to Board of Separate Schools,  
Town of Prescott.

J. GEO. HODGINS, Esq.,  
Education Office,  
Toronto.

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### *No. 78. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Prescott.*

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Elections and reports for Separate Schools are under same regulations as the school sections of Townships.

[No. 975, G.]

EDUCATION OFFICE,

Toronto, *23rd December, 1852.*

SIR,

I have the honor to acknowledge the receipt of your letter of the 13th instant, and to state in reply that by referring to the 19th section of the school act, you will find that school meetings for the election of trustees or a trustee of a *separate* school in a city, town, or incorporated village, are conducted (not as other school elections in such city, town, or incorporated village, but) in the same manner as are school elections in *sections*, as provided by the 6th section of the act.

The trustees of separate schools can send their report to the local superintendent to be embodied in the local report to this department, the same as the reports of trustees of other school sections.

I have the honor, &c.

(Signed,)

E. RYERSON.

Mr. J. O'SULLIVAN,  
Trustee R. C. Separate School,  
Prescott.

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*No. 79. The Trustees of the Roman Catholic Separate School, Prescott, to the Deputy Superintendent.*

Appointment of their own Local Superintendent of Separate Schools and collection of rate-bills.

[L. R. 141. 1853.]

PRESCOTT, *January 8th, 1853.*

SIR,

In acknowledging the receipt of the Chief Superintendent's letter, with which I have been highly honored, I beg to be informed on the following questions:

Have not trustees of separate schools in cities and towns the choice of their own superintendent, such as the trustees of common schools have? and if not is the township superintendent the superintendent of separate schools also? and when the town is apart from the township for other purposes what course may be followed?

These are points highly important to us in preparing our school report.

I am, &c.

(Signed,)

J. O'SULLIVAN,  
Secretary Sep. School,  
Prescott.

J. GEO. HODGINS, Esq.,  
Education Office,  
Toronto.

P. S.—Are the Trustees of separate schools a corporation, with power to collect their rate-bill by warrant.

(Signed,)

J. O'S.

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*No. 80. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Prescott.*

Trustees of separate schools in regard to their supporters have equal powers with trustees of school sections.—  
Separate Schools are visited by the Local Superintendent.

[No. 1107, G.]

EDUCATION OFFICE,

Toronto, 19th January, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 8th instant, and to state in reply that trustees of a separate school have, in my opinion, the same right to levy and collect school rates, from the persons sending children to such school, as have trustees of common schools.

All schools receiving public aid must be open to public inspection; the town superintendent of schools has, therefore, the same right to visit separate schools as he has to visit any other schools aided by the public school fund. The report of each separate school in a town should be addressed to the town school superintendent.

I have the honor, &c.

(Signed,)

E. RYERSON.

Mr. J. O'SULLIVAN,  
Trustee R. C. Separate School,  
Prescott.

*No. 81. The Prescott Board of School Trustees to the Chief Superintendent.*

Authority of Teachers to exclude books from Public Schools without permission from the Board.

[L. R. 1375, 1853.]

At the county school convention held in Brockville 4th March, 1853, the following resolution of the board of school trustees for the town of Prescott, passed at a meeting of the board held on the 25th February, was submitted to the Chief Superintendent for his opinion:

PRESCOTT, 25th February, 1853.

*Resolved:* That although the board is (with one exception) unanimous in their opinion, that the trustees have legal authority to introduce such text-books into the common schools as they may deem expedient for the improvement of the children, the chairman be requested to obtain from Dr. Ryerson, the Chief Superintendent, his written opinion, as to the course the trustees should adopt relative to Mr. Ahern's dismissing from his school, Goldsmith's History of England, on the grounds that it was offensive to Roman Catholic children and not according to law, and also res-

pecting the powers generally invested in trustees as to their rejection or admission of books in common schools ; also to obtain from Dr. Ryerson an explanation of the clause in his published letter to the Roman Catholic Bishop where he speaks of said history not being sanctioned by the council of public instruction, and also in case of Mr. Ahern's positively declining teaching said history or declining teaching any other book which the trustees might recommend ; or if the trustees think proper to dismiss Mr. Ahern for thus declining, can he claim salary any longer than previous to such notice ?

Having submitted the case to the local superintendent, he said we would be quite justified in dismissing Mr. Ahern, and also advised the trustees not to submit to such a case. However he recommended the referring of it to the chief superintendent as the most prudent way.

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*No. 82. The Chief Superintendent to the Prescott Board of School Trustees.*

The Teacher of a public school has not the power of excluding books ; neither have trustees power to compel children to use books objected to by their parents.

[No. 96, H.]

BROCKVILLE, *March 4th, 1853.*

SIR,

In reference to the minute of the board of school trustees for the town of Prescott, adopted the 25th February, which you have enclosed to me, I have to remark that a teacher is not the judge of the books to be taught in any school ; and that the local superintendent of schools in each city and town is appointed by the board of trustees for such city or town and his duties prescribed by them, as provided in the 4th clause of the 24th section of the school act. The duties of local superintendents appointed by *county councils*, are prescribed in detail in the 31st section of the school act, but boards of school trustees in cities and towns prescribe the duties of the local superintendents whom they appoint.

The board of school trustees in each city or town can enjoin the use of any book published in the British dominions not publicly disapproved of by the council of public instruction ; but they cannot compel any child in the schools under their care to use a book to which the parents or guardians of such child shall object on religious grounds. But the veto is with the parent of each child, not with the teacher, whose duties are prescribed by the board of trustees employing him, according to the clause of the act above referred to.

I have the honor, &c.

Signed)

E. RYERSON.

The Chairman of the  
Board of School Trustees,  
Prescott.

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## Town of Amherstburgh.

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No. 83. *The Amherstburgh Board of School Trustees to the Chief Superintendent.*

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Establishment and continuance of a Roman Catholic Separate School.

[L. R. 1204, 1853.]

AMHERSTBURGH, 14th March, 1853.

DEAR SIR,

In name of the board of school trustees for this town, I beg to address you a few lines, in regard to our separate Roman Catholic school, and get your advice on the subject.

I presume our *board* (since the commencement of the present liberal system of common school education) has caused you more annoyance than almost any other, but you must bear with us, as we are situated in the very heart of Upper Canadian Jesuitism.

I believe that one of our board (Mr. Nelson) had a conversation with you (while in Sandwich) on the subject, but I am inclined to think that he did not explain the case fully to you.

(I may here mention that our *board* were very sorry that they could not meet you in a body while in Sandwich, on account of the bad state of the road.)

The Catholics have applied for a separate school for this town, for the two former years, but as the board of trustees had Catholic teachers engaged, they could not grant it. This year, as we had three trustees to elect, they tried their utmost to get three Catholics elected, but they were beaten by a small majority; they then applied for a separate Roman Catholic school, and as the board had no Catholic teacher engaged, it was granted; this was after the second Wednesday in January.

Our secretary appointed a day for the election of the separate school trustees, but we took no further cognizance of them, until, on receiving the reports from your office, we noticed that no separate school can come into operation until the 25th of December, of any year, so we concluded we could not recognize their school for this year, and verbally told their trustees so.

Our resolution, granting them their separate school, does not say that it shall be for the present year.

They have written to their *Bishop* and also to the *Attorney General* on the subject, and no doubt will do their utmost to try and get us into trouble; they have got their separate school into operation, having engaged *two* teachers.

Do you think the board of school trustees would be acting legally, to give them their portion of the school fund for the present year or not ?

By giving us your advice on the above, you will much oblige.

I have the honor, &c.

(Signed,) PETER MENZIES.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Education,  
Toronto.

P. S.—We have a Roman Catholic teacher engaged as a common school teacher.  
(Signed) P. M.

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*No. 84. The Deputy Superintendent to the Amherstburgh Board of School Trustees.*

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A Separate School election cannot take place until after the School division has gone into operation.

[No. 153. B.]

EDUCATION OFFICE,

Toronto, 22nd March, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 14th instant and to state in reply, that according to the 1st proviso in the 19th section, in connection with the 2nd proviso in the 4th clause of the 18th section, of the school act, no separate school can come into operation until the 25th of December next after the authorizing of such separate school,—consequently no election of trustees for such school can take place until after “the limits of the divisions or sections for such school” shall have been so established, any more than could an election of councillors take place for a municipality, until after the limits or boundaries of such municipality had taken legal effect.

Under these circumstances, the separate school referred to, has no claim upon the school fund the current year.

With reference to the legal continuance of such school, I can add nothing to what has been stated by the Chief Superintendent, in a published letter to the Roman Catholic Bishop of Toronto, dated 13th March, 1852, as follows:—“There is on guarantee that a separate school will be continued six months, as it ceases to exist legally (at least, so far as it relates to any claim upon the public school fund) the moment the public school trustees employ in the same school division, a teacher of

the same religious faith with that of the supporters of the separate school."\* See 4th proviso in the 19th section of the school act.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

PETER MENZIES, Esq.,  
School Trustee,  
Amherstburgh.

*No. 85. The Chief Superintendent to the Local Superintendent of Amherstburgh.*

Statistics of Separate Schools should be given in the general School Report of the Municipality.

[No. 1687, M.]

EDUCATION OFFICE,

Toronto, 28th August, 1854.

SIR,

On comparing the report of your board of school trustees with the school accounts of your town, for last year, I find in the latter the sum of £115 reported as having been paid to the teacher and trustees of a separate school, but no reference is made to such payment in the former.

As all reports from separate schools should be made to the board through its local superintendent, to be incorporated in the general report to this department, I herewith return you the town report for such information and statistics as you can collect and furnish at your very earliest convenience.

I have the honor, &c.

(Signed,)

E. RYERSON.

JOHN McLEOD Esq.,  
Local Superintendent of Schools,  
Town of Amherstburgh.

*No. 86. The Local Superintendent of Amherstburgh to the Chief Superintendent.*

The Town Council levied a general Municipal Assessment for a Roman Catholic School not legally established as a Separate School.

[L. B. 3839, 1854.]

AMHERSTBURGH, 2nd September, 1854.

SIR,

I beg to acknowledge the receipt of your letter of the 28th ultimo, requiring information in regard to the report of the board of school trustees for last year.

\* See Correspondence with the Roman Catholic Bishop of Toronto, printed by order of the Legislative Assembly, 1852, letter III., page 8.

In reply, I beg to inform you that the separate Catholic school last year, was not acknowledged by the board of school trustees, inasmuch as they had not complied with the Act of Parliament in the formation of the same. But our town council (the majority of whom were Catholics) took it upon themselves to collect a general rate for the separate school, and paid the same over to the trustees of the separate school, without either my consent, or the consent of the board of school trustees.

This accounts for the same not appearing in the report of the board of school trustees.

I have the honor, &c.

(Signed,)

JOHN McLEOD.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

## Town of Chatham.

*No. 87. The Trustees of the Roman Catholic Separate School, Chatham, to the Chief Superintendent.*

Definition of the term "Common School Fund."

[L. R. 1889, 1863.]

CHATHAM, C. W., 17th May, 1853.

DEAR SIR,

You will probably remember that some time ago, an appeal was made by me in behalf of the Roman Catholic school trustees of this place, to the Government, against what you thought to be the proper interpretation of the 40th section of the School Act of 1850;\* in other words as to what constituted the common school fund; whereupon we were informed by the Government that it was their desire that the question should be decided by the superior courts of law. This being the case, we were about to apply to the Queen's Bench, but upon being informed that the question was to be brought before the judges by the trustees of Belleville, we thought it best to await the result; of which I make no doubt you have been made acquainted. I therefore, at the request of the board of trustees, and that of my fellow trustees of the Roman Catholic separate school of this place, and as a matter of common courtesy to yourself, beg to solicit that you will have the kindness to instruct the

\* See "Correspondence" laid before the House of Assembly on the 17th September, 1852; Appendix No. 4, page 82.



said board of trustees, as to whether they are still to persist in the interpretation formerly recommended by you as aforesaid, or to adopt the decision of the judges upon the point in question.

Trusting that you will have the goodness to furnish the desired instructions, and let us have the pleasure of hearing from you as soon as convenient; and also, that at a no distant period, Catholic schools will be established upon an independent and efficient footing, and in such a flourishing condition as to oblige even the clever Dr. Ryerson to admire them far, far more than he now does the common irreligious schools.

I have, &c.

(Signed,)

J. B. WILLIAMS,  
Trustee R. C. School,  
Chatham.

To REV. E. RYERSON,  
Chief Superintendent of Education,  
Toronto.

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*No. 88. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School, Chatham.*

No other definition of the "Common School Fund" than that already given.

[No. 327, H.]

EDUCATION OFFICE,

Toronto, 26th May, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 17th instant, and to state in reply, that you can obtain a certified copy of the recent judgment of the court of Queen's Bench, in the case of the Roman Catholic separate school in *Belleville vs. the board of school trustees\** by applying to the reporter of the court, J. Lukin Robinson, Esq., Toronto.

I may remark that the views of the Chief Superintendent, in regard to the definition of the term "school fund," as it occurs in the school act, remain unchanged.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

J. B. WILLIAMS, Esq.,  
Trustee R. C. Separate School,  
Chatham.

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\* See Correspondence with the Board of School Trustees, Belleville, No. 47, ante, pages 114-119.

*No. 89. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, Chatham.*

Reference to Separate School provisions of Supplementary School Act of 1853.

[No. 366, H.]

EDUCATION OFFICE,

Toronto, 14th June, 1853.

SIR,

In reference to your letter of the 17th ultimo, in addition to the remarks addressed you in my absence, I refer you to the 4th section of supplementary school bill, (just passed by the Legislature) according to which all school moneys for separate schools for the current year, are to be apportioned, and in which you will perceive that no separate school has a right to share in any money raised by municipal assessment.

The trustees of the Belleville separate school intend, I am informed, to renew their suit before the court of Queen's Bench at its next term, having been unsuccessful in their application last winter.

As to your "irreligious" imputation, I have no disposition to discuss the matters to which it refers—it being as foreign to the objects of your inquiries, as it is groundless in itself.

I have, &c.

(Signed,)

E. RYERSON.

J. B. WILLIAMS, Esq.,  
Trustee R. C. Separate School,  
Chatham.

*No. 90. The Chatham Board of School Trustees to the Chief Superintendent.*

Definition of the term "Common School Fund" by the Court of Queen's Bench.

[L. R. 1490, 1853.]

CHATHAM, 23rd May, 1853.

REV. SIR,

The board of school trustees of this town have been informed, that by a recent decision in the court of Queen's Bench, in which the trustees of the town of Belleville were concerned,\* the patrons of separate schools, under the 19th section of the Act 13 and 14 Vic., Cap. 48, were entitled to a proportion of the whole sum raised for school purposes, according to the number of children attending, instead of what we presumed was a proportion of the school fund, composed of the Legislative apportionment, and an equal amount raised by taxation. We should be glad to have your advice in reference thereto, and instruction as to the mode of distribution

\* See pages 114-119.

we shall be required to adopt; and if the information above referred to be correct, it will make a material difference in estimating the sum which the municipality will be called upon by the board to raise for the current year's school purposes.

I am, &c.

(Signed,)

GEORGE DUCK, JR.,  
Chairman B. of S. T.

Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

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No. 91. *The Chief Superintendent to the Chatham Board of School Trustees.*

The Court of Queen's Bench has not given a final decision on the question.

[No. 357 H.]

EDUCATION OFFICE,

Toronto, 14th June, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 23rd ultimo, and in reply to refer you to the 4th section of the supplementary school bill (just passed by the Legislature) in which you will find that *separate* schools are not entitled to share in any part of any municipal assessment for school purposes for the present or any future year.

The trustees of the separate school in Belleville, failed in their law suit before the court of Queen's Bench. I have been notified within the last few days, that they intend to renew their suit before the Queen's Bench at the next term. In the judgment to which you refer, the judges all expressed the opinion that a separate school had no right to a share of any moneys raised for the *erection of school houses*, but intimated the possibility of their having a right to share in all school moneys raised expressly for the *salaries of teachers*; but said it was for the Chief Superintendent in the first instance to decide, and then expressed a doubt as to whether the judges had any authority to interfere with his decision. Since these proceedings, the trustees of the Belleville separate school have applied to me for my official decision on the point, and I have given it at length, in harmony with the views which I have often publicly expressed.\* Whether the judges will sustain the correctness of my decision or not, can have no effect on the payment to separate schools of any school moneys for the current year.

I have, &c.

(Signed,)

E. RYERSON.

GEORGE DUCK, JR., Esq.,  
Chairman Board of School Trustees,  
Chatham.

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\* See letter No. 44 [No. 245 H.] *ante*, pages 106-112.

*No. 92. The Chief Superintendent to the Local Superintendent of Chatham.\**

Separate Schools are under the same regulations in regard to reports, as Common Schools.

[No. 1277, N.]

EDUCATION OFFICE,

Toronto, 19th April, 1855.

SIR,

I have the honor to return herewith the report of your board for last year, in order that you may include in it the report of the separate school in your town.

The trustees of the separate school being invested, in regard to their supporters, with the powers of trustees of school sections, are required by the 19th clause of the 12th section of the Act of 1850, to transmit an annual report to the local superintendent of their municipality; and the second clause of the 31st section of the same act, together with the 4th and 5th sections of the Supplementary Act, prescribe the general conditions upon which separate, as well as common, schools, are entitled to share in the school fund.

Blank forms of report have been sent to the separate school.

I have the honor, &c.

(Signed,)

E. RYERSON.

THOMAS CROSS, Esq., M.D.

Local Superintendent of Schools,  
Town of Chatham.

**Town of Guelph.**

*No. 93. Certain School Trustees of Guelph to the Chief Superintendent.*

On establishing a Protestant Separate School in a town not divided into wards.

[L. E. 2144, 1852.]

GUELPH, 11th September, 1852.

SIR,

The undersigned trustees of the town of Guelph—the chairman of the board having resigned office—respectfully request the Chief Superintendent's opinion as to their obligations under the following circumstances:—

There are two common schools in town taught by male teachers—one at either extremity—and which before the village was incorporated, were comprised in

\* A similar letter was addressed to the Local Superintendents of the Towns of Belleville, Brantford, Goderich, Niagara, Amherstburgh and Guelph.

different school sections. One of these schools is now vacant, but a Roman Catholic teacher will in a few days be placed in it, in which event the undersigned understand a requisition will be presented to the board of trustees for a separate Protestant school, in terms of the 19th clause of the Act. Is it imperative on the board to grant such application?

The school has had an attendance of about 100 pupils, almost wholly Protestant. Your reply will much oblige.

Yours, &c.

(Signed,)

PETER GOW,  
SAMUEL SMITH,  
Trustees.

The Chief Superintendent of Education,  
Toronto.

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*No. 94. The Chief Superintendent to certain School Trustees of Guelph.*

A Protestant Separate School cannot be claimed if a Protestant Teacher be employed in the Town.

[No. 703, G.]

EDUCATION OFFICE,

Toronto, 14th September, 1852.

GENTLEMEN.

I have the honor to acknowledge the receipt of your letter of the 11th instant, and to state in reply, that if there is one Protestant teacher employed by the board of trustees, in the incorporated town of Guelph, a separate Protestant school cannot be lawfully claimed.

In like manner, if a Roman Catholic teacher be employed, a separate Roman Catholic school cannot be lawfully claimed in the town.

I have the honor, &c.

(Signed,)

E. RYERSON.

Messrs. PETER GOW, and  
SAMUEL SMITH,  
School Trustees,  
Guelph.

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*No. 95. The Roman Catholic Pastor of Guelph to the Chief Superintendent.*

Complaint against the Chairman of the Board of School Trustees.

[L. R. 3590, 1853.]

GUELPH, 19th December, 1853.

DEAR SIR,

The Roman Catholics of Guelph, having erected a school house sufficiently large to contain 300 pupils, beg leave to inform you, that they desire to establish a separate school according to the provisions made by the Legislature in their favor.

I regret to be under the necessity of informing you, that the petition got up by them for that purpose, has been rejected by Doctor Henry Orton, the chairman of the board of trustees of the common schools of Guelph.

*Per parenthesis*—(He very insultingly told us, he would not have anything to do with it, and consequently would not bring it forward.)

Now, sir, we appeal to you for redress, and hope to meet with a favorable and positive answer, in regard to procuring the privileges extended to Roman Catholics by the School Acts of 1850 and 1853.

In the meantime, it is our intention to open our school about the beginning of the ensuing year.

I remain, &amp;c.

(Signed,)

JOHN HOLZER,  
Roman Catholic Pastor  
of Guelph, C. W.

To DR. RYERSON,  
Chief Superintendent of Schools,  
Education Office,  
Toronto, U. C.

P. S.—A copy of this letter was forwarded to Doctor Henry Orton, chairman of the board of school trustees of the town of Guelph, according to the instructions we lately got from the Education Office.

*No. 96. The Chief Superintendent to the Roman Catholic Pastor of Guelph.*

Application of 12 heads of Families for a Separate School, leaves no discretion to the Board of School Trustees in refusing to grant such Separate School.

[No. 82, K.]

EDUCATION OFFICE,

Toronto, 21st December, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 19th instant, and to state in reply, that if twelve heads of families have applied to the board of

trustees of the town of Guelph, (through the chairman of the board, or otherwise,) according to the provisions of the 19th section of the School Act, 13th and 14th Vic., cap. 48, for a separate school, the board has no discretion in the matter, but must, as required by the Act 14th and 15th Vic., cap. 111, grant the request of the petitioners. The members of the board render themselves liable to a prosecution for damages and the violation of the law, if they refuse to do what the law requires.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. JOHN HOLZER, S. J.,  
Roman Catholic Pastor,  
Guelph.

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*No. 97. The Chief Superintendent to the Guelph Board of School Trustees.*

It is compulsory on the Board to grant a Separate School when applied for as the law directs.

[No. 83 K.]

EDUCATION OFFICE,

Toronto 22nd December, 1853.

SIR,

I have received a letter from the Rev. John Holzer, Roman Catholic Pastor of Guelph, a copy of which, he says, he had furnished you with. I herewith enclose you my answer to his letter;\* and would recommend you to give effect to the law before the 25th instant—the day fixed by law for the formation or alteration of common and separate school sections.

Whatever we may think of any provision of the law in the abstract, we should endeavor to execute it fairly and liberally as long as it remains law.

I have the honor, &c.

(Signed,)

E. RYERSON.

Dr. HENRY ORTON,  
Chairman Board of School Trustees,  
Guelph.

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\* The preceding letter, No. 96, LNo. 82 K.1

## Village of Thorold.

### *No. 98. The Trustees of a Roman Catholic School, Thorold, to the Chief Superintendent.*

For a Register and the Journal of Education.

[L. R. 2228, 1853.]

THOROLD, 6th July, 1853.

SIR,

We have read in an early number of the *Journal of Education* for the present year, that the schools of this Province were to be supplied gratis with a school register, and with the above periodical, and as ours being a Catholic school, perhaps the boon applies to us too,—if so, be kind enough to favor us with the school register and the *Journal*.

By doing this as soon as you can, you will oblige your obedient servants,

(Signed,)

C. W. GISSO,  
P. DONAHOE,  
JOHN HEENAN,  
Trustees.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

### *No. 99. The Deputy Superintendent to the Trustees of a Roman Catholic School, Thorold.*

School documents will be furnished on report of the Local Superintendent.

[No. 64, I.]

EDUCATION OFFICE,

Toronto, 18th July, 1853.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 6th instant, and to state in reply, that at present our stock of school registers is exhausted, but that in the course of a few months, you will be supplied with a copy through your local superintendent.



A copy of the *Journal of Education* will be furnished as you request, upon the application of your local superintendent.

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

Messrs. C. W. GISSO,  
P. DONAHOE, and  
JOHN HEENAN,  
"Catholic School,"  
Thorold.

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*No. 100. Certain Roman Catholics of Thorold to the Chief Superintendent.*

Reporting the establishment of a Separate School.

[L. R. 2588, 1853.]

THOROLD, 20th August, 1853.

SIR,

As secretary to a meeting of the Catholic inhabitants of this village, held on this day, for the purpose of electing school trustees, I am directed by the meeting to transmit to you a copy of the proceedings thereof.

The last proviso of the 5th section of the School Act of 1850, says that the proceedings of the first school section meeting, should be transmitted forthwith to the local superintendent, but as the meeting has failed to ascertain who the local superintendent is, they thought fit to acquaint you with their proceedings.

By order of the meeting I went to two of the trustees of the Protestant common school of this village (one of whom is the chairman of the board of trustees) for the purpose of knowing who the local superintendent is, and one of them told me he did not know, and the other said he did not think the village (an incorporated one too) was empowered to create such an officer.

I am authorized by the meeting to ask you to be kind enough to write as early as possible, and say whether their proceedings be legal or not, as also to know what is the reason they did not get information as to who the local superintendent is—if there be any such, and why not?

The first proviso of the second section of the Supplementary School Act of 1853, says that the first election of the first board of school trustees, in any incorporated village in Upper Canada, shall be called by the returning officer, appointed to hold the first municipal election in such village. Now, sir, I am authorized to let you know that the municipal officer was notified one month ago and six days to call, and he did not do it.

Then, sir, be kind enough to say, can a public officer, who is only appointed to carry out the law, be allowed to trample upon it with impunity?

I am authorized by the trustees to ask you, as they know no local superintendent, to be kind enough to send them a school register and a copy of the *Journal of Education*.

I have the honor, &c.

(Signed,) JOSEPH KEARNEY.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

[Enclosure]

The Catholic inhabitants of Thorold, Upper Canada, met according to due notice, on the twentieth of August, 1853, at the school house, for the purpose of electing school trustees.

Moved by Mr. Gisso, and seconded by Mr. Hugh McMahan, that Mr. John Heenan take the chair—carried unanimously.

Moved by Mr. Patrick Donahoe, and seconded by Mr. William Cumford, that Joseph Kearney act as secretary to the meeting—motion carried.

Moved by Mr. Gisso, and seconded by Mr. Wm. McCarthy, that Patrick Donahoe act as trustee—carried unanimously.

Moved by Patrick Donahoe, and seconded by Mr. James Kearney, that Mr. John Heenan act as trustee—motion carried.

Moved by Mr. Hugh McMahan, and seconded by Mr. William McCarthy, that Mr. Gisso act as the third trustee—motion carried.

(Signed,)

JOHN HEENAN,  
Chairman.

JOSEPH KEARNEY,  
Secretary.

*No. 101. The Chief Superintendent to certain Roman Catholics of Thorold.*

It has not been stated whether the Separate School was established as the law directs.

[No. 272, I.]

EDUCATION OFFICE,

Toronto, 25th August, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 20th instant, and to state in reply, that Mr. William Beatty is the last local superintendent of schools in the village of Thorold, whose name has been reported to this department.

I do not learn from your communication, that the requirements of the 19th section of the School Act of 1850, have been complied with: namely, that twelve heads of families have applied to the board of school trustees for a separate school, and that the boundaries of the separate school section have been determined, and that the board made provision for calling the first meeting for the election of your trustees.

Nor can I gather from your letter, that application was made for the separate school, before the 25th of last December. If not, then the separate school in question cannot be recognized before the 25th of next December; for it is a principle of the school law, that no alteration can take place in any school section whatever, either by dividing them, or establishing separate schools within them, except at the end of each year, before the making up of the returns for the year, and before making arrangements for the school operations for the subsequent year.

Whenever I learn that your school is organized according to law, I shall be happy to furnish your trustees with a copy of the *Journal of Education*, and, through the local superintendent, with a school register.

I have the honor, &c.

(Signed.)

E. RYERSON,

Mr. JOSEPH KEARNEY,  
Secretary R. C. Meeting,  
Thorold.

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*No. 102. The Thorold Board of School Trustees to the Chief Superintendent.*

A School House having been lent to certain Roman Catholics, they now claim existence as a Separate School Corporation.

[L. R. 138, 1854.]

THOROLD, 9th January, 1854.

SIR,

As chairman of the board of trustees for this village, I am directed by the board to write you for information respecting a separate school, which the Roman Catholics contend they have established for the last six months.

To be as brief as possible, I will give you a statement of how the case stands. We have a school house in the village which the trustees and their successors have held for the last twenty years as a Protestant school house. In consequence of the house wanting repairs, the school was removed to another building until such time as such repairs were completed. At this time the Catholics were holding their school in a private building, which the owner wanting for some other purpose, notified them to remove; they then applied to the trustees for liberty to occupy the school house referred to, for a short time, until they could procure another, which the trustees granted. At the end of the quarter, the teacher gave up the school, the

trustees settled with him and demanded the key; they, the Catholics, refused to give it up, alleging that they had as much right to it as the Protestants; the trustees suspended the school until they got possession of the key. The Catholics hired another teacher and declared themselves a separate school.

They now demand their share of the local assessment and legislative grant for the last six months.

It appears from the annual report that no separate school can go into existence until December in each year. If such is the case, you will confer a favor on the trustees by letting them know your opinion of the matter at as early a day as possible.

I have the honor, &c.

(Signed,)

HUGH JAMES,

Chairman,

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 103. The Chief Superintendent to the Thorold Board of School Trustees.*

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A denominational or private School cannot become a Separate School, unless as the law directs.

[No. 304 K.]

EDUCATION OFFICE,

Toronto, 13th January, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 9th instant, and to state in reply, that no separate school can exist unless established in the manner prescribed by the 19th section of the school act.

It is, therefore, perfectly easy for all parties concerned, to ascertain and understand whether a separate school has been established in your village in the manner there prescribed.

The mere existence of a school established or patronized by the members of a religious persuasion (of which there are two or three under the auspices of the Church of England, in this city,) does not make it a separate school—or any thing more than a private school, unless the provisions of the law have been complied with in the mode of its establishment and management, the same as all other schools that share in the school fund.

I have the honor, &c.

(Signed,)

E. RYERSON.

HUGH JAMES, Esq.,

Chairman Board of School Trustees,  
Thorold.

## School Section No. 5, Osgoode.

(County of Carleton.)

### No. 104. *The Deputy Superintendent to the Local Superintendent of Osgoode.*

Establishment of a Protestant Separate School.

[No. 143, H.]

EDUCATION OFFICE,

Toronto, 18th March, 1853.

SIR,

I will thank you to furnish this department with such information as you possess relative to the establishment of a separate school in school section No. 5 in the township of Osgoode, returned in your report for last year.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

The Rev. WILLIAM LOGHEAD,  
Local Superintendent of Schools,  
Township of Osgoode.

### No. 105. *The Local Superintendent of Osgoode to the Chief Superintendent.*

Causes leading to the Establishment of a Protestant separate school.

[L.R. 1414, 1853.]

OSGOODE, 28th March, 1853.

DEAR SIR,

I have just received a communication from the Education office requesting me to transmit to your Department some account of the circumstances connected with the establishment of a separate school in section No. 5 Osgoode.

The majority of the inhabitants of section No. 5 in Osgoode are Roman Catholics: that majority have *always* secured a Teacher of the Roman Catholic faith.

In the neighbouring sections where the majority are Protestants, Roman Catholic Teachers are now employed in some, and have been employed in all occasionally, so that where the minority are Roman Catholics there has been a liberal spirit manifested by the Protestant majority.

In *Section No. 5* however a different spirit ruled; but the Protestant minority would not have complained if their children had been put on an equal footing with the children of their Roman Catholic neighbours.

The *Roman Catholic Catechism* was in the hands of the Roman Catholic children and the Teacher instructed them in it. Mr. Bowes, Post Master of West Os-

goode Office, and a respectable merchant, living in the section; and a member of the church of England, having heard of his neighbours' children being instructed in the catechism of their church, sent with his child the church of England catechism, and a note requesting the teacher to give his child *tasks* from it; the child returned with its catechism, and the same note it took, with a reply from the teacher on the back of it—"That he could not comply with his request because *that* catechism was *disapproved of by the trustees.*"

When informed of this, I waited upon the teacher, and enquired whether it was as reported: he said the trustees approved of the one catechism, and *disapproved of* the other, and therefore he had refused to admit it. I told him he had erred, as there are very few purely Roman Catholic Schools, he ought so to conduct himself in regard to sectarian prejudices, that he might not become *personally* implicated; that he ought to have thrown the whole responsibility on the Trustees, and have received and taught the church of England catechism, since the Roman Catholic one was already in school; and that when the Trustees ordered him to reject the church of England one, he should have obtained *their signature*, to the order and transmitted *that* to Mr. Bowes.

When I visited the school in December, I explained in my address or lecture the rights and privileges of parents and trustees in such matters; that the school house being built, and the teacher supported by tax levied equally on the property of all the inhabitants of the section, there was no privilege to be claimed by *one*, that was not to be extended to all; that if the trustees resolved to exclude one catechism, they must exclude every catechism, or if they resolve to admit one, they must admit all.

One of the trustees being a Protestant told me at the close of the visitation, that he knew nothing about it, and had never been consulted on the subject; afterwards on the same day, he told me that another, (a Roman Catholic) told him that *he* had not been consulted—I then told him, that the teacher in that case had told Mr. Bowes and myself a lie, and had slandered them, and that the only evidence of the truth of what he now reported to me, would be the *dismissal* of the teacher; he and that other trustee being a majority, and that having the clearest and most satisfactory evidence of his having lied, and slandered them, they ought to dismiss him, and the Protestants would be satisfied. Instead of this, these same *two* trustees together with the third, engaged the *same* teacher for *another* year, (on that evening or next day.)

In these circumstances, Mr. Bowes, and fourteen other families petitioned the township council to be acknowledged, as a separate school.

Upon the second Wednesday in January they met, elected three trustees; agreed upon a site for the new school house, which is now being erected, and they expect to have a teacher during six months of the present year.

I have the honor, &c.

(Signed)

W. LOCHEAD,  
Local Supt.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

No. 106. *The Trustees of the Protestant Separate School No. 5, Osgoode, to the Chief Superintendent.*

Continuance of the separate school, and liability of its supporters for public school rates.

[L. R. 4744, 1854.]

WEST OSGOODE, CARLETON CO.

21st December, 1854.

DEAR SIR,

We the trustees of the separate Protestant school in section No. 5 in the township of Osgoode, would humbly solicit a reply from you to a few questions which we have to propose:—In the year 1852 the Protestant inhabitants of section No. 5 considering they did not receive justice from the Roman Catholic teacher employed, legally separated from the Roman Catholic inhabitants, built a school house, and have since maintained a separate school.

The first question therefore is:—If the Roman Catholic trustees have a Protestant teacher in their portion of this section, will we be compelled to close our school, and assist to pay their teacher? And again:—The school house in the Roman Catholic part of this section was built before the township was apportioned into school sections, and is now sadly out of repair; and likewise the occupier of the land on which the school house is erected cannot give a deed for the site of the house; therefore we do not wish to repair it, as we are uncertain how long we can keep it; but, however, if we are compelled to unite again with them, will we be compelled to hold the school in their school house, or in the one which the Protestant inhabitants have erected?

If it is determined by the majority of the inhabitants in the section, the Protestant inhabitants are by far the most numerous.

Please answer our letter as soon as possible as we would wish to have your answer before the annual school meeting.

We have the honor, &c.

(Signed,)

JOHN C. BOWES,  
BENJAMIN WRIGHT, } Trustees.  
GEORGE KERR,

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

*No. 107. The Chief Superintendent to the Trustees of the Protestant Separate School No. 5, Osgoode.*

The Separate school continues as long as supporters desire; but its house may be used for a public school if the inhabitants wish.

[No. 24, M.]

EDUCATION OFFICE,

Toronto, 4th January, 1855.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 21st ultimo, and to state in reply that when a separate school is *once established* I do not think its *continuance* depends upon the religious faith of the teacher of the common school.

But if the majority of the inhabitants are Protestants, and it is proposed to employ a Protestant teacher, the trustees can use the Protestant school house if they think proper, provided a majority of the electors at a regular school meeting agree to the change of the site of the section school house. See proviso in the 6th section of the supplementary school act.

I have the honor, &c.

(Signed,)

E. RYERSON.

Messrs. JOHN C. BOWES,  
BENJAMIN WRIGHT, and  
GEORGE KERR,

Trustees Protestant Separate School,  
No. 5 Osgoode, West Osgoode.

*No. 108. The Trustees of School Section No. 5, Osgoode, to the Chief Superintendent.*

Continuance of a separate school in a section after employment in the public school of a Teacher of the same faith as Separatists.

[L. R. 329, 1855.]

OSGOODE, 16th January, 1855.

SIR,

In December 1852, 12 heads of Protestant families in school section No. 5 in the township of Osgoode, petitioned the municipal council to set off their property for a separate school, (the teacher being Roman Catholic) which was granted. This so enfeebled the section that we have had no school this last nine months.

Previous to the last annual school meeting we agreed that we would engage a Protestant teacher and thereby remove the obstacle.



At the last annual school meeting it was unanimously agreed that the teacher's salary and all other expenses attending the support of said section should be raised by a tax upon all rateable property within the section for the year 1855.

Now we beg you will be so good as to let us know, if the property set off for the separate school can be taxed this year as part of the section.

They will oppose it if in their power. We have no teacher as yet. Please address your letter to Gloucester Post Office.

We have the honor, &c.

(Signed,)      NICHOLAS MURPHY, }  
                          WILLIAM CLELAND, } Trustees.  
                          WILLIAM MUNRO, }

The Rev. E. RYERSON, D. D.,  
 Chief Superintendent of Schools,  
 Toronto.

*No. 109. The Chief Superintendent to the Trustees of School Section No. 5,  
 Osgoode.*

Separate school continues, and its supporters are exempted from public school rates, if its Trustees employ a Teacher for six months of each year.

[No. 367, N.]

EDUCATION OFFICE,

Toronto, 24th January, 1855.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 16th instant, and to state in reply that, the inhabitants formed into a separate school section cannot be taxed for the support of any other teacher than the one employed by them, provided they employ one during at least six months of each year.

A separate school cannot be *established* unless the teacher of the section school is of a different religious faith from the persons establishing such school; but when the separate school is once established—whether Protestant or Roman Catholic—it can be continued as long as its supporters desire.

I have the honor, &c.

(Signed,)      E. RYERSON.

Messrs. NICHOLAS MURPHY,  
 WILLIAM CLELAND and  
 WILLIAM MUNRO,  
 Trustees No. 5, Osgoode,  
 Gloucester.

*No. 110. The Local Superintendent of Osgoode to the Chief Superintendent.*

Continuance of a separate school when established, and liability of its supporters for public school rates.

[L. R. 760. 1855.]

OSGOODE, 10th February, 1855.

REVEREND SIR,

A Protestant school exists in No. 5 Osgoode—that school engaged the teacher for this the 3rd year of its existence, towards the latter part of December.

At the annual meeting of the section held on the 2nd Wednesday in January, it was resolved to employ a *Protestant* teacher, and so put an end to the *cause* which originated the separate school.

Can they tax the property of those composing the separate school for the support of their teacher this year? Or must the change take place only after the 25th of December and so take effect next year?

I have declared my own opinion to be that the separate school must exist this year, and that its property cannot be taxed for the support of the teacher of the section.

If the separate school should cease next *year* in consequence of the section engaging a Protestant teacher—and then at the end of one year engage a Roman Catholic teacher, and resume *their intolerance* towards the Protestant portion, how can the separate school be again erected?

Must they petition the town council again, or can they go into operation in consequence of the old grievance being repeated?

I have the honor, &c.

(Signed,)

WILLIAM LOCHEAD.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

*No. 111. The Chief Superintendent to the Local Superintendent of Osgoode.*

The Separate school when established, continues as long as its supporters desire.

[No. 571. N.]

EDUCATION OFFICE,

Toronto, 19th February, 1855.

SIR,—

I have the honor to acknowledge the receipt of your letter of the 10th instant, and to state in reply, that when a separate school is once *established*, it may *continue*

as long as the parties establishing it desire, whatever may be the faith of the teacher employed in the common school.

This I have communicated to the parties whom you mention.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. WILLIAM LOCHEAD,  
Local Superintendent of Schools,  
Township of Osgoode.

## School Section No. 10, Kitley.

(County of Leeds.)

### No. 112. *The Teacher of the Roman Catholic Separate School No. 10, Kitley, to the Chief Superintendent.*

Complaining of Local Superintendent's not paying him the Municipal School rate.

[L. R. 810, 1854.]

KITLEY, 14th February, 1854.

REVEREND SIR,

May I hope you will take my case into consideration and have it adjusted, as I am but very poor to tell the thoughts of my mind in writing? I hope you will excuse me if any fault is inserted here, but to make a long story short, I will open on my subject—I have taught school in separate school section No. 10, in the township of Kitley, in the year 1853, for ten months. I got government money £5 12s., and for municipal assessment only £2 10s., to collect the municipal assessment was left in the hands of the township council, as usual, and the Inspector has not given me my apportionment, the average attendance for the last five months and seven days were 29 pupils; I expect you will shew favor to me and have me to get my right; the plea the Inspector had, that I did not give in the semi-annual return in time, and also that the number of children in attendance were not in the school.

These are the grounds on which he has not given me my apportionment; he might have some other grudge against me; I have a great deal more to say concerning this affair, but it is no use to take up your reverence's time in perusing my pitiful story. I risked the government and municipal assessment money myself, and earned it hard in cold and stormy weather; and now how I am treated does not look well.

I look for sympathy and favor from your humane and generous heart, for which your humble servant will ever pray; the Inspector's name is Mr. Samuel Graham, lives in Kitley, the name of the Post Office is Kitley, Leeds County; the amount of the municipal assessment for this township, I don't exactly know, but to the best of my opinion, it is near £95 currency.

Do favor for your humble servant, as my words are true, as to this statement excuse my feeble pen.

Dear and reverend sir, it lies in your power to give me my money, which I hope you will. Adieu, reverend sir.

I remain,

(Signed,) EDWARD CAREY.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

P.S.—I gave the Inspector the semi-annual return on the 15th January, 1854, it is what kept it so long was, because I was not well, and has always only very poor health, the annual report has been given as usual.

N.B.—The cheque the Inspector gave me for £2 10s. currency, on the township sub-treasurer, I have it yet, until I get the amount of the municipal assessment apportionment of money coming to me, when I do, I will give it to him; he caused myself to write it, and then he would not sign his own name to it, but got his daughter to sign the order, this does not look well, so I hope you will see to it.

The Inspector thought, I believe, he would get me in a snare, but he did not; for the last half year of 1853, I have been wronged, and for the first half year of , I have also been wronged, that is, for the number of months taught in these respective terms, to be baffled out of part of my earning, so reverend sir, I trust you will order me my lawful share of money.

Mr. Samuel Graham is not Inspector this year, but he has the account as yet.

(Signed,) EDWARD CAREY.

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*No. 113. The Deputy Superintendent to the Teacher of the Roman Catholic Separate School No. 10, Kitley.*

Appellant must notify the party against whom he complains.

[No. 745, K.]

EDUCATION OFFICE,  
Toronto, 22nd February, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 14th instant, and to state in reply, that from the printed regulations of this department (on the

4th page of this letter)\* you will perceive that I cannot entertain your complaint, until I hear from the party of whom you complain.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,

Deputy Superintendent.

Mr. EDWARD CAREY,

Teacher R. C. Separate School,

No. 10, Kitley.

*No. 114. The Deputy Superintendent to the Local Superintendent of Kitley.*

For Report on the complaint of Teacher of the Separate School.

[No. 746, K.]

EDUCATION OFFICE,

Toronto, 22nd February, 1854.

SIR,

I will thank you to return me the enclosed at your earliest convenience, with such remarks as may appear to be necessary.†

From the 4th section of the supplementary school act of 1853, you will perceive that "separate" schools are not entitled to any part of the municipal assessment.

I have the honor. &c.

(Signed,)

J. GEORGE HODGINS,

Deputy Superintendent.

SAMUEL GRAHAM, Esq.,

Local Superintendent of Schools,

Township of Kitley.

*No. 115. The Local Superintendent of Kitley to the Chief Superintendent.*

Legislative Grant and Municipal Assessment have been paid to the Separate School in the same ratio as to other Schools.

[L. R. 810, 1854.]

KITLEY, 13th March, 1854.

REVEREND SIR,

I have the honor of acknowledging the receipt of your letter bearing date 22nd February, 1854, and in reply I have to apologize for delay, as it did not come to

\* See regulations in regard to appeals in note on pages 43 and 69.

† The letter from the complaining teacher, No. 112 *ante*.

hand till the 10th instant, as I did not expect any communication through Kitley Post Office,—Smith's Falls being more convenient to me.

In reply to the charge contained in Mr. Carey's letter, I have to state with regard to the legislative grant I apportioned to the separate school upon the same ratio that I did to all other schools in the township; and that I had neither design nor intention in withholding the apportionment of the municipal assessment from Carey, other than not considering him entitled to receive it for a separate school; but, as I was informed that the assessment was collected in the separate school section No. 10, as in the rest of the township, I gave Carey a cheque for the amount of the municipal assessment, that I considered he would have been entitled to receive according to attendance. Upon visiting his school twice during the half year ending 31st December, 1853, I found only eight children in attendance upon both occasions, which together with information received from credible sources, led me to believe that his report was not correct as to number of children in attendance; and instructions to me in the report from Carey to correct any errors that I found therein, caused me to correct the number reported for the last year, as I considered it an exaggeration; but I have now written to the treasurer not to pay the cheque until I receive further information from you.

I have the honor, &c.

(Signed,)

SAMUEL GRAHAM.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 116. The Local Superintendent of Kitley to the Chief Superintendent.*

Separate School was open for only five months of the year.

[L. R. 1506.]

KITLEY, 13th March, 1854.

REVEREND SIR,

I should have remarked in my reply to Carey's charges, that his school was in operation only 5 months during the last half year, which would still lessen his claim.

I remain, &c.

(Signed,)

SAMUEL GRAHAM.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

*No. 117. The Chief Superintendent to the Local Superintendent of Kitley.*

Separate School to be paid what is equitable according to the best attainable evidence.

[No. 094, K.]

EDUCATION OFFICE.

Toronto, 25th March, 1854.

SIR,

I have the honor to acknowledge the receipt of your letters of the 13th instant, and to state in reply, in respect to claims of Edward Carey, that you should, according to the best evidence obtainable, decide upon the sum due the separate school section in question for the last six months of 1853, and on the order of the trustees give a cheque for it.

In my circular to local superintendents in 1850, and which is printed with the act, I suggested to them, not only to examine the registers of all the schools visited by them, but also to note the number of pupils they found in attendance, so as to judge of the correctness of the returns made to them.

I have the honor, &c.

(Signed)

E. RYERSON.

SAMUEL GRAHAM, Esq.,  
Local Superintendent of Schools,  
Township of Kitley,  
Smith's Falls.

*No. 118. The Teacher of the Roman Catholic Separate School, No. 10, Kitley, to the Chief Superintendent.*

Further about his complaint against the Local Superintendent.

[L. R. 1507, 1854.]

KITLEY, 13th March, 1854.

REVEREND SIR,

I have the honor to acknowledge the receipt of your letter of the 22nd of last month, I went to Mr. Samuel Graham about what I wrote you, and gave him the particulars of the letter I sent you. He was going to beat me; I wonder why he did not, I don't like to go to him any more about that money, for I think I am not safe to have anything to do with that man, he caused to lessen the municipal assessment money in the annual report of 1853, and then to insert the same amount in the trustees order, I did as he told me, I knew he could not hurt me for it, because the money part belonged to myself.

He visited this separate school section, No 10, in midsummer, and the attendance was only eight or nine pupils when he came, on account of the day being wet;

but after he examined the scholars there were a great many more; his other visit was in the month of December, he came on a hard, cold, freezing day, there were not many in attendance, the term for which I was employed was expired a fortnight before he came, so I kept no account of the children attending school them days, he said he would not credit the average attendance.

I done as he told me in all cases. He thought he would get me into a gin; but did not succeed in so doing; I think he will say everything he can remember concerning me as relating to the school.

I would have written these few particulars in my former letter, but I did not think of them, so I hope you will do justice for me as I am tired, I got more trouble to get this money than its value is worth, I went to Mr. Samuel Graham many a cold and wet day, and he had not the least compassion for me; I also was at some cost by him. What do you think I can charge him for my time and expenses? if so your reverence will let me know, I am confident your reverence will let me have my money, as it's only right the laborer should have his hire, by which you will oblige your humble servant. It's no use to waste too much sweet oil, but I rely on your fidelity, dear and reverend sir.

I remain, &c.

(Signed,)

EDWARD CAREY.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

P.S.—The number of the last letter you wrote to me by your secretary, was No. 745, and the letter I wrote to you was dated for the 14th of last month, the copy of which I lost, Mr. Graham said he would write to you. Whether or no, I expect you will tell him to state why he has kept my apportionment of the municipal assessment money, and also I hope you will order him to give it to me before this month is expired, because if not there will be a delay again.

(Signed,)

EDWARD CAREY.

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*No. 119. The Chief Superintendent to the Teacher of the Roman Catholic Separate School, No. 10, Kitley.*

Reliable evidence must be procured to prove the large School attendance claimed for.

[No. 995, K.]

EDUCATION OFFICE,

Toronto, 25<sup>th</sup> March, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 13th instant, and in reply to enclose you a copy of the letter, I have addressed to your local superintendent on the subject of your representation.\* You do not say whether you

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\* No. 117 ante. [No. 994, K.]



kept a daily register of the attendance of pupils in your school as required by law, containing the names and attendance of each pupil; and that this has been attested by your trustees as well as yourself:

The average attendance which you state is so much larger than that of schools generally, much more of separate schools, that I should suspect the correctness of your return very much, unless I were satisfied of its correctness.

The attendance of both days that the local superintendent visited your school, is in such direct contrast with your statements, (notwithstanding your excuse about the bad weather) that I should doubt the correctness of your returns without strong corroborating testimony and circumstances, among which your daily school register through out the period in question should be indispensable.

I have the honor, &c.

(Signed)

E. RYERSON.

Mr. EDWARD CAREY,  
Teacher R. C. Separate School,  
No. 10, Kitley.

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*No. 120. The Ex-Local Superintendent of Kitley to the Chief Superintendent.*

Reporting settlement of dispute with Carey.

[L. R. 1997, 1854.]

KITLEY, 10th April, 1854.

REVEREND SIR,

With respect to Edward Carey, I cannot conscientiously think him entitled to more than £2 10s., being the amount of the cheque I gave him, which he was then well pleased with. My report shows the state of his school, having visited it twice in five months of the last half-year.

Should he trouble you again, please write to my successor, Mr. Ferguson, Kitley post office, as he (Carey) thinks I am prejudiced against him.

I have the honor, &c.

(Signed)

SAMUEL GRAHAM.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 121. The Chief Superintendent to the Local Superintendent of Kitley.*

Investigation of complaint of Teacher of the Separate School.

[No. 1032, L.]

EDUCATION OFFICE,

Toronto, 17th April, 1854.

SIR,

Your predecessor, Mr. Samuel Graham, has requested me to desire you to investigate the doings of Mr. Edward Carey, a teacher of a separate school in the township of Kitley, as he (Carey) thinks that Mr. Graham is prejudiced against him, Mr. Graham has doubtless provided you with copies of the official correspondence between him and this department on the subject.

I have the honor, &amp;c.

(Signed,)

E. RYERSON.

ROBERT FERGUSON, Esq.,  
Local Superintendent of Schools,  
Township of Kitley.

*No. 122. The Teacher of the Roman Catholic Separate School No. 10, Kitley, to the Chief Superintendent.*

Further about complaint, and requesting investigation by newly appointed Local Superintendent.

[L. R. 1000, 1854.]

KITLEY, 11th April, 1854.

REVEREND AND DEAR SIR,

I have the pleasure and honor to have received your letter, dated for the 25th of last month, I am very sorry to give you so much trouble about so small a trifle of money, and it lawfully due the school; I went to Mr. Samuel Graham, the local superintendent, and he told me not to go to him any more demanding the money due the separate school section No. 10, in Kitley.

I don't know what to say, if things carry on in this way; poor teachers may as well give up the idea of teaching.

Altogether he does not much care about the laws of this country, I believe he sets her most gracious majesty's power at defiance; such a clubbing system I don't like at all. I went twice to him since I received your last letter, and it's of no effect; I suppose he told you that he would get witnesses to prove that my account was not correct, as relating to the school returns, and also that the trustees were illiterate men, and that he did not wish to have them brought before a magistrate, and fined for wrongly signing a false report; I believe he would do it if he could.

I have a register for this school and also the names and addresses of the pupils as for testimony, what more can there be done than is? I don't see it required, I only want the benefit of the laws of my country and its protection, and nothing else.

He does not value your reverence's instructions to him a great deal, but if you order Mr. Ferguson, our present superintendent, to see me justified, I think he will do it, and give the sum due the separate school section No. 10, in question.

Mr Graham has given me very abusive language, have given me a great many journeys to him, but of no avail; am at great expenses in comparison to my poor means, but the Lord — him for it, he has said some things not very agreeable; there is no use in using rough means, the easiest is the best, but hope you will use some measure that may get my money and have no more trouble about it. The number of your last letter was 995, and wish that I may have no more trouble with this affair.

Mr. Samuel Graham has the account as yet. Your reverence should put an end to this at once, and cause me no more trouble, if I went working at any other sort of labor I should get my wages at the time I would have earned it, but I am now treated like a poor slave. Oh, good fortune turn on me, and don't forsake me. Excuse me, reverend sir, for this expression.

Direct to Edward Carey, teacher of separate school section No. 10, Kitley.

Your last letter was No. 995, written by yourself, your reverence, and that written by your secretary, was 745, so I expect to see all things right by your next letter.

Reverend sir, money so hard earned should be got when due, I cannot express the state of my mind with how I am served, there is no use in giving vent to one's mind only to make bad worse; going a journey of nine or ten miles does not agree well with me, and that double to the house of Mr. Samuel Graham in cold and wet weather, several times done this, and all to no purpose; if your reverence orders Mr. Ferguson to give me the cheque for the last half year of 1853, he will do it.

I remain, &c.

(Signed,) EDWARD CAREY.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

P.S.—Your reverence told Mr. Samuel Graham to give me the cheque on the order of the trustees, and to pay the sum due the separate school in question; no, he would not put an end to this epistolary correspondence all at once, and let it be on the one side or the other.

Reverend sir, I believe Mr. Samuel Graham could not pick any false evidences to false swear for him as to the returns I made belonging to separate school section No. 10, Kitley. Oh why, why, alas, alas, woe, woe, many are the changes in this world; look to the revolution of time.

(Signed,) EDWARD CAREY.

*No. 123. The Chief Superintendent to the Teacher of the Roman Catholic Separate School, No. 10, Kitley.*

Complaint to be investigated by the present Local Superintendent.

[No. 1032, L.]

EDUCATION OFFICE,

Toronto, 17th April, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 4th instant, and to state in reply, that I have requested your present local superintendent, Mr. Ferguson, to investigate your claims to a larger apportionment than has been allowed by Mr. Graham to the separate school of which you are a teacher.

I may add that Mr. Graham, so far from evincing the calumnious spirit so manifest in your letter, has requested me to desire Mr. Ferguson to dispose of the question relative to your claim, as you supposed that he (Mr. Graham) was prejudiced against you.

I have the honor, &c.

(Signed,) E. RYERSON.

Mr. EDWARD CAREY,  
Teacher R. C. Separate School,  
No. 10, Kitley.

*No. 124. The Local Superintendent of Kitley to the Chief Superintendent.*

Result of investigation of Carey's complaint.

[L. R. 2319, 1854.]

KITLEY, (no date.)

REVEREND SIR,

Having received a communication from you stating that I should settle the affair that is now pending between Mr. Graham, my predecessor in office, and Mr. Carey, teacher of separate school section No. 10, Kitley, I wish to give you all the information I can gain from the parties, and then abide by your decision how I am to act.

In the first place, Mr. Graham states that he returned Carey's return for correction, and according to his statement he has allowed him the sum which he thought was his due, according to the numbers present at the time of his visits.

And Mr. Carey states that as Mr. Graham did not make the corrections in the return, he should have paid him the amount due him as teacher of said school.

So that for my part I cannot think what to do, as Mr. Graham states the return was incorrect, and Mr. Carey states, if so why did not Mr. Graham correct it? No more at present.

I remain, &c.

(Signed,)

ROBERT W. FERGUSON.

Local Superintendent.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 125. The Chief Superintendent to the Local Superintendent of Kitley.*

Decision on the appeal.

[No. 1246, Lc]

EDUCATION OFFICE,

Toronto, 17th June, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter, without date, (received the 14th instant,) and to state in reply, in regard to Edward Carey's appeal against the decision of Mr. Graham, the late local superintendent of Kitley, that Mr. Carey's sending back his returns uncorrected was no correction of it, but a virtual submission to whatever the local superintendent might decide respecting it; and that the local superintendent had authority to recognize the return as far as he thought proper, but was under no obligation to correct it. Nor did his not correcting it affect his decision respecting it.

Under such circumstances, and as the circumstances and evidence are against the correctness of the return, and no evidence whatever in its support, except the assertion of the teacher, I think you can do nothing more in the case.

I have the honor, &c.

(Signed,)

E. RYERSON.

ROBERT W. FERGUSON, Esq.,  
Local Superintendent of Schools,  
Township of Kitley.

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## School Section No. 15, Hallowell.

*(County of Prince Edward.)*

### *No. 126. The Local Superintendent of Prince Edward to the Chief Superintendent.*

Queries respecting a Separate School.

[L.R., 2085, 1854.]

PICTON, P. E., 21st June, 1854.

REVEREND SIR,

Will you have the goodness to inform me whether separate school No. 15 Hallowell, which has now been in operation two months, is entitled or not to a share of the government money, and likewise exemption from municipal taxation for 1854?

I have the honor, &c.

(Signed,)

JOHN B. DENTON,  
County Superintendent.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools, C. W.

### *No. 127. The Chief Superintendent to the Local Superintendent of Prince Edward.*

The Separate School referred to was not reported as such by the former Local Superintendent.

[No. 1279, L.]

EDUCATION OFFICE,

Toronto, 28th June, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 21st instant, and to state in reply that no reference is made in the local superintendent's report to school section No. 15 in the township of Hallowell, as a separate school section; but it is returned as vacant two years. I must, therefore, have further information relative to its establishment, date, &c., before I can answer your questions.

I have the honor, &c.

(Signed,)

E. RYERSON.

JOHN B. DENTON, Esq.,  
Local Superintendent of Schools,  
County of Prince Edward, Picton.

*No. 128. The Local Superintendent of Prince Edward to the Chief Superintendent.*

Separate School rates on non-residents.

[L.R. 1305, 1855.]

PICTON, Prince Edward, 8th January, 1855.

REVEREND SIR,

An individual who resides without the limits of a separate school section, refuses to pay a school rate on the property situated within.

Will you have the goodness to inform me if he can be compelled to pay under any and every circumstance?

I have the honor, &c.

(Signed,)

J. B. DENTON,  
Local Superintendent.

The Rev. E. RYERSON, D.D.,  
Chief Superintendent of Schools.

*No. 129. The Chief Superintendent to the Local Superintendent of Prince Edward.*

Separate School rates can only be levied on supporters of such schools.

[No. 237, M.]

EDUCATION OFFICE,

Toronto, 15th January, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 8th instant, and to state in reply that the property of no person can be taxed to aid a separate school except a supporter of it. If the individual to whom you refer is a supporter of the separate school in question, either by sending children or subscribing to it, then his property within its limits is liable to be rated the same as that of other supporters of the separate school. See 4th proviso in the 4th section of the Supplementary School Act.

I have the honor, &c.

(Signed,)

E. RYERSON.

J. B. DENTON, Esq.,  
Local Superintendent of Schools,  
County of Prince Edward,  
Picton.

*No. 130. The Local Superintendent of Prince Edward to the Chief Superintendent.*

Formation of a Separate School Section from parts of two Townships.

[L. R., 835, 1855.]

PICTON, 19th February, 1855.

REVEREND SIR,

The Roman Catholic inhabitants of a village are anxious to establish a separate school, but there are not a sufficient number of rate-payers belonging to that denomination in the township where the main part of the village is situated, without crossing the boundary of the township into the next, in which the other part of the village is located; upon these grounds the municipal council have refused their petition, and the said separatists have appealed to your decision and wish to know how to proceed.

I have the honor, &c.

(Signed,)

JOHN B. DENTON,

Local Superintendent of Prince Edward.

To the Rev. E. RYERSON, D.D.,

Chief Superintendent of Schools, C. W.

*No. 131. The Chief Superintendent to the Local Superintendent of Prince Edward.*

A Roman Catholic Separate School may be established in one Township for benefit of inhabitants in both.

[No. 614, N.]

EDUCATION OFFICE,

Toronto, 22nd February, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 19th instant, and in reply to recommend that the twelve heads of families, in one of the townships mentioned by you, petition the municipal council for a separate school; and the inhabitants of the other township can send to it, and be exempted under the 12th section of the Supplementary School Act.

I have the honor, &c.

(Signed,)

E. RYERSON.

JOHN B. DENTON, Esq.,

Local Superintendent of Schools,

County of Prince Edward, Picton.



## School Sections Nos. 3 and 5, Seymour.

(County of Northumberland.)

### *No. 132. The Reeve of Seymour to the Chief Superintendent.*

Effect of a resolution to constitute a Protestant Separate School the Public School of the section.

[L. R., 1127, 1853.]

SEYMOUR WEST, 9th March, 1853.

SIR,

One of our school sections is in great embarrassment. It appears they had a school kept by a Romanist; the Protestants petitioned the old district council to grant them a separate school, which was agreed to by resolution, but the council never passed the necessary by-law. When the present municipal act came into force, the township council, ignorant of their duties, took no action in the matter. The Protestants in the meantime elected their trustees and commenced the school, under the impression that all the legal steps had been taken by the district council. The section, soon finding the expense of keeping open both schools too burdensome, called a meeting to decide which school should be kept, and a resolution was carried to support the second established or Protestant one. The difficulty appears to me to be this: that the meeting was called by the trustees of the second school (only one of the trustees of the first established school signing the requisition); the minority were dissatisfied with this measure; upon which the majority named an arbitrator to decide, but the other party did not do so, and nothing was decided. Since then (1850) they have annually elected their trustees, and acted up to the law as near as they could. The local superintendent has always considered it as the legal school, and they have had the public money; the Roman Catholics have attended and voted at their annual and other meetings, and this year they proposed and seconded the trustee who was elected, and he a Protestant. Since the establishment of this school, no qualified teacher has been employed in the original school, although they pretend to have annually elected trustees, and also have occasionally hired a female to teach in it at their own expense. It is now necessary to levy some £20 to pay the teacher of what I call the Protestant or second school established, and the trustees being afraid of committing themselves, have applied to the township council, who are equally afraid to do so, as only a few years ago, through a mistake, one of our sections got into a lawsuit which cost them some £25, although they gained the suit. The parties who oppose the collection are equally Protestants and Romanists.

If, with your usual good nature, you could advise the section, through me, how to conduct the business, we shall feel greatly obliged.

I have the honor, &c.

(Signed,)

HENRY ROWED,  
Reeve.

The Rev. E. RYERSON,  
Toronto.

*No. 133. The Chief Superintendent to the Reeve of Seymour.*

The vote of a public meeting cannot change a Separate School corporation into a Public School corporation.  
[No. 188, H.]

EDUCATION OFFICE,

Toronto, 2nd April, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 9th ultimo, and to state in reply that, according to your statement, I doubt whether the school to which you refer, or rather the trustees of it, are, in law, any other than trustees of a separate school, as the law makes no provision for changing trustees of a separate school into trustees of a school section by a vote of any public meeting. Under the circumstances, I could not advise the township council to levy a property school rate on the application of the trustees in question.

If the trustees of what is termed the Roman Catholic school have been regularly elected from year to year, it appears to me that they are the lawful trustees of the school section, and, as such, have of course forfeited all right to the school fund for the current year, as they have not employed a qualified teacher; nor, as far as I know, made their reports according to law. But on this point I can form no opinion without further information. I cannot, however, doubt but that if it were agreed by all parties at a public meeting, that but one school should be kept open in the section—that school, to be regarded as the legal common school of the section, should have been under the management of the school *section* trustees, and not the trustees of the *separate* school.

I have the honor, &c.

(Signed,)

E. RYERSON.

HENRY ROWED, Esq.,

Reeve, Township of Seymour  
Seymour West.

*No. 134. The Trustees of the Roman Catholic Separate School No. 3 Seymour, to the Chief Superintendent.*

That a share in the Legislative Grant may not be forfeited.

[L. R., 1853, 1853.]

SEYMOUR WEST, 13th April, 1853.

REVEREND SIR,

We humbly beg leave to inform you that in the township of Seymour, the municipal council thereof was pleased in their wisdom to grant a separate school to the Roman Catholics of school section No. 3, in the aforesaid township. We, the trustees of the said separate school section, most humbly request that your reverence will please to take into your charitable consideration, and not deprive us of our portion of the government donation.

There are fifteen families belonging to said school section, and said families have twenty-five children that are not able to go to the distance of from four to five miles to the school from which we separated.

We hope you will let us know without delay, if we are entitled to our portion of government allowance for the present year. And petitioners, as in duty bound, will ever pray.

(Signed,)

PATRICK DONAVAN,  
PATRICK CASSIDY.

To the Rev. EGERTON RYERSON, D.D.,  
Toronto, C. W.

*No. 135. The Deputy Superintendent to the Trustees of the Roman Catholic Separate School No. 3, Seymour.*

General conditions for sharing in Legislative grant.

[No. 268, H.]

EDUCATION OFFICE,

Toronto, 27th April, 1853.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 13th instant, and to state in reply, that unless you have complied with the law in regard to keeping open your school the requisite time by a duly qualified teacher, and have properly reported to your local superintendent, your school is, of course, not legally entitled to any portion of the school fund. As you have given me no information

upon the subject, I can express no opinion upon it. Your local superintendent is quite competent to give you advice in the matter.

I have the honor, &c.

(Signed.)

J. GEORGE HODGINS,  
Deputy Superintendent.

Messrs. PATRICK DONAVAN and  
PATRICK CASSIDY,  
Trustees R. C. Separate School,  
No. 3 Seymour,  
Seymour West.

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*No. 136. The Deputy Reeve of Seymour to the Chief Superintendent.*

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Proceedings of council and trustees relative to a Protestant Separate School in No. 5.

[L. R., 1858, 1855.]

SEYMOUR WEST, 17th March, 1855.

SIR,

I have been requested by a number of the inhabitants of school section No 5, in this township, to apply to you to inform them how they are to proceed with respect to their school.

You will observe by the subjoined plan of the section, that the original school-house was built nearly at one corner of the section, before the remainder of the section was much settled, the inhabitants of that corner being mostly Roman Catholics. In 1849, the other inhabitants, finding that they could not get the school-house removed to a more central place, petitioned the district council for a separate Protestant school, which was granted them, and the school-house was built as near the centre of the section as possible in 1851,—finding two schools very expensive, 39 out of 44 householders of the section petitioned the township council to unite the schools into one; the town council wrote to the county clerk to know if the Protestant school had been established, and he answered them that he could not find that it had; the reason for which is plain, as nearly all the documents in the county council office relating to schools have been lost; but when I was in Cobourg in January last, in looking over the papers in the clerk's office relating to schools, I found it. The council, then, instead of passing a by-law to unite the schools, recommended the two boards of trustees to call a special meeting of the inhabitants for the election of three new trustees for the section, which was done, a majority of the trustees elected being in favor of keeping the Protestant school-house for the general school. A special meeting was called to decide on the site, at which it was also carried by a majority; the minority being dissatisfied, it was left to the local superintendent of schools, who also decided on the same site; the site wished by the minority was only three-quarters of a mile further to the east, but no deed for a site could be procured

there without paying £10 for it. The school has been continued until the present year, when the trustees, finding the deed was given for a Protestant school only, are afraid to act. The minority, finding they could not get the school where they wanted, refused to give up their old school, but have elected trustees at different times, but not regularly. In 1853, at the annual meeting, they all voted at the central school-house. They have never kept a qualified teacher, until some time last summer. They held a meeting and elected one trustee some time in April. If they are the legal school, and can keep it in one corner of the section, the other inhabitants, though unwillingly, will have to start the Protestant separate school again, and a number of Roman Catholic children in the west end of the section will be deprived of a school.

I remain, &c.

(Signed,)

J. M. LE VESCONTE.

Deputy Reeve, Seymour.

The Rev. E. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Fourth Concession.	Part of School No. 4.				Part of School No. 8.								Original School House.													
Third do.	School Section				School Section				School Section				School Section													
Second do.	No. 6.								No. 7.				No. 7.													
First do.									Professant School House.				Proposed School House.													

River Trent.

School Section No. 5 within the dotted lines.  
School Section No. 7 petitioning for lots Numbered 19.

P.S. No deed has been given for the original school-house.

No. 137. *The Deputy Superintendent to the Deputy Reeve of Seymour*

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The union of the Public and Separate School sections by the Council, as requested by both parties, dissolved former corporations.

[No. 1152, N.]

EDUCATION OFFICE,

Toronto. 5th April, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 29th ultimo, and to state in reply that not more than one set of trustees can legally exist for the same school section; neither can two schools be legally continued in the same school section, except as provided by the 5th clause of the 12th section of the School Act of 1850. Separate schools can only be established and maintained as provided by the 19th section of the School Act of 1850, and the 4th section of the supplementary Act of 1853. Two separate schools cannot exist in the same section, one must be the public and one the separate school. The deed of a public school cannot be either Protestant or Roman Catholic; and although the trustees of a common school can hold school property under "*any title whatsoever*," still, denominational restrictions cannot be maintained in the administration of the trust. It must be held and exercised for common school purposes exclusively. See 3rd clause of the 12th section of the School Act of 1850.

From your statement of the case, it appears to me that the trustees elected in pursuance of the action of the township council, and their lawful successors, are the only legal trustees of the school section in question.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS.

Deputy Superintendent.

J. M. LE VESCONTE, Esq.,  
Deputy Reeve, Seymour,  
Campbellford.

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## School Section No. 6, Brock.

(County of Ontario.)

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*No. 138. Certain Protestant Inhabitants of School Section No. 6, Brock,  
to the Chief Superintendent.*

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Liability for Separate School Rates.

[L. R., 908, 1853.]

BROCK, 26th February, 1853.

REVEREND SIR,

As a trial of strength between Roman Catholic and Protestant schools is likely to take place, we consider it our duty to give you full information of the subject as far as we can go.

Reverend Sir,—About the fall of the year 1846, the Roman Catholics composing part of our section, number six, for some reason best known to themselves, left us, and soon after put up a school-house for themselves; they then came and took from the old school-house the stove and furniture, which they have appropriated to their own private use, particularly the stove, and are about to sue for the site, for which, together with the stove and things connected with school property, the Protestant community paid wholly for. Reverend Sir,—Some time after this occurred, the Protestant part of the section petitioned the district superintendent, in Toronto, for leave to put up a school-house for themselves, which was readily granted, and was put up at the expense of £50, and yet they say with great audacity that we are no school at all, because leave was not asked and granted by said Roman Catholics for so doing. Reverend sir, within these two years back some cutting and carving has been made on the section No. 15, and leaves the three undersigned as yet in the Roman Catholic section, and at present they have put a tax on us above our annual tax, for which we do not see any reason for paying such a tax, as we neither ever were used, nor ever consented, to pay such a tax; we have many sound reasons for objecting to pay said tax or having anything to do with them in such matters; pay for their schools to-day, and to-morrow we must pay for their chapels, &c., till by and by we get quite initiated, and then, reverend sir, where are we? By supine servility we lose the privileges that our fathers fought hard to gain. Reverend sir, they say they are not a sectarian school, but what else can they be? They are Roman Catholics, taught by Roman teachers, they deny the use of the Holy Bible in their school, they must have certain books in their school; and if they are not sectarian, we do not know what they are. Reverend sir, this is done with an intent to understand from your reverence whether or not they have the right to levy taxes on us to pay for things we certainly do not believe in. This perhaps may give your reverence a little knowledge of our position with our Catholic neighbours

in this part of the world. We, the undersigned, would be under many obligations to your reverence as early as possible, as we do not know what course to pursue, to let us know what to do to do right in the matter, and your humble petitioners will ever pray.

(Signed,)

JAMES WADDELL, Sen.  
JAMES WADDELL, Jun  
ANDREW HILL.

Rev. Dr. RYERSON,  
Chief Superintendent of Education,  
Upper Canada.

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*No. 139. The Deputy Superintendent to certain Protestant Inhabitants in  
School Section No. 6, Brock.*

Both parties must be heard before decision.

[No. 113 H.]

EDUCATION OFFICE,

Toronto, 8th March, 1853.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 26th ultimo, and in reply, to express my regret that your inattention to the regulations of this department, printed on the 4th page of this letter,\* prevents me from expressing any opinion upon the complaint which you make of the conduct of certain parties in your section.

I have, however, referred your letter to the local superintendent for his report thereon.†

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

MESSRS. JAS. WADDELL, Sen.,  
JAS. WADDELL, Jun., and  
ANDREW HILL,  
School Section No. 6, Brock.

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\* See the regulations in a note on pages 43 and 69.

† In the next letter, [No. 119 H.] No. 140.



*No. 140. The Deputy Superintendent to the Local Superintendent of Brock.*

For report on affairs of No. 6, Brock.

[No. 119 H.]

EDUCATION OFFICE,

Toronto, 8th March, 1853.

SIR,

I will thank you to return me the enclosed letter from No. 6, Brock,\* at your earliest convenience, with such remarks thereon as may appear to you necessary.

I have the honor, &c.

(Signed)

J. GEORGE HODGINS,  
Deputy Superintendent.

THOMAS NIXON, Esq.,  
Local Superintendent of Schools,  
Township of Brock,  
Newmarket.

*No. 141. The Local Superintendent of Brock to the Deputy Superintendent.*

Report adverse to the claims of certain Protestants in No. 6, Brock.

[L. R. 1256, 1853.]

NEWMARKET, 22nd March, 1853.

SIR,

I beg to acknowledge the receipt of yours of the 8th instant, which, had I been at home, would have been sooner attended to. With respect to the letter sent to the education office by Messrs. Waddell and Hill, my opinion is, that although school section No. 6, in the township of Brock, rejoices in the cognomen of the "Catholic section," yet, it must be regarded as a distinct school section, and not as a separate school in another section. The alterations in the boundaries of the two sections, numbers 6 and 15, were made previously to my appointment as local superintendent, and I cannot, therefore give you as much information on the matter, as under other circumstances, I might have been enabled to do. You may I presume receive from Mr. Elliott, county clerk, a statement of the boundaries of the several school sections in the township referred to, and you can then judge for yourself how far my information on the matter may be found to be correct.

With respect to the stove being taken by a Roman Catholic, from what I learned in my late visit to the township, I believe the statement relative thereto to be correct.

In dealing with the subject you will bear in mind that there are Roman Catholics living within the boundaries of school section No. 15, as well as Protestants

\* No. 138, ante. [Letters Received 908, of 1853.]

living within the boundaries of school section No. 6, (the "Catholic section,") and, under such circumstances, I see no way of dealing with the matter unless the Catholics of No. 15 be permitted to regard themselves as belonging to No. 6, (which I have been informed some of them do,) and in like manner the Protestants of No. 6 as belonging to No. 15; this arrangement if it can be made, will give the Protestant party satisfaction.

I have the honor, &c.

(Signed,)

THOS. NIXON,  
Local Superintendent.

J. GEORGE HODGINS, Esq.,  
Deputy Superintendent,  
Toronto, C. W.

*No. 142. The Deputy Superintendent to the Local Superintendent of Brock.*

Concurring in report on claims of certain Protestants in No. 6, Brock.

[No. 100 H.]

EDUCATION OFFICE,

Toronto, 29th March, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 22nd instant, and on behalf of the Chief Superintendent to concur in your recommendations in regard to school section No. 6, Brock. You can therefore communicate with the parties concerned in such manner as you may see fit.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

THOMAS NIXON, Esq.,  
Local Superintendent of Schools,  
Township of Brock,  
Newmarket.

*No. 143. The Clerk of Brock to the Clerk of the united Counties of York, Ontario and Peel.*

For documents relating to a supposed Roman Catholic Separate School in No. 6, Brock.

[L. E. 1587, 1853.]

BROCK, 18th April, 1853.

SIR,

I am instructed by the municipal council of Brock to communicate with you on the subject of a Roman Catholic or sectarian school established in this township.

They are imposing on their Protestant neighbours by claiming the whole of school section No. 6, and forcing them to support their school, although the Protestants of the above section furnished a school-house, and kept a school in operation for some length of time. They found it so expensive to support their school on account of the other school in the same section, that they attached themselves to two other schools which were most convenient for their children to attend. There have several complaints been made by the Protestants to the council on the Catholic trustees; the council wants to know by your earliest opportunity if you have any document, in your office, to shew whether the said sectarian school have a legal school sections or otherwise, or any other information you may be able to give on the premises.

I remain, &c.

(Signed,)

JOHN METCALFE,  
Town Clerk.

To J. ELLIOT, Esq.,  
Toronto.

TORONTO, 20th April, 1853.

*Memorandum.*—Will the Chief Superintendent be so good as to advise on the matter herein contained? There are no documents on the subject in my possession.

(Signed,)

J. ELLIOT,  
Clerk York, Ontario & Peel.

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*No. 144. The Deputy Superintendent to the Clerk of Brock.*

The case has been referred to the Local Superintendent for settlement.

[No. 270 H.]

EDUCATION OFFICE,

Toronto, 27th April, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 18th instant, transferred to this department by your county clerk, and to state in reply, that as your local superintendent (Thomas Nixon, Esq.) has already been written to on the subject stated in your letter, I would refer you to him for a plan of settling the difference existing in school section No. 6, Brock.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

Mr. JOHN METCALFE,  
Clerk, Township of Brock,  
Cannington.

## School Section No. 11, Wellesley.

(County of Waterloo.)

### No. 145. *The Local Superintendent of Wellesley to the Chief Superintendent.*

Distribution of school documents to public and separate schools.

[L. R. 2005, 1853.]

HAWKESVILLE, 1st June, 1853.

REVEREND SIR,

It is with feelings of deep gratitude that I acknowledge the receipt of your correspondence with the Roman Catholic Bishop of Toronto, in which all his objections to the common school system are met in so conclusive a style as cannot fail to allay feeling of a similar kind, and raise the common school system in the mind of every candid person.

Since I wrote to the Education Office requesting a dozen school registers, I have received ten registers and an equal number of copies of the report of 1851, from the clerk of the united counties of Wellington and Grey, which I have distributed among the English schools in Wellesley, so that with the exception of the German, the schools in Wellesley and Woolwich are all supplied with registers. A few days ago I had an interview with the Roman Catholic teacher in the separate school, No. 11, Wellesley, who spoke favorably of the national school books, and referred to the late Bishop Power, of Toronto, who highly recommended them; on the whole he seemed pleased with the school system, and so do all the Catholics here, if their clergy would let them alone. In conversing with him, I found that he laboured under an impression that partiality had been shown in supplying each of the English schools with a copy of the act in the report of 1850, and a register, while the Roman Catholic and German schools had been neglected; I told him that impure motives could not be attributed to any of the government agents, as I understood that reports and registers had been sent from the Education Office to the clerk of the united counties of Wellington, Waterloo and Grey, for gratuitous distribution among the schools, and that it remained with Mr. Schuler, who was their local superintendent at that time, and who himself became a Roman Catholic, while in that office, to whom the blame was to be attached; however, if you could send me six copies of the act and six of the registers, I shall see that the German schools (which include the Roman Catholic) are supplied also.

I have the honor, &c.

(Signed,)

JAMES SIM,  
Local Superintendent.

To the Chief Superintendent of Schools,  
Toronto.

*No. 146. The Chief Superintendent to the Local Superintendent of Wellesley.*

Public and Separate Schools share alike in school documents.

[No. 353, II.]

EDUCATION OFFICE,

Toronto, 15th June, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 1st instant, and to state in reply that I intended that no distinction should be made between the German and English, the separate and mixed schools, in the distribution of school documents. I regret that any omissions have taken place, and I shall be happy to supply them. I will forward the registers you desire, as soon as the new edition of them is printed, the old one having been exhausted.

I thank you for your kind references to the correspondence.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. JAMES SIM,  
Local Superintendent of Schools,  
Townships of Wellesley and Woolwich,  
Hawkesville.

*No. 147. The Local Superintendent of Wellesley to the Chief Superintendent.*

Can separate school limits be extended to include residents in other school sections?

[L. R. 2503, 1864.]

HAWKESVILLE, 15th May, 1854.

REVEREND SIR,

The town reeve of Wellesley has instructed me to submit the following question to your decision :

Would it be agreeable to the common school act to establish a separate school in a school section, if some of the petitioners were residing in various other school sections ?

I have the honor, &c.

(Signed,)

JAMES SIM.

Rev. E. RYERSON, D. D.,  
Chief Superintendent, &c.

*No. 148. The Chief Superintendent to the Local Superintendent of Wellesley.*

The limits of a Separate School may extend over the whole township or any part of it.

[No. 1124 L.]

EDUCATION OFFICE,

Toronto, 26th May, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 15th instant, and to state in reply that the applicants for a separate school must be residents of the school section within the limits of which they desire a separate school; but the township council can extend the limits of a separate school section over a whole township, or any portion of it, as it may think proper; and pupils of the persuasion of the separate school may attend it from any school section so included in it.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. JAMES SIM,  
Local Superintendent of Schools,  
Township of Wellesley,  
Hawkesville.

**School Section No. 15, Wilmot.**

*(County of Waterloo.)*

*No. 149. The Roman Catholic Pastor of Wilmot to the Chief Superintendent.*

Extension of Separate School privileges beyond the limits of the Section.

[L. E. 3904, 1854.]

ST. AGATHA, County of Waterloo,

8th September, 1854.

MOST HONORABLE SIR,

I think it my duty to apply myself to you for a decisive answer on account of a school matter. We have here a Roman Catholic separate school—section 15—lawfully established in the township of Wilmot, county of Waterloo; and very near this our separate school, are residing some Roman Catholic families, but belonging

to a common school section. These Roman Catholic families desired since long time to be joined to our separate school; and I wrote on this matter to our local school superintendent, Mr. Martin Rudolph. He answered in a negative way, but looking to the supplementary school act of 1853—especially section 4 and 12—I cannot restrain myself from thinking, that those Roman Catholic family-fathers have a right, according to the law, to join our separate school. I take, therefore, the liberty to beg your honor to solve my doubt, and to inform me whether they can be united with our separate school or not.

Expecting that your honor will shortly favor me with an answer.

I am, &c.

(Signed,)

RUPERT EBNER, S. J.,  
Roman Catholic Pastor of St. Agatha.

To the Hon. EGERTON RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto, C. W.

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*No. 150. The Deputy Superintendent to the Roman Catholic Pastor of Wilmot.*

Both sides must be heard before decision.

[No. 1834, M.]

EDUCATION OFFICE,

Toronto, 18th September, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 8th instant, and in reply to express my regret at not being able to give you a decisive answer in regard to the point which you submit, in consequence of your apparent neglect of the regulations of this department printed on the 4th page of this letter, and in the annual report for 1852, page 275.\*

I have, however, enclosed your letter to your local superintendent for his explanation and report.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

The Rev. RUPERT EBNER, S. J.,  
R. C. Pastor, Township of Wilmot,  
St. Agatha.

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\* See the regulations in a note on pages 43 and 69.

*No. 151. The Deputy Superintendent to the Local Superintendent of Wilmot.*

Complaint of the Rev. Rupert Ebner, S. J.

[No. 1833, M.]

EDUCATION OFFICE,

Toronto, 18th September, 1854.

SIR,

I have the honor to request that you will, at your earliest convenience, return me the enclosed letter from the Rev. Rupert Ebner, S. J., with your explanation and report thereon.

I have the honor, &amp;c.

(Signed,)

J. GEORGE HODGINS,

Deputy Superintendent.

MARTIN RUDOLPH, Esq.,

Local Superintendent of Schools,  
Township of Wilmot.*No. 152. The Local Superintendent of Wilmot, to the Deputy Superintendent.*

Has advised that Separate Schools cannot extend their powers beyond limits.

[L. R. 3086, 1854.]

HAMBURG, Wilmot, 20th September, 1854.

SIR,

I beg to acknowledge the receipt of your letter of the 18th instant, together with a letter from the Rev. Pater Rupert Ebner, and beg leave to state: The township of Wilmot is divided into twenty school sections; in one of them (section No. 15) is a separate school for Roman Catholics established. The Rev. Pater Rupert Ebner, a Jesuit of the purest water, labors again under the impression, that all the Roman Catholics in the township of Wilmot have the privilege to be exempted from all taxation for common school purposes, so soon as they send their children to the above mentioned separate school, or declare that they support the said school. It is my opinion, and that of the board of public instruction for the county of Waterloo, that the common school act of 1850, as well as the supplementary school act of 1853, are so plain and clear in regard to separate schools, that it is quite impossible to give them another interpretation, namely, that the privileges of any separate school cannot be extended beyond the limits of the division or section in which such separate school is established.

The section 4th of the supplementary school act, to which the Rev. Pater refers, speaks only of cities, towns, or incorporated villages, and school sections, *but not of*



*townships*, and therefore persons living in another section than such in which a separate school is established, they never can be exempted from paying school taxes in their own section.

The section 12th of the same act, to which the Rev. Pater also refers, reads :— but this clause shall not be held to apply to persons sending children to, or supporting “separate schools.” This only can mean, if there is such a separate school in the section, or the section is included within the limits of a separate school.

The common school act of 1850, section 19, stipulates that in establishing separate schools, “*the limits of the divisions or sections for such schools shall be prescribed.*”

The limits of the established separate school for the Roman Catholics in the township of Wilmot, are those of school section No. 15, in the said township, and therefore this separate school has no power to extend its privileges beyond its limits ; which would be over the whole township, and even over the whole county of Waterloo, as the Rev. Pater Ebner would like to do, and to which he would have a perfect right, if it was allowed to him to extend the privileges of the separate school in school section No. 15, over the adjoining sections.

In the month of February last, a correspondence took place between the Rev. Pater Ebner and myself, on the very same subject. I stated to him my own views of the meaning of the acts, and proposed to him to lay the matter before the Chief Superintendent for his decision, if he (Pater Ebner) should not be satisfied with my interpretation of the acts. Pater Ebner admitted then, that he was fully convinced that the views I had were correct, and therefore the matter rested. But now, as it is the intention of the Roman Catholics in school section No. 15, to build a new school house, they wish to lay this burden on as many shoulders as possible, and, therefore, to extend their separate school over the whole township.

All the schools in the township of Wilmot, are not so troublesome as the *one* separate school we have, and I hope the day may come soon, on which such institutions are unknown to the people of Canada.

I have the honor to return Pater Ebner’s letter, and remain respectfully,

Yours, &c.

(Signed,)

MARTIN RUDOLPH.

To J. GEORGE HODGINS, Esq.,  
Education Office,  
Toronto.

P.S.—I wish you would have the kindness to inform me if I am right or wrong in my opinion.

(Signed,)

M. R.

*No. 153. The Roman Catholic Pastor of Wilmot to the Chief Superintendent.*

Will notify the Local Superintendent of his appeal.

[L. R. 4072, 1854.]

ST. AGATHA, 28th September, 1854.

MOST HONORABLE SIR,

I have the honor to acknowledge the receipt of your answer of the 18th instant, No. 1854, (or 1834—it was not very legible) to my letter 3904, of the 8th instant, and to express my regret at having over-looked the department's regulations.

Now, about the very same letter I wrote to your honor on the 8th instant, I will write again, and at once send to the local superintendent a correct copy of that my communication, although your honor had done so.

We have here, in the township of Wilmot, county of Waterloo, a Roman Catholic separate school, section 15, lawfully established, and very near this our school section are residing some Roman Catholic families, but belonging to a common school section 14. Those Catholic families desired since long time, to be joined to our Roman Catholic school section; and I wrote on this matter to our local school superintendent, Mr. Martin Rudolph. He answered in a negative way. But looking on the Upper Canada supplementary school act of 1853, especially the sections 4 and 12, I cannot restrain from thinking that those Roman Catholic family-fathers have a right, according to law, to join our separate school. I take therefore the liberty to beg your honor to solve my doubt, and to inform me whether they can be joined to our separate school or not. Expecting that your honor will shortly favor me with an answer,

I remain, &c.

(Signed,)

RUPERT EBNER, S. J.,  
Roman Catholic Pastor,  
St. Agatha.

The Most Hon. EGERTON RYERSON,  
Chief Superintendent of Common Schools  
in Upper Canada, Toronto, C. W.

*No. 154. The Roman Catholic Pastor of Wilmot to the Chief Superintendent.*

Further on appeal from the Local Superintendent.

[L. R. 4512, 1854.]

ST. AGATHA, Township of Wilmot,  
27th November, 1854.

HONORABLE SIR,

It was on the 8th of September that I wrote a letter to your honor, to beg your advice in regard to some Roman Catholic family-fathers residing in the common

school section No. 14, and desiring since long time to be joined to our Roman Catholic separate school, No. 15, the limits of both sections being contiguous.

I received from your honor on the 18th September, under the number 1834, an answer to my previous application, in which you expressed your regret at not being able to give me a decisive answer in regard to the submitted point, in consequence of my apparent neglect of the regulations of the department of public instruction printed in the annual report for 1852, in this your letter was signed the name of J. George Hodgins.

About two weeks (I cannot exactly recollect) after having received this reply I wrote again to your honor, in accordance with all the regulations for such communications; especially I took care to transmit an exact copy of my letter to our local superintendent, Mr. Martin Rudolph, but since that time I received no answer at all from your honor, neither received such one the local superintendent, as he lately, on my request, informed me. I take therefore the liberty to beg again, your honor, to give me a decisive answer; whether the Roman Catholic families, according to law, can or cannot be joined to our separate school section No. 15.

I have the honor, &c.

(Signed,)

RUPERT EBNER, S. J.,

Roman Catholic Pastor of  
St. Agatha.

The Hon. E. RYERSON,  
Chief Superintendent of Schools  
in Upper Canada, Toronto.

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*No. 155. The Chief Superintendent to the Roman Catholic Pastor of  
Wilmot.*

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Separate Schools have no authority beyond their section, but the Township Council can enlarge the limits.

[No. 2404, M.]

EDUCATION OFFICE,

Toronto, 6th December, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 27th ultimo, and after having perused the correspondence to which it refers, I have to return you the following answer on the question which you have submitted:

The 19th section of the school act of 1850, and the 4th section of the supplementary school act, provide for separate school sections, to which limits are to be prescribed, the same as to other school sections; and all the subsequent provisions of those sections of the act, are based upon the existence of separate school sections, as well as of other school sections.

Now, if the supporters of a separate school beyond the limits of the separate school section are entitled to the same exemptions as residents in such section, it is needless and absurd to prescribe any boundaries to such section. And if others than persons resident in a separate school section are to be exempted from the payment of school assessments, how shall the municipal council know them? The exemptions of the supporters of a separate school prescribed by the 4th section of the supplementary school act, relate to those who reside within the limits of such section.

The only other exemptions are mentioned in the 12th section of the supplementary school act. The object of that section was to *prevent* the sending of children from the school of the section in which they reside to the school of another section; and it therefore provides in case of their doing so, that their parents shall pay the same school rates in their own section, as if they sent their children to its school. But it specifies two exceptions to the application of this rule:

The one is in regard to those parents who have taxable property in the section to which they wish to send their children, and in which they do not reside. But it will be observed, that such persons are not exempted from paying school-rates on *their property* situated within the limits of the section in which they reside, and for the purposes of that section; they are only exempted from their payment of school-rates imposed *in consequence of their sending their children to its school*. Rates on *property* in a school section are levied on the *property* of such section, according to the assessor's roll, without reference to the owners of it sending or not sending to any school, and even without reference to their residing or not residing in the section.— (See 22nd section of the supplementary school act.)

The second exception made in the 12th section of the supplementary act, relates to those parents who are supporters of a separate school, and who have the same exemption and privileges as persons owning property in another section than that in which they reside. They can send their children abroad to school and be exempted from paying rates for their attendance at school at home; but are not exempted from school-rates levied on property.

The 12th section of the supplementary school act has no reference to school *assessments* levied by the county or township council, for making up its part of the general school fund; nor does it relate to any *school section rates*, except those which are imposed for the attendance of children at school.

The cause of this section of the supplementary school act will at once show its scope and design. It happened in several cases, but especially in the township of Scarborough, near this city, that of two school sections situated beside each other, the one had a *free* school and the other a *rate bill* school. Some of the resident voters in the latter, strongly and successfully insisted at their annual school meeting upon having their section school supported by rate on parents sending their children to the school. Immediately after carrying this vote at their annual meeting of their own section, these parties sent their children to the *free* school of the neighboring section, where there was no rate for children attending the school, and for the support of which no property could be taxed except that which was situated within the section of such school. Thus these parties got their children taught for nothing, and

escaped paying any school-rate in either section—having voted against a *property* rate in their own section, and not being liable to one in the neighboring section. The 12th section of the supplementary school act was intended to put a stop to such a proceeding, and to protect the interests of each school section,—exempting only supporters of separate schools and persons paying property school rates in more than one section, to exercise their discretion as to which section they would send their children to school, without being liable to pay the rate for their attendance in any other school section.

If the parties to whom you refer wish to be included in the separate school section of which you speak, let them petition the township council to enlarge the limits of that section so as to include them.

I have the honor, &c.

(Signed,)

F. RYERSON.

The Rev. RUPERT EBNER, S. J.,  
R. C. Pastor of Wilmot,  
St. Agatha.

## School Section No. 4, Nichol.

(County of Wellington.)

### No. 156. *The Clerk of Nichol to the Chief Superintendent.*

How Separate Schools should be established.

[L.R., 3030, 1853.]

FERGUS, Township of Nichol, 22nd November, 1853.

REVEREND SIR,

As I am aware that on all matters connected with the working of the common school act you are willing to afford advice, I beg to trouble you with the following communication.

In a part of this township there are several Roman Catholic settlers, who have, I understand, occasionally maintained a Catholic school, although not set off into a separate section or division, according to the condition specified in the 19th section of the act of 1850. About the middle of July last, a person named Greene, residing in the adjoining township of Pilkington, handed me a written notice, of which the following is a copy:—

“NICHOL, July 13th, 1853.

“MR. JAMES McQUEEN, TOWN Clerk of the township of Nichol,

“SIR,

“This is to notice you to call a school meeting at the school-house on lot No. 1, 8th concession, township of Nichol, formerly called No. 13 school section, for the

purpose of electing a board of trustees to establish a Roman Catholic separate school in said school-house, in accordance with the present act of separate schools in Upper Canada.

“Yours truly, in behalf of the inhabitants of said school section.

(Signed.)

JOHN P. GREENE.”

When Mr. Greene called upon me, I examined the June number of the *Journal of Education*, which I had just received, and found that it is in villages and towns not divided into wards, &c., that it is the duty of the returning officer to call the first meeting for the election of trustees, and consequently did not consider it my duty to call the meeting, as by reading your remarks I perceived (page 88 of the *Journal* referred to) that separate schools can only be established, *still*, under the conditions specified in the 19th section of the act of 1850, which requires an application in writing from twelve or more resident heads of families to the municipal council, to authorize the establishment of separate schools. Now, although Mr. Greene states in his notice that it is in behalf of the inhabitants of said school section, I did not consider a notice signed by one person, in behalf of others, an application according to the act, and besides, the notice was merely to call a meeting for the election of trustees. Whether they called such a meeting themselves, I do not know, but I understand a separate school is at present in operation, and am informed that the parties sending children do not consider themselves liable to pay any tax imposed by the trustees of the section for payment of the Protestant teacher, or any general school rate; no return has been made to me by the superintendent, or any one else, of the names of those sending children to the separate school, and as I am now preparing the collectors' roll, my object in writing you at present, is to ascertain whether I am justified in *including all in the general school rate, &c.* If not too troublesome I shall feel highly obliged by being favored with your answer, as early as possible.

I have the honor, &c.

(Signed,)

JAMES McQUEEN,

Township Clerk, Nichol.

P.S. Supposing a separate school had been lawfully established, or set off, in the month of July, would it affect the present liability to a general school tax.

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*No. 157. The Chief Superintendent to the Clerk of Nichol.*

A Separate School must be established on application from 12 heads of families and go into effect 25th December next after.

[No. 701, I.]

EDUCATION OFFICE,

Toronto, 24th November, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 22nd instant, and to state in reply, that the application to which you refer being made as required

by law, the act of the township council fixing the boundaries of a separate school, could not have taken effect before the 25th December, and therefore could not have made any difference in preparing the assessor's roll for school rates for the current year.

But the application for a separate school must be signed by twelve heads of families—then the township council *must* prescribe the boundaries of the *separate* school section, and make provision for holding the first meeting for the election of trustees; and of which election the local superintendent must be notified, as in the case of the election of other trustees. But such act of the municipal council cannot take effect until the 25th of December of the year in which it is passed. It will, perhaps, be well for you to transmit to Mr. John P. Greene a copy, or the substance, of this letter, that there may be no just reason of complaint, and that if he and others, to the number of twelve heads of families, wish to have a separate school next year, they may take the proper steps to obtain one before the 25th of next month.

I have the honor, &c.

(Signed,)

E. RYERSON.

JAMES McQUEEN, Esq.,  
Clerk, Township of Nichol,  
Fergus.

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*No. 158. The Clerk of Nichol to the Chief Superintendent.*

How the boundaries of a Separate School Section should be described.

[L.R., 3876, 1853.]

FERGUS, Township of Nichol, 17th December, 1853.

REVEREND SIR,

The Catholics in this township have now applied to the council for the establishment of a separate school; the application states the lot and concession on which they wish it to be established, but it is signed by parties living in two adjacent sections, it also contains the lots or parts of lots on which they reside. As section 19 of the act of 1850, provides that (*inter alia*) the council shall "prescribe the limits of the divisions or sections for separate schools," they, the council, are at a loss to know whether they ought to prescribe said limits by describing the lots occupied by the parties who wish to be set off; or the boundaries of the present section in which it (the school) is desired to be established; or as parties from two sections, viz., 4 and 5, have applied, jointly, the boundaries of both sections. The application is as follows:

"To the Municipal Council of the township of Nichol,

"We, the undersigned Roman Catholic settlers in the township of Nichol, do hereby apply to your honorable body to authorize the establishment of a separate school for Roman Catholics on lot No. 1, in the 8th concession, and to set us off ac-

cordingly."—Here follow the names of more than twelve resident heads of families.

There are already six sections in the township; Query, should the separate school be numbered in succession?

As the council have appointed a meeting to be held on Tuesday, the 20th inst., to give effect to the application, it will be a great favor (if possible) to return an answer by the mail going westward on Monday.

I am instructed by the council to convey to you their sincere thanks for the kind manner in which you have replied to former communications.

I have the honor, &c.

(Signed,)

JAMES McQUEEN.

Township Clerk, Nichol.

P.S. I may mention that the section in which the separate school is desired to be established, is now called No. 4.

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*No. 159. The Chief Superintendent to the Clerk of Nichol.*

The Separate School Section must include the lots of the applicants and whatever additional limits the Council desire.

[No. 61, K.]

EDUCATION OFFICE,

Toronto, 19th December, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 17th instant, and to state in reply, that the township council can include the whole township, or half or one-quarter of the township, or any number of lots, in the separate school section, as it may think proper. Mentioning the number of the lots included in the separate school section, or on which the applicants reside, is, I think, a sufficiently full description of the boundaries of the section. Or it may, perhaps, be as well to make the separate school section to include three or four of the existing school sections. But the council has no authority to prescribe the location of the school site.

The section may be designated separate school section No. 1.

I have the honor, &c.

(Signed,)

E. RYERSON.

JAMES McQUEEN, Esq.,

Clerk, Township of Nichol,

Fergus.

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*No. 160. The Trustees of the Roman Catholic Separate School No. 4, Nichol, to the Chief Superintendent.*

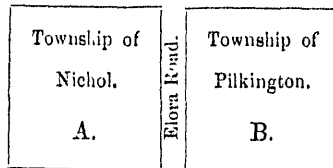
Power of Separate School Trustees to go beyond limits to tax property of non-resident supporters.

[L.R., 4450, 1854.]

GUELPH, *November 20th, 1854.*

REVEREND SIR,

There are two townships whose positions are according to the diagram which follows :



And we are the trustees of a separate school in the township of A, or Nichol, and there are subscribers from the township of B, or Pilkington, to our separate school ; cannot we collect from the subscribers of our separate school in Pilkington the taxes which they " would be liable to pay to a common school," when there was no school teacher in their school at the time we hired our school teacher, but one of a different denomination to ours?

(Signed,)

TIMOTHY DUGGAN,  
DENIS CLIFFORD,

Separate School Trustees.

P.S. We have this day requested the township clerk of the township of Pilkington to lay open the roll of the township that we might make a copy of the roll so far as it relates to the subscribers of our school from Pilkington, and he has refused us because the township reeve said we should not have it.

(Signed,)

D. C.

T. D.

Trustees.

*No. 161. The Chief Superintendent to the Trustees of the Roman Catholic Separate School, No. 4, Nichol.*

No school corporation, whether public or separate, can go beyond limits to tax property of supporters of the school.

[No. 2395. M.]

EDUCATION OFFICE,

Toronto, *25th November, 1854.*

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 20th instant, and to state in reply that no school corporation whatever can have authority to levy

and collect school rates from any resident in a neighboring township, unless the portions of the two townships in which the respective parties reside, are formed into one school section, as provided by law in regard to union sections.

I have the honor, &c.

(Signed,)

E. RYERSON.

MESSRS. TIMOTHY DUGGAN and DENIS CLIFFORD,  
Trustees R. C. Separate School, No. 4, Nichol,  
Fergus.

## School Section No. 13, Pilkington.

(County of Wellington.)

### *No. 162. The Roman Catholic Pastor of Pilkington to the Chief Superintendent.*

Inconvenience of certain heads of families on account of distance of School-house.

[L. R. 203, 1855.]

FREIBURG, le 11 Janvier, 1855.

MONSIEUR L'INSPECTEUR GÉNÉRAL,

Vingt-huit pères de familles appartenant à l'école de Pilkington payent chaque année leur taxe pour cette école sans en tirer aucun avantage. 1° Parcequ'ils en sont trop éloigner, les uns ayant 5, d'autres 4, d'autres 3, les plus proches 2 miles. 2° Parceque cette école est toute Anglaise et les susdits pères de familles ainsi que leurs enfans ne comprennent pas un mot d'Anglais. Leurs enfans croissent dans la plus grosse ignorance. Les parens et avec ceux tous aux qui connaissent le prix de l'éducation gemissent d'un si triste état des choses. Trois moyens pourraient rémédier à cet inconvenient : 1° Detacher ces 28 pères de familles et leur permettre de former une section à eux ; 2° les attacher à l'école Allemande qui est dans leur vicinité ; 3° faire batir la maison d'école de Pilkington dans le centre.

Veillez, Monsieur l'inspecteur, nous honorer d'un avis sur cé qu'il-y-a à faire pour que selon l'intention de la loi ces nombreux enfans puissent recevoir un peu d'instruction.

J'ai l'honneur, M. l'inspecteur général, d'être votre très-humble et très obéissant serviteur.

(Signed,)

J. BTE. BAUMGARTNER,  
Prêtre.

Au Rév. E. RYERSON,  
&c. &c. &c.  
Toronto.

*No. 163. The Chief Superintendent to the Roman Catholic Pastor of Pilkington.*

The Municipal Council has authority to remedy the inconvenience.

[No 281, M.]

BUREAU D'ÉDUCATION,

Toronto, le 18 Janvier, 1855.

MONSIEUR,

J'ai l'honneur d'accuser la réception de votre lettre du 11 courant, et de répondre à votre demande, que vous pouvez avoir une école séparée ou vous joindre à l'école Allemande dont vous parlez; mais il faut vous adresser à ce sujet au conseil municipal du township de Pilkington. que seul a l'autorité d'établir et de changer les limites des arrondissements (school sections) de toutes les espèces, selon la loi des écoles, 13 et 14 Vic. ch. 48, sec. 18, clauses 3 et 4, et selon la 19<sup>ème</sup> section de la même loi, et la 4<sup>ème</sup> section de la loi supplémentaire des écoles.

J'ai l'honneur d'être, &c.

(Signed.)

E RYERSON.

Au Révérend J. BTE. BAUMGARTNER,  
Prêtre, Pilkington,  
Freiburg.

*No. 164. The Roman Catholic Pastor of Pilkington to the Chief Superintendent.*

Complaint against the Municipal Council.

[L. R. 831, 1855.]

NEW GERMANY, le 17 Février, 1855.

MONSIEUR ET TRÈS RÉVÉREND SEIGNEUR,

J'ai l'honneur de vous communiquer l'usage que j'ai fait de la lettre qu'il vous a plus de m'adresser et l'inutilité de ma demarche chez le conseil municipale. Je vous envoie la petition, que 27 habitants de Pilkington ont signé. Toute la réponse qu'on nous a donnéé consiste dans ces mots: Vous n'aurez point d'école, nous ferons ce que nous voulons. J'ai l'honneur d'observer que depuis long temps l'école dont nous voulons nous séparer n'a point d'instituteur et qu'elle n'en aura probablement point de long temps; dût elle en avoir un il nous est absolument impossible d'envoyer nos enfans a 3, 4 et 5 miles de distance. On nous a séparé sans nous demander notre avis. Sommes nous donc les seuls qui doivent être exclus du bienfait de l'instruction? Commes nous ne pouvons absolument pas envoyer nos enfans dans

cette école elle ne reçoit qu'un faible secours du gouvernement, et nous sommes surcharger de taxes.

Veillez avoir la bonté de nous guider dans cette tâche si important. Si nous pouvons obtenir justice devant un tribunal nous sommes prêt à faire tous les sacrifices, car nos pauvres enfans sont dans une trop triste privation.

J'ai l'honneur, monsieur le surintendant-en-chef de vous prier d'accepter les hommages de votre dévoué serviteur.

(Signed.)

J. BTE. BAUMGARTNER,

Prêtre à New Germany,  
Frieburg, P. O.

Au Rév. E. RYERSON,  
Surintendant en-Chef,  
Toronto.

[*Enclosure.*]

PILKINGTON, 23rd January, 1855.

*To the Municipal Council of Pilkington.*

GENTLEMEN,

The petition of the undersigned householders and freeholders of the township of Pilkington, of the county of Wellington,—Most humbly sheweth:

1st. That we have protested most energetically, these two years, for having been taken away from the school section No. 10, of the township of Woolwich, against our consent, and united to the school section No. 13, of the township of Pilkington, from which school we derive no benefit whatever.

2nd. That we appealed to the Chief Superintendent, E. Ryerson, D. D., in a letter dated 11th January, (1855) and have received his answer directing us to apply to the municipal council of Pilkington. The letter of the Chief Superintendent is numbered 281, and dated 18th January, 1855. In this letter he states explicitly, that we can have a separate school or join to the school section, from which we were cast off, by applying to the aforesaid council.

3rd. In compliance with the above instructions, we beg leave to present you with this petition, soliciting your kind favor to grant us the free establishment of a Roman Catholic separate school, and will as in duty bound ever pray.

*No. 165. The Chief Superintendent to the Roman Catholic Pastor of  
Pilkington.*

Appellant must notify the Council of his complaint.

[No. 624, N.]

EDUCATION OFFICE,

Toronto, 23rd February, 1855.

SIR,

I have the honor to acknowledge the receipt of your letter of the 17th instant, and to state in reply, that as your present letter relates to the proceedings of the

township council, a copy of it should have been sent to the clerk of the council, as required by the regulations of this department, (see 4th page of this letter,\*) since I cannot express an opinion on the conduct or proceedings of any council or individual without hearing both sides. ,

You will, therefore, please furnish the clerk of your township council with a copy of your letter.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. J. BTE. BAUMGARTNER,  
Priest, Pilkington,  
Frieberg.

P.S.—I herewith enclose you a copy of a letter I have this day addressed to the clerk of the township of Pilkington.†

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*No. 166. The Chief Superintendent to the Clerk of Pilkington.*

Establishment of a Separate School is compulsory on the Council.

[No. 623, N.]

EDUCATION OFFICE,

Toronto, 23rd February, 1855.

SIR,

I have received a letter from the Rev. J. Bte. Baumgartner, Roman Catholic Priest in Pilkington, complaining that 27 Roman Catholic inhabitants in a part of that township had applied to the township council for a separate Roman Catholic school, and that their application had been refused.

As the school act of 1850 leaves no discretion to a municipal council in regard to any application, such as is referred to above, when made according to the provisions of the 19th section, I will thank you to inform me at your earliest convenience, upon what grounds your township council rejected the application of the 27 inhabitants mentioned by Mr. Baumgartner.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Clerk of the  
Township of Pilkington.

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\* See the regulations on pages 48 and 69.

† The following letter, No. 165, [No. 623, N.]

*No. 167. The Clerk of Pilkington to the Chief Superintendent.*

Application for a Separate School has not been refused by the Council.

[L. R. 987, 1855.]

ELORA, 26th February, 1855.

SIR,

I beg to say that no such application as that alluded to in your letter of the 23rd instant, has been rejected by the council of the township of Pilkington.

Such an application (which may be that you allude to) has been left for consideration at the next meeting of the township council.

I have the honor, &c.

(Signed)

U. P. NEUMAN,

Township Clerk.

The Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

**Township of Williams.**

(County of Middlesex.)

*No. 168. The Rev. Thos. Kirwan, of London, to the Chief Superintendent.*

For aid to certain Roman Catholic settlers in the Township of Williams.

[L. R. 2288, 1852.]

LONDON, C. W., 16th October, 1852.

SIR,

Being informed that it is in your power to appropriate a certain amount of aid annually, from the legislative school grant, towards the support of poor schools in parts of the country partially unsettled, I hereby take the opportunity of soliciting a portion of the funds at your disposal, for the above purpose, in order that a certain portion of the inhabitants of the township of Williams, in the county of Middlesex, may be enabled to support a school which is at present in operation, and has a daily attendance of about fifty pupils.

The locality is newly settled by Scotch emigrants, who arrived from the Highlands within the last two years, in a very destitute condition, and number between eighty and one hundred families. It has been represented to me by the teacher and the trustees of the school, that they have applied to the school superintendent for aid from the common school fund appropriated to the township, and that he refused any aid, on the grounds that he had received no notification from the township clerk of the legal erection of a school section in that locality.

I am further informed that the township councillors encouraged the inhabitants of the aforesaid locality to erect a school-house, and that they (the township councillors,) would do all in their power to enable them to support it. Not being conversant with the requirements of the school act, and relying on the promises of the councillors, they (the said inhabitants,) neglected to petition the council to have their locality erected into a distinct and separate school section. Under the foregoing circumstances I think it my duty to make this application, convinced as I am that a school amongst these people, who are under my spiritual care, and whose children are destitute of the rudiments of a common school education, is essentially necessary to fit them for the duties of society which may hereafter devolve on them.

Hoping that you will take the case into consideration, and make such allowance from the legislative grant as will enable these poor people to keep their school open during the ensuing season,

I have the honor, &c.

THT. KIRWAN,  
Rural Dean.

Rev. EGERTON RYERSON,  
Chief Superintendent Education, U. C.,  
Toronto.

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*No. 169. The Chief Superintendent to the Rev. Tht. Kirwan, of London.*

The power of aiding poor schools has been transferred to County Councils.

[No 777 G.]

EDUCATION OFFICE,

Toronto, 19th October, 1852.

SIR,

I have the honor to acknowledge the receipt of your letter of the 16th instant, and to state in reply that the power to which you refer of affording aid to poor school sections in new and scattered settlements, authorised by a former school law, has, by the present act (13 & 14 Victoria, chapter 48, section 27, clause 1,) been transferred to the municipal council of each county.

I regret, therefore, that it is not in my power to comply with your request. All that I can do is to refer you to the municipal council of your county for assistance.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. THT. KIRWAN,  
R. C. Rural Dean,  
(*In re Township of Williams*)  
London, C. W.

No. 170. *The Rev. Th. Kirwan, of London, to the Chief Superintendent.*

Considers former letter as calling attention to certain charges against the local school authorities of the Township of Williams.

[L. R. 2347, 1852.]

LONDON, C. W., 26th October, 1852.

SIR,

Your favor of the 19th instant was received by me on my arrival home after an absence of a few days.

I regret to learn that the pecuniary aid required for the support of the poor school in the township of Williams, to which I referred, cannot be directly granted by you. I have reason to do so the more as the daily attendance is rapidly increasing, for by the last report received from the teacher, I find that he has a daily average of sixty pupils.

When I applied to you I was under the impression that a certain amount of funds remained in your hands for such purposes as that stated in my letter, and that in all cases where a grievance exists in school matters it was my proper course to apply to you, as Chief Superintendent, to have it redressed or removed. I am further confirmed in the latter impression by reading the 13th and 14th Victoria, chapter 48, section 35, fifth paragraph. I considered that the terms of my letter of the 16th instant were sufficiently explicit to call your attention to the dereliction of duty on the part of the township council of Williams, and also of the local superintendent, but as it seems you have not considered their conduct of sufficient importance to even allude to it in your reply, I am now reluctantly compelled to give a more ample statement of the entire facts and circumstances as reported to me, that you will exercise the powers vested in you by the act referred to, in order that evenhanded justice may be meted out to the aggrieved.

The majority of the people who reside in the locality where the school is situated have paid the public school taxes for the last two years or more, although they had not the benefit of a school themselves, and now that they have one of their own, they are refused their proper and just proportion of the school funds to which they contribute themselves, and this in consequence of the township council having failed to perform the duty imposed on them by the third paragraph of the 18th section of the school act. You are aware, as stated in my last, that the township councillors encouraged the erection of a school-house, and promised to do all in their power to support the school when built. The reason they have not fulfilled their promises and performed their duty, is the manly stand the people had taken to prevent the introduction of proselytism into the school section, for there had been an attempt made to force an unqualified teacher on them, who inculcated during school hours, religious doctrines at variance with those of the people in general, and even announced that he would hold religious service on Sundays in their school-house. When the present teacher, (Mr. Charles McKinnon,) who is employed by the provisional school trustees, with the approbation of the whole people, applied to the Rev. Mr. McPherson, the local superintendent, for a portion



of the legislative grant, he was replied to (as stated to me by Mr. McKinnon,) in the following terms: "*They are ungrateful wretches, who did not accept the teacher sent to enlighten them in the bible;* and he consequently declined to afford them any aid except the benefit of a long religious controversy, occupying fully three hours.

On the whole, I consider the matter requires a serious investigation, and I therefore respectfully demand it of you. A true copy of this communication will be furnished to the parties concerned.

I have the honor, &c.

(Signed,)

THT. KIRWAN,  
Rural Dean, R. C. Pastor of  
London & Williamstown.

Rev. E. RYERSON,  
Chief Superintendent,  
Toronto.

P. S.—May I respectfully request that you will furnish me with a copy of my first letter sent you, as I have mislaid the one I had?

(Signed.)

THT. K., R. D., &c.

*No. 171. The Deputy Superintendent to the Rev. Tht. Kirwan, of London.*

The implied charges cannot be investigated until the opposite parties have been furnished with a statement of the complaint, and heard in reply.

[No. 820 G.]

EDUCATION OFFICE,

Toronto, 4th November, 1852.

SIR,

I have the honor to acknowledge the receipt of your letter of the 26th ultimo, and to state in reply that from the tenor of the printed remarks contained in the fourth page of this letter, it would clearly have been improper for this department to have entertained the complaint implied (as you state,) in your previous letter of the 16th ultimo, until it was evident that the directions therein given had been followed.\*

Until I receive an explanation from the local superintendent to whom you refer, no opinion can be expressed upon the case you submit.

\* See regulations on the subject of appeals in a note on pages 43 and 69.

I herewith enclose a copy of your communication of the 16th ultimo, as you request.

I have the honor, &c.

(Signed,)

J. GEORGE HODGINS,  
Deputy Superintendent.

The Rev. TH. KIRWAN,  
Rural Dean and R. C. Pastor,  
Townships of Williams & London, C.W.

*No. 172. The Rev. Th. Kirwan, of London, to the Chief Superintendent.*

Considers his complaint entertained, and furnishes additional charges.

[L. R. 2561, 1852.]

LONDON, C.W., 16th November, 1852.

SIR,

I have the pleasure to acknowledge your reply dated the 4th of November, together with a copy of my first letter to you, for which I beg to return you my thanks.

As it seems by your last favor of the 4th, that your department has entertained the complaint lodged by me against the conduct of the township councillors of Williams, and of the local superintendent, I feel it my duty to furnish you with some extracts of a letter written to me, bearing date the 22nd of September, 1852, by Mr. Charles McKinnon, the school teacher employed by the trustees, in order that you might understand that I have presented the case to you in its less aggravated shape, and that you may likewise be the better able to render impartial justice to the parties concerned:

“REV. FATHER,

“I have no doubt but you will be surprised to learn on receipt of this, that I have to my regret, given up teaching school here. As it is the duty of the municipal council to form new school sections, and to give instructions accordingly, I actually thought, when I commenced teaching here, that everything was legally arranged according to the requirements of the school act, until I went to see the Rev. Mr. McPherson, who is the local superintendent. He said that he was not furnished by the trustees of this school section with a legal notification describing the boundaries of said section. To this I replied, that the school trustees were not acquainted with the legal regulations of the school act, and therefore it was the duty of the township council to direct them in the proper course to be pursued; and especially as the council voluntarily imposed this duty on themselves by promising to do so. No arguments could prevail on the reverend Free Church gentleman. His quarrel with these poor Catholics was, that they were ungrateful and ignorant—because they did not accept of the teacher and preacher sent to them for the purpose of enlightening

them in a knowledge of the Bible. To this I replied, that no law authorized him or any other person to force a teacher or preacher on any school section against the consent of the school trustees and of the people in general; further, that the Catholics held the Bible as sacred as he did, and that they have one great advantage over them; that is, the infallible voice of the church of Christ, to guide them in preaching and expounding the scriptures in the spirit of unity and truth, as they ought to be; they did not interpret the scriptures according to the private interpretation of every — who could scarcely read a passage in the Bible. This led me into a warm controversy, which detained me three hours. I went away fully convinced that his reverence met with one who knew more about the fruits of Protestantism than he did himself.

“Next day I called a meeting of the school trustees and householders, at which they unanimously declared that Mr. Gray, the councillor, requested them *to build the School house*, and that they (the council) would do all they could for them. This they certainly would have done, had the people accepted of the services of the inspired teacher, whom they had sent to them for no other purpose than to *convert* them! When the people opposed their erroneous presumption, they (the councillors) immediately resolved that whereas the people did not make a legal application to the council for the dividing and formation of their school section, as required by the school act, *no provision* could be made for them this year. Here I must appeal to reason, justice, humanity and the sacred laws of christianity, and ask, with confusion and astonishment, has there been manifested, since Cromwell’s time, such injustice, hypocrisy, intolerance and ungodly ill will, in any one civilized country or place,—that these poor destitute and harmless Catholics should be compelled to pay school tax for the last three years, without having the benefit of a school for themselves, and now deprived of what they had to obtain, because they did not immediately comply with the requirements of a school act which they knew nothing about; and with which they could not, on account of the course pursued by the township councillors,—is, in my opinion, an injustice, the parallel of which cannot be found in any christian country or community. As the poor people had thus been deceived, they could not keep me any longer; but it was with difficulty I could get away; for many of them preferred to sell the only corn they had, to make up my salary. I am determined, please God, to return next year to Nova Scotia, my dear native land, where freedom, every spiritual blessing, and religious privileges abound, and where such intolerance over Catholics would not be attempted. ‘Blessed are they who suffer persecution for justice sake, for theirs is the kingdom of heaven.’

“I remain, reverend father,

“Your obedient servant,

(Signed,)

“CHARLES MCKINNON.

“Rev. T. KIRWAN, R. D.

“London.”

P.S.—I have stated in my last letter that the householders of this colony have paid school tax for the last two years and upwards. The reason I have done so is,

though the majority of the ratepayers are residents for the last three years, some few have settled on the land within the last two years. The number of Catholics of which this colony is composed, is about seven hundred, they live in one continuous settlement in the north-west part of the township of Williams; I may safely say, that the nearest school to them, which is on the old settlement, and is decidedly sectarian, for the parents of the children who attend it, without exception, belong to the Presbyterian creed, is four miles distant from the majority of the inhabitants of the new Catholic colony.

I have the honor, &c.

(Signed,)

THT. KIRWAN,  
Rural Dean, R. C. Pastor of  
London & Williams.

Rev. EGERTON RYERSON,  
Chief Superintendent,  
Toronto.

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*No. 173. The Rev. Tht. Kirwan, of London, to the Chief Superintendent.*

Requesting a decision on his complaints against the local school authorities of Williams.

[L.R., 456, 1853.]

LONDON, C. W., 4th February, 1853.

SIR,

In my first letter to you, dated 16th October, 1852, I called your attention to the conduct of the township councillors of Williams, and of the local superintendent, the Rev. Mr. McPherson, in the full expectation of obtaining immediate redress. In my subsequent letters I gave a fuller explanation of the subject of complaint, as represented to me by the teacher and the Catholic inhabitants in whose behalf I took the liberty of addressing you. I did expect that the matter would be fully investigated before this time, as it seemed to me that the true facts of the case might have been easily elicited and an impartial decision in accordance therewith given by you.

I would not be anxious to press for a final decision, but as it is a source of anxiety to the Catholic inhabitants, who are much interested in the education of their children, I feel that I would not be worthy of the trust reposed in me if I did not again solicit you to bring the matter to a final conclusion.

The Catholic inhabitants complain that the usual time for the distribution of the school funds is now passed, and as there has been no decision given as yet, that they are likely to be deprived of their just portion, to which they would have been entitled by law, were it not for the obstructive course pursued towards them by the township councillors and the local superintendent. What still more aggravates the disadvantages arising to the inhabitants from a delay in the decision, is the fact that they are unable to pay the school teacher the stipulated salary. So convinced was

the school teacher (Mr. Charles McKinnon) of it, that as soon as he discovered the obstructive course pursued by the township councillors and the local superintendent, he wrote to me, stating that "as the poor inhabitants are unable to maintain the school for want of funds, he would be obliged, though with reluctance, to give up teaching." The school would have been discontinued had not I written to him, and taken upon myself the responsibility of maintaining it by promising him an adequate remuneration for his services. I did so with the hope that no quibble would deprive the school of its just proportion of the funds to which it was entitled by the spirit and purport of the school law, if justly and impartially administered. I further relied on a speedy and equitable decision from you, to whom, as the law directs, I referred the matter.

Up to the present time the school has been continued, principally at my expense, and I trust that the above reasons will be a sufficient excuse for me to urge you to give a final decision on this much vexed and agitated question.

Expecting the favor of a reply as soon as convenient,

I have the honor, &c.

(Signed,)

THT. KIRWAN,  
Rural Dean.

Rev. E. RYERSON,  
Chief Superintendent of Education.

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*No. 174. The Chief Superintendent to the Rev. Th. Kirwan, of London.*

There is no assurance that the charges have been furnished to the parties complained of; nor are there specific facts adduced to warrant an official decision.

[No. 40, H.]

EDUCATION OFFICE,

Toronto, 15th February, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 4th instant, and to state in reply that I have no assurance that copies of any of your letters of complaint against the council and local superintendent of the township of Williams have been furnished to the parties concerned, as required by the regulations of this department, and as intimated to you in the letter of the 4th November. Nor do your letters furnish me with any facts on which it is possible to found any official decision.

You do not say when the school section to which you refer was established, or how established. You do not furnish me with any copies of the proceedings of the township council of Williams, containing the promises which you say it made and violated; nor whether the returns required by law have been made to the local

superintendent, on which alone he could act, were the section entitled to receive what you claim for it.

As far as I can gather from your letters, and from an extract in one of them, some of the township councillors encouraged the building of a *public* school-house, but not a *denominational* or separate one: nor has any council authority to levy any *assessment* for the erection of a separate school-house; such a house must be built by the denomination requiring it.

A separate school, whether Protestant or Roman Catholic, cannot be established before the 25th December of any one year, and on the written application of twelve heads of families, as required by the 19th section of the school act.

You complain that the township council did not instruct the Catholic inhabitants, to whom you refer, how to proceed in their school affairs, so that they might fulfil the requirements of the law; but surely such a duty no more devolves upon a municipal council, than it devolves upon the government or parliament to teach all parties concerned how to obey the law in order to secure its advantages.

If, according to your representation, the whole or great majority of the inhabitants in the part of the township to which you refer, are Roman Catholics, they could elect trustees, employ a teacher, and erect a school-house, according to their own wishes, under the general provisions of the school act. But if, instead of doing so, they have preferred to have their section and school organised and established as a separate one, they can only receive assistance according to the provisions of the 19th section of the school act.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Rev. TH. KIRWAN,  
Roman Catholic Priest,  
Township of Williams and London.

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*No. 175. The Rev. Th. Kirwan, of London, to the Chief Superintendent.*

Thinks himself aggrieved at not receiving a decision on his partial statement of charges; and appeals to the Governor General.

[L. R., 800, 1853.]

LONDON, C. W., 28th February, 1853.

SIR,

I have received your letter of the 15th instant, and am bound to acknowledge that its contents have not a little surprised me.

It was my impression since the receipt of your letter dated the 4th of November last, that you had taken steps to hold an investigation into the case as demanded in my letter of the 26th of October, and in which I stated that the parties concerned had been furnished with a true copy of the complaint preferred against them. Yet

after a lapse of upwards of three months you reply that you "have no assurance that copies of my letters of complaint have been furnished to the parties concerned;" and, also, that my letters do not furnish you with any "facts on which it is possible to found any official decision."

Some men are in the habit of estimating the character and veracity of others by their own personal standard; and I am, therefore, not much astonished at the insinuation you seem willing to cast upon me. But, setting aside your implied allusions as a matter to be attributed to your peculiar mode of controversy, let me for a moment refer to the statements and reasoning contained in your letter now before me. It is apparent from the wording of your reply, dated the 4th November last,\* that you were then under the impression I had complied with the tenor of the printed remarks contained on its 4th page. You stated then that you could express no opinion upon the case I submitted, until you had received an explanation from the local superintendent, thereby implying that you awaited his explanation before you could proceed further in the matter. It seems now that you have not thought it worth your while to require the local superintendent to furnish you with any explanation, or that he has failed to do so. This is the only inference I can deduce from your remarks.

Referring to the second paragraph of your present reply, where you state I did not "say when the school section to which I referred was established," &c., I have to remark that you might readily have perceived from my letter of the 26th October, that I complained of the township council for not fulfilling the duties imposed upon it by the 3rd clause of the 18th section of the school act, where it is expressly enacted that it shall be the duty of the municipality of each township in Upper Canada, "to form portions of the township where no schools have been established into school sections." Had the municipal council performed its duty I would have been right in the legal acceptance of the term *school section*, but as the council had not fulfilled the requirements of the law, the term which I thought fit to use was only meant to describe the part of the township for which I was claiming fair play and justice. The local superintendent could have acted, and did act, when the people did not require his interference, but when he would not be permitted to tamper with the faith of the children, through the agency of the teacher whom he had introduced for proselytising purposes, then he could easily find a subterfuge in the technicalities and intricacies of your school law; and you, as Chief Superintendent, seem inclined to shield him with your evasive logic. The local superintendent might possibly, by a quibble of the law, try to justify himself in refusing aid to the school; but no law in the Canadian statute book could sustain him, as a public officer, in using the language which he employed towards the unfortunate people who had been the victims of his bigoted and persecuting policy.

You endeavor to explain away the charge which I preferred against the township councillors for not fulfilling their promises and duty, by saying, "nor has any council authority to levy any assessment for the erection of a *separate* school-house." A *separate* school, let me distinctly say, was not asked. The people wanted a school

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\* See the letter on page 212.

of their own, and claim the management of it without the unjust dictation or interference of the township council or local superintendent. And because they have not allowed such dictation and interference, you can "*gather from my letters, and from an extract in one of them,*" that the school is a *denominational or separate* one. It is very unfair on your part to sustain your argument by hypothetical deductions which have no foundation in the *facts* stated for your consideration.

You go on to say,—“a separate school, whether Protestant or Roman Catholic, cannot be established before the 25th December of any one year;” although I look upon this statement as unnecessary under the circumstances of the case, I may observe that it seems to me a very strange provision in the law regulating the common school system of this section of the Province, but quite consistent with many other equally strange provisions of the same school act. According to the above quotation, there are only six days in the year set apart for establishing separate schools, and supposing Christmas day should fall on Monday, then only five can be used for that purpose. Well, I hope the legislature of the Province will see the necessity of extending the time to be used for this important purpose beyond the present illiberal bounds.

You say that I “complain that the township council did not instruct the Catholic inhabitants to whom I refer how to proceed in their school affairs, so that they might fulfil the requirements of the law.” I am not aware that I have complained of any such thing; it is a supposition on your part, as far as my letters go.\* I said in my first letter that the inhabitants neglected to petition the council to have their locality erected into a distinct and separate school section; that is, separate and distinct from the portion of the township and the school section with which it is geographically connected, but from which it extends to such a distance as to render it utterly impossible for one school to answer the whole, on account of the great distance. But when I referred to the school act, which I had not then at hand, I found that the inhabitants were not required by law to present a petition. The council had their duty to perform without any petitioning about it.

I add another extract from your reply, which fully proves the justice of the claims I advanced, and which firmly establishes the illegality and impropriety of the conduct of those against whom I appealed to you. You remark, “*if, according to your representation, the whole, or great majority, of the inhabitants in the part of the township to which I refer are Roman Catholics, they could elect trustees, employ a teacher, and erect a school-house, according to their own wishes, under the general provisions of the school act.*” This is exactly that for which they have been contending; but the bigotry and unchristian spirit of sectarianism adopted towards them, by those who have been entrusted with the local administration of the law, has prevented them from obtaining their just and constitutional rights. I appealed to you against a masked system of persecution; you try to evade the question by technicalities; I demanded an investigation; you have delayed for months, and at length attempt to impugn my veracity. I now consider that it would be unbecoming on my part to hold any further correspondence with you through your department; I

\* See letter No. 172, page 218.



will accordingly appeal to his Excellency the Governor General, to whom it seems by the 34th section of the school act, you are responsible for your official conduct. I forward herewith a copy of my letter of complaint against you, which I have forwarded to his Excellency in council;\* and, in the meantime, I wish to inform you that for the public information, I will have the correspondence inserted in the public press.

It is well the people should see some of the features of that boasted municipal system, which to an almost unlimited and intolerable extent controls the education of the children of the country, and which usurps parental duties and responsibilities, to an extent far beyond the limits which divine or natural law would seem to define.

I remain, &c.

(Signed,)

THT. KIRWAN,  
Rural Dean.

Rev. E. RYERSON,  
Chief Superintendent of Schools,  
Toronto, C. W.

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*No. 176. Rev. Tht. Kirwan to the Secretary of the Province.*

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Appeals to the Governor General against the Chief Superintendent for not deciding upon his complaints against the local authorities of Williams.

[Enclosed.]

LONDON, C. W., 28th February, 1853.

HON. SIR,

A case of great grievance occurred in the township of Williams, in the united counties of Middlesex and Elgin, during the past year, between the Roman Catholic inhabitants residing in the north-west part of said township, and the local school superintendent and township councillors of the same.

The part of the township to which I allude is peopled by Scotch emigrants who came from the Highlands within the last three years, and are under my spiritual jurisdiction. The settlement occupies six miles in extent and comprises, at least, between six and eight hundred inhabitants. They had no school till last summer, when by the encouragement of the township councillors, they erected a school house at their own expense. The then local superintendent, the Rev. Mr. McPherson, is a minister of the Presbyterian Free Church, and so were and are, I believe, all the township councillors. When the school was built, a young man, who represented himself as having been sent by the Free Church society of Toronto, to give gratuitous education to the children who might attend, presented himself as teacher. Certain of the inhabitants suspecting that a private conspiracy had been formed for proselytising purposes, consulted me on the propriety of allowing him to conduct the

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\* The next letter No. 176, [Letters received 1168, of 1853.]

school, and although I knew that nothing good could come out of Nazareth, I advised them, in consideration of their poverty and want of school convenience, to send their children to him, provided he would not attempt to interfere with their religious belief. Scarcely had he occupied the school four days, when he commenced to introduce religious exercises at variance with the religious principles of the children and parents. The first Saturday, he announced to the pupils that he would hold religious service in the school, and at which he desired them and their parents to attend. The people at once discovering that he was a preacher withdrew their children, and employed Mr. Charles McKinnon, who is a legally qualified teacher, and conducts their school to the entire satisfaction of the people.

The township councillors, who had previously promised aid, refused to do their duty when the former teacher was discarded, and the local superintendent, of course, in concert with the councillors, refused aid from the public school funds, alleging that they were "*ungrateful wretches who would not accept the teacher sent to enlighten them in the Bible.*"

On behalf of the people, I appealed for aid to the Chief Superintendent of Schools, the Rev. E. Ryerson, Toronto.

The application was unsuccessful, and I then appealed for an investigation into the matter, and had reason to believe, from the tenor of a letter dated 4th November last, that he would fully investigate the case. But to my astonishment, I find by a letter of his dated the 15th instant, that he did not think proper to give even the satisfaction of a mock investigation, after a delay of more than three months. I am, therefore, reluctantly compelled to appeal to his Excellency the Governor General in council, against the extraordinary conduct of the Rev. Egerton Ryerson, Chief Superintendent of Schools for this section of the province, and hope that his Excellency, in whose wisdom, spirit of justice and impartiality, I place the fullest confidence, will take the matter into consideration.

A copy of this complaint, I this day transmit to the Chief Superintendent aforesaid, and would most respectfully request you to call on him for a copy of the whole correspondence existing between him and me on this subject, for the better information of his Excellency, under whose notice I hope you will bring the matter at your earliest convenience.

I have the honor, &c.

(Signed,)

THT. KIRWAN,

Rural Dean.

Hon. A. N. MORIN,  
Provincial Secretary,  
Quebec.

[Endorsed.]

[L. E. 1166, 1853.]

SECRETARY'S OFFICE, 11th March, 1853.

Referred to the Chief Superintendent of Education for Upper Canada for report.

By command,

(Signed.)

E. A. MEREDITH,

Assistant Secretary.

*No. 177. The Chief Superintendent to the Secretary of the Province.*

Report on the appeal of the Reverend Tht. Kirwan to the Governor General.

[No. 285, H.]

EDUCATION OFFICE,

Toronto, 4th May, 1854.

SIR,

In reference to the letter of the Rev. Tht. Kirwan, Roman Catholic rural dean, at London, Upper Canada, addressed to you the 28th February, and transferred to me the 11th March, for my explanations as to the complaints and statements contained in that letter against me, I must apologize for the length of time which I have suffered to elapse before transmitting, for the information of his Excellency, the explanations or report required. The reasons of this delay are, that I did not return from my tour of the several counties of Upper Canada, until about a month since, and there have been so many questions and duties requiring immediate attention, and which appeared to me to be more important than the vindication of myself from the imputations contained in Mr. Kirwan's letter, that I have allowed his charge to remain unanswered until I could attend to them without prejudice to the public interests and duties of this department.

Mr. Kirwan has not furnished you with copies of his correspondence with me. Had he done so, that correspondence would have contained sufficient proof of the groundlessness of his charges and the propriety of the course which I have pursued. I herewith enclose, for the information of his Excellency, copies of that correspondence.\*

1. Before remarking on this correspondence, I may observe, that up to the present moment I have not received any communication whatever from the only parties with whom I am officially required to correspond on the subject—namely, the trustees and teacher of the school in question—that whatever letters I have addressed to Mr. Kirwan, have been from courtesy and respect for his position, and not from any right which the law gives him to interfere in a matter of this kind, or any obligations on my part to correspond with others than local school authorities and parties personally interested. The only instance of non-residents of municipalities assuming functions which belong to local school authorities in correspondence with this department, are those which are furnished by this correspondence, and that which was laid before the legislature some months since on the subject of "separate schools."† And these instances shew to what inconveniences this department has been subjected, in yielding from motives of delicacy and courtesy to correspond on school matters with parties who are wholly irresponsible in such matters, who appear to be wholly uninformed as to the provisions of the school act,

\* The preceding letters, Nos. 168 to 175, pages 209–220.

† "Correspondence between the Roman Catholic Bishop of Toronto and the Chief Superintendent of Schools, on the subject of Separate Common Schools in Upper Canada." Printed by order of the Legislative Assembly, September, 1852.

and when informed of their omissions and errors, as I informed Mr. Kirwan in my letter of the 15th February, immediately begin to assail me and attack the school law.

2. Now, had Mr. Kirwan acquainted himself with the school law, he would have known that I had no power to do a single thing that he has demanded—that the utmost I could do, in regard to his complaints, even were his allegations well founded, would be to offer friendly advice with a view of allaying differences and inducing useful co-operation. In my last letter to Mr. Kirwan, dated 15th February, 1853, I pointed out to him the kind of information necessary to enable me even to form an opinion on the subjects of his representations; but instead of supplying that information, he replies in a long, and in several respects, offensive letter, dated 28th February; and on the same day that he sends that letter to me, he sends a copy of it with copies of the preceding correspondence, to the "*Toronto Mirror*" newspaper, and another letter to you complaining of me, and at the same time assailing other parties.

3. A reference to Mr. Kirwan's complaint and statements will, I think, abundantly justify the foregoing remarks; he complains that I would not institute an investigation into his complaints against the municipal council of the township of Williams. In reply, I observe that the law nowhere provides me with means or gives me the least authority to institute the investigation demanded; that municipal councils are in no way responsible to me, and that the local superintendent (who is so unscrupulously assailed, as well as the religious denomination to which he belongs) could not act in respect to the parties referred to without the previous action of the township council. Mr. Kirwan says that in my letter to him, dated 4th November, 1852, (addressed to him by Mr. Hodgins during my absence at Quebec), I gave him to understand that I would institute an investigation into his complaint against the municipal council and local superintendent of the township of Williams; but it will be seen by referring to Mr. Hodgins' letter of that date, that nothing of the kind was intimated. All I had authority or could hope to do, was to offer suggestions and advice to each of the parties concerned, after having heard their respective statements.

4. Mr. Kirwan complains that "the Free Church Society of Toronto sent a teacher to give gratuitous education" to the children of the new settlers of whom he speaks; but surely I had no right to interfere with the operations of that society, nor even to express an opinion respecting them, however anxious Mr. Kirwan himself might be to stigmatize and repress them. It appears, according to Mr. Kirwan's own statements, that he "knew nothing good could come out of Nazareth;" yet he "advised them (the settlers in question) in consideration of their poverty and want of school convenience to send their children" to the gratuitous school of the Free Church teacher. I certainly had no more right to inquire into the nature and grounds of the Free Church Society's proceedings among the newly arrived emigrants referred to; than into those of Mr. Kirwan's advice to these same emigrants.

5. Mr. Kirwan states to you that the emigrants (speaking of them as a "colony;") on whose behalf he has appealed, have come "from the highlands of Scotland within the last *three* years;" in his letter to me of the 16th October, it will be seen that he states that these emigrants "arrived from the highlands of Scotland within the last *two* years, in a very destitute condition;" while in his letter to me dated only two weeks later, (28th October) he states that the majority of these people "had *paid the public school taxes for the last two years and more*;" and he adds, in a third letter, dated 16th November, 1852, that "although the majority of the rate-payers are residents for the last two years, *some few* have settled on the land within the last two years;" a statement which ill accords with the first one which Mr. Kirwan made to me, and the last one which he has made to you. These varying statements require no comment from me.

6. Mr. Kirwan also states to you that these inhabitants "had *no school till last summer*, when, by the encouragement of the township councillors, they erected a school-house at their own expense;" yet, on the 16th and 28th October, Mr. Kirwan prefers a complaint to me against the township council and local superintendent, for a "dereliction of duty," on the score of money which he claims for this school, which, according to his own statement, could not have been in operation over two or three months, and which must have commenced after the period at which the law required the local superintendent to make the apportionment of the school money for the year; and when it is known that a township council cannot levy and collect school money from any school section without the application to be taxed from the majority of inhabitants of that section, as expressed at a public meeting called for that purpose.

7. It will be seen by referring to Mr. Kirwan's letter of the 16th October, that he applied to me to grant aid to the settlement in question, having, as he states, been informed that I had power to apply a certain amount of aid annually from the legislative school grant, towards the support of poor schools in parts of the country partially unsettled." Within three days, 19th October, 1852, I informed him that the power which he had supposed to be vested in me, had been transferred to the county councils—referred him to the clause of the statute bearing upon the subject—expressed my regret at not being able to comply with his request, and recommended him to apply to the municipal council of his county. In Mr. Kirwan's letter, to which this was a reply, he made no formal complaints against the township council or local superintendent of Williams. He states, indeed, that the inhabitants had not even applied to be formed into a legal school section, though, as he says, "not being conversant with the requirements of the school act," and relying on the promises of councillors to do all in their power to support the school in case of their erecting a school-house. Nor did Mr. Kirwan apply to me for aid to pay the teacher for last year's services, as he demanded in subsequent letters, but concluded his first letter in the following words: "Hoping that you will take the case into consideration, and make such allowance from the legislative grant as will enable these poor people to keep their *school open during the ensuing season*." Mr. Kirwan, instead of acting upon my friendly suggestion, and applying to the only body who could aid "these

poor people" under the circumstances, changes the whole aspect and issue of the question by proceeding to prefer formal charges against the township council and local superintendent for "dereliction of duty," and to the letter (26th October, 1852,) containing these charges, Mr. Hodgins, during my absence at Quebec, addressed the note of the 4th November, and to which Mr. Kirwan makes such frequent reference. But finding nothing on which I could form an opinion or give advice in Mr. Kirwan's reply of the 16th November, and hearing nothing from any other party, I left the matter without further notice until I could visit the counties to the west—which was in January or February; but no party applied to me on the subject, nor did I hear anything more respecting it, until, on my return from the western part of my tour, I received Mr. Kirwan's letter of the 4th February, to which I replied the 15th—pointing out his omissions and how impossible it was for me to form any opinion on the question under such circumstances, and that I had no authority, under any circumstances, to do what he demanded. To his insulting reply of the 28th February, which I first read in the Toronto newspapers, I have not thought proper to return any answer.

From a review of the whole correspondence, it will, therefore, be seen,

1. That Mr. Kirwan applied to me for assistance to the school, as a poor school,—assistance which appertained to the county council, and not to me, to give.

2. That instead of applying to the county council for the assistance sought, Mr. Kirwan commences formal complaints against the municipal council and local superintendent of the township of Williams, demanding of me the exercise of powers which the law does not confer upon me.

3. That Mr. Kirwan has made a variety of charges against the councillors and local superintendent of the township of Williams, and when informed that he must, in order to receive an opinion on the matter, adduce some official proceedings of the parties of whom he complains, he furnishes not the copy of a single act of council, or councillors or local superintendent—not the application of a trustee, or even a rate-payer, to them, nor the statement of any one of them to me, but forthwith enters a complaint to His Excellency of my non-compliance with his demands.

I may remark, in conclusion, that if the school trustees or inhabitants of the settlement in question had represented their circumstances and wants to me, I should have felt it my duty to refer to their local superintendent, and council if necessary; but when, first, an application is made in their behalf as paupers, I had only to advert to the provisions of the law on that point, namely, that application must be made to the county council for assistance on that ground; and when, secondly, a complaint is made to me against the councillors and local superintendent of a township—the latter a clergyman—by a clergyman who is *not a resident* in the township, I think it would be partial and insulting on my part to call upon one clergyman to answer to the charges of another clergyman made under such circumstances, or to refer to the councillors in regard to charges made against them in such a manner, or to adopt any other course than that which I explained to Mr. Kirwan in my letter of the 15th February, 1853.

I think Mr. Kirwan would have evinced a more charitable spirit and a more discreet and intelligent zeal in behalf of the poor people for whose interests he professes so much concern, had he gone among them and advised and aided them in applying to the council to be formed into a separate school section, and to have a tax imposed upon themselves for their needful school purposes, rather than to counsel them in a course which can secure them no benefit, but must be injurious to them, and which puts it out of my power to aid them, as I should be happy to do, by advice and recommendation for special assistance.

The Rev. Mr. McPherson is not the local superintendent of schools for the township of Williams for the current year. Whether he has received copies of the letters addressed to this department against him, I do not know from himself, as he has never written me a word on the subject. If he had received copies of those letters, I suppose he has thought himself only obliged to answer to representations of parties with whom he was officially connected in the township, but did not feel himself called upon to notice the gratuitous representations of a non-resident clergyman.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Hon. A. N. MORIN, M.P.P.,  
Secretary of the Province,  
Quebec.

## School Section No. 4, Metcalfe.

(County of Middlesex.)

No. 178. *The Trustees of School Section No. 4, Metcalfe, to the Chief Superintendent.*

Effect of the establishment of a Separate School.

[L.R., 2907, 1853.]

METCALFE, Napier P. O., 24th September, 1853.

SIR,

Some of the inhabitants of this section wish to have a separate school, and have a house built for the purpose. Can their doing so have any effect on this section, as settled by the municipal council of the township?

(Signed,)

WILLIAM HENRY,  
JOHN LEWIS,  
DAVID BROWN,

Trustees School Section No. 4.

The Rev. Dr. RYERSON,  
Chief Superintendent of Schools,  
Toronto.

No. 179. *The Chief Superintendent to the Trustees of School Section  
No. 4, Metcalfe.*

Provisions of the law relating to Separate Schools.

[No. 444 G.]

EDUCATION OFFICE,

Toronto, 3rd October, 1853.

GENTLEMEN,

I have the honor to acknowledge the receipt of your letter of the 24th ultimo, and to state in reply that no separate school can be established before the 25th of December, nor without the act of the township council; nor will persons establishing a separate school be exempted from the payment of rates for the erection of a school-house commenced before the establishment of such separate school. See the 1st proviso in the 4th section of the Supplementary School Act.

I have the honor, &c.

(Signed,)

E. RYERSON.

MESSRS. WILLIAM HENRY,  
JOHN LEWIS, and  
DAVID BROWN,

Trustees School Section No. 4, Metcalfe,  
Napier.

School Sections Nos. 4 and 8, Sandwich.

(County of Essex.)

No. 180. *The Local Superintendent of Sandwich to the Chief Superintendent.*

Time at which the operations of a Separate School, and the exemption of its supporters commence.

[L. E. 3014, 1853.]

SANDWICH, 12th October, 1853.

SIR,

In school section No. 4, in the township of Sandwich, the Roman Catholic inhabitants were set off in July last as a separate school; but the trustees of the school section have since that (and after trustees had been elected and a teacher employed for the separate school) levied a tax upon the whole section, Roman Catholics as well as the rest, to pay for a school house, and for the rates in their section;



though no agreement for the school house had been entered into before the Roman Catholic school was set apart and the trustees elected therefor.

Are not the persons, being Roman Catholics who subscribed for, and those who send children to, the separate school, exempt from the rates levied by the trustees of the section for this year?

And under the 4th section of the supplementary school act, 16 Vic., cap. 185, those who subscribe seem to be required to subscribe the exact amount of what would be their school tax for the current year; do you think it necessary that the subscription should be exactly equal?

If so, how can a party know what amount to subscribe until the school section tax is actually made out, and then he will be too late—this looks like a *dilemma*.

I have been repeatedly applied to about these questions and would feel much obliged by your opinion upon them, with any suggestions that you may be kind enough to offer with respect to them.

I have the honor, &c.

(Signed,)

J. A. VERVAIS,

Local Superintendent,

Sandwich.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 181. The Chief Superintendent to the Local Superintendent of Sandwich.*

Separate School goes into operation and exemption takes effect the 25th December following the establishment of the school.

[No. 502 G.]

EDUCATION OFFICE,

Toronto, 18th October, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 12th instant, and to state in reply, that if the separate school section to which you refer was not formed or set off the 25th of last December, it cannot be so set off before the 25th of next December—as no school section can be altered, nor separate school section formed, except at that period of the year: See school act of 1850, section 19, 2nd proviso, and the 4th clause of the 18th section.

Persons supporting a separate school may subscribe as large a sum as they please in support of such school, but the sum subscribed must be *at least* equal to what they have to pay of the county tax in order to receive the legislative grant.

It can always be ascertained how much in the pound the *county* school tax for the year amounts to.

I have the honor, &c.

(Signed,)

E. RYERSON.

J. A. VERVAIS, Esq., M. D.,  
Local Superintendent of Schools,  
Township of Sandwich.

*No. 182. The Honorable John Elmsley, of Toronto, to the Chief Superintendent.*

Complaints from a Separate School in Sandwich.

[L. R. 3138, 1853.]

TORONTO, 19th October, 1853.

SIR,

The Rev. F. Point, of Sandwich, has written to his lordship, the Bishop, to inform him that the local authorities have refused to let the Catholic separate school trustees of that place have their portion of the government grant for this year; on the ground that the separate school, for which such portion is claimed, has not been in operation six months.

I have been requested by his lordship to bring the subject under your official consideration, in order that the complaint of the parties may receive redress at your hands.

If you will oblige me with your decision upon this matter, I will transmit it to the parties interested.

I have the honor, &c.

(Signed,)

J. ELMSLEY,

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

*No. 183. The Chief Superintendent to the Honorable John Elmsley, of Toronto.*

Parties requiring the interference of the department should apply directly.

[No. 551 G.]

EDUCATION OFFICE,

Toronto, 24th October, 1853.

SIR,

I have the honor to acknowledge the receipt of your letter of the 19th instant, and to state in reply, that I received a letter from Dr. Vervais, the local superinten-

dent of schools for the township of Sandwich, referring, as I suppose, to the case mentioned by you, as well as to some other questions of dispute. I answered him the 18th instant.\*

I may remark that the parties concerned should address me on the subject of their complaints, and furnish a copy of their letters to those of whom they complain, if they wish any official interference on my part in their affairs.

I have the honor, &c.

(Signed,)

E. RYERSON.

The Hon. JOHN ELMSLEY,  
(*In re* Sandwich.)  
Toronto.

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*No. 184. Certain Protestant Inhabitants of School Section No. 8, Sandwich,  
to the Chief Superintendent.*

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Non-resident supporters of a Protestant Separate School desiring exemption from public School rates.

[L. E. 4702, 1854.]

SANDWICH, 17th December, 1854.

REVEREND SIR,

I beg leave to bring before you the case of John Herdman, Robert Herdman William Radcliffe and myself, residents of the township of Sandwich, trusting that you will be pleased to take it under your consideration and direct us how to proceed in the matter.

Our case stands thus:—We the aforementioned reside in and own property in school section (I think it is No. 8,) it is almost exclusively French, and as they have not before called upon us for any purpose relating to their school, together with the fact that we are residing in a distant corner of said section, we have never troubled ourselves to know even the number of the section. We are Protestants; and as there is a separate Protestant school taught in the section adjoining us, No. 9, which is more convenient to us than the school of the section in which we reside, we have for several years sent our children to and supported the said separate school.

Our names, together with the sums subscribed, have been duly sent in the half-yearly report.

Our school has been kept open this current year, six months; we have also subscribed both time and money for the erection of a new separate school house in the section adjoining us, as the building in which the school had formerly been kept, was in too distinct a part of the section to suit the wants of the people.

We were not a little surprised therefore when called upon a few days ago by the collector for our taxes, to find that we were taxed for the support of the school in the section in which we reside.

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\* See letter No. 181, *ante*, [No. 502, G.]

We complained thereof to the township council, stating that we considered the clause in the 12th section of the supplementary school act for 1853, exempted us as separatists. As they could not arrive at a satisfactory decision, they agreed to let the case stand over until we should be able to learn your decision on the subject. We have, therefore, taken the liberty of bringing our case before you, begging that you will be pleased to take it under your consideration and soliciting the favor of an answer as soon as convenient.

If we are to support the school of the section in which we reside, and which is different to us not only in religion but even in language, we would, sir, knowing the interest that you have always taken in the cause of education, beg of you for your advice as to the best way for us to proceed to have our children educated; for as to us new settlers in the back-woods to have to support two schools would be a case of extreme hardship, and we are not enough in number to establish a separate school in the section in which we reside.

If you will be pleased therefore to give the subject your consideration, and return us an early answer, you will greatly oblige your humble servants.

(Signed,)

JAMES CLAQUE.

The Rev. E. RYERSON, D. D.,  
Chief Superintendent of Schools,  
Toronto.

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*No. 185. The Chief Superintendent to certain Protestant Inhabitants of School Section No. 8, Sandwich.*

Supporters of a Separate School cannot be exempted from Public School rates unless included in separate Section.

[No. 2557, M.]

EDUCATION OFFICE,

Toronto, 22nd December, 1854.

SIR,

I have the honor to acknowledge the receipt of your letter of the 17th instant, and to state in reply that, according to your letter, you seem to have been considered for years past as forming a part of the separate school section, the school of which you have supported. But if you have simply, as a matter of fairness, justice and usage, and not by any formal act of the township council, been considered as belonging to the separate school section, you can, of course, send your children there under the authority of the 12th section of the supplementary school act, but you cannot claim exemption from the payment of a *property school rate* in the section in which you reside.

The simplest and most effectual mode of proceeding in order to accomplish the objects you have in view, is to apply to the township council, in connection with the

trustees and others in the separate school section (to the number of twelve heads of families) to include you in one school section. According to the 19th section of the act, the council will be obliged to comply with your request; and according to the 4th section of the supplementary school act, you will be exempted from the payment of school rates, except for the support of your own separate school.

I have the honor, &c.

(Signed,)

E. RYERSON.

Mr. JAMES CLAQUE,  
School Section No. 8,  
Sandwich.

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*No. 186. Extract from the Chief Superintendent's Report for 1852.*

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On the provisions of the law relating to Separate Schools and Religious Instruction.

1. *Objections of Certain Opposers of the Separate School clauses of the Law.*—The first objections which I shall notice, relate to that feature of the school law which permits, under any circumstances, the establishment of a Protestant or Roman Catholic separate school.

On the theory involved in this provision of the law, or on the policy of introducing it in the first place, I have nothing to say. But it is my deliberate and decided opinion—greatly strengthened by the experience and observation of the last year or two—that the abolition of this provision of the school law would greatly impede the advancement of the system, and do injury to all parties concerned; and I entreat every friend to the continued and unparalleled prosperity of our school system, to abstain from all agitation and opposition against the provision of the school law for separate schools. I think it necessary, and but respectful, at the same time, to give my reason for this opinion and counsel.

1. Let it be observed, that it is only when the teacher or teachers are Roman Catholics, that a Protestant separate school can be established, and only when the teacher or teachers are Protestants, that a Roman Catholic separate school can be established. When once established each school can be continued, as long as the parties establishing it shall comply with the requirements of the law.

2. This provision for separate schools was introduced into the school law in 1841, and has been continued in each of the four school acts which have since been passed by the legislature.

3. This and all other provisions of the school law, have been considered from time to time, as unconnected with party politics or political parties. It is a singular fact, that four of the five school acts by means of which our school system has been thus far developed and sustained, were brought into the Legislature, and passed, under the auspices of four different administrations of government. Especially in

1850, when the whole school law underwent the most careful scrutiny and revision, and was placed upon its present foundation, it was agreed by the leading men of different political parties, that the interests and politics of parties should not be allowed, in any way whatever, to influence the consideration and interests of the school system. To that fact, and to the influence of the noble example thus given, upon the country at large, is our school system largely indebted for its unrivalled success. I deprecate any departure from such a course; I deprecate making this or any other provision of the school law, a political party watchword, or a "plank" in a political party "platform." The bitterest enemy of our school system could not devise a more effectual method of impairing its usefulness and impeding its progress, if not ultimately subverting it altogether, than by drawing it into the vortex of political partizanship, and engulfing it in the whirlpool of political passions and sectarian animosities.

4. It is at variance with the principles of sound legislation and government to deprive any class of persons of any rights or privileges (whether rightly or wrongly conferred in the first instance) from the possession of which no public evils or wrongs have resulted. Now no evils have resulted or are likely to result from the legal provision for separate schools. Though this provision has been in existence *twelve* years, the number of separate schools, both Protestant and Roman Catholic, never exceeded 50. According to the last official returns, (1852,) their number is only 25, of which *four* are colored, *three* are Protestant, and *eighteen* are Roman Catholic. Were they twice as numerous as they are, they would not affect the general operations and success of the school system. That system never had so strong a hold upon the public mind, and never was so prosperous, as at the present time. If the existence of the provision of the law for separate schools has not subverted, nor weakened, nor impeded the progress of the school system during twelve years of its infancy and weakness, it is absurd to suppose that that provision will endanger the system now that it has acquired strength and maturity, and is becoming interwoven with the warmest sympathies and dearest interests of the people generally.

5. The existence of this provision for separate schools, while it is practically harmless to the school system, prevents opposition and combinations which would otherwise be formed against it. Were there no such provision, how easily could the whole of one large religious persuasion be wrought up into vehement opposition to the school system; how readily would individuals and small sections of other parties of the community, unite with such an opposition upon similar grounds, but with opposite objects in view; how promptly would a large number of persons in every county, opposed upon selfish grounds, to all school rates on property, rise up under the pretexts of religious zeal against "state schoolism." In such circumstances, the school system would indeed be in danger, if not speedily overthrown. The existence of the provision for separate schools averts such opposition and renders such combinations impossible; it furnishes a safety valve for the explosion and evaporation of those feelings which would otherwise be arrayed against any national school system. The exemption of our school system from such opposition and combinations

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for its subversion and overthrow, has no doubt contributed to its more rapid growth and wider success.

6. The existence of the provision for separate schools has, in my opinion, averted and does avert, evils from other parties—parties among whom the few separate schools chiefly exist. We have only to look to other states and countries to find examples of prohibitions, by ecclesiastical authority, to the youth of a large portion of the community from attending the public schools at all, because of their alleged danger to religious faith and morals; and in consequence of such prohibitions, many thousands of youth have been seen growing up deprived of all school education;—it being maintained that it is better for our youth to grow up without ability to read or write, than to have their religious faith corrupted or endangered. From official intimations given, there is every reason to believe that such prohibitions would be made in Upper Canada, as they have, indeed, been made in several places. The result would be the growing up amongst us of many thousand youth wholly uneducated, and inveterately hostile to their fellow citizens of other religious persuasions. But with the provision in the law for the establishment of separate schools, those ecclesiastics who prohibit the youth of their flocks from attending the public schools are morally and literally compelled to see them provided with other schools; and where they neglect or fail to do the latter, they cannot honorably prohibit youth from the advantages of the former. Thus does this provision of the law afford a protection, as well as means, for securing to great numbers of youth a school education of which they would otherwise be deprived.

7. Religious minorities in school municipalities of Lower Canada, have the protection and alternative of a separate school; and those minorities (being there chiefly Protestants) attach importance to this provision. Religious minorities in Upper Canada, whether Protestant or Roman Catholic, cannot be fairly denied that relative protection or right which, under the same legislature, they enjoy in Lower Canada.

8. The most, and, in my opinion, only effectual method of causing the ultimate discontinuance and abandonment of separate schools, is to retain the existing provisions of the law on the subject.\* That provision secures all that is granted to the dissenting minority of any municipality in Lower Canada, all that can be equitably asked for by such minority in any municipality of Upper Canada. I do not think the grounds on which separate schools are established, are valid; I do not think there is any reasonable necessity for such schools; I think the law provides amply for the protection of the religious faith and morals of all classes in the public schools; I think those who establish separate schools voluntarily and needlessly place themselves and their children at a disadvantage in regard to sound education and in relation to the community at large; I think it is impossible to make, as a general rule, the separate schools as efficient and cheap as the public schools; I think no other schools can stand long in competition with the public free schools, especially in our cities, towns, and villages. But it is for the parties concerned to judge of their own interests and

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\* See the extract of the law as it existed before the passage of the Roman Catholic separate school law of 1855, in No. 1 of this correspondence.

inclinations, not me. I am persuaded, nothing but actual experiment will satisfy them; and I am equally persuaded that that experiment, the longer and more extensively it is tried, will produce only the deeper and wider conviction as to the disadvantage and inexpediency of separate schools. Experience and observation will teach the parties concerned, that their fellow citizens of other religious persuasions are not the unbelievers and dangerous characters they are represented to be; that they have more interests and feelings in common with them, than in opposition to them; that the tendencies of the age, and of all the institutions and enterprises of our country, are to coöperation and union among all classes of citizens, rather than to isolation and estrangement from each other; that there is no part of the civil and social economy in which this general coöperation and unity are more important and advantageous to all parties, than in the mental development of the whole youthful population of the country, and the diffusion of general knowledge; that as all situations of public trust and emolument in our country are directly or indirectly depending upon the elective voice of the people, every man is inflicting an injury upon his children, who seeks to isolate them from that acquaintance and intercourse and community of feeling with their fellow citizens, which, in the very nature of things, is necessary to secure general confidence and favor. These silent and natural, but powerful, influences and obvious considerations will be more decisive and effective, as to the multiplication and perpetuation of separate schools, than all the arbitrary legislation that can be invoked on the subject. The burdens and disadvantages which are voluntarily embraced and self-incurred, cannot be complained of as a grievance, and will not be long regarded as a privilege.

9. But it has been objected, that by the 4th section of the Supplementary School Act, passed in June, 1853, a new principle has been introduced in regard to separate schools, and the public system is thereby endangered. The fact of the objection is true, but the inference is false. The new principle introduced is that which places the public school system beyond the reach of danger, instead of compromising it. This new principle is included in a fourfold provision:—*First*, That no municipal authority shall be employed, or municipal tax be applied, as heretofore, in support of any separate school. *Secondly*, That whatever is raised by local rate for the support of a separate school, must be levied and collected by and from the parties of the religious persuasion establishing and sustaining it. *Thirdly*, That these parties must individually tax themselves for their school in sums equal to what they would have to pay as a tax to the school fund of their municipality; and on this condition alone, and only as long as they fulfil it, are they exempt from the payment of public school tax. *Fourthly*, That the parties supporting separate schools are not permitted, as heretofore, to interfere in the elections and affairs of the public schools. Now, every candid person must admit, that by these provisions, the public school system is placed upon a firmer and safer foundation than heretofore, while the grievance alleged by the supporters of separate schools, is effectually removed. They demanded to share, not merely in what was held to be the legal school fund—namely, the legislative school grant, and an equal sum raised by local municipal assessment,—but on all moneys raised for school purposes; and complained that they were taxed for



moneys, in the advantages of which they could not participate. The 4th section of the Supplementary School Act says, in substance, "very well, you shall not be required to pay any public school tax at all, as long as you choose to separate yourselves from the public schools; but you shall not share in any municipal assessment for school purposes; you shall not interfere in public school elections; you must tax yourselves in sums equal to those of the required public school tax, and only so long as you do so, can you be exempted from the payment of such tax." In regard to this section of the Supplementary School Act, let it therefore be understood:—*First*, That no separate school can be established or continued otherwise than on the conditions and under the circumstances specified in the 19th section of the School Act of 1850, and which section is the same as corresponding sections in the School Acts of 1846, 1843, and 1841. *Secondly*, That no part of any municipal assessment can be applied, and no municipal authority or officer can be employed, to collect rates for the support of any separate school—a great improvement in the school law as it has hitherto existed on this subject. *Thirdly*, That if any persons, whether Protestant or Roman Catholic, demand a separate school in the circumstances under which it may be allowed, they must tax themselves for its support and they must make returns of the sums they raise and the children they teach—a regulation not before required, but rendered necessary in order to make out the school assessment roll, and to determine the collector's duties, as also to know whether the children reported are of the religious persuasion of the separate school;—a regulation required half-yearly of all trustees of public schools in respect to the attendance of children at school; and upon the basis of the returns thus required, is the school fund half-yearly distributed. *Fourthly*, That separate schools are subject to the same inspections as other common schools. *Fifthly*, That all ground and semblance of complaint of injustice is taken away from the supporters of separate schools, while they can no longer employ municipal authority and municipal assessments to sustain them. *Sixthly*, That the supporters of separate schools cannot, as formerly, interfere in the public school elections, while the supporters of the public schools cannot interfere in the elections of the separate schools. If, then, separate schools have not hitherto endangered our school system, there is still less danger of there being able to do so, under the Supplementary School Act, the provisions of which put it out of the power of any opposers to shake the foundations of the system, or get up a plausible pretext of agitation against it on the plea of religion or justice. The withdrawal of a few persons here and there from the support of the public schools, will scarcely be felt by the people at large—even in a pecuniary sense—while the disadvantage will be with the separatists; and the supporters of the public schools in such localities will have the advantage of promoting the interests of general education, free from the impediments of internal discord and opposition.

10. One other allegation has been made, calculated to excite prejudice and opposition against the 4th section of the supplementary school act in regard to separate schools. It has been represented as a party concession to ecclesiastical demands and Lower Canada influence. I am able to assert, from personal knowledge, that no part of that section was dictated, or suggested, or modified by

any public man in Lower Canada. I can also affirm that it was prepared by myself, and submitted to the consideration of the government without previous consultation with any member of it on the subject;\* and I constructed it according to what I had previously stated in an official correspondence, which was approved by those who have most objected to this provision of the act.† The responsibility of others, whether ministers of the crown or private members of the legislature, was in sanctioning substantially that which was submitted to them, and in what I submitted, I yielded to no other influence than of a simple desire to give effect to the already existing legal provision for separate schools, in such a way as would leave to the supporters of such schools not the slightest reasonable pretext of complaint, and yet maintained, unimpaired and secure, the great principles and interests of the public school system. I make these remarks, not with a desire to relieve any public man from his just share of responsibility in regard to the school law, or to object to the freest expression of opinion respecting it, but to prevent it from being brought into the arena of party politics—an occurrence which I should regard as most calamitous in the progress of our school system.

Upon the several grounds, therefore, thus stated, I think the existing provisions of the law respecting separate schools should be allowed to remain in the statutes, as most promotive of the stability, success, and general interests of the school system, in the existing state of society. In the efficiency of that system I have as deep an interest and concern as any other person in Upper Canada, and am, perhaps, as favorably situated for judging as to the real impediments to its progress; and such is the suggestion I feel it my duty to offer.

2. *Objections of Certain Advocates of Separate Schools.*—I now address myself to a brief notice of objections from an opposite quarter—objections from some of the promoters of separate schools, who, not content with the existing provisions of the law, (with which, nevertheless, they had heretofore expressed themselves fully satisfied,) are demanding further modifications; and as they have intimated an intention to bring the question again before the legislature, it is proper that I should notice it, that the members of the legislature, and the public at large, may fully understand the nature and grounds of the recent and proposed movements.

1. It is alleged as a reason for the fewness of separate schools, that unreasonable obstacles are opposed to their establishment by the provisions and administration of the law. On this allegation I remark, that the time and mode of organizing a separate school section, is precisely the same as that of altering any common school

\* See the original draft of this section as prepared by the Chief Superintendent, in No. 2 of this correspondence, page 22.

† "It is possible that the legislature may accede to the demands of individuals praying, on the grounds of conscience, for unrestricted liberty of teaching; exempting them from all school taxes, with a corresponding exclusion of their children from all public schools, and leaving them perfectly free to establish their own schools at their own expense; but I am persuaded the People of Upper Canada will never suffer themselves to be taxed, nor the machinery of their government to be employed, for the building and support of denominational school houses, any more than for denominational places of worship and clergy."—*Letter of the Chief Superintendent of Schools for Upper Canada, to the Roman Catholic Bishop of Toronto, dated 13th March, 1852.*

section,\* with the single and only difference that the application of twelve resident heads of families of the religious persuasion of the separate school desired, is necessary in order to its establishment; and this application is *imperative* on the parties to whom it is addressed. The applications of persons for the alteration of a school section, and formation of a new one, may or may not be complied with, according to the pleasure of the body addressed; but an application, according to law, from twelve heads of families in a school division, for a separate school, cannot be refused; and there is no mode of procedure required for the election of the corporation for a separate school, which is not required for the election of the school corporation in every new school section in Upper Canada. The first and annual elections in both classes of sections, are conducted in the same manner, and at the same time.† There is, therefore, not the slightest foundation for the allegation referred to. The allegation that the law is administered to the disadvantage of separate schools, is as equally unfounded. In every instance, with one or two exceptions, where complaints on this subject have been made, it has appeared that the complaining parties have neglected to pay any regard to those simple and necessary provisions of the law by which school sections of all kinds are established; and then when their expectations and wishes are not realized, they ascribe the failure, not to their own irregular mode of procedure, but to the hostility of the administration of the law. The correspondence of this department will show how much pains have been taken to point out to these parties their mistakes, how they might be avoided or retrieved, and how all the advantages of the law could be secured to them. Before the least credit is given by any member of the legislature to such imputations upon the administration of the school law, let the cases on which they are based, be specified, and let the official correspondence of this department respecting them be called for; and I am persuaded every candid man will be satisfied that all such imputations are not only groundless, but the reverse of justice and truth.

2. It has also been objected to make the required statistical returns to the local municipal authorities, and a desire has been expressed to make such returns to the

\* "Provided always that each separate school shall go into operation at the same time with alterations in school sections."—*First Proviso, in 19th section of the School Act of 1850.*—"Provided secondly, that any alterations in the boundaries of a school section shall not go into effect before the Twenty-fifth day of December, next after the time when it shall have been made."—*Second Proviso in fourth clause of 18th section of School Act of 1850.*

† "The municipal council or board of school trustees shall make the same provision for the holding of the first meeting for the election of trustees of each such separate school as is provided in the 4th section of this Act for holding the first school meeting in a new school section"—*19th section, Act of 1850.* "To form portions of the township where no schools have been established, into school sections; to appoint a person in each new school section to call the first school section meeting; and to cause such person to be notified in the manner prescribed in the fourth section of this act."—*18th section, Act of 1850.* "Whenever any school section shall be formed in any township, as provided in the 18th section of this act, the clerk of the township shall communicate to the person appointed to call the first school meeting for the election of trustees, the description and number of such school section; and such person shall, within twenty days thereafter, prepare a notice in writing, describing such section, and appointing a time and place for the first school section meeting, and shall cause copies of such notice to be posted in at least three public places in such school section, at least six days before the time of holding such meeting;"—*4th section, Act of 1850.*

Chief Superintendent of Schools alone, and receive directly from him, acting under the orders of the Governor General in Council, the apportionment and payment of moneys to separate schools. This would be placing separate schools in a different position from any other schools, would virtually exempt them from all inspection, and their returns from all enquiry as to correctness; for it is impossible that the head of the department can know anything as to the fairness of such returns, or the comparative half-yearly average attendance of pupils at the public and separate schools, without going and examining the register of the schools and the modes of keeping them; nor would it be possible for him to devote the time and labor necessary to perform these duties of the local superintendents, were he even able to investigate and judge of the correctness of the returns made. Unless such returns are made to the local superintendents, the municipalities would not have the requisite data to make the exemptions authorized by law. Nothing can be fairer than the present system of making the returns of both public and separate schools; and there is no reason why the only mode of securing correct returns should not be required of the one class of schools as well as of the other. In any possible case of difference between the local parties, arising out of these returns, or any other question, there may be an appeal to the Chief Superintendent of Schools, and afterwards, if need be, to the Governor in Council.

3. It has been further objected, that the apportionment of school money to the separate schools should be made according to the number of the religious persuasion establishing them, and not, as at present, according to the number of children of such persuasion attending them, as compared with the number of children attending the public schools. This demand involves legislating for a class or religious persuasion; it annihilates individual right of choice, and places the right of every individual of a religious persuasion in regard to the public schools, and his obligations as to the separate schools, at the disposal of such persons in each municipality as may demand a separate school; whereas the law provides public schools for all upon equal terms and under equal protection, and will separate no citizen from his rights and obligations in regard to these public institutions, except by his own voluntary request and on the fulfilment on his part of certain corresponding conditions. The law has to do with individuals and individual rights, not with religious persuasions or ecclesiastical authorities.

It will be seen that each of the three foregoing objections and demands involves directly or indirectly the placing of the church above the state, and making the latter the agent, tax-assessor, and collector for the former—a policy repugnant to the principles of free government, and at utter variance with the enlightened spirit of our country and age. These demands originate from a natural desire to counteract the disadvantages necessarily attendant upon the establishment of separate schools, and to place them in a position of peculiar advantage. But as long as a part is less and weaker than the whole, so long must those who isolate themselves from public schools and establish private or denominational ones, be prepared to bear additional expenses and burden for this distinction and gratification. Another reason for these demands is, the new grounds on which separate schools are advocated. Heretofore

they were only desired to meet the peculiar circumstances or extreme cases of neighborhoods, where religious bigotry and party spirit deprived the minority of protection from injustice and oppression; but, within the last year or two, separate schools have been demanded on the ground of theory, independent of any local circumstances, and upon the ground of avowed hostility to the principles of our whole public school system; and in this spirit the passing of the 4th section of the supplementary school act was celebrated by the newspaper advocates of separate schools as a fatal blow to the public school system. When, therefore, modifications in the law are sought for with the avowed purpose of subverting and destroying the system of public schools, the question assumes a new aspect and a new importance with all those who consider it the duty of the state to provide for the education of all the youth of the state.

4. It has lately been objected that injustice is done the parties establishing separate schools by the present mode of distributing the *school library grant*, and it has been insisted that the grant should be distributed to them according to the numbers of their religious persuasion, and not to the township and school municipalities, as is now done. On this objection and demand, I have to remark,—*First*. That these libraries are not established for denominational, but for general purposes,—*Secondly*. That the utmost fairness and impartiality have been exercised in the selection of the books,—*Thirdly*. That besides my own personal endeavors to procure as large a variety as possible of the best works, adapted to general reading, emanating from Roman Catholic, as well as Protestant, authors, application was made to the Roman Catholic Bishop of Toronto, (who is also a member of the council of public instruction,) for a list of historical works, such as he would recommend; and the historical books, thus recommended, have been inserted in the official catalogue. *Fourthly*,—That I have given official notice, that the trustees of separate schools would be aided upon the same terms as trustees of the public schools in the establishment of school libraries.\* These facts have been kept from their readers by the publications which have assailed the school system and myself on this subject.

5. I think it my duty to advert here to the manner in which I have myself been treated by the advocates of separate schools above referred to. During the whole of my administration of this department, I have known neither religious sect nor political party; I have endeavored simply to serve my country. The first and only official correspondence which has partaken of a controversial character, was with the Roman Catholic Bishop of Toronto. That correspondence was called for, and printed by order of, the legislative assembly; and with a fairness characteristic of French manliness and honor, it was published entire by the principal French newspapers of Lower Canada. The effect was, I have reason to believe, a satisfactory conviction among public men generally, if not unanimously, in Lower Canada, that I had fulfilled my duties in an impartial manner. But the papers of the same religious persuasion, published in the English language, have pursued a very different course. To those journals I should make no allusion, were they not

\* See letter No. 17 of this correspondence, page 64.

acknowledged organs of certain parties, and had they not been commended by Episcopal authority, to the confidence and support of a large religious persuasion. In regard to the course pursued by those journals, I have to draw attention to two things. (1.) The invoking of Lower Canada interference in an exclusively Upper Canada question,—getting up discussions and petitions in Lower Canada, for legislation in the school matters of Upper Canada. No portion of the Canadian press is more sensitive and hostile than those journals, and the parties they represent, against any interference on the part of Upper Canadians with the religious and educational establishments of Lower Canada; and from the beginning I have avowed the same opinion, and pursued the same course,—believing, that an opposite course on the part of the inhabitants of either section of Canada, would sever the union of the two Provinces, if not produce more serious results. Yet these journals have commenced the example and advocacy of a course of proceeding which every friend of *united* Canada must deprecate, and which, if persisted in, is pregnant with disastrous consequences. (2.) These journals have not permitted their readers to see one paragraph that I had written in the official correspondence above referred to; but have systematically misrepresented the purport of it; have assailed me in terms most abusive, and still continue the demand for my removal from office. It is well known to every reader of it, that that correspondence had no reference whatever, (as represented by these journals) to the existence or non-existence of separate schools, but simply to the proportion of moneys appropriated and raised for school purposes, to which separate schools were legally and justly entitled. If, in the course of the correspondence, I remarked upon other topics, it was known to be in reply, and in vindication of the impugned principles, and character and institutions of the great majority of the people of Upper Canada. Then as to removal from office, I leave, as I always have done, to the responsible authorities of the country, the absolute disposal of an office, for appointment to which, or continuance in which I never made a request, and which I do not wish to fill any longer than I can do so to the satisfaction, and for the advantage of my country. But I have one request to prefer in regard to myself, and one in regard to the school law and system, to establish and extend which so much labor has been bestowed:

The first request is, that before even the slightest credence be given to the statements of the parties referred to, the official correspondence of the department may be called for, when it will be seen whether I am more entitled to the gratitude or abuse of such parties. The second request is, that before the existing settlement of the separate school question be allowed to be disturbed, let the complaining parties specify their charges against the present provisions and administration of the law, and the facts in support of such charges, and let a commission or committee of the legislative assembly be appointed to investigate them. I shrink from no investigation; I court every inquiry that can be made.

I should have passed over these attacks in silence, as I have done in regard to many others, were they not made by the organs of certain ecclesiastical parties, and made with the view of demanding and obtaining further provisions for separate schools, and with the avowed purpose of injuring and destroying a provincial system of universal education. Under such circumstances, I think the objects of these

parties in regard to myself and the public school system should be fully understood.\* The attacks and efforts of these parties will not, I trust, induce me to depart one iota from that course of entire impartiality towards all persuasions and parties, which I have endeavored to pursue from the commencement, and which has been repeatedly acknowledged by many distinguished members of the persuasion of my assailants; but while I do so, it is equally my duty to guard the public school system against all attempts to weaken and subvert it.

*Objections to religious instruction in the schools.*—Nothing has been elicited by the experience, observations, and discussions of another year to modify the conclusions which had been adopted as to the regulations in respect to religious instruction and exercises in the schools. I explained and remarked on these regulations at some length in my last annual report. I need add but little to what I then stated, and which will be found in this report.† In the several petty and personal criticisms which have been published on my remarks, I have read nothing to weaken their force, or that has seemed to merit notice. All theories which transfer to the day-schoolmaster, between the hours of nine o'clock in the morning and four in the afternoon, during five days of the week, the obligations and duties which the holy scriptures, the primitive ages of the christian church, and the constitutions of all religious persuasions, enjoin upon parents and clergy, must be unsound and vicious in principle, and immoral in tendency. All theories which make the state the servant and creature of the church are as all history demonstrates, degrading to the former and corrupting to the latter. All theories which leave any portion of the population without a public provision for instruction in the elements of a practical education, are at variance with the principles and ends of good government, and hostile to the rights and interests of men. All theories which compel, by human enactment, states or communities of men in respect to forms and exercises of religion, infringe the prerogative of Jehovah himself; trample upon the individual responsibility of man to his Maker; and involve the assumptions on which have been based the most politico-ecclesiastical despotisms and cruel persecutions that have cursed mankind and crimsoned the church of God.

If the right of local self-government is invested or recognized in an incorporated community, that right is as inviolable in respect to the smallest school municipality as in respect to the largest Province or State. Facilities may be provided and recommendations may be given as to the mode of exercising that right; but the adoption of such recommendations is at the discretion of the municipality itself. Penalties, in the form of pecuniary losses, or in any other form, to enforce such recommendations in exercises of religion, are an infringement of a right sacred to every man as a moral agent, as well as to every free community. This principle is so obvious, that it was recognized and acted upon in Upper Canada, long before the creation of our present municipalities and the large discretionary powers with which they are invested. The utmost that a provincial board of education thought

\* See extracts in letter No. 6, page 51.

† The next paper, No. 187.

proper to do in those days, was to make the following recommendations, after the passing of the school law of 1816:—

- “1. That the labors of the day commence with prayer.
- “2 That they conclude with reading publicly and solemnly a few verses of the New Testament, proceeding regularly through the Gospels.
- “3. That the forenoon of each Saturday be devoted to religious instruction.”

In those days there was nothing whatever in the school law on the subject of religious exercises and instruction, about which some persons talk so much now-a-days; the most intemperate and vicious characters were employed as teachers; there was no provision to give effect to the above recommendations, or even to put them in the hands of school trustees; they were scarcely known, if known at all, beyond the columns of one or two of the few newspapers that were then published; no steps whatever were taken to enforce them; and every person acquainted with the state and character of the schools of those times, knows that in not one school out of ten, if in one out of twenty, were there daily prayers and scripture reading, or religious instruction of any kind, and that where anything of the kind was practised, it was done at the option of the trustees and teacher of the school. Let any one compare the above quoted recommendations, with the existing regulations and recommendations on the subject, as given in the note to the next paper of this report, page 244, and he cannot fail to be impressed with the gross inconsistency of those who, though the architects and advocates of the former, are the assailants of the latter, as essentially defective and even irreligious! Perhaps a more remarkable example of blind partizanship could hardly be selected—an example, I believe, little approved of, or its spirit little participated in, by any considerable portion of the community.

I think, however, it is desirable, in addition to the existing regulations and recommendations, that the Council of Public Instruction should provide suitable *Forms of Prayer*, to be used in the schools as may be desired by the trustees and teachers; and I trust such forms will shortly be prepared for both the grammar and common schools. But the use of them, as well as all special religious instruction in the schools, must be at the discretion of the parents and trustees concerned. Compulsion on this subject is as impracticable as it is unreasonable and tyrannical. Every good man must desire the largest possible infusion of the principles, sentiments, and spirit of Christianity in our schools and in the entire management of the school system; and the great improvement in the schools in this, as well as in every other respect, is the best proof of the wisdom of the regulations and recommendations which have been made by the Council of Public Instruction in respect to religious exercises and instruction in the schools, and which will be found explained and vindicated at some length in the paper above referred to, under the head of “*Question of Religious Instruction, in connection with our System of Public Instruction.*”

It is worthy of remark, that although a few petitions (proposed and recommended for signature by one or two ecclesiastical dignitaries) have been presented to the legislature in favor of a denominational system of common schools, not a single member of the Legislative Assembly from Upper Canada, of any religious persuasion,



has been found to advocate such a system—an indication, the most decisive, of the strong and universal sentiments of the people on the subject.

(Signed)

E. RYERSON.

EDUCATION OFFICE,

Toronto, December 1853.

*No. 187. Question of Religious Instruction, in connection with our system of Public Instruction.*

The question of religious instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America—has agitated more than one country on the continent of Europe—has hitherto deprived England of a national system of education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain religious denominations, while the great mass of the laboring population is unreached by a ray of intellectual light, and is “perishing for lack of knowledge,” amidst the din of sectarian war about “religious education,” and under the very shadows of the cathedral and the chapel. If I have not made this question a prominent topic of remark in my annual reports, it is not because I have undervalued or overlooked its importance. In my first and preliminary *Report on a System of Public Elementary Instruction for Upper Canada*, I devoted thirty pages to the discussion of this subject (pp. 22–52), and adduced the experience and practice of the most educating countries in Europe and America respecting it. In preparing the draft of the school law, I have sought to place it where it has been placed by the authority of government, and by the consent of all parties in Ireland—as a matter of regulation by a National Board, and with the guards which all have considered essential. These regulations\* have been prepared and duly sanctioned, and placed in the hands of all school authorities; nor have I failed from time to time to press their importance upon all parties concerned. It is, however, worthy of remark, that in no instances

\* The following are the regulations on the *Constitution and Government of Schools in respect to Religious and Moral Instruction*, prescribed by the Council of Public Instruction for Upper Canada:—

“As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. Where it cannot be carried out in mixed schools to the satisfactions of both Roman Catholics and Protestants, the law provides for the establishment of separate schools. And the common school act, fourteenth section, securing individual rights as well as recognizing Christianity, provides, ‘That in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians; Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law.’

“In the section of the act thus quoted, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the government itself.

“The common school being a day and not a boarding school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

“In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following regulations and recommendations:—

“1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the

nave those parties who have thought proper to assail the school system, and myself personally, on the question of religious instruction, quoted a line from what I have professedly written on the subject, or from the regulations which I have recommended; while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

As some prominence has been given to this question during the year by individual writers, and some vague statements and notions put forth, I will offer a few remarks on it.

1. My first remark is, that the system of common school instruction should, like the legislature which has established, and the government that administers it, be non-sectarian and national. It should be considered in a provincial, rather than a denominational point of view—in reference to its bearing upon the condition and interests of the country at large—and not upon those of particular religious persuasions as distinct from public interests, or upon the interests of one religious persuasion more than upon those of another. And thus may be observed the difference between a mere sectarian and a patriot—between one who considers the institutions and legislation and government of his country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his sect above his country, and supports or opposes every public law or measure of government just as it may or may not promote the interests of his own sect irrespective of the public interests and in rivalry with those of other sects; the other views the well-being of his country as the great end to be proposed and pursued, and the sects as among the instrumentalities tributary to that end. Some, indeed, have gone to the extreme of viewing all religious persuasions as evils to be dreaded, and as far as possible proscribed; but an enlightened and patriotic spirit rather views them as holding and propagating in common the great principles of virtue and morality, which form the basis of the safety and happiness of society; and therefore as distinct agencies more or less promotive of its interests—their very rivalships tending to stimulate to greater activity, and, therefore, as a whole, more beneficial than injurious. I think a national system of public instruction should be in harmony with this national spirit.

teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the scriptures or catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school.

"2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that 'in the national schools the importance of religion is constantly impressed upon the minds of children through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians.' In each school the teacher should exert his best endeavors, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country; humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

2. I remark again, that a system of public instruction should be in harmony with the views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically or practically exclude christianity in all its forms as an essential element in the education of the country, is exceedingly small, and that more than nine-tenths of the people regard religious instruction as an essential and vital part of the education of their offspring. On this, as well as on higher grounds, I lay it down as a fundamental principle that religious instruction must form a part of the education of the youth of our country, and that that religious instruction must be given by the several religious persuasions to their youth respectively. There would be no christianity among us were it not for the religious persuasions, since they, collectively, constitute the christianity of the country, and, separately, the several agencies by which christian doctrines and worship and morals are maintained and diffused throughout the length and breadth of the land. If in the much that certain writers have said about and against "sectarian teaching," and against "sectarian bias" in the education of youth, it is meant to proscribe or ignore the religious teaching of youth by sects or religious persuasions; then is it the theory, if not the design of such writers to preclude religious truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels! But if, on the other hand, it be insisted, as it has been by some, that as each religious persuasion is the proper religious instructor of its own youth, therefore each religious persuasion should have its own elementary schools, and that thus denominational common schools should supersede our present public common schools, and the school fund be appropriated to the denominations instead of to the municipalities; I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of universal education than is the former theory to the interests of all christianity. The history of modern Europe in general, and of England in particular, teaches us that when the elementary schools were in the hands of the church, and the state performed no other office in regard to schools than that of tax-assessor and tax-gatherer to the church, the mass of the people were deplorably ignorant, and, therefore deplorably enslaved. In Upper Canada, the establishment and support of denominational schools to meet the circumstances of each religious persuasion would not only cost the people more than five-fold what they have now to pay for school purposes, but would leave the youth of minor religious persuasions, and a large portion of the poorer youth of the country, without any means of education, upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their religious faith.

3. But the establishment of denominational common schools for the purpose of denominational religious instruction itself is inexpedient. The common schools are not boarding but day schools. The children attending them reside with their own parents, and are within the charge of their own pastors; and therefore the oversight and duties of the parents and pastors of children attending the common schools are not in the least suspended or interfered with. The children attending such schools can be with the teacher only from nine o'clock in the morning until four o'clock in

the afternoon of five or six days in the week, while during his morning and night of each week day and the whole of Sunday, they are with their parents or pastors; and the mornings and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for religious studies and instruction—portions of time during which pupils are not and cannot be with the teacher, but are and must be under the oversight of their parents or pastors. And the constitution or order of discipline of each religious persuasion enjoins upon its pastors and members to teach the summary of religious faith and practice required to be taught to the children of the members of each such persuasion. I might here adduce what is enjoined on this subject by the Roman Catholic, and the several Protestant churches; but as an example of what is required, in some form or other, by the laws or rules of every religious persuasion, I will quote the 59th canon of the Church of England,—which is as follows:

“Every parson, vicar, or curate, upon every Sunday and holy day, before evening prayer, shall, for half an hour or more, examine and instruct the youth and ignorant persons in his parish, in the Ten Commandments, the Articles of the Belief, and the Lord’s Prayer; and shall diligently hear, instruct, and teach them the catechism set forth in the book of common prayer; and all fathers, mothers, masters and mistresses, shall cause their children, servants and apprentices, which have not learned the Catechism, to come to the church at the time appointed, obediently to hear, and to be ordered by the minister until they have learned the same. And if any minister neglects his duty herein, let him be sharply reprovèd upon the first complaint, and true notice thereof given to the bishop or ordinary of the place. If, after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then excommunicated, and so remain until he will be reformed. And, likewise, if any of the said fathers, mothers, masters, or mistresses, children, servants, or apprentices, shall neglect their duties, of the one sort of not causing them to come, and the other in refusing to learn, as aforesaid, let them be suspended by their ordinaries, (if they be not children,) and if they so persist by the space of a month, then let them be excommunicated.”

To require, therefore, the teacher in any common day school to teach the catechism of any religious persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each religious persuasion; and instead of providing by law for the extension of religious instruction and the promotion of christian morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the common school teacher the duties which their church enjoins upon them, and thus sanctioning immoralities in pastors and parents, which must, in a high degree, be injurious to the interests of public morals no less than to the interests of children and of the common schools. Instead of providing by law for denominational day schools for the teaching of denominational catechisms in school, it would seem more suitable to enforce by law the performance of the acknowledged disciplinary duties of pastors and members of religious persuasions by not permitting their children to enter the public schools until their parents and pastors had taught them the catechism of their own church. The theory, therefore,

of denominational day schools is as inexpedient on religious grounds as it is on the grounds of economy and educational extension. The demand to make the teacher do the canonical work of the clergymen is as impolitic as it is selfish. Economy as well as patriotism requires that the schools established for all should be open to all upon equal terms, and upon principles common to all—leaving to each religious persuasion the performance of its own recognized and appropriate duties in the teaching of its own catechism to its own children. Surely it is not the province of government to usurp the functions of the religious persuasions of the country; but it should recognize their existence, and therefore not provide for denominational teaching to the pupils in the day schools, any more than it should provide such pupils with daily food and raiment, or weekly preaching or places of worship. As the state recognizes the existence of parents and the performance of parental duties by not providing children with what should be provided by their parents—namely, clothing and food;—so should it recognize the existence of the religious persuasions and the performance of their duties by not providing for the teaching in the schools of that which each religious persuasion declares should be taught by its own ministers and the parents of its children.

4. But, it may be asked, ought not religious instruction be given in day schools, and ought not government to require this in every school? I answer, what may or ought to be done in regard to religious instruction, and what the government ought to require, are two different things. Who doubts that public worship should be attended and family duties performed? But does it therefore follow that government is to compel attendance upon the one, or the performance of the other? If our government were a despotism, and if there were no law or no liberty, civil or religious, but the absolute will of the Sovereign, then government would, of course, compel such religious and other instruction as it pleased,—as is the case under despotisms in Europe. But as our government is a constitutional and a popular government, it is to compel no farther in matters of religious instruction than it is itself the expression of the mind of the country, and than it is authorized by law to do. Therefore, in the "*General Regulations on the Constitution and Government of Schools respecting Religious Instruction*," (quoted in a note on a preceding page) it is made the duty of every teacher to inculcate those principles and duties of piety and virtue which form the basis of morality and order in a state, while parents and school teachers and school managers are left free to provide for and give such further religious instruction as they shall desire and deem expedient. If with us, as in despotic countries, the people were nothing politically or civilly but slaves and machines, commanded and moved by the will of one man, and all the local school authorities were appointed by him, then the schools might be the religious teachers of his will; but with us the people in each municipality share as largely in the management of the schools as they do in making the school law itself. They erect the school houses; they employ the teachers; they provide the greater part of the means for the support of the schools; they are the parties immediately concerned—the parents and pastors of the children taught in the schools. Who then are to be the judges of the nature and extent of the religious instruction to be given to the

pupils in the schools, these parents and pastors, or the executive government, counselled and administered by means of heads of departments, who are changed from time to time at the pleasure of the popular mind, and who are not understood to be invested with any religious authority over the children of their constituents?

5. Then, if the questions be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those countries in Europe in which denominational day schools alone are established and permitted by government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the countries of Europe or America? Nay, the very reverse is the fact. And it were not difficult to show that those denominational schools in England which were endowed in former ages, have often been the seats of oppressions, vices, and practices, that would not be tolerated in the most imperfect of the common schools in Upper Canada. And when our common schools were formerly, in regard to government control, chiefly under the management of one denomination, were the teachers and schools more elevated in their religious and moral character, than at the present time? Is not the reverse notoriously the case? And if enquiry be made into the actual amount of religious instruction given in what are professedly denominational schools, whether male or female, (and I have made the enquiry,) it will be found to consist of prayers not more frequently than in the common schools, and of reciting a portion of catechism each week—a thing which is done in many of the common schools, although the ritual of each denomination requires catechetical instruction to be given elsewhere and by other parties. So obviously unnecessary on religious grounds are separate denominational schools, that two school houses which were built under the auspices of the church of England for parish schools of that church—the one at Cobourg, by the congregation of the Archdeacon of York, and the other in connection with Trinity church, Toronto East—have, after fair trial, been converted for the time being into common school houses, under the direction of the public boards of school trustees in Toronto and Cobourg.

6. I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also what is taught at home by the parents and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the holy scriptures. In all such cases pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, nor the common school system.

7. But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour's walk of every

man's door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to temptation—most need the best counsels in religion and morals—are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth needs the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their pastor and parent. Hence what is supplied by the parent and pastor at home, ought, as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient, and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, nor for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers—evincive of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution.

It is not, however, my intention to discuss the question of recognizing and aiding denominational colleges in a system of public instruction. My object in the foregoing remarks is to shew that the objections against the establishment of a system of denominational day schools, do not form any objection to granting aid to denominational colleges as institutions of science and literature, and open to all classes of youth who may be desirous of attending them.

The more carefully the question of religious instruction, in connection with our system of common schools, is examined, the more clearly, I think, it will appear that it has been left where it properly belongs—with the local school municipalities, parents and managers of schools—the government protecting the right of each parent and child, but beyond this and beyond the principles and duties of moralities common to all classes, neither compelling nor prohibiting—recognizing the duties of pastors and parents, as well as school trustees and teachers, and considering the united labors of all as constituting the system of education for the youth of the country.

(Signed,)

E. RYERSON.

EDUCATION OFFICE,

Toronto, 27th September, 1852.

No. 188. Forms of Returns from Common and Separate Schools.

(a) COMMON SCHOOL SECTIONS.

Return of the attendance of children at the School Section No. \_\_\_\_\_ in the Township of \_\_\_\_\_, for the half-year, from the first day of \_\_\_\_\_ to the \_\_\_\_\_ day of \_\_\_\_\_ 185 .

[Number of resident children of school age in Section \_\_\_\_\_.]

		1	2	3	4	5	6	7	8	9	&c. to 31.	AVERAGE ATTENDANCE.
JANUARY.	Days of Month .....											
	No. of resident children between 5 and 16 attending School.....											
	No. of resident children of other ages attending School.....											
	No. of Non-resident children attending School.....											
FEBRUARY.	No. of resident children between 5 and 16 attending School.....											
	No. of resident children of other ages attending School .....											
	No. of non-resident children attending School.....											
MARCH.	No. of resident children between 5 and 16 attending School.....											
	No. of resident children of other ages attending School .....											
	No. of non-resident children attending School.....											
APRIL.	No. of resident children between 5 and 16 attending School.....											
	No. of resident children of other ages attending School .....											
	No. of non-resident children attending School.....											
MAY.	No. of resident children between 5 and 16 attending School.....											
	No. of resident children of other ages attending School .....											
	No. of non-resident children attending School.....											
JUNE.	No. of resident children between 5 and 16 attending School.....											
	No. of resident children of other ages attending School .....											
	No. of non-resident children attending School.....											

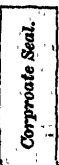
We, the undersigned Trustees and Teacher of the section above named, do hereby certify that the foregoing statement is a full, correct and true account of the attendance of children at the said School on the several days stated above.

\_\_\_\_\_ Teacher.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Trustees of School Section

No. \_\_\_\_\_



Dated this \_\_\_\_\_ day of \_\_\_\_\_ 185 .



(b) UNION SCHOOL SECTIONS.\*

Return of the attendance of Children at the School of Union Section No. \_\_\_\_\_ in the Township of \_\_\_\_\_ for the half-year, from the first day of \_\_\_\_\_ to the \_\_\_\_\_ day of \_\_\_\_\_ 185 , to the Local Superintendent.

Number of resident children of school age in Township of \_\_\_\_\_ part \_\_\_\_\_.

Number in Township of \_\_\_\_\_ part \_\_\_\_\_ Total in Section \_\_\_\_\_.

Days of Month.....	1	2	3	4	5	6	7	8	9	10	&c. to 31	Days School should have been kept open.	Total attend-ance.
JANUARY.													
No. of resident children from Township of _____	Sunday.												
No. of resident children from Township of _____													
No. of non-resident children attending School .....													
FEBRUARY.													
No. of resident children from Township of _____					Sunday.								
No. of resident children from Township of _____													
No. of non-resident children attending School .....													
MARCH.													
No. of resident children from Township of _____					Sunday.								
No. of resident children from Township of _____													
No. of non-resident children attending School .....													
APRIL.													
No. of resident children from Township of _____	Sunday.												
No. of resident children from Township of _____													
No. of non-resident children attending School .....													
MAY.													
No. of resident children from Township of _____							Sunday.						
No. of resident children from Township of _____													
No. of non-resident children attending School .....													
JUNE.													
No. of resident children from Township of _____				Sunday.									
No. of resident children from Township of _____													
No. of non-resident children attending School .....													
Total number of days in the half year, 181.											Total.....		

We, the undersigned Trustees and Teacher of the section above named, do hereby certify that the foregoing return is a full, correct and true account of the attendance of children at the said School on the several days stated above.

\_\_\_\_\_ Teacher.

\_\_\_\_\_ class Certificate.

Dated this \_\_\_\_\_ day of \_\_\_\_\_ 185 .

\_\_\_\_\_  
 \_\_\_\_\_ } Trustees of Union School  
 \_\_\_\_\_ } Section No. \_\_\_\_\_

Copies Sent to be attached here.

\* Duplicate Returns are required from Union School Sections--See the the 4th instruction.

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*General Instructions to Trustees and Teachers on the compilation of this Return.*

1. The trustees are to transmit this return, as required by the 5th section of the Supplementary School Act of 1853, signed by a majority of the corporation and the teacher, to the local superintendent, within three days after the close of the half year; and to give such explanations relative thereto as may be required by such local superintendent.

2. The teacher will enter the number of children attending the school on each day, as indicated by the figures at the top of the columns, (numbered from 1 to 31, according to the days of the month,) from his register, distinguishing the ages, and whether resident or non-resident. Where *legal or special holidays* occur, they should be so written.

3. The teacher will then sum up the daily attendances of *resident children of all ages*, and the number of days the school *should have been* kept open, so as to avoid delay, and to facilitate the duty of the local superintendent. The attendance of *non-resident children* need not be added up, as they are not to be taken into account in apportioning the school fund, except in cases where the *parents* of such children have *property* in the section, which is taxed, or liable to be taxed, for the school purposes of such section. In such cases they are to be returned as *residents*.

4. Union school sections will make a return of the full attendance of children at the school, upon the return provided for them, and transmit exact copies to each of the local superintendents concerned.

5. The term *summer*, is intended to include the two quarters, from April to June, and from July to September; and the term *winter*, the two quarters from October to December, and from January to March.

6. As it is the duty of the trustees to visit the school and see that the register is properly kept, any exaggeration of any of the items in this return, is not only a flagrant disregard of truth, but subjects the trustees or teacher, guilty of it, to a fine of five pounds, each, to be prosecuted before any justice of the peace, by any person whatever; or such trustees or teacher may be tried and punished for misdemeanor, and forfeit any share in the school fund. See 13th section of the School Act of 1850.

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*General Instructions to Local Superintendents in regard to this Return.*

1. The local superintendent, before accepting this return, will carefully check it, and, if found correct, will sign it as indicated below. All these returns should be fyled away by the local superintendent, for reference, and for handing over to his successor when he retires from office.

2. In order to determine the *mean average* attendance, according to which the school fund should be apportioned, the local superintendent will divide the half-year's aggregate attendance of resident children at each school, either by the number of days such school *should have been kept open*, or by the *total number of days in such half-year*, whichever he considers most equitable; but *only one* of either modes must be adopted for the whole year, and applied to *all* the schools of the township. This instruction, however, does not apply to townships in which *length of time, only*, is adopted as the basis of distribution.

3. The general conditions upon which the school fund is apportioned and paid, are,—(1.) That the section shall have reported for the preceding year,—(2.) That it appear from such report that a school has been kept open in such section for at least six months of such preceding year, by a legally qualified teacher, and (3.) That the semi-annual returns have been sent to the local superintendent. The *two first* conditions do not apply to *new* school sections,—that is, to sections not previously connected with any school municipality.

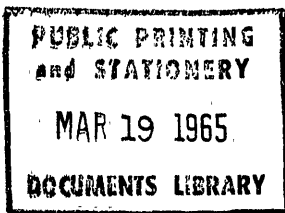
4. A section having a school open during any portion, or the whole, of one half year, and not any portion of the next, is entitled to share in only that portion (legislative school grant or municipal school assessment) of the school fund then payable;—subject, however, in all cases, to the preceding conditions. But there is no specified length of time required in any such half year to entitle a school to a share in such school fund;—all that has to be considered is—whether a school has been kept open by a qualified teacher during such half year, and whether the general conditions stated in section 3, have been satisfactorily complied with.

5. All cheques for school money due a section must be made payable to the teacher, or his order, and to no other person; nor can a cheque be given except on an order signed by a majority of the trustees of the school section concerned.

Examined by me, and found to be \_\_\_\_\_

\_\_\_\_\_  
Local Superintendent of Schools.

Received \_\_\_\_\_ day of \_\_\_\_\_ 185 .



(c) SEPARATE SCHOOLS.

Half-yearly Return of the Trustees and Teacher of the \_\_\_\_\_ Separate School No. \_\_\_\_\_ in the \_\_\_\_\_ of \_\_\_\_\_ for the Six Months from the first day of \_\_\_\_\_ to the \_\_\_\_\_ day of \_\_\_\_\_ 185 \_\_\_\_\_, to the Local Superintendent.

PERSONS of the Religious Persuasion of the above named Separate School sending Children or Subscribing to such Separate School during the Six Months now ending.				CHILDREN of the Religious Persuasion of the above named Separate School, attending the same during the Six Months now ending.	
NAMES.	RESIDENCE WHEN LAST ASSESSED.	AMOUNT SUBSCRIBED.	AMOUNT ALREADY PAID.	NAMES.	No. of Days in Attendance.

We, the undersigned Trustees and Teacher of the above named \_\_\_\_\_ Separate School, do hereby certify that the above is a full, true and correct statement of all matters contained therein.  
 Dated this \_\_\_\_\_ day of \_\_\_\_\_ 185 \_\_\_\_\_.

\_\_\_\_\_ Trustees of the  
 \_\_\_\_\_ Separate School  
 \_\_\_\_\_ Teacher.

The above Return has been examined by me, and found to be \_\_\_\_\_

Local Superintendent of Schools.

General Instructions to the School Officers concerned in regard to Separate School Returns.

1. The Trustees of the Separate School are to transmit this Return, accurately and completely filled up, as required by the 4th section of the Supplementary School Act of 1853, signed by a majority of the trustees, and the teacher, to the local superintendent, within three days after the close of the half year to which it refers.

2. The local superintendent, on receipt of this return, will immediately check it, and, if found correct, notify the clerk of the municipality in which such separate school is established, of the names of all the persons who, being members of the same religious denomination, contribute or send children to such separate school, in order that such officers may comply with the other provisions of the section of the act referred to.

3. A separate school being entitled to share in the legislative school grant *alone*, on the basis of the average attendance, as defined in the 2nd section, and in accordance with the conditions stated in the 3rd section of the instructions to local superintendent in regard to the general half-yearly returns, the local superintendent concerned will pay one-half of the amount such separate school may be entitled to receive from such grant for the whole year, at the end of the first half-year, and the remaining half (more or less) at the end of the second half-year—in each case after receiving the half-yearly returns, and on being satisfied of their accuracy.

4. All cheques for school money due a separate school must be made payable to the teacher, or his order, and to no other person; and no cheque can be given except on an order signed by a majority of the trustees of the separate school concerned.

5. Separate schools are subject to the same inspections, visits, and regulations, in regard to reports, &c., as are the public common schools.

No. 189. Table shewing the number of Protestant and Roman Catholic Separate Schools in Upper Canada.

MUNICIPALITIES.		Total.	Protestant.	Roman Catholic.	DATE OF ESTABLISHMENT.											Christian Brothers' Nuns.	Sec. p. of this Return.	OBSERVATIONS.											
COUNTY.	TOWNSHIP.				In 1841.	In 1842.	In 1843.	In 1844.	In 1845.	In 1846.	In 1847.	In 1848.	In 1849.	In 1850.	In 1851.				In 1852.	In 1853.	In 1854.	Not reported.							
Glengarry	Lochiel	1	1																										
Prescott	Hawkesbury East.	1	1																										
Carleton	Osgoode.	1	1																									160	
Leeds	Kitley	1	1																									166	
Frontenac	Kingston	2	1	1																									
Do	Wolfe Island	1	1																										
Addington	Camden East	1	1																										
Prince Edward	Hallowell	1	1																									177	
Hastings	Thurlow	1	1																										
Northumberland	Seymour	1	1																									180	
York	Etobicoke	1	1				1																						
Simcoe	Medonte	1	1																										
Haldimand	Oneida	1	1																										
Waterloo	Wellesley	2	1	1																								191	
Do	Wilnot	1	1																										
Wellington	Arthur	2	2																										193
Do	Nichol	1	1																										200
Perth	Easthope South	1	1				1																						
Huron	McKillop	1	1																										
Middlesex	Westminster	1	1																										
Do	Williams	1	1																										209
Elgin	Yarmouth	1	1																										
Essex	Maldstone	1	1																										
Do	Malden	1	1																										
Do	Sandwich	2	1	1																									227
City of Toronto.		7	7				1																					55	
Do	Hamilton	1	1																										
Do	Kingston	2	2																										78
Town of Belleville		1	1																										100
Do	Brantford	1	1																										125
Do	Brockville	1	1																										
Do	Goderich	1	1																										131
Do	Niagara	1	1																										136
Do	Perth	1	1																										138
Do	Peterborough	1	1																										139
Do	Pictou	1	1																										140
Do	Prescott	1	1																										144
Do	Amherstburgh	1	1																										147
Do	Chatham	1	1																										150
Do	Guelph	1	1																										159
Village of Preston		1	1																										
Do	Thorold	1	1																										155
Total		38	4	19	1	4	2	1	1	3	1	2	5	2	9	12	9	1	14	12									

Rpt. refused by Trustees 1853.

Discontinued 1851.

The Local Superintendent reports (1855) "Notwithstanding the time these separate schools have been in operation, I have never yet seen in them a pupil in Grammar, or in Arithmetic, as far as Simple Proportion."

The Local Superintendent reports (1855)—"This school is a complete failure, and one of the most irregularly conducted in the whole County. I witnessed nothing in it but rudeness and bad discipline."

Discontinued 1853.

Discontinued 1850.  
Discontinued 1852.

These 7 Separate Schools are established in 6 wards of the City of Toronto. In the other ward (St. George's) a corporation of Trustees exists, but it has no school to manage.

Discontinued 1852.  
Although seven Separate Schools were applied for, only two have as yet been established.

Discontinued 1863.

\* The total number of Separate Schools in Upper Canada, including those not yet opened in the City of Kingston, is 58.

Mem.—In Lower Canada there were 43 Dissident (Separate) Schools in 1851; since then they have not been separately reported by the Superintendent of Education.