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APPENDIX, No. 2,

TO THE

FOURTEENTH VOLUME.

APPENDIX TO THE FOURTEENTH VOLUME

OF THE

JOURNALS

OF THE

LEGISLATIVE ASSEMBLY

OF THE

PROVINCE OF CANADA.

From the 15th February to the 1st July, 1856, both days inclusive,
IN THE NINETEENTH AND TWENTIETH YEARS OF THE REIGN OF OUR SOVEREIGN LADY

QUEEN VICTORIA.

Being the 2nd Session of the 5th Provincial Parliament of Canada.

—
SESSION, 1856.
—

Printed by Order of the Legislative Assembly.

VOL. 14.

REPORT

OF THE

SUPERINTENDENT OF EDUCATION

FOR

LOWER CANADA,

FOR

1855.

Printed by order of the Legislative Assembly.



TORONTO:

PRINTED BY JOHN LOVELL, CORNER OF YONGE AND MELINDA STREETS.

1856.

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REPORT
ON
PUBLIC EDUCATION
IN
LOWER CANADA,
FOR
1855.

EDUCATION OFFICE,

MONTREAL, 28th February, 1856.

Honorable G. E. Cartier,
Provincial Secretary, &c., &c.,
Toronto.

SIR,—I have the honor to transmit you my Report to the three branches of the Legislature for the year one thousand eight hundred and fifty-five.

I have appended to it several statistical tables, and copies and extracts from the Reports of the School Inspectors. These last documents may, perhaps, be looked upon as too voluminous, but I trust it will be taken into consideration that it would have been very difficult indeed to have condensed them more than they are; and that the detailed information which they contain, although not very interesting to the majority of readers, yet, in the different portions respecting particular municipalities, will be so in a high degree, to those to whom they respectively relate; and the award of praise and blame, contained in these Reports, is moreover a powerful stimulant to the functionaries entrusted with the execution of the law.

It should also be observed that the Superintendent of Education for Lower Canada has no journal at his disposal, and that the publication of his own Report and those of the School Inspectors, is the only means which he has of diffusing information, and pressing his own views on the community. I am also of opinion that every teacher should receive a copy of the Report,—for which purpose I would require a thousand numbers additional.

I avail myself of this opportunity of expressing the very high opinion I have formed of the Clerks in my office, who for a comparatively small remuneration, have performed an amount of work not surpassed, if it be equalled, in any other department of the public service. I owe this acknowledgment particularly to Mr. Giard, the Secretary, who, from circumstances mentioned in my Report, had, during the first months of my appointment, frequent occasion to act as my deputy.

I have the honor to be,

Sir,

Your most obedient servant,

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

EDUCATION OFFICE,

MONTREAL, 25th February, 1856.

Honorable G. E. Cartier,
Provincial Secretary, &c., &c.

INTRODUCTION.

SIR,—In submitting to the three branches of the Legislature my first Annual Report on the state of public instruction in Lower Canada, I feel how much I stand in need of indulgence, and owe it to myself not to pass over in silence occurrences which will, I trust, obtain it.

When, on the second of July last, I accepted, after much hesitation, impressed, more than I can tell, by the responsibility attaching to it, and the difficulties which surround it, the office which I now hold, I found myself obliged to ask for a delay of a few weeks before commencing the exercise of my new functions. The painful family afflictions which had obliged me to make this request, continuing beyond that period, I was compelled to enter on the duties of my office under somewhat adverse circumstances. Being under the necessity of leaving my family at Quebec, while my presence was required at Montreal, to attend to the department, I had to make frequent journeys from one city to the other, until, on the occurrence of the calamity which had been threatening me, I left at Quebec the remains of a beloved daughter, and brought up with me the rest of my family to Montreal. So it is only during the last three months that I have been able to devote myself entirely to the duties of my office, and that time I have been obliged to employ in familiarising myself with the working of the department, and making myself, as far as possible, acquainted with the details of a system far more complicated than it ought to be, at the same time not neglecting to draw up the following remarks on the reforms which appeared to me to be requisite.

I should also add, that the greater number of the School Inspectors sent in their Reports and Tables only a few days before the 15th of January, and even at that date several of these documents were still wanting.

The present state of public instruction in Lower Canada was perfectly described by my worthy and zealous predecessor in his last Report, where he says: "The law now in force was perhaps suitable to the times in which it was passed, but now several modifications are necessary, in order to give to the system its full development, to place it in harmony with the progress since made, and to give to public instruction that high degree of utility and perfection to which every system of national education should tend."

No person, however much inclined to view things in their worst light, can fail to admit that most important results have been obtained, not only in the establishment over the whole Province of a regular system of primary instruction, but also in the progressive development of the system, made evident from year to year by the statistics published by the department.

One might be inclined not to estimate at its proper value what we have, if he were to compare it with what every one wishes to see established; but a more impartial view of the case would be to compare what has been achieved with the obstacles to be overcome and the means of surmounting them. At the time of the passing of the first law which embodied a principle of compulsion, people would have been happy to be assured that at this date that law would be everywhere carried out by the very persons whom it was designed to coerce, nor would they have been at all surprised to hear that after a few years all would not yet be perfect, in an order of things established under circumstances so difficult.

To say what constant and persevering efforts, what surpassing patience, my predecessor must have required, to succeed even in bringing into operation a law,

at the time of its passing unfortunately unpopular, would subject me to a task almost as painful as the trials which it would record. It is only astonishing that the success which crowned his efforts, (however limited it may appear to some,) did not render him, who was so much better able to estimate its proper value, incapable of discovering in his work all its inevitable defects, and omissions difficult to remedy; there is nevertheless hardly any important reform demanded to day by public opinion, which has not been proposed and even urgently called for by the former Superintendent in his Reports.

PART FIRST.—EXAMINATION OF THE PROPOSED REFORMS.

It is evident from the documents published by this department, the investigations of the Committee of the Legislative Assembly in 1852, the frequent discussions in Parliament and in the Press, that all are agreed as to the nature of the principal reforms which are required; and their general character has been clearly enunciated by my predecessor in the extract already cited.

The differences as to the urgency of these reforms, the want of funds necessary to accomplish them, and important questions of detail undecided, are the only obstacles to their immediate realisation.

The points upon which public opinion is most decided are:

1. Improvement of the body of teachers;
2. Uniformity of school books;
3. Centralization of authority, and as a consequence, better and more vigorous discipline through the whole department of public instruction.
4. The establishment, in every county or division of county, of at least one of the schools to which our Legislature has given the name of Academy, and of a Model Primary School in each municipality.

The necessity of improvement in the body of teachers is too keenly felt for it to need any demonstration from me.

The establishment of Normal Schools on some plan or other is admitted by every one to be the first and principal remedy. The amelioration of the position of the teacher is also considered as so inseparable from the improvement of the body, that many hold it to be a condition precedent to any attempt at normal instruction. It is however true, that the immediate consequence of normal instruction is an augmentation of salary in favor of the higher class of teachers which it produces. The municipalities rival each other in their efforts to obtain such teachers, and the notorious incapacity of a great part of the masters has been here so often alledged as a sufficient excuse for the smallness of their remuneration, that they could not with a good grace refuse a sufficient salary to those who should present themselves with a certificate of having gone through a special course of study.

In Upper Canada, while the average of teachers' salaries is for men £75 and for women £50, the salaries of teachers holding diplomas from the Normal Schools, and left to the competition of the municipalities, are as follows:

	Male teachers.		Female teachers.	
First class diploma,	£100	to £125	£75	to £100
Second class,	75	to 100	62 10s.	to 75
Third class,	62 10s.	to 75	50	to 62 10s.

Some of these teachers obtain in cities from £200 to £300.

In the United States, the neighbouring provinces, in fact wherever Normal Schools have been established, an increase of salary has been the immediate consequence.

In Lower Canada, there are several teachers who receive from £100 to £130.

The Professors of the College of *St. Michel*, situated about five leagues below

Quebec, have for the last two years given a course of normal instruction to such (not only of their own pupils but also of those of the Girls' Academy established in the same parish) as choose to avail themselves of it; they have already brought out seven masters, one of whom has a salary of £75, another £60, a third £55, three £50, and the last £40, and also fourteen female teachers, of whom three have £40 and the others from £25 to £30.

The Normal School established at Montreal by the Colonial Church and School Society has within the last two years given diplomas to seven male teachers, of whom two are now in receipt of salaries of £90, one £85, one £80, one £75, and two £60, five female teachers, of whom four have £50, and the other £30. From £10 to £20 of these salaries is the premium granted by the Society; the rest is paid by the parents of the scholars.

In England the Government, with a view to encourage them, grants an annual premium to teachers who have completed their studies at the Normal Schools; upon this subject some very interesting statements will be found in the Report of Mr. Bruce, one of the School Inspectors. Relying upon this precedent, Mr. Bruce suggests a scale of progressive prizes proportionate to the length of the services of each teacher, and the class of diploma obtained; Mr. Tanguay, another of the Inspectors, has also several times, in his Reports and other writings, recommended the adoption of such a measure, and also the formation of a fund to provide pensions for aged and invalid teachers, similar to that now established in Upper Canada. I consider it my duty to say that both these projects should be carried out with as little delay as possible.

And in truth it would be dangerous here to trust entirely to the natural increase of salaries. The social condition of the two sections of the province is far from being the same; Upper Canada moreover, where the system of local taxation is carried out and extended with astonishing and admirable rapidity, already raises by special assessment £118,250 for teachers' salaries. In Lower Canada we cannot hope to obtain such a result for several years to come.

It would be almost useless to think of recruiting lay teachers from amongst the students of our colleges, at least from amongst those who have completed their course with success. The liberal professions must necessarily attract the ambitious; and notwithstanding the number of those who from their *debut* are left to vegetate, the brilliant example of those who succeed will long fascinate the most of the aspirants, while the chance of obtaining some subordinate situation in case of failure will justify, in their own estimation, the risk they are running. On the other hand the ecclesiastical body, the only class of instructors who have been honored as they ought to be in this country, absorbs almost all those who from a spirit of abnegation might have been induced to devote themselves to the instruction of their fellow men.

There are, however, particularly in the District of Montreal, (and they are in general the best teachers,) a considerable number of young men who, having finished their course of studies, become schoolmasters; and, in the formation of a Normal School, it would be advisable to afford them special encouragement. But in general this class of persons adopt teaching merely as a temporary resource, while waiting for something better.

We can hope to draw pupils for the Normal Schools from amongst those students only who, without having failed in their studies, have left without completing their course, such for example as have gone on so far with success, and leave in their *Belles-Lettres* or in Rhetoric. Their number is not at all proportionate to the multiplied wants of society, there are so many chances of obtaining situations which although not very lucrative are yet better than that of a teacher; and a spirit of adventure has of late years become so prevalent that to induce a sufficient

number of these young men to become schoolmasters, they would require to be assured of proper remuneration.

Besides the progressive scale of annual prizes, and the fund for pensions to aged or infirm schoolmasters, there are several means which might and ought to be employed to improve the condition of the teacher. And even if the premium and pension should not at first be as high as might be desirable, young men who have a vocation for teaching, but not for the Church, should not on that account be discouraged, but on the contrary should take into consideration the movement in favor of elementary education, which is now so rapidly extending over the civilized world, and bear in mind that in this country that sympathy and marked respect which elsewhere are extended by all well minded persons to those who, under God, mould the hearts and the intellects of generations of men, have begun to manifest themselves and will soon produce those material benefits which may be expected from them.

Several Inspectors amongst others, Messrs. Bruce, Dorval and Tanguay, have described in the most graphic manner the fate of the teacher, as it is and as it ought to be; and the publication of their writings will, I hope, tend to dispel the sad reality, and replace it by what has hitherto been a mere utopia.

The moral means indicated by those gentlemen, such as the consideration with which influential men of each locality should treat him who is in truth a second father to their children, those means, the most powerful of all, are within the reach of every reasonable man, and require no funds, and no sacrifice except that of prejudices unknown to antiquity and which society will hereafter be unable to comprehend.

Whatever is against the teacher is against education, judiciously observes Mr. Dorval, and thereupon he takes occasion to suggest several improvements in the construction of school houses, which ought all to be built so as to make a pleasant and comfortable residence for the teacher, *a home with which he will be pleased*. He gives a lively picture of the schoolmaster in the position which he ought to occupy, growing old amidst the generations whose youth he moulded, guiding by his advice in their maturer years those whom in their childhood he led by the hand, and forming the centre of a little circle of literary amusement and intellectual and moral progress.

However well suited to captivate persons of contemplative minds and placid temperament, however noble in the eyes of philosophy and religion, such a prospect would not perhaps allure all whom it would be desirable to enlist in the ranks of teachers. The cultivation of a garden round the school house, the esteem of the neighbours and the scholars whom he has educated, would not perhaps, as a permanent destiny, have sufficient attraction for a great many well qualified young men.

It would nevertheless be, at the present time, extremely important to enlist in the army of teachers characters of energy sufficient to wrestle with the obstacles which will yet long oppose the progress of public instruction. For such spirits, ambitious by their very nature, it would be well to open a wider field, and not to restrict by too narrow limits the aspiration of youth, who naturally retain something of the adventurous character of their ancestors.

The important office of School Inspector is already in some districts filled by teachers who had already distinguished themselves in their profession, and it is but just to say that they now hold, as was to be expected, the first rank for zeal and ability. This situation, (which I hope will soon be better remunerated,) as new vacancies occur, ought to be given as of right to teachers, provided, amongst those applying, there be any qualified to discharge its duties.

The professorships of Normal Schools, as well as those of Secondary Lay Schools, which, following the example of the College of *St. Michel*, conducted by

four preceptors who have themselves served an apprenticeship while teaching Elementary Schools, will not fail to spring up soon; the different offices of the Department of Public Instruction, including that of Superintendent, ought to be so many objects to excite the ambition and emulation of the teachers. Nothing adds more to the strength of any body than a well regulated hierarchy, provided no other obstacles encumber the steps, no other barrier stop the road, than those which nature herself has imposed, those limits which she has placed on the faculties and exertions of every individual, and nothing else intervene between the aspirant in the commencement of his career, to prevent him from rising, without violence or injustice, to the highest situation. The disparity of the different situations ceases to be a subject of jealousy; every one, feeling himself a member of one great body, accepts the share which may fall to himself in the honors of the various grades to which he is allowed to aspire.

The associations and conferences justly mentioned by Inspector Bruce as having accomplished so much good in other countries, are not only means of improvement for the teacher, but also, by placing him on a more elevated stage, give him an importance which is perhaps more properly due, but is not awarded, to his more humble daily labors.

Such associations are not unknown in Lower Canada: they have sprung up spontaneously at Quebec, Montreal and L'Islet. That of Quebec in particular has shown such efficiency, that it has obtained a permanent grant on the Budget. At its meetings several teachers became conspicuous for their ability, and have since obtained situations as Professors or Inspectors, and its library now contains five hundred extremely well selected volumes.

The question of salaries, the importance of which cannot be disguised, as affecting not only the improvement of the material condition of the teacher, but also the respect which he ought to enjoy, has so engaged public attention, that it has been several times proposed to establish for the municipalities, a *minimum* of remuneration.

This is perhaps one of the points most difficult to settle. It would seem more in accordance with the general spirit of our system, to leave the initiative in the selection and remuneration of teachers to the competition of the municipalities. It moreover appears difficult to prevent a law establishing a *minimum* from being eluded. It is even to be feared that in many localities the proposed subsidies would be deducted from the ordinary salaries of the teachers to whom they might be awarded, and thus the teachers derive no advantage from them. This occurs sometimes in England, as I find in a periodical collection entitled "Papers for the Schoolmasters."

On the other hand, however, it is certain that in a great many municipalities, the establishment of a *minimum* salary would have a good effect. Although in some places the law might be eluded, yet a great many Commissioners would then give, for a good master, a salary which they would not otherwise pay; and it would besides furnish an excellent reason for opposing any excessive subdivision of municipalities. This measure ought therefore to be tried, and it is probable that, in conjunction with the progressive annual subsidies, it would in time produce the desired effect. It is unnecessary to say that each municipality must at the same time be granted authority to assess itself for more than the amount required by law, and this should be followed as soon as possible by an increase of the Government grant.

It has also been proposed to deprive the School Commissioners of the right of dismissing the teachers without permission from the Superintendent. Inspector Dorval mentions a municipality which, in order to get teachers at the lowest rate, has changed every year; and it is thought that the proposed restriction would

put a stop to such abuses. It would nevertheless be very difficult to oblige Commissioners to retain a teacher against their own wishes. Holding the power that they do, it would always be easy for them to make the place untenable. By the common law, the teacher has an action of damages, whenever he is, without just cause, discharged before the termination of his engagement. But few of them like to involve themselves in such lawsuits, and besides care is generally taken to make the engagement for a period so short that a teacher can be promptly got rid of by not renewing it. The best mode of protecting the teachers would be to fix also a *minimum* period of engagement, and to allow the Superintendent to determine, and, out of the share of the public grant allotted to the municipality, pay an indemnity to the teacher dismissed without just cause before the expiration of his term. If there be raised too strong objections against this method, then the best way is to let things take their natural course.

I cannot too often repeat, that normal instruction, well directed, will soon bring things to a proper level. The Normal Schools will contribute not only to produce teachers but also directly to improve their position. Having equal acquirements, they will be able to compete with professional men for some of the municipal offices to which salaries are attached. Vocal and instrumental music, which are taught in all well conducted Normal Schools, will enable them to add something to their income, as every parish vestry devotes a certain sum to procure music for public worship.

In France, Germany, Belgium, and in many other places, the schoolmaster is all that I have stated, and in Germany, where the schoolmaster's wife is generally a teacher also, he has an influence over the population which subsists even after the emigration of whole communities to this Continent.

To undertake to enumerate all the advantages which would result from normal instruction would be an endless task. The Reports of Inspectors Bardy, Bruce and Roney will convince any who may still doubt its necessity, and inform those who may be ignorant of the fact, that to be master of a subject is one thing, to be able to teach it, another. This point, however, is hardly controverted; what is unceasingly repeated is that so long as the position of the teacher remains unimproved, it is useless to have Normal Schools. But to me it seems that, on the one hand, to wait for an improvement in the condition of the teacher, while on the other the municipalities say that they are waiting to raise the salaries until we provide them good teachers, is to travel in a vicious circle, so much the more to be regretted that the two reforms should be carried forward *pari passu*, and by their mutual reaction each would necessarily contribute to the success of the other.

And here begin these important questions of detail, of a character so grave as to have caused, even in men best qualified to decide them, a hesitation which may be easily understood. It will not be straying from this subject to observe that the Act of 14 and 15 Victoria, cap. 97, now in force, mentions only one Normal School for the whole of Lower Canada, makes an annual appropriation of only £1050 for its support, and of £200 for the encouragement of the pupils. Both these allowances, but more especially the last, are insufficient.

The plan adopted in Upper Canada, of having only one Normal School under the immediate direction of the Superintendent of Public Instruction, has so far produced excellent results. This method has also been successfully followed in several of the adjoining Provinces and States. There are, however, other systems which so much the more merit our attention that Lower Canada is in many respects in an exceptional position.

In England, where it is true the action of the state in taking the lead in any intellectual or benevolent movement is more restricted than in any other

country, the establishment of Normal Schools was tardily thought of, and what has taken place there may perhaps account for some of the obstacles which our own Government has had to encounter.

In 1835 the House of Commons voted £10,000 for the establishment of Normal and Model Schools; and in 1839 that sum, as well as what had been subsequently voted, was, by an order in council, appropriated in equal portions to the encouragement of the schools under the control of the National Society and the Society of British and Foreign Schools.

"The Lords of the Committee recommend, says the Order in Council, that the sum of ten thousand pounds granted by Parliament in 1855 towards the erection of Normal or Model Schools, be given in equal proportions to the National Society and the British and Foreign School Society; that the remainder of the subsequent grants of the years 1837 and 1838, yet unappropriated, and any grant that may be voted in the present year, be chiefly applied in aid of subscriptions for buildings, and in particular cases for the support of schools connected with these Societies, but that the principle of apportioning the largest amount where the largest proportion is subscribed be not invariably adhered to, should applications be made from very poor and populous districts where subscriptions to a sufficient amount cannot be obtained.

"The Committee are of opinion that the most useful application of any sums voted by Parliament would consist in the employment of those monies in the establishment of a Normal School under the direction of the state, and not placed under the management of a voluntary society. The Committee, however, experience so much difficulty in reconciling conflicting views respecting the provisions which they are desirous to make in furtherance of Your Majesty's wish that the children and teachers instructed in these schools should be duly trained in the principles of the Christian religion, while the rights of conscience should be respected, that it is not in the power of the Committee to mature a plan for the accomplishment of this design without further consideration; and they therefore postpone taking any steps for the purpose until greater concurrence of opinion is found to prevail."

There is not at the present time one Normal School in England under the control of the state. That of Kneller Hall, established by the Government in 1851, at great expense, for the purpose of educating teachers for the schools called "Union Schools," which are attached to the work houses, has just been abandoned. Its want of success has by some been attributed to the repugnance felt for that particular career to which its scholars were destined.

The Government at present grants, in accordance with a plan of distribution very analogous to that recommended by the order in council, subsidies to particular societies who have opened Normal Schools in various localities. The National School Society has three, at Westminster, at Battersea and at Chelsea; the Wesleyans have one at Westminster; the Society of British and Foreign Schools has one at Southwark; the English and Colonial Society one at London, and the Established Church supports one in each diocese. The Government grants an annual premium, as I have already stated, to the teacher who has graduated at any of these various schools; and the Board of Education of the Privy Council is actively engaged in framing rules for the examination of teachers, and the questions which ought to be put to them.

To those who can not perceive the analogy between the state of affairs above described, and that existing in Lower Canada the failure of the attempt which was made here by our former Legislature may perhaps appear a stronger motive for the doubts which I consider myself bound to express as to the efficiency of a single school.

I will not here undertake to argue the question of Separate Schools. The Legislation of Lower Canada was the first to sanction the principle; and if they be still a subject of discussion to the Protestants of Upper Canada, the same thing cannot be said of this section of the Province, for there are here 42 boards of dissentient trustees, (of which 4 only are Catholic,) having 73 schools under their control. I should also add that the demands of the Protestant inhabitants for Separate Schools are every year becoming more and more numerous. In Upper Canada there are 42 Separate Catholic Schools for a population of 167,696 souls. The non-Catholic population of Lower Canada amounts to 143,395 souls.

No man of sense would wish to set himself in opposition to facts of which, however differently they may be estimated, the importance and the bearing cannot be denied. The success of public instruction should take precedence of every other consideration, and when ideas which, viewed in the most favorable light, are still only a theory of perfection, threaten to prevent the establishment of an institution, it is surely not requiring too great a sacrifice from those who are sincerely desirous of seeing it in operation, to ask them to consent to the trial of a system less perfect in their view, but which has at all events the advantage of being practicable; if it were otherwise there would be occasion to say that to insist on perfection is to be the enemy of improvement, according to the French saying: "*Le mieux est l'ennemi du bien.*"

I am, however, far from recommending that the state which here has to a much greater extent than has been done in England, taken the control of primary instruction, and has in so liberal a manner encouraged collegiate and university education, should content itself with placing at the disposal of the various sects funds sufficient to enable them to provide normal instruction. So many subdivisions would jeopardize the success of the undertaking, and the want of unity of authority would frustrate the principal object of the institution, namely the securing, at least on some points, a uniform system of teaching.

But I think that in establishing under, the active and incessant superintendence of this department, several Normal Schools, means might be found of affording to the principal sections of our population, heterogenous in language and religion, guarantees which, without the odium of a system of exclusion, would induce each individual to go to that institution which he would expect to find most suited to his own views.

Independently of the considerations already briefly stated, the geographical configuration of Lower Canada presents another objection to the establishment of a single Normal School.

It has been frequently suggested that the institutions destined for normal tuition should be situated in the midst of a rural population. The utility, as well to the children entrusted to his care as to the master himself, of the agricultural and horticultural knowledge which he might acquire, the assimilation of his tastes and habits with those of the people amongst whom he is destined to pass his life, the advantages in point of economy and morality, all these, I must admit, combine to render the project both plausible and seductive.

When nevertheless, we consider that within the immediate vicinity of the large cities, can be found all the space necessary for horticultural purposes, as well as better practical instruction than can be obtained elsewhere; that in the Primary Schools it would be impossible for the teacher to give the pupils any thorough knowledge of agriculture, and that he could do little more than recommend a few ameliorations, and assist by his advice in doing away with some pernicious practices; and by a suitable course of lectures inculcate a proper taste and respect for the noble calling of agriculturist; that any extensive reform of our agricultural system will more probably result from the successful operation of the model farms, which should be carried on in connection with the Academies or Model Schools, in each

county or division of county; we will perhaps cease to impose, as a condition essential to success, that the situation of every Normal School should be in the country.

The shortness of the normal course, the multiplicity of the subjects taught, the teaching exercises in the Model School, the frequency of the lessons occupying the whole day and a part of the evening, the innocent and instructive amusement which the pupils will derive from visiting, under the guidance of their professors, the scientific institutions, manufactories, workshops, and all the other objects so fruitful in instruction to be found in large cities, their self interest which will prescribe strict morality as a condition essential to success in their profession; strict supervision and, above all, frequent and serious religious instruction, form all together considerations which, if justly estimated, may perhaps counterbalance the very natural apprehensions which the residence of the young teachers in the towns is calculated to inspire. It is true that opportunities for dissipation will be found there for these young men as well as for others; but from the well regulated distribution and employment of their time, the temptations will be less frequent; and he who sincerely and earnestly desires to qualify himself for the serious I shall even venture to call them the religious functions of teacher, will be less exposed than seems to be apprehended. Moreover, any marked immorality, any known act of debauchery or intemperance, or even suspicious conduct or habits, must be followed by certain expulsion.

If I insist so much upon these points, it is because the central position of our cities, the much greater facilities which they afford for that species of instruction which is derived from external objects, and which as it were rises up from the centre where we stand, the vicinity of the high collegiate institutions which they contain, the prestige which they enjoy over less populous localities, seem to me advantages worthy of the most attentive consideration.

Nor should it be lost sight of that the progress of improvement in the mechanical and useful arts is much more easily followed in cities than in villages; a subject of great importance, particularly now that Lower Canada, thanks to the enfranchisement of her industry by the abolishment of the signorial tenure, may become what nature has intended, a manufacturing as well as an agricultural country.

I shall not go further into questions of detail which I am far from wishing to decide in any positive manner, and in the solution of which the Legislature may perhaps leave a considerable latitude to the Government, whose action has been hitherto trammelled by too precise legislation. I am not ignorant of the not very encouraging predictions of many persons of standing and intelligence, with respect to the establishment of Normal Schools, for which every one has his own plan, without which he sincerely believes there is no chance of success.

Whatever precautions we may take, we may possibly be disappointed in our expectations, be perhaps obliged to retrace our steps, and change our system, after an unsuccessful trial. But the worst plan to adopt, is to adopt none, and to do nothing, for fear of doing wrong. The subject has long engaged the attention of the public; the necessity of normal instruction is generally admitted, and prompt and decided action seems to me most urgently required.

It would be well to remember that in such matters much depends on their proper execution, that systems apparently the best sometimes fail in practise, and those against which the most objections are raised, if we frankly assist to develop and improve them, produce the most happy results, and that to persist by sinister predictions in discouraging the establishment of an institution the success of which mainly depends on public confidence, because it does not in its proposed arrangements embody our own ideas, or realise our own views, would be to show but little solicitude for the good of the country.

Another point not less important in the reform of the body of teachers is the improvement of the present schoolmasters. Few if any of them will abandon their schools to attend the normal course; nevertheless, as the Normal schools must depend for the greater part of their pupils on the Academies and Model Schools, some time must elapse before they can furnish any considerable number of teachers.

The associations and conferences of which I have already spoken are an excellent means of arriving at this end. It would therefore be advisable to encourage their formation in every district.

But there are also other means equally effectual which I shall now proceed to notice.

The easiest and most important would be the publication, under the direction of this department, of a journal of public instruction. The influence of such a journal would extend not only to teachers, but also to every person entrusted with the administration of the law, raise up a multitude of defenders of our system of compulsory taxation, and would contribute more than anything else to inspire our population with that active zeal without which all the efforts of the Government would always be more or less ineffectual. It would relieve the department of a vast amount of correspondence, the multiplicity of which engrosses a large share of time which might be much more usefully employed, and would spread abroad notices and instructions not easily diffused by other means. It would afford the teacher means of publicity, which is an actual necessity to the educated man of our times; and while the meetings of the associations would be his *forum*, the Journal of public instruction would be his own press, the organ of the whole body of teachers.

In France, notwithstanding the existence of the "*Journal*" and of "*La Revue de l'Instruction Publique*," and of a number of other publications of the same character, "*Le Bulletin de l'Instruction Primaire*," which, in the style of its management, approaches more nearly to the American Journals of Education, was in 1854 established under the auspices of the Minister of Public Instruction.

The important benefits obtained in other countries from similar publications, more particularly nearer home, at Nova Scotia and Upper Canada, are well known, and induced my predecessor to make the suggestion which I now repeat.

The Journal of Education for Lower Canada ought to be distributed gratuitously to all teachers, as well as to the several Boards of School Commissioners. Should it be desired to recover part of the expenses of publication, it would require not to be limited exclusively to articles on public instruction, but to be made a regular Family Journal, which, under an agreeable form and small price, would spread useful knowledge through the country, and inspire the youth with a taste for sound reading, and would be the auxiliary and the complement of the parish libraries. Almost all the magazines of this character have adopted this method, which in this country would be nearly an absolute condition of success.

The third means to be adopted for improving the present class of teachers would be to institute at the Normal Schools, during the vacation of the Primary Schools, a special course of lectures. There is nothing to prevent the present teachers, after having gone through this course, from being admitted to share according to the ability which they have displayed, their experience in teaching being taken liberally into account, in the advantages granted to the graduated students of the Normal School.

A fourth means would be to distribute to the teachers some manuals of instruction in teaching, which they would be bound to remit in good order to their successor, and which besides the library of the parish and scholars, would form a small library for the teacher. Inspector Bruce has already conceived this happy idea,

and with a generosity which does him honor, has at his own expense distributed to the teachers of his district several works, which have already effected a great deal of good.

Lastly we might try a species of encouragement which has been adopted in England. At each of his visits the Inspector subjects the pupils about to leave the school to a particular examination, and according to the proficiency which they exhibit, grants certificates of different degrees, of which he gives duplicates to the master, who receives from the Government a small reward graduated according to the class and number of his certificates. There is in France a regular distribution of medals of different classes to the teachers, male and female, who distinguish themselves in teaching, and lists of these prizes are published in all the official journals, and in all those devoted to public instruction. Such means of inspiring emulation would be as effectual in Lower Canada as they are in France, and ought not to be neglected.

The second reform required is uniformity in the school books. The Inspectors in their Reports constantly complain of the great variety of those in use. The choice of books is practically left to the teacher, and as each one has his own particular habits and predilections, a change of books generally accompanies a change of teacher, and this as we know takes place too frequently. There is nothing more likely to retard the progress of the children, and disgust the parents than the useless expense thus imposed upon them. But, what is still worse in many schools, the teachers are weak enough, or perhaps are forced by the poverty of the parents, and the parsimony of the Commissioners, to allow each child to use the grammar, the geography or the reader, which chance may have placed in his hands; I leave it to be imagined what confusion this must produce.

In Appendix G a table of the books in use in the schools is given.

It is greatly to be regretted that many of the School Corporations have neglected to furnish, or have furnished only very incomplete information on a subject of such importance. I have thought it my duty to have new blanks for reports, printed containing, amongst other improvements, a column, for this particular purpose. The Commissioners are to indicate clearly the name of the author of each book, the edition, the use made of it, that is to say whether it be used merely for reading, or whether the scholar commits it to memory or explains its contents; and also the number of schools in which each book is in use. These new blanks are to be distributed gratuitously to the Commissioners, and will I hope produce more regularity in their Reports.

Although, owing to its incompleteness, the adjoined table does not give a proper statement of the great variety of school books in use, it there appears that four different French grammars are used; but under the general name of French grammar, to my knowledge, four others are almost as widely spread, making altogether eight. It is the same thing with regard to English grammar: besides the five indicated, there are four others, making all together nine in use.

There are three French treatises on arithmetic entered in the table, besides two others which are used, making all together five. Of English, there are seven separately named besides those of the *Brothers of the Christian Schools* and those of the Irish National Schools, making nine. In French, the word Geography in the table includes, besides that of the *Brothers*, four different works which I know to be widely spread, making five. In English, besides those of the *Brothers* and the "National School Books," five are entered, making all together seven in use.

A graduated course of reading seems hardly thought of, and every book coming into hand seems to be indiscriminately used. Besides the twenty-nine French books entered under this head in the tables, I know more than ten others in use, making altogether at least thirty-nine. The table indicates twenty-eight English

readers ; there are thirteen readers which are only used in one municipality. The "*Devoir du Chrétien*," compiled by the Brothers of the Christian Schools, appears to be read in 193 municipalities ; it is the book most in use.

Two Latin books, the Psalter and the Epitome, are read in fifty-three municipalities. From those who profess the Catholic religion, the worship of their Church requires a certain knowledge of the Latin language ; and an able teacher would take advantage of that circumstance to impart to the children etymological instructions which it would otherwise be difficult to communicate.

The Old Testament is read in French in thirty-four, and in English in fourteen municipalities ; the New in French in forty-two and in English in eleven. The Bible is read in English in ten municipalities, and an abridgment entitled "*Histoire Sacrée*" is read in French in ninety-four municipalities.

The compilation and revision of a systematic series of school books adapted to the country ought to be one of the first cares of every people desirous of organizing public instruction on a solid and rational basis. There are already several well known series, and four in particular enjoy a great reputation : these are, in French, the Books of the Christian Brothers, and those of the *Abbé Gauthier* ; in English, the books of the Irish National Schools, and Parley's. The latter are very generally used in the schools of the New England States. The Books of the Christian Brothers are now published in English. The complete series of Irish National School Books, which has been adopted in Upper Canada, seems to be in use in sixty-seven municipalities of Lower Canada, and the books of the Christian Brothers in twenty-five. And both have already effected a great deal of good. In both collections the parts treating of the exact sciences, book keeping and drawing, are excellent.

The abridgment of Christian Doctrine, in the Spelling Book, and the first chapters of the "*Devoir du Chrétien*," in the Brothers' collection, are veritable master-pieces of analysis, written with a touching simplicity well calculated, to engrave in the hearts of the children truths and precepts whereof the fruits will grow with their growth.

The geography of the same collection has the rare merit of being correct with respect to the United States and Canada ; it holds a middle rank between the excellent treatise of Mr. Holmes, intended for the higher schools, and the little catechisms of geography which ought to be used in all the Elementary Schools. The geography of the Irish collection has the advantage of being, like most American geographies, illustrated with vignettes and small maps in the text.

The manuscript used in the Brothers' Schools forms a little encyclopedia of arts and trades and modern inventions, well calculated to develop the intelligence of the children in a direction conformable to the spirit of progress of our age. There is, however, something wanting in several passages of the edition of 1851.

The article on agriculture is as well written as it is wisely conceived, and ought to be read and committed to memory in all our country schools, in order to imbue the sons of our agriculturists with that high opinion, in which they are sometimes wanting, of the noble profession of their fathers.

The French grammar in the collection is, in the opinion of several teachers and Inspectors, too complicated and scientific for the Primary Schools, and some prefer to it the old grammar of Lhomond.

The orthographical dicta contain copious extracts from the best authors.

The graduated course of reading of the Irish National Books justly enjoys the highest reputation. As it also consists of selections from the best authors, it would be temerity to undertake a translation.

It is in a graduated course of reading, history and geography, that the utility of a compilation made and revised for the country is most manifest.

We might make use of a great part of the materials collected for the other compilations, and choose from amongst the plans which have been most successful. Articles, specially written for our children, on the history of Canada, the resources of this beautiful country, on the history of the ancient as well as of the new mother country, would create a truly national spirit, form the new generation, to the calm and intelligent exercise of the power conferred by representative Government, and would, at a given day, give to public opinion an irresistible and salutary impulse.

The Department of Public Instruction ought to be entrusted with this task, and for this and many other reasons, the number of its clerks ought to be increased. The books might be printed at the expense of the Government, and distributed to the municipalities as a part of their share in the grant.

As this is a work which would necessarily require some time, the Department ought to be exclusively entrusted with the choice of books for all schools subject to its control; many of those now in use might be allowed, for the mean time, or perhaps, with some modification, might form part of the national collection. It has given me great pleasure to learn that our able historian, Mr. Garneau, is preparing an abridgment of his history intended for the use of schools; and if his work answer our well founded hopes, as I have no doubt it will, we will have ready made to our hand one of the most important books of the series.

The department ought also to take charge, as is done in Upper Canada, of furnishing maps, globes, orreries, and similar articles. The poorest Elementary School ought to have at least a black board, a map of the world, and a mural map of Canada.

The third reform which I mentioned leads me to the consideration of the entire organization of this department, and of some of the defects of the present Act, which I shall review as briefly as possible.

On reading the Reports of the Schools Inspectors, for this and the preceding years, it is easily seen that almost all the obstacles arise from the improper choice of Commissioners in numerous localities.

Wherever the office of Commissioner is held by zealous and educated men, very great progress is remarked; and we can never too highly estimate the good which is done by some praise-worthy citizens holding that arduous and onerous situation.

It has been proposed, upon the very reasonable principle that the interests of education should not be entrusted to those who are themselves destitute of it, to require from these officers a literary qualification. In present circumstances it would be extremely difficult to define such a qualification, unless it were to be limited to reading and writing. It is true that these rudiments of human knowledge always presuppose a certain idea of the necessity of instruction, and would be an assurance of good will, except in a few cases where, from interested motives, persons who can read and write have shown themselves hostile to the system of forced taxation. I regret, however, to say that I do not think that we can for the present insist on even so modest a qualification; to do so in an absolute manner, leaving no discretionary power to the department, would be to run the risk of entirely stopping the operation of the law in some municipalities and in others causing great difficulties. Hereafter, when the Inspectors shall be continued for a long time to distribute certificates of proficiency to the pupils of the Schools, it will be easier, by this means and some others which already exist, not only to require from candidates for the office of School Commissioners the necessary acquirements, but also to regulate in this respect eligibility to the different civil offices.

In the mean time it would be advisable to consider the expediency of fixing

a period after which every functionary, whether provincial or municipal, should be obliged to read and write with his own hand the oath of office, before receiving his commission or certificate of appointment. There is no doubt that the prospect of such a state of things would greatly stimulate the zeal of parents for the education of their children.

There is, however, another reform which it seems to me would be easily effected, and is urgently required.

The Committee of the Legislative Assembly of 1852 has said with reason: "A Superintendent having only the right of advising is, in Lower Canada, an anomaly and an absurdity; he should have the power of enforcing whatever he advises in accordance with the law." This opinion was founded upon the answers given by several well educated men to the questions submitted by the Committee. Amongst others, Mr. Cremazie had expressed himself in the following terms: "To what is the power of the Superintendent reduced? What control has he over the method of teaching, over the ability and other qualifications of the teachers, over their course of study; in fine, over anything whatever connected with public instruction? None. He is simply a machine for receiving and distributing the monies voted for public instruction. Without any control whatever over the acts of the Commissioners, whom the law has invested with powers unprecedented, powers which acknowledge as superior to their own no authority save that of the Legislature, the Superintendent, and the Inspectors, his deputies or representatives, are left entirely powerless."

Farther on, Mr. Cremazie, who has studied the question closely, and has filled important offices under the various educational laws heretofore in force, goes on to say, that, "in order to establish and consolidate a good system of public instruction, it is *necessary, indispensably so, to confer, for some years, on its minister dictatorial powers.*"

Mr. Hubert, one of the most active and devoted Inspectors, in his Report for this year, puts the case in the following plain terms:

"The primary cause of the imperfect working of the system is the inversion of the proper order of the administrative powers of the department, too much discretionary authority allowed to the School Commissioners, too little control over them on the part of the Chief of the department, and his deputies, the School Inspectors."

All the other Inspectors express themselves to the same effect.

The fixing of a minimum of salary for masters, the obligation which would be laid on every female teacher to obtain a diploma, (for it is in a great measure the competition of female teachers without diplomas which injures the masters and favours the avarice of some municipalities,) the power which would be conferred on Inspectors, —subject to appeal to the Superintendent or to the Council of Public Instruction; —to dismiss masters, though furnished with diplomas, who should deserve expulsion for negligence or bad conduct; lastly, the choice of school books, which should be left exclusively to the department: all these important restrictions which ought to be laid on the unlimited power of the School Commissioners would form a remedy for many abuses. The law has given to those assessed the right of appeal in the case of special cotisation for the construction of school houses, the location of schools, the division of municipalities into districts, or their reunion, and for all the difficulties which might arise respecting the accounts to be rendered by the Secretary Treasurers to the Commissioners, and by them to the rate-payers; but it would be necessary to provide more efficiently for the carrying into execution the decisions of the Superintendent in all those cases, and the putting in force his orders in general.

The only efficient means actually in my hands is one which, with the appro-

val of Government, my predecessor had adopted, to retain in his possession the part of the grant accruing to the municipality which obstinately refused to conform to his injunctions, and finally to restore it to the unclaimed balance appropriated by the Legislature to other objects. In many cases, where the majority of the assessed felt the importance of education, this means must have succeeded, and without doubt it is a power with which the Superintendent ought to be armed; but there are scholastic municipalities who may make light of such a mode of compulsion, and even be very well content with it: in such cases the punishment intended for the refractory Commissioners would fall on the teachers, the children of the district, and the whole community.

It is true that the 52nd clause of 9 Vic., cap. 27, might be construed as authorizing the punishment of many faults and neglects; but we must have something more explicit, must impose heavy fines for every act of resistance to the injunctions of the department relative to what falls under its control. The action should be instituted by the Superintendent, and a sufficient sum should be every year placed at his disposal for this purpose.

As soon as there are resident judges in each county, a summary and exclusive jurisdiction in everything pertaining to school affairs should be given to them.

In spite of all the improvements which I have now suggested, it will still be difficult, not to say impossible, for the Legislature to foresee all the cases in which the action of the department might be paralysed by the ill-will of the School Commissioners.

The Superintendent or the Council of Public Instruction ought to have the power to make all necessary regulations for the internal government and the good management of schools, and to meet all the difficulties which the law has been unable to provide against. These regulations, approved by the Governor in Council, and duly promulgated, ought to have the force of law, and every infraction of them ought to be punished in the manner I have just suggested.

Besides this, it is to be hoped that the people themselves will very soon make a better choice of School Commissioners than they have done. The public lectures delivered by some of the School Inspectors in their own districts have had, in this particular, a good effect; it has been easy for them to demonstrate, by examples only too numerous, that ignorant Commissioners and schoolmasters are found in the end to be the most costly, and that an excellent education might be procured with the very sums spent in law-suits to impede its progress.

Unfortunately, however, there are but few of the Inspectors who have fulfilled this important part of their duties.

It cannot be denied that one of the most useful officers in our system is the Secretary Treasurer. For that important trust we require a man honest, intelligent and zealous, and if the office be filled by one lacking these qualifications, his failure will render the efforts of all the other officers unavailing. It is without doubt for this reason that the Legislature has raised the remuneration of the Secretary Treasurer from $2\frac{1}{2}$ to 4 per cent. on the monies received. This remuneration is still regarded, by the boards of School Commissioners, and especially by the Secretary Treasurers themselves, as insufficient. The contests which take place among them, the expedients to which they resort, give a great deal of trouble to the department, and tend to introduce, if not absolute fraud, a degree of cunning which borders on it. It would be better to raise their salaries, making them sufficient to cover any remuneration to which they would have been entitled, for drawing out the cotisation roll, for all contingent expenses, in fact, for all services whatever. The law in its origin had this intention, but the salary allowed was so slender that in a manner it justified exceptions which have opened the door to abuse.

The School Inspectors, established in virtue of the Act 14 and 15 Vic., cap

97, are in fact so many deputies to whom it has been customary to send all the complaints and all the appeals submitted to the Superintendent, which they on their part inquire into, and upon which they report. They share with him the responsibility of the direction of public instruction, and have virtually a delegation of all his powers, or, if we are to believe the Committee of the Legislative Assembly, of all his impotence.

I regret to say that numerous and serious complaints are every day made respecting the manner in which many of these officers perform their duties. They have, even till now, had an excuse sufficiently plausible, in the immense extent of their circuits, the insufficiency of their salaries, on account of the travelling expenses they must incur, and the necessity they are under to devote a great part of their time to other occupations as a means of existence.

On this point the Legislature has to choose between two opposite systems. That followed in Upper Canada is founded on the supposition that the Local Superintendents, as they are termed, fulfill the duties of their office, as do many other public officers, in a measure gratuitously. It is rather an indemnification than a salary that they receive. In 1854 their number amounted to 270. Their circuits, though varying much in extent, are generally small. They are appointed, and the limits of the circuits they have to inspect marked out by the Municipal Council of each county; some of those circuits do not extend beyond a village or a township, while others may include a whole county. In France, on the other hand, the Inspectors, who form part of the staff of the *Université* have large districts under their care; they are allowed proportionate salaries, and are obliged to devote the whole of their time exclusively to the task. This latter system seems to me to suit best the social condition of Lower Canada, and the actual state of tuition.

It would be difficult, in order to remunerate more amply the School Inspectors, to extend their circuits, and diminish their numbers. It is necessary rather to divide some districts which are immense. Those of Mr. Tanguay and of Mr. Beland cover a vast extent of territory, and would form on the map of Europe principalities of no mean importance. There are some which, though they appear less extended or more thinly peopled, yet could not, on account of their geographical configuration and of their isolation, be united to others. There are, however, some districts which might with advantage be dismembered, and perhaps we may thus find means to carry out in part the proposed reform.

The table marked H, in the Appendix, will give to all those who are even slightly acquainted with the topography of Lower Canada, a correct idea of the position of the Inspectors. I ought to add that the four visits and reports which the law demanded every year, have been by my predecessor reduced to two, with the approbation of the Executive, who, on my suggestion, have likewise extended to School Inspectors the 25 per cent. augmentation of salary which the Legislature had allowed to be given to some public servants. Whatever decision we may come to with regard to an ulterior augmentation of the salaries of Inspectors, there are several amongst them who will have to choose frankly between the punctual fulfilment of their duties and the relinquishment of an employment which may to them seem too burdensome.

In their relations with the Commissioners, the Inspectors have often to encounter a great deal of ill-will, and serious inconveniences result from the former evading meeting with them in their visits. This is another point of discipline which the department ought to have the power of regulating.

Among the measures which might be adopted to augment the good effects of my visits and those of my deputies, there is one which it seemed to me I ought to recommend, and which has met the immediate approbation of the Government. I have obtained permission to distribute, myself, and to give for distribution to the Inspectors, instructive books as a reward to the scholars who

should merit them by their assiduity, their good conduct and their success in any particular branch. This will be an excellent means of stimulating the development of those studies which seem to be neglected. I have for this object obtained from Government the 200 remaining copies of the Essays on Canada, published by the Committee of the Universal Exhibition, and 400 copies of a treatise on Flemish Agriculture which the Minister of Agriculture has just got re-printed. With a sum which has been placed at my disposal I have been able to purchase a part of the Conversations on Agriculture published by Mr. Ossaye, under the title of "*Veillées Canadiennes*," and I have been enabled to make choice of the most instructive books for the use of youth, published in France and in England.

I hope to be able by spring to send to each of the Inspectors a case of assorted books, appropriate to the wants of his district, with precise instructions as to the manner of their distribution. Several advantages will result from this measure : it will provide an excellent substitute for the too numerous holidays, the only favors which the visitors had it in their power to accord ; excellent books will be put into circulation, to the great advantage not only of the children, but of their parents also ; the visits and advice of the Inspectors will be agreeably impressed on the memories of the children, and it will also make up for the deficiencies of the public distribution of prizes, which, in consequence of the excessive desire of teachers and Commissioners to please the parents, considered with respect to the merit of the works presented, or as a means of exciting emulation, have dwindled almost to insignificance.

With regard to the Inspectors themselves, the want of books and journals treating specially of public instruction had been keenly felt ; but the Government, with a liberality and enlightened benevolence which, in this as well as the former instance I feel great pleasure in recording, has permitted me to appropriate a certain sum, out of the amount allowed for the contingent expenses of the office, for the purpose of forming a library for the department. I have already succeeded in collecting about one hundred volumes, of which I stood myself in the greatest need. I expect more this spring, and with my next circular I trust I shall be able to enclose to the Inspectors a list of works, which they as well as all other friends of education shall be welcome to consult.

The fourth reform required is the establishment of an Academy in each county or division of county, and of a Model School in each municipality.

With regard to the first object, by means of the annual votes of the Legislature, of which I shall have to speak in another part of this Report, it is already nearly attained.

I must insist more strongly on the establishment of a Model, or, if we choose to call it so, of a Superior Primary School in each municipality. This is a matter not merely of improvement, but of absolute necessity; it is simply saying that there must be one really good school in each parish or township, and that is surely not more than is required.

This is another of those measures which ought to be withdrawn from the too slow action of the Commissioners, and confided to the department. The present law permits each municipality to put aside £20 for that purpose ; but the Commissioners, far from seeking to avail themselves of that clause, sometimes, in consequence of the jealousy of the other school districts, even go so far as to deny the name to Model Schools really existing. Here again, the Superintendent and his deputies can interfere only by advice, a position which the Committee of 1852, with reason, calls an anomaly and an absurdity. A sum, variable in proportion to its wants and resources, ought to be deducted by the Superintendent for a Model School from the share of each municipality in the grant; this would

moreover be a certain means of repressing the inclination of the Commissioners to subdivide their parishes into too many districts, and of ensuring sufficient salaries to a great number of masters.

There is in the present law an anomaly which I have already noted: it is this, that the municipalities are not allowed to tax themselves for any amount beyond a sum equal to their share in the grant. There was, it is true, a time when the legislator had to make that the limit of his greatest hopes. I am happy to say that several Commissioners have complained of this restriction, which, I have no doubt, will be abrogated without delay.

If we reflect that the assessment is based upon the grant, that the monthly remuneration amounts to a sum not much larger than each of these two sources of income, we may see how small are the means at the disposal of some of the municipalities.

Thus, on consulting the Appendix D, it will be seen that ninety-two municipalities do not receive more than £25 a year from the Government. It may be affirmed that with the cotisation and monthly fees, supposing that both be entirely collected, which rarely happens, these municipalities have annually not more than £75 at their disposal. Can such a sum, I ask, suffice to maintain for a whole year from three to four and sometimes even eight or nine schools? Is it not true that it would hardly be sufficient to pay the salary of one good teacher?

Nineteen municipalities receive only £12 10s. each, and some others not much more than half that amount. The rule which apportiones everything to the population may, like any other, if it be absolutely inflexible, under a deceitful appearance of equality, cause very great injustice. The Education Office of the Privy Council, as shown in the Report from which I have already cited, had felt the necessity of providing a remedy for similar evils.

There are some poor and isolated municipalities which the law, on their producing a certificate of poverty, and showing that they have done all in their power to put the Act into operation, has permitted to draw their share of the grant without having assessed themselves for the whole amount required by the statute. This indulgence is founded on the principle which exempts the indigent from all taxation, and gives their children gratuitous admission to the schools, on the maxim, so truly Christian, that the state owes to the children of the poor the education necessary to fit them for honest citizens, a maxim no less utilitarian, in as much as it saves from the cost of repressing crime more than it spends in works of charity. But what is the utility of offering to a municipality, unable to double it, a sum of from £6 to £8 per annum?

The Superintendent ought therefore to have the power of making special allowances to municipalities whose share of the grant, based on their population, would be too small to be useful; and an additional sum should be put at his disposal for this purpose. It would be equally important that he should also have the power of imposing special assessments for the liquidation of lawful debts contracted by the Boards of Commissioners, and which their ordinary annual revenues would not allow them to discharge without closing, or at least seriously impairing, their schools. When these debts, as often happens, have been contracted by a municipality which has subsequently been divided into several, or whose limits have been changed, it should be equally in his power to apportion equitably between the different corporations liable for the debt, the amount to be paid.

PART SECOND.—REMARKS ON THE STATISTICS OF 1855.

Having considered the principal reforms to be effected, I must now make some remarks on the statistical tables which accompany this Report, in so far as they establish the progress made during the past year.

If we reflect on the penury which, in consequence of the depression of trade, has been felt over the whole of this part of the Province, we will not be surprised to find that in some respects the progress made is not so great as it was the year before. I have even heard with pain that, in a few localities, the new Municipal Bill has been made the occasion of a renewed opposition to the school taxes. Inspector Hume mentions the existence of this disposition, not only among the inhabitants of French origin in his district, but even in a stronger degree amongst those of British birth or origin.

Public opinion, without distinction of party or origin, would, I am certain, heartily approve of the energetic means of repressing such opposition, which the Government would be obliged to adopt, should it break out into lawless violence.

The amount of progress made during the three last years in the number of all sorts of Educational Institutions, in the number of the scholars of all these Institutions united, and in the sums levied from the tax payers for the Common Schools, may be thus stated :

	1853	1854	1855	Increase over 1854.	Increase over 1853.
*Institutions,.....	2352	2795	2869	74	517
*Pupils,.....	108284	119737	126677	6940	18393
Contributions,.....	£41462	£59508	£62284	£2776	£20822

A similar statement for Upper Canada, during the same period, shows a progress numerically almost double; but the difference in the annual progress is not so great against Lower Canada, which, on the other hand, has the advantage with respect to higher and secondary education: there is nothing humiliating in the comparison I have made; it is always well to examine our position coolly, and endeavour rather to overcome than to disguise its difficulties, and to look the evil in the face in order to know and combat it.

The advantages which Upper Canada enjoys in comparison with us may be stated as follows :

	1853	1854	1855	Increase over 1854.	Increase over 1853.
Institutions,.....	3391	3515	3600	85	209
Pupils,.....	203986	217356	228000	10644	24014
Contributions,.....	£139178	£166486	£180000	£13514	£40822

The following table gives in detail the progress made in Lower Canada, and shows that it is greater in the middle and superior classes of education. The number of Academies, of the higher class of Girls Schools, of the Convents devoted to teaching and of their pupils, has more than quadrupled; that of Colleges and their students has increased by one half. The number of Model Schools and their pupils (perhaps the most important point of all) has more than doubled. It is to the suppression of several school districts, for the purpose of establishing better schools, the development of the higher order of institutions, as well as to the general penury, that we must attribute the slower rate of progress for this year, compared with last, of the Elementary Schools.

* The table F gives the total of Institutions as 2888, and of pupils 132,769. I have reason to believe that these figures come nearer the truth. There is in Appendix A an apparent anomaly in the result of the addition of the three classes into which the pupils are divided, with respect to reading, compared to the total number of those frequenting the schools. This probably arises from the Inspectors having classified only those who were present at the time of their visits.

	Number of Schools and Pupils in			Increase in 1854.	Increase in 1855.	Increase over 1853, in 1855.
	1853	1854	1855			
Elementary Sch'ls.	2114	2352	2513	238, or 11 p. c.	161, or 6 p. c.	399, or 18 p. c.
Pupils,.....	92275	97310	100168	5085, or 5 p. c.	2858, or 3 p. c.	7893, or 8 p. c.
Model Schools....	67	154	152	87, or 129 p. c.	—	85, or 126 p. c.
Pupils,.....	3524	6747	8194	3223, or 91 p. c.	1447, or 20 p. c.	4670, or 132 p. c.
Girls High Schools,	53	67	78	14, or 26 p. c.	11, or 16 p. c.	25, or 47 p. c.
Pupils,.....	3041	3171	4348	130, or 4 p. c.	1177, or 37 p. c.	1307, or 43 p. c.
Academies,	19	23	40	4	17	21
Pupils,.....	1169	1272	3856	103, or 9 p. c.	2584, or 203 p. c.	2687, or 229 p. c.
Convents devoted to teaching,....	44	46	52	2	6	8
Pupils,.....	2796	6104	8530	3308, or 118 p. c.	2426, or 39 p. c.	5734, or 205 p. c.
Colleges,.....	14	16	21	2	5	7
Students,.....	2110	2515	3325	405, or 19 p. c.	810, or 32 p. c.	1215, or 57 p. c.

I am happy to state that the few bad symptoms which I have pointed out are far from being general, but on the contrary the facts and figures which I will now rapidly assemble prove a continual progress.

One proof of that progress is the almost general abandonment of the system of voluntary contribution, and the adoption of that of assessment. It will be seen, by Appendix C, that 384 municipalities take the most simple, the most economical, all things considered, and, at all events, the most equitable and certain method, that of assessment; 45 only have had recourse to voluntary contributions, and they are principally municipalities in which they are only beginning to have schools: the practical good sense of our people is every where condemning the latter mode.

Notwithstanding the extreme misery which has prevailed in many districts, only five municipalities have availed themselves of the clause in favor of indigent townships; there is every where manifested a noble repugnance to taking advantage of that provision. Ten municipalities appear on the table as giving no sign of intellectual life. With the exception of St. Michel d'Yamaska, these are very poor and isolated settlements: Mann and Newport in the District of Gaspé, Valcartier, St. Féréol, Ste. Sophie and Cranbourne in the District of Quebec, Ely in the District of St. Francis, St. Columban in the District of Montreal, and Grenville in the District of Ottawa. Since receiving the Report, of the Inspectors, I have ascertained that there have been steps taken by the inhabitants of Valcartier, St. Columban, and St. Féréol, which justify me in saying that the law is now carried out there; the last mentioned parish has had a school since the month of July. There are therefore in reality only seven municipalities where the law is not in operation; and it is to be observed, to the honour of the Districts of Kamouraska and Montreal, that not one of these dark spots is found within their limits.

Taking the total number of pupils attending Colleges, Academies, and Model Schools, we have 15,215 boys receiving instruction of various grades above

elementary education. The total number of pupils attending Convents and schools of the higher class for girls gives 12,788 girls receiving a superior education. If to this we add one half of the pupils of the Elementary Schools, we shall have 75,782 children receiving a good education.

The statistics of the Colleges, Academies, and Grammar Schools of Upper Canada, for the last three years, show the following result :

	1853.	1854.	1855.	Increase over 1854.	Increase over 1853.
Colleges,.....	8	9	9	0	1
Pupils,.....	756	806	850	44	94
Grammar Schools and Academies,.....	79	84	88	4	11
Pupils,.....	5089	5153	5300	147	261*

In this respect, the numbers for Lower Canada are more than double, as is also the annual progress; and he, who would not admit that many of our educational Institutions are not inferior to those of any part of this continent, must either be very much prejudiced or know very little of what is passing around him.

I should have remarked that, besides the numerous superior and secondary educational Institutions which the Catholic Clergy of Lower Canada have founded, the country owes to them the two Institutions for the deaf and dumb, the only ones which we have. That for females, situated at Long Point, near Montreal, has about twenty pupils; that for boys, at St. Laurent, has lately added to the number of its Professors two Clerks of St. Viator, one of whom, Mr. Young, is himself deaf and dumb, and was educated at the Institute of Nancy in France.

It should be remembered that a sum of £30,000 is at the disposal of the Government, for the establishment of such schools. Having had, while occupying a different position, to examine this subject, I would be happy to give any information, or make any suggestions, which might be desired, at least as far as Lower Canada is concerned.

There is nothing better calculated than the following table to establish the substantial character of the progress accomplished. It will be seen that the proportion of the pupils of our Model and Common Schools, studying the most important branches of practical education, increases every year. The number of those studying compound arithmetic and book-keeping has doubled in two years; that of those learning geography has increased by more than half; students of history have doubled, of grammar have increased more than half, and of parsing have more than quadrupled.

	1853	1854	1855	Increase in 1854	Increase in 1855	Increase of 1855 over 1853
Pupils read'g well	27367	32861	43407	5494, or 20 p. c.	10546, or 30 p. c.	16040, or 57 p. c.
Writing	50072	47014	58033		11019, or 30 p. c.	7961, or 15 p. c.
Simple Arithmetic	18281	22897	30631	4616, or 25 p. c.	7734, or 33 p. c.	12350, or 67 p. c.
Compound "	12448	18073	22586	5625, or 45 p. c.	4513, or 24 p. c.	10138, or 81 p. c.
Book-keeping		799	1976		1177, or 147 p. c.	
Geography	12185	18826	17700	1641, or 13 p. c.	3874, or 20 p. c.	5515, or 45 p. c.
History	6738	11486	15520	4748, or 70 p. c.	4034, or 34 p. c.	8782, or 130 p. c.
French Grammar	15353	17852	23260	2499, or 13 p. c.	5408, or 30 p. c.	7907, or 51 p. c.
English "	7066	7097	9004	31	1907, or 27 p. c.	2938, or 41 p. c.
Parsing	4412	9283	16439	4871, or 65 p. c.	9156, or 125 p. c.	12027, or 272 p. c.

* I owe these approximative figures for the year 1855 to Mr. Hodgins, Deputy Superintendent for Upper Canada, who very obligingly furnished me with every information I required.

In Appendix A we will find, on consulting it, other very encouraging facts not included in this table

Dictation or orthographical exercises which did not figure at all in the Report for 1853, were practised in 1854 by 20,346 pupils, whose numbers this year amount to 32,512.

Some branches which had never been noticed in the tables for preceding years, appear there for the first time this year, and are represented by very respectable figures. Thus there are 430 pupils studying literature and epistolary composition; agriculture and horticulture, 199; mathematics and geometry, 777; surveying and mensuration, 836; lineary drawing, 1272; singing, 5013, and instrumental music, 1032. As was to be expected, the Academies and Model Schools claim the greatest part of these developments.

The progress in some inspection districts is truly astonishing. The following table, compiled and abridged from the Report of Inspector Beland, is so much the more remarkable that the Counties of Lotbinière, Beauce, Dorchester, and Levi, forming that circuit, contain the only *êteignoirs* (as they are popularly called) in the District of Quebec, who, have ever assumed a hostile attitude. Nothing proves better the happy spirit of imitation possessed by our people. When the impulse is once given, with us it may truly be said that it is only the first step that is difficult,—*ce n'est que le premier pas qui coûte*.

	1852	1855	Increase from 1852 to 1855.	Proportion of Increase.
Common Schools under control.....	177	214	37	or 20 per cent.
Number of Pupils.....	5724	7167	1443	25
Model Schools,	4	6	2	
Pupils,	116	253	137	108
Superior Schools for Girls, ..	1	7	6	
Pupils,	50	345	295	
Pupils reading well,	2372	3089	217	7
Pupils studying Grammar, ..	1043	1882	839	80
“ “ Orthography,	827	1169	342	41
“ “ Simple Rules,	992	1702	710	81
“ “ Compound “	427	939	512	119
“ “ Geography,	282	752	470	177
“ “ Writing,	836	3169	2333	305
“ “ English,	119	135	16	16
“ “ History,	579	1064	485	93
“ “ Parsing and Inductive Grammar,	269	1169	900	334
School house property of the municipality,	55	74	19	102
Schools having geographical maps,	20	48	28	110

The district of Inspector Archambault, containing a population of only 60,589 souls, and including only 24 municipalities, possesses one College, 4 Academies, 12 Superior and Convent Schools for girls, 10 Model and 99 Elementary Schools. The example of the County of Vercheres, which forms part of this circuit, has had a good effect on the neighbouring county of Yamaska, celebrated for its obstinate resistance to the law; and two of the three last rebellious parishes have this year given signs of rapid progress. St. David has collected assessments in arrear and even those imposed for the construction of school houses, and St. Aimé in the County of Richelieu, going still farther, has, in imitation of the neighbouring parish of St. Hugues, erected a handsome building for a Convent. Active steps have been taken by the département with respect to St. Michel, and

that parish will show a great deal of obstinacy if it do not follow the example of St. David and St. Zephirin, to which parishes, in order to encourage them, and by special favor, very large arrears have been allowed and paid.

I consider it my duty to call the particular attention of the reader to Table B of the Appendix, independently of the large Synoptical Table A, and the subsequent detailed tables. That table shows the proportion attending schools compared to the whole number of children of an age to attend them, and to the whole population. These proportions are indicated for each inspection district, and these have also been grouped by judicial districts, in order, if possible, to increase the emulation of the different sections of the country. The judicial districts, according to the order of their proportion stand as follows: St. Francis 68,* Quebec 59, Montreal 51, Kamouraska 50, Three Rivers 45, Gaspé 45, and Ottawa 41 per cent.

The inspection district which gives the highest proportion is that of Mr. Child, 90, and the lowest is that of Mr. Lesperance, 15. The proportion for Lower Canada is 53 per cent., being more than the half of the children of an age to attend school, that is to say, children, of from five to sixteen. This would give a great deal more than the half of the children from seven to fourteen, who are by law required to attend school. The next census should contain a particular column for these two classes. The number to be taken into consideration is rather that of children from seven to fourteen; in the country it is difficult, on account of the rigour of the climate, to send children under seven to school, while those over fourteen are generally too useful to their parents for them to dispense with their services, unless they have determined to give them a liberal education, in which case they are sent to college. I am morally certain that if the census on the one hand, and on the other the school statistics, as they have been hitherto taken, furnished the means of establishing the proportion of children from seven to fourteen attending school, it would be equal to two-thirds.

The fact that nearly one half of the children from five to sixteen receive no instruction is nevertheless of very grave import, especially when we reflect that in Upper Canada nearly three-fourths of the children between these ages, and in Nova Scotia *two thirds* of those from four to fifteen, attend school. We must however make allowance, as my predecessor has done, for the asperity of the climate, greater than in any part of America, and also for the long distance which some children have to travel, in the new districts, where besides, poverty furnishes an unanswerable excuse.

I ought to add further that our statistics are generally far below the real number. I shall cite two facts. In 1853, Mr. DeCourcy, in a work accompanied with statistics collected by Mr. Jacques Viger, showed that our Convent Schools had 10429 pupils.

That same year the Report of the Superintendent set them down as only 2796, and 3041 in the higher schools for girls, under which denomination it is true were comprised many of these institutions. Still the two numbers united give little more than half of that in the statement of Mr. Viger, whose information was drawn from a correct source. It is very probable that this year there is a similar deficiency.

In the Report of Inspector Valade for this year, the whole number of children attending the Catholic Institutions of the City of Montreal is stated to be 5480. Exact information, which I have been able to procure, and which will be found

* This large proportion is due in great part to the inspection district of Mr. Child; as it is certain that the development of that part of the country is progressing much more rapidly than the rest, it is probable that the increase in the number of children from five to sixteen is still greater than has been supposed; I therefore put down this figure under reserve.

in appendix E, makes the amount 6612; of this number 2295 belong to the Schools of the Christian Brothers, and 2286 to those of the Nuns of the Congregation of *Notre Dame*, supported in a great measure by the liberality of the Seminary of Montreal.*

Among the improvements to be noticed is that which the parish libraries have made. It is well known that, only three years have elapsed since their commencement. They amount to ninety, and contain 47,703 volumes, not to speak of many public libraries in the large Cities of Montreal and Quebec, which are omitted in our Reports.

Those intended for the use of the poorer classes of Montreal, and under the care of the Catholic Clergy are composed of more than 12,000 volumes.

From all quarters I receive demands for aid and offers to contribute, in case the Legislature would make a new grant for parish libraries. It is the same with respect to the building of school-houses. The offers and the demands of the municipalities become every day more numerous.

Some of those, however, who had made applications at the time of the first grant, have even till now neglected to conform to the conditions imposed on them. I have, with the approbation of Government, informed them, that if they do not fulfil their obligations before the 1st of April, their allotted part of the grant will be confiscated, and bestowed on localities more diligent.

A great part of the last Report of my predecessor has been devoted to collegiate institutions; this exempts me from the necessity of going at great length into the subject. I have been enabled, by the help of information transmitted to the Government, in virtue of an act of last session, and by means of that which I myself procured, to compile tables both of superior and of secondary schools. These tables indicate the vigour and the increasing progress of our higher seminaries of education. The establishment of numerous academies will supply a deficiency in our system, but I take the liberty of dissenting from the opinion of those who believe that all our colleges should lower their course of study, and, in truth, bring down the standard of university education to the level of primary instruction.

“Our college courses,” very properly says the Pincipal of McGill College, “must not attempt to gain support by descending to the level of the schools, but must depend on that portion of the young men of our country who desire a higher and more extended course of instruction, and are willing to devote a few years to this object.”†

His Grace the Archbishop of Quebec, in his pastoral charge respecting the erection of the Laval University expresses, himself still more strongly to the same effect, but adds: “There are already in our educational institutions far too many of those young men who ought to have contented themselves with the education given in a good Elementary School, in order to return to the occupations of their fathers. These students destitute of ability occasion their families useless expense, lose at college much of their most precious time, and besides retard the progress of their classmates; and this is but one part of the evil, for after spending at college some unprofitable years they get disgusted with their fruitless toil, and abandon their studies, often drawing away with them students gifted with superior talents. Both the untalented and the gifted, considering themselves as above, and entitled to

*For these statistics I owe my acknowledgments to the Rev. Mr. Villeneuve. I am also under obligations to the Rev. Mr. Casault, Grand Vicar and Rector of the Laval University; to Professor Dawson, Principal of McGill College; to Mr. Hicks, Principal of the Normal English School; to Mr. Toussaint, Principal of the College of St. Michel; to Mr. Hutton, Secretary of the Board of Agriculture and of Statistics; to Mr. Juneau, Secretary of the Association of Teachers at Quebec, for the important information which they have furnished me often even on subjects not connected with their respective institutions.

† Inaugural Discourse for 1855 by Profcasor Dawson of McGill College.

“despise agriculture and all other sorts of manual labour, throw themselves into some of the learned professions, place themselves behind a counter, or besiege the public offices to obtain some meagre situation : it is to this cause we must attribute the deplorable overloading of all the learned professions, and the frightful displacement of a crowd of young men, who abandon the humble but useful vocation of their fathers to become a burden to society in a position which they often disgrace.”

The results of such a state of things, and the consequences it will have on our community, are shown and brought out strongly and at great length in the Report of Inspector Bardy. It is in reality towards the perfecting of our system of primary instruction, by the amelioration of the body of teachers and by a more powerful and more concentrated control, that all our attention ought to be given ; it is to attain this, (and thereby avert the impending evil,) that we ought to strike promptly, forcibly, and with unerring aim.

The Table F will show with what rapidity our system of superior and secondary instruction has developed itself in the course of a few years. Down to the year 1804, when Mr. Brassard founded the College of Nicolet, two venerable collegiate institutions, the Seminary for Foreign Missions established at Quebec by Bishop Laval in 1663, and that of St. Sulpice founded at Montreal in 1773, were all that we possessed. Between the founding of the College of Quebec and that of the College of Montreal a whole age had elapsed. More than a quarter of a century had passed between the establishment of the College of Montreal and the founding of that of Nicolet. It was therefore at that time the task of a century, at the present time it is the work of a year, we might even say of a day ; and the Archbishop of Quebec has with profound wisdom advised his Clergy against increasing too rapidly the number of these establishments. Since 1804, colleges have sprung up in every direction, till their number amounts to more than twenty.

The Committee of the Legislative Assembly, appointed in 1849 to inquire into the causes of emigration to the United States, gave with respect to educated youth, among other reasons, the want of practical instruction in our colleges ; but they also added that these institutions had made and were every day making considerable progress in that direction.

In the six years which have since passed, not only have the Colleges done all that could possibly be expected of them in this respect, but there have arisen and are every day rising new intermediate establishments, in sufficient numbers to prevent us from thoughtlessly running the risk of lowering the standard of classical studies in the establishments originally devoted to that purpose.

It would be the height of ingratitude to pass unacknowledged the services which these institutions, especially the more ancient, have rendered in preserving here a centre of light, when but for them the greatest obscurity must have prevailed, light which beams forth and reflects itself to-day in a manner so brilliant. The Laval University, which figures so honorably in our table, is, for the ancient population of Lower Canada, the completion of the whole edifice of public instruction. McGill College, to which the Protestant youth give the preference, has within the last few years, made progress important and of good omen.

I have endeavoured, in the classification in the tables of Appendix F, of the different educational institutions, to keep as close as possible to the divisions adopted by the minister of public instruction in France ; and, that I might be equally intelligible at home and abroad, I have added the names recognized by our own Legislature.

There are three grand divisions, viz : of Superior, of Secondary, and of Primary Schools. The first class is subdivided into Universities and Special Schools ; the second, 1st, into Colleges, or properly so called Secondary Schools ;

2ndly, into Academies, or Secondary Preparatory Schools; 3rdly, into Convents or Academies for girls; and 4thly, into Special Secondary Schools. The third division comprehends the Superior Primary or Model Schools, and lastly the Elementary Schools.

The data on which these divisions are based are still very imperfect; and we must not be surprised if there have crept in some errors and anomalies. Their statistics differ considerably from those of the large Table A, from which were compiled the small tables that have just been reviewed. These discrepancies are all in our favor, and (except in some instances where they are explained by the fact that a different classification has been followed in the two tables,) go to establish what I have already said respecting the deficiencies of the statistics collected by the Inspectors. As some uncertainty exists upon this point, it has been impossible for me to correct from Appendix F the figures of Appendix A. I need hardly add that next year the tables published by the department will be in strict accordance with one another.

The recapitulation of the three divisions of Appendix F gives the following results:

Divisions.	Number of Schools.	Professors and Teachers.	Number of Pupils.
Superior Schools,.....	12	54	331
Secondary ".....	140	767	20245
Primary ".....	2736	2850	112193
Grand total,.....	2888	3671	132769*

We have two Universities with five Faculties organized, and seven special Superior Schools, making altogether twelve Superior Schools, namely: five Theological Schools, of which there are four Catholic and one Protestant; two Faculties and one School of Law, two Faculties and one School of Medicine, and one Faculty of Arts.

There are 13 professors and 143 students of Theology; 10 professors and 46 students in the Faculty of Law; 25 professors and 105 students of Medicine, and 6 professors and 37 students in the Faculty of Arts, of McGill College. The Faculty of Arts of the University of Laval is not yet organized; but several students from the College of Quebec are now in the highest educational institutions of Europe, preparing themselves for professorships, and their return is awaited for the opening of that important department of the institution.

The united libraries of the Superior Schools and Colleges give a total of 78,300 volumes. The cost of the museums, and of the apparatus for the classes of natural philosophy comes up to £12,750.

The value of the buildings belonging to these institutions would appear to be £155,500, a figure which I am sure is much below the reality; and it will be seen that the greater part of these edifices has been erected within the last few years. I have been unable to obtain satisfactory information as to the value of the buildings for Academies and Convents. It is also to be regretted that the information furnished to the Government respecting Superior and Secondary Schools does not

* This total of 132,769 pupils makes a proportion of 56 per cent. of the children from five to sixteen years old, instead of 53, as given by the number 126,677 of Table B. The proportion for Upper Canada is 76, and for the United States 66.

The same figure from Table F gives a proportion of more than one-sixth of the whole population according to the Census of 1852, even after making allowance for the omissions mentioned in the note at the foot of Table B.

The following data, with the exception of what refers to Lower Canada, are taken from an article recently published by Mr. Hodgins in the American Journal of Education:

Number of persons to one pupil: Maine, 3; Upper Canada, 4, 4; Denmark, 4, 6; United States, 5, 6; Sweden, 5, 6; Saxony, 6; Prussia, 6, 2; Lower Canada, 6, 7; Norway, 7; Great Britain, 7, 5; Belgium, 8, 3; France, 10, 5; Austria, 13, 7; Holland, 14, 3; Ireland, 14, 5; Greece, 18; Russia, 50; Spain, 65; Portugal, 81, 7.

enable me to state with certainty the whole amount paid every year by the inhabitants of Lower Canada, as well under the designation of board for their children, at Colleges, Academies and Convents, as by voluntary contributions for the erection of the buildings occupied by such institutions. There are also voluntary contributions for the support of Common Schools, of which no Report has been made, and extra assessments for the construction of school houses, the amount of which is not known. From approximate calculations, I may say, without fear of error, that the people of Lower Canada have for the last five years contributed in this manner over one hundred thousand pounds currency per annum. This sum should be added to the £63,000 produced by the ordinary legal assessments; and this would in fact give an amount nearly as high as that raised in Upper Canada for purposes of education.

The first section of the second division shows 24 Colleges, with a total of 252 Professors and Directors, and 4089 students. In six of these institutions the dead languages are not taught, but in consequence of the length of their course of study, and the number of their students, I have thought it right to continue to extend to them the title of College, which they had themselves assumed.

The Seminaries of Quebec and Montreal, the two most ancient of our establishments receive no assistance from the state. Their property consists principally in donations and ancient endowments. Their libraries, their cabinets of natural philosophy, and their museums, do them the greatest honor. One of these institutions, the Seminary of Quebec alone, possesses in its three divisions, that is to say, in the University of Laval and the greater and lesser Seminaries, 22,700 volumes. Its museum and cabinet of natural philosophy have cost over £5000. Not to speak of the value of the greater and lesser Seminaries, the country seats of Mézerets and St. Joachim, where professors and students may, during the holidays and vacations, rest from the fatigue of their classes, the University of Laval has already spent over £24,000 in the building of the vast edifices now in process of erection, and the total cost of which will amount to at least £50,000.

There are 12 Professors of the University, 4 of the greater Seminary or School of Theology, 26 of the College,—making 42 altogether.

The two Faculties in actual operation, those of medicine and of law, have both together 36 students; the Theological School, has 42, and the College 400,—making altogether 478.

The Seminary of St. Sulpice has several libraries, which united would amount to more than 12,000 volumes. One of its collections of minerals, consisting of more than a thousand specimens, is a present from the celebrated Haüy, and was assorted and classified by himself. The Rev. Mr. Villeneuve has collected such a great number of geological and mineralogical specimens, that they have not yet been completely classified; these collections and the cabinet of natural philosophy have cost over £3000.

The professors of the greater Seminary or Theological School are 5 in number, and 18 are attached to the College,—making 23 altogether; of pupils, 60 attend the Theological School, and 256 the College,—making altogether 316. Besides this, the Seminary maintains a great many schools, and defrays the expense of rearing 129 orphans under the care of the Sisters of Charity. This institution annually expends £7,500 in education, and through its means 5000 children receive a Christian Education.

The revenue from the farms of the Island of Montreal is specially destined to the establishment of a model farm, on which vast agricultural works, which will soon prove to our farmers what the earth can produce, when cultivated with energy and intelligence, are already commenced.

The University of McGill College, which has lately suffered by fire a loss that no friend of education will fail to regret, succeeded however in saving nearly the whole of its library, comprising 3700 volumes. The value of its buildings is about £17,000 currency. In the three Faculties there are 20 professors and 109 students, and 9 masters, and 213 pupils at the High School or College in connection with the establishment,—giving altogether 29 professors and 322 pupils. Besides its regular classes this institution has commenced a course of popular lectures which are delivered in the evening, and promise to be very successful.

The Colleges of Nicolet, St. Hyacinthe, Ste. Thérèse de Blainville, of Ste. Anne de la Pocatière, of L'Assomption and of St. Mary at Montreal, are rapidly following in the traces of the two institutions of Montreal and Quebec, as may be seen by the details of their course of studies, and other statistics given in Table F. With respect to the institutions of more recent foundation, it is astonishing, considering how numerous they are, that they manage to support themselves, and nevertheless it will be seen that they not only do so, but also make considerable progress. Two new Colleges not mentioned in the table, one at Côteau-du-Lac and the other at Rimouski, are in process of construction and will soon be opened.

In eight of these institutions the mathematical course is as full as possible, and comprehends of differential and integral calculus. In eight others it stops at conic sections, and in the remaining eight goes no farther than algebra and elementary geometry.

In twenty-one Colleges mechanics and astronomy are taught, in fifteen chemistry, and in seventeen natural history. In some establishments meteorological observations are regularly made. It would be very desirable that they should be generally extended, according to some system similar to that already adopted in Upper Canada. Dr. Smallwood, who has for a long time successfully prosecuted these investigations, has favoured me with suggestions of which I will not fail to avail myself as soon as possible, more especially with respect to Academies and Model Schools under the direction of the department.

Hebrew is taught to a few students in three establishments; Greek forms part of the course of fifteen Colleges, and Latin of eighteen. The elements of these two languages are also taught in several Academies.

English and French are also taught every where. In Colleges where French is the language of the classes, two methods have of late years been adopted to insure the progress of the pupils in the acquirement of the English language. The first is to teach some particular branch in that language, the second to devote every week a certain number of the hours of recreation to English conversation. The two languages spoken in the country should not in fact be studied as dead languages, but ought on the contrary to be classed amongst things indispensable, and it would be very important that the Lyceums or Academies, where English is the language of the school, should adopt in the study of French some such method as the one I have just mentioned. Italian and German are taught only in the High Schools of Quebec and Montreal.

Belles-Lettres are every where taught, as are also geography and history. The History of Canada and that of the United States have for the last few years received more attention than they used to.

In nineteen Colleges rhetoric, in eighteen metaphysics and moral philosophy form part of the course of study.

The fine arts, music, vocal and instrumental, drawing, and painting in water colours, appear in all the programmes. Lineary drawing, and the art of making plans and surveying, figure also. It is to be regretted that none of them mention fencing, swimming, horsemanship, or gymnastic exercises.

Eight Colleges have a commercial course separate from the classical; in fifteen others book-keeping is taught as an integral part of the ordinary course.

Thirteen of these institutions have commenced practical courses on agriculture and horticulture, and in ten are taught the elements of jurisprudence and constitutional law, which also form part of the programme of several Academies.

Religious instruction is given in all the Colleges. At the High School of the University of McGill College, and at the College of St. Francis at Richmond, that instruction appears to be what it has been agreed to call "of a non-sectarian nature."

The number of boys' or mixed Academies is 43, with a total of 150 teachers, male and female, and 4472 pupils. It will be noticed that the institutions where boys and girls attend together are almost all in the Eastern Townships. The Convent Schools and girls' Academies, forming the third section of the division of Secondary Schools, are 71 in number, and are attended by 11,639 pupils.

In most of the Convents and young ladies' Boarding Schools, the boarders and day boarders are taught history, geography, parsing, compound arithmetic, *Belles-Lettres*, the elements of astronomy, of mechanics, of chemistry, and of natural history, drawing, painting, music, vocal and instrumental, and all those sorts of needle work which form part of a complete feminine education of the highest order. The number of pupils, boarders and day boarders, who study all these branches, amounts to 4139.

A considerable number of Catholic and even of Protestant pupils at these Convents, as well as at our Colleges, come from Upper Canada, and from the neighbouring Provinces and States.*

The establishments of the Canadian order of the Congregation of Notre Dame of Montreal, several of which, as may be seen by the table in appendix F, are of ancient foundation, kept up through the country, even in our worst days, a certain amount of education amongst the women of Lower Canada. It is to this that the French Canadian owes in a great measure that excellent domestic education which makes him particularly distinguished for the mildness of his character and the urbanity of his manners, not the least important amongst the elements of true civilization.

In making a comparison between this and other countries, we should never lose sight of the long suppression of the Order of Jesuits, the principal and most numerous body of teachers in existence at the time of the conquest, the re-union of their property to the domain of the Crown, the rejection by the Legislative Council, under the old constitution, of several Bills on the subject of public instruction, which had passed the House of Assembly, and lastly the state of isolation in which the Colony remained for so long a time after its cession by France. French books and French journals, the only ones that the people could read at a time when nobody knew English, were rare and high priced. This circumstance must have considerably retarded the intellectual progress of the country. Books and journals are the complement of the school, and when those who have received some education, have very few opportunities of developing and improving their knowledge, it cannot reasonably be expected that they will make the exertions necessary to disseminate information, and accelerate the progress of public instruction.

Happily, the greater facility of intercourse with France, and the knowledge of the English language, becoming more and more general amongst us, have produced and are day by day developing a very different state of things.

* It has been impossible for me to ascertain the number of volumes contained in the libraries of these establishments, but it must be considerable, if I may judge from the fact that the Convent of the Congregation of Notre Dame at Montreal, which is the parent institution of that order has for its own share more than 9000.

The Legislature has wisely abolished the duty on books; but there existed until very recently a rate of postage equivalent to a prohibition, on reviews, pamphlets and periodical publications from the Continent of Europe. It will be seen with pleasure on reading the correspondence (Appendix I) between this Department and the Post Office, that very important modifications have lately been made in the rate of postage between this country and France. It is by carrying into the consideration of every measure which may arise, a due sense of the great and paramount interests of national instruction, that our Legislators will succeed in developing and perfecting the whole system. It is by not neglecting any reform which may be suggested, however unimportant it may appear in itself, that they will give it on the one hand, that theoretical excellence and, on the other, that practical utility which are equally necessary for the accomplishment of that high destiny which awaits our posterity.

THIRD PART.—REMARKS ON THE FINANCES OF THE DEPARTMENT.

For the numerous improvements which I have thought it my duty to recommend, it is evident that there will be required, as soon as the resources of the country will permit, an increase of the Budget of Public Instruction, and above all things that its amount be fixed, and that there be not every year more promised than is paid; that the Superintendent be able to count upon a certain sum, and that that sum be in his hands in time, that the municipalities may not receive the monies allotted to them too late, for in this matter more than in any thing else, the adage applies that *bis dat, qui cito dat*.

The irregularity in the payments of the department, arising, on the one hand, from the tardiness of the municipalities, on the other, from defective legislation, is a bad example to set to the rate payers. The state has undertaken to support the expenses of public instruction, so to say, in partnership with the rate payers. The amount of its investment must not be left uncertain, nor should the payment of the amount be delayed from day to day.

Above all, says Mr. Roselly de Lorgues, the Budget of Public Instruction should be sufficient and invariable.

But the method of division adopted between the two sections of the Province has produced a Budget which has neither one nor the other of the qualities required by that learned writer. Up to 1850, the Legislative grant for the Common Schools was divided in the proportion of £29,000 for Lower and £21,000 for Upper Canada, which was in accordance with the law granting £50,000 for the whole Province, to be distributed amongst the municipalities according to their respective population. At that period, an equal division was made, and the share of Lower Canada thus reduced from £29,000 to £25,000, the population of each section being then considered equal. In 1852, her population being the lesser, Lower Canada beheld her share again reduced from £25,000 to £24,162, 2s. 8d.

This diminution of the allowance, thus necessitated by the unequal progress of population, if it were not remedied by an annual addition to the grant, would be productive of the most serious consequences. In the first place, contrary to all natural and logical order, in proportion as the population increases, (because it does not increase as fast as that of Upper Canada,) the funds destined for public instruction would diminish, that is to say, the provision would be in inverse ratio to the wants. Moreover, the law provides that the rate payers shall not be taxed for a sum greater than their annual share of the grant. To diminish the grant is therefore to invite to reduce the amount of their taxation those whom we have with so much difficulty induced to tax themselves for a higher amount. Such a state of things would be very deplorable, not only in a pecuniary point of view,

but still more from its moral effect; it would be making a retrograde movement, while every thing demands more and more energetic action.

There have therefore been added every year, to the total grant for public instruction, sums amounting progressively to £10,000, £15,000, and £25,000. In this manner the allowance to Upper Canada has been increased and that to Lower Canada kept up. But there have followed two consequences. The Legislature votes every year to Colleges and Academies, and other institutions of a similar character, considerable sums of money, to be taken first from the variable revenues of the Jesuit Estates, and secondly from the still more variable balance of the Common School Fund of Lower Canada, consisting of sums not claimed by the refractory or dilatory municipalities. This balance has moreover been charged with the salaries of Inspectors, aid to parish libraries, assistance in the building of school houses, in a word, for every expense for which there was no special fund. It is besides diminishing every year, as well from the progress of the system, the law being now almost every where in operation, as because it has been considered expedient, (in order not to discourage those who, after many efforts, had succeeded in collecting the arrears of assessments or voluntary contributions, in municipalities theretofore rebellious,) to pay to the Commissioners the amount which they claimed under such circumstances.

From all this arise complications which, it is true, may be remedied by increasing the additional sum, without taking the increase into account in the division of the grant; but this is nevertheless a false position, from which we ought to endeavour to relieve ourselves as soon as possible.

For this purpose, the sum for distribution, amongst the municipalities of Lower Canada, should form an invariable allowance, and that for Upper Canada should be of equal amount, with an additional sum proportioned to the excess of her population. Thus, if the grant for Lower Canada were permanently fixed at £30,000, when the population of Upper Canada became one-third greater, she would draw £40,000, without requiring to diminish the share of Lower Canada.

Besides this Budget which would belong to the municipalities, the Superintendent ought to have his own, destined to provide funds for various objects not to be left to the initiative of the municipalities. He would then cease to be what Mr. Crémazie calls a Machine for receiving Reports. He would have at his disposal a certain sum, by means of which he might himself give, to the whole system of public instruction, a powerful impetus.

The government might take advantage of the permanent grant to distribute to Academies and Colleges the sums annually voted to them. The present method excites, with or without reason, violent recriminations, and, however much the Legislature may be animated by a spirit of justice, it will always find great difficulty in making that distribution by a detailed annual vote, without occasioning numerous complaints.

“Without wishing to depreciate,” says Inspector Parmelee, “the importance of High Schools or Academies, or questioning the utility of the grant made to them at the last Session of Parliament, I cannot forbear the expression of the opinion that more public good would have resulted, had the amount granted, been added to the Common School Fund. I think an Academy in each county, if properly endowed and conducted, would fully meet the wants of the public. From the tables it appears that the municipality of Shefford receives more Government aid for one Academy, attended during the past summer by 12 scholars, than for 18 Common Schools, attended during the same period of time by 407 scholars. The same is true of Farnham, with 28 scholars attending a High School and 292 attending Common Schools; of Granby, with 22 attending the Academy and 337 attending Common Schools; of Dunham, with 33 attending a High School and 533 attending Common Schools.”

There is nothing in these results which need to astonish us; and the Legislature would obviate all these inconveniences and also the financial embarrassments incident to the disposal by vote, of the balance of the Common School Fund, by leaving to the Department of Public Instruction and to the Executive the division of those funds, of which they would render account.

The annual allowance to be distributed to the municipalities ought to be paid to the Superintendent in equal parts, half yearly or quarterly. This would better correspond with the intention of Government to require all the departments to render their accounts half yearly or quarterly.

The present law requires that the funds should only be advanced to the Superintendent by the Receiver General, by little and little, according as the School Commissioners have, by fulfilling their obligations, acquired the right to demand from the department the payment of their part of the grant. Up to this day the department has been obliged to furnish, as the basis of the amount which it claims, a list of the municipalities who have sent in their Reports. The impossibility of sending in a Return every week makes it necessary to wait till a certain number of Reports be received; this takes more than six weeks of each half year, for the first application. The time required to send in a list to the Government and receive a warrant, takes at least a fortnight longer. Sometimes the want of a quorum, occasioned by the absence of some of the Ministers, whose presence is required by public business in various parts of the Province, causes a further delay of more than four weeks.

The order for payment once received, the preparation of drafts for 200 or 250 municipalities, occupies five or six days more; and these drafts cannot be prepared beforehand, for the list submitted to the Inspector General may be modified.

Thus, two months, sometimes more, pass on before the municipalities, even the most diligent, can receive their part of the grant. Even this period of two months is a time of difficulty and anxiety to the teachers; but as to the more tardy municipalities, their teachers often see the second half year pass over, before they have received payment for the first. Besides, these known delays serve as a pretext to many of the Secretary Treasurers to retain in their own hands, after having received them, the salaries of the teachers.

It would be superfluous to enumerate the multitude of discontents and difficulties which such a state of things brings on; a great part of the correspondence so burdensome to the office, has no other object than to defend the department from the accusations of negligence and even of malversation which the parties interested cannot refrain from bringing against it.

If the Superintendent received half-yearly one half of the grant, it would be easy for him to pay as soon as the Reports reached him; and if some such plan is not adopted, the necessity of rendering accounts every three months will be an increase of useless labour to the department. Of course, according to this plan, the balances remaining each quarter in the hands of the Superintendent, ought to be placed at interest for the benefit of the fund for public instruction.

The vote of an additional sum for all those objects which I have mentioned might, I believe, be made out of those very resources of which we are now disposing and a supplementary sum of which an equivalent should be given to Upper Canada for her superior schools, and for all those ameliorations of a higher order, which it is felt necessary to introduce into secondary instruction in that section of the Province, already so well provided with all that belongs to primary tuition.

Each section of the Province has a direct interest in the progress which education makes in the other. This interest is not merely of a moral kind; it may be very easily demonstrated in a financial and utilitarian point of view.

The great public works in which our Government is engaged require the union of industrial and commercial activity as an indispensable condition of their success; that very activity is dependent on the diffusion of useful knowledge and the progress of primary instruction.

The law which would direct that all things should be equally and minutely divided, penny for penny, item for item, without regard to the diversity of wants, which the two sections of the Province experience, would be a law jealous and unjust, under a specious appearance of equality. Nature has willed that every firm and solid union should be based on the difference of wants and of capabilities; and providence no doubt wills that the two fine and vigorous populations of Upper and Lower Canada should mutually improve each other, and lean on each other in order to advance in that career of improvement, and of prosperity in which their very debut, (even side by side with the gigantic development of our neighbours,) fixes on them so strongly to day the attention of Europe.

The question of Public Instruction seems, in Upper Canada as with us, to be entering into a new phase although in another point of view. The Superintendent, who has already acquired one of the highest reputations on this continent, still feels how important it is to complete his work by the development of science and letters, to adorn it by the culture of the fine arts and by all other ornaments of which it is susceptible. All his efforts are at present directed to elevate the character of Secondary, that is to say, Grammar Schools, the direction of which has just been confided to him, and to introduce everywhere a taste for letters and the fine arts. He would not trust entirely for the reputation of his country to the powerful utilitarian impulse given to primary instruction. He feels that letters, the fine arts, and moral philosophy, are indispensably required to impart to manners that refinement and polish which a merely practical education does not always produce. He agrees in the view taken by a distinguished prelate of the Church of England who has recently said: "There is something else required to make a nation truly great and her people happy besides coffers filled with dollars, or a people full of knowledge. A heathen poet would say, *Quid leges sine moribus vanae proficiunt?*"*

He would not that the traveller should one day say of his country: "Nations like the Phœnicians, Tyre, Sidon, and Carthage, commercial communities turning the whole earth to their profit, measuring the grandeur of their enterprises, solely by their material utility and their actual result, like Dante, I glance at and pass on!"

"Non ragionar di lor ma guarda e passa."

"Speak not of them. They have been rich and prosperous: there is the whole. They have laboured but for the present; with them the future has no concern. *Receperunt mercedem.*"†

Wants of another kind are felt amongst us, and those in each section of the Province who admit the urgency of our different wants should coalesce in order to obtain from the Provincial chest, liberally opened for so many years back for judicial institutions and public works, the necessary supplies.

We, in Lower Canada, have perhaps prematurely given our attention to the summit of the edifice; yet, insecure though it may be, it certainly must not be left to fall; but, on the contrary, while using our best endeavours to prop it up, we must, above all, labour to give it a broad and solid base.

* A Lecture delivered before the Members of the Mechanic's institute, by the Right Rev. the Lord Bishop of Montreal.

† Lamartine "*Voyage en Orient.*"

CONCLUSION.

As the practical inference to be drawn from this Report, I shall now sum up in a few words some of the things most essential to be done. I think then that we ought:—

1st. To assure to Lower Canada a Budget for Public Instruction invariable as to its *minimum* amount;

2ndly. To provide a fund different from that destined for distribution amongst the boards of Schools Commissioners, to be placed at the disposal of the Superintendent, and by him, with the approbation of the Executive, devoted to the following objects: 1, Usual allowances to Colleges; 2, The establishment of *Academies* or Secondary Transitory Schools; 3, Establishment of Normal Schools; 4, Creation of bursaries for the poor children attending these schools; 5, The creation of bursaries for poor scholars for the Secondary Schools, to be from time to time selected by the Inspectors from amongst the pupils of the Primary Schools; 6, Annual progressive graduated premiums for teachers; 7, Creation of a fund for pensions to aged and infirm teachers; 8, Publication of a "Journal of Public Instruction;" 9, Purchase of maps, globes and similar articles, as also of books to be given as prizes; 10, Formation of parish libraries; 11, Aid in the construction of school houses; 12, Special allowances to municipalities whose share of the grant is too small; 13, Prosecutions to be carried on by the department, against officers in default; 14, Formation of a library for the department.

3rdly. To give the Superintendent the right: 1, Of discharging incapable, negligent or immoral teachers; 2, Of retaining out of the share of each municipality in the grant, a sum for the establishment of a Normal School; 3, Of dividing amongst the other school districts of a municipality the share of any district contributing nothing or scarcely any thing to the common fund; 4, The exclusive selection of books for all the schools under the control of the department.

4thly. To give to the Governor in Council the right, on the recommendation of the Superintendent: 1, To make all necessary rules for the establishment and government of Normal Schools; 2, To fix the *minimum* of salaries for male and female teachers; 3, To confiscate the share of any refractory municipality, and re-unite it to the sums appropriated to other objects; 4, To make all the necessary rules for the internal government of schools, and the conduct of the various officers entrusted with the execution of the law, and, in general, for all cases for which the law has not provided; all these powers to be shared with the Council of Public Instruction, of which my predecessor has already recommended the establishment.

5thly. To give the municipalities authority to assess themselves for more than the amount of their share of the grant; to require from female as well as from male teachers certificates of qualification; to render executory the decisions of the Superintendent on appeals brought before him, and to impose heavy fines for all infractions of rules sanctioned by the Governor in Council.

6thly. To fix the pecuniary qualification of Commissioners, exempt the trustees of dissentient schools from swearing to their certificates, or else subject all the Commissioners to the same formality, raise the remuneration of Secretary Treasurers, and more accurately define their duties, and correct some other obscure and imperfect clauses in the present law.

7thly. To require that School Commissioners should read and write their oath of office, and give the Superintendent the power of replacing those who shall be found unable to do so, by persons of more ability, whenever for this reason he shall consider it expedient not to ratify the election; and to fix a period after which the same condition should be attached to the nomination and election to any office in this Province.

I am far from assuming the merit of the greater part of the preceding suggestions; I have already indicated, as far as I could, the sources from which they are drawn; some of them have been so often repeated that they may perhaps appear tiresome; but it was my duty frankly to express my opinion on each of them. I have reviewed them to the best of my ability, with an eclecticism, if not happy, at least conscientious, and have hazarded the proposal of those which have something of novelty, with a boldness which, seeing my short experience in the department, I should not have had, if I had not before, under other circumstances, given my attention to these matters.

I am far from imagining that all that I have recommended can, or ought to be done immediately; I merely invite the attention of the Government, the Legislature, and all the friends of education to the subject.

I have no need to stimulate the zeal of the one or the other: the cause of popular education is one which can take its own part.

If the people of Lower Canada required examples to encourage them to persevere in the direction which, under the guidance of my predecessor, they have so resolutely taken, such are not wanting around us.

In 1855, Upper Canada assessed itself for education, independently of the Legislative grant, to the amount of £220,000, and has paid in salaries to the teachers of its Model and Elementary Schools alone, £140,000; she possesses, besides a Normal School which has already granted diplomas to more than 700 students, 3300 Primary Schools, having 214,000 pupils, and 260 parish libraries containing 118,000 volumes.

Nova Scotia, a small Province compared to Lower Canada, whose population in 1851 was 276,117 souls, had, in 1853, 33,324 children attending school in summer, 31,901 in winter, out of 46,869 of an age to go; and the Superintendent distributed 12,541 school books and 893 geographical maps. She now possesses a Normal School and a Journal of Education.

In New Brunswick, with a population of 193,800 souls, in 1853, there were, 24,127 children attending 774 schools, and the Province is making rapid progress in the route of improvement. With respect to the New England States, it is from them principally that Upper Canada received the impetus.

Such examples cannot be lost on a people in whom emulation of great things has always been so powerful. The considerable progress already made, the zeal of the Clergy and of a great number of influential citizens, the daily improving spirit of the rural population, the great social reforms which religion and patriotism have within the last few years enabled us to accomplish, are so many guarantees of success, particularly if I, and those who share with me the grave responsibility which has devolved upon me, fail not to devote every instant of our time, and all the strength which Divine Providence shall grant us, to the accomplishment of our task.

I have the honor to be,

Sir,

Your obedient servant,

PIERRE J. O. CHAUVEAU,
Superintendent of Education
for Lower Canada.

LIST OF DOCUMENTS COMPOSING THE APPENDIX.

A. Large Synoptical Table giving a Summary of all the Statistics collected by the Inspectors, for the year 1855.

B. Small Synoptical Table showing the Number and Proportion of Children attending all Educational Institutions in each Judiciary District, and in each District of Inspection.

C. Detailed Table, showing the Number of Children attending School in each Municipality, compared to the Total Population, and indicating if the Law is carried out by means of Voluntary Contributions, of Assessments, or with Certificates of Poverty.

D. Detailed Table of the Apportionment of the Grant to each Municipality.

E. Statistics of the Catholic Schools of the City of Montreal.*

F. Synoptical Tables of Statistics collected respecting Superior and Secondary Schools.

G. Table of School Books in use.†

H. Table of the Inspection Districts, showing their Extent and Importance, and confronted with the Salaries of the Inspectors.

I. Correspondence between the Department of Public Instruction and the Department of the Post Office, on the subject of the Postal Relations between Canada and France.

J. Copies and Extracts from the Reports of the Inspectors of Schools.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

* There will be found, in the Report of Mr. Bruce, a Statistical Table of the Protestant Schools of Montreal and in the Reports of MM. Bardy and Plees statistics of the Catholic and Protestant schools of Quebec. The Report of Mr. Valade also contains information respecting the Catholic schools of Montreal.

† Twenty municipalities have made no returns of the books in use; and more than a hundred have made very incomplete returns.

APPENDIX A.

LARGE SYNOPTICAL TABLE giving a Summary of all

Table with columns: NAMES OF THE INSPECTORS, Number of Municipalities, Number of School Districts, Nombre of School Houses, Number of Schools under control in operation, Number of Elementary Schools under control of the Commissioners, Number of Pupils, Number of Model Schools, Number of Pupils, Number of Dissident Schools, Number of Pupils, Number of Superior Schools for Girls, Number of Pupils, Number of Academies, Number of Pupils, Number of Colleges, Number of Students, Number of Convent Schools, Number of Pupils, Number of Independent Schools, Number of Pupils, Grand Total of Educational Institutions of every sort.

RECAPITULATION.

Summary table for the left page showing counts for District of Gaspé, Districts of Quebec and Kamouraska, Districts of Montreal and Ottawa, District of Three Rivers, District of St. Francis, and Grand Total across various categories.

Statistics collected by the Inspectors of Schools, for the year 1855.

Table with columns: Total Number of Pupils attending all the Educational Institutions, Number of Pupils reading from A B C upwards, but not fluently, Number of Pupils able to read fluently, Number of Pupils reading well, Number of Pupils learning to write, Number of Pupils learning Simple Arithmetic, Number of Pupils learning Compound Arithmetic, Number of Pupils learning Book-keeping, Number of Pupils learning Orthography, Number of Pupils learning Geography, Pupils learning English Grammar, Pupils learning French Grammar, Number of Pupils studying Parsing and Inductive Grammar, Learning Letter-writing, Studying Horticulture or Agriculture, Studying Mathematics, Studying Mensuration, Learning Linear Drawing, Learning Singing, Learning Instrumental Music.

RECAPITULATION.—(Continued.)

Summary table for the right page showing counts for various categories like 1434, 544, 272, 214, 734, 234, 106, 36, 28, 26, 41, 21, 110, 56, 304, 153, 340, 817, 454, 38016, 11180, 10643, 15955, 19805, 10239, 6270, 555, 9398, 3256, 997, 8934, 6170, 1110, 56, 304, 153, 340, 817, 454, 59473, 13598, 21764, 20589, 25006, 14944, 10102, 1253, 12829, 9352, 6403, 11320, 7857, 2590, 143, 413, 605, 899, 3718, 527, 10744, 3557, 3050, 3938, 3873, 227, 1318, 153, 1325, 1360, 302, 2348, 1541, 330, 45, 78, 19, 478, 26, 6576, 2074, 2361, 2021, 2313, 1043, 887, 850, 1071, 270, 580, 850, 15, 8074, 2133, 1006, 37, 15, 14, 25, 15610, 5542, 6357, 2711, 8613, 2997, 4790, 15, 8924, 3204, 1276, 617, 850, 15, 14, 26.

* No Statistics.

LARGE SYNOPTICAL TABLE, &c.—(Continued.)

NAMES OF THE INSPECTORS.	Number of Pupils studying History.	Number of Teachers having Diplomas.	Number of Teachers not having Diplomas.	Total Number of Lay Teachers under control.	Number of Female Teachers holding Diplomas.	Number of Female Teachers not holding Diplomas.	Total Number of Female Lay Teachers under control.	Average of Male Teachers' Salaries.		Average of Female Teachers' Salaries.		Average Age of Teachers.	Number of Public Libraries.	Number of Volumes.	Amount Furnished by the Rate-payers.		Amount of Grant to Primary Schools.
								£	£	£	£				£ s. d.	£ s. d.	
DISTRICT OF GASPE.																	
J. B. F. Painchaud.....	2	1	4	4	.....	.....	.....	40 @	35	25 @	22@40	.....	.....	.....	150 0 0	76 11 0
Jos. Meagher.....	.....	.....	15	16	.....	.....	.....	50 @	35	25 @	30 20 18	.....	.....	.....	1435 9 8	646 19 6
J. G. Lespérance.....	.....	.....	2	2	.....	6	6	.....	.....	25	15 28	.....	.....	.....	40 0 0	33 12 8
Total.....	2	1	19	22	.....	6	6	.....	.....	.....	.....	.....	.....	.....	1626 9 8	757 3 2
DISTRICTS OF QUEBEC AND KAMOURASKA.																	
P. M. Bardy.....	1343	34	23	57	4	71	75	150 @	25	60 @	18 30 @	.....	.....	.....	5939 1 2	2462 17 6
Jean Crépault.....	736	15	4	19	2	103	105	50	35	25	20 50	.....	.....	.....	1625 4 0	1280 14 2
P. F. Béland.....	1064	19	11	30	125	48	182	90	25	30	16 40 4	975	.....	.....	3075 16 4	2020 1 2
Rév. E. G. Plees.....	382	6	10	16	2	35	37	.....	.....	.....	.....	1	9500	.....	2000 0 0	211 1 6
G. Tanguay.....	580	18	16	34	.....	112	112	75	27	30	15 40 11	6000	.....	.....	4260 5 6	1644 2 7
C. Gimon.....	.....	16	1	17	1	15	16	50	35	25	20 50	.....	.....	.....	788 5 4	525 14 2
John Hume.....	23	.....	19	19	.....	17	17	40	20	15	35 20 60	.....	.....	.....	770 17 5	583 13 6
Isidore Morin.....	.....	.....	2	2	.....	13	13	60	25	40	18 23 40	.....	.....	.....	308 0 0	172 5 0
Total.....	4128	108	86	194	134	414	557	.....	.....	.....	.....	16	16275	18767	9 9	8902 9 7
DISTRICTS OF MON- TREAL AND OTTAWA.																	
J. N. A. Archambault.....	1374	31	9	34	75	1	76	100@37-10	40 @	24 10@30	8	3510	.....	.....	4064 6 9	2137 3 8
John Bruce.....	3701	44	71	115	4	57	61	103	30	48	25 19 37 1	150	.....	.....	3588 4 7	1271 2 6
M. Lanctôt.....	812	45	2	49	5	81	86	68	35	30	19 19 30 6	1030	.....	.....	4017 0 0	2047 3 3
F. X. Valade.....	1230	39	79	118	.....	188	138	100	30	60	20 25 40 22	16550	.....	.....	3850 13 4	1788 7 8
J. J. Roney.....	147	5	80	85	.....	31	31	40	.....	24	.....	750	.....	.....	1412 0 0	808 10 4
C. Germain.....	1247	25	18	43	.....	87	87	65	20	45	15 17 59 7	1910	.....	.....	2287 17 8	1619 0 7
A. D. Dorval.....	926	53	17	70	5	78	83	70	20	34	14 18 60 8	1700	.....	.....	5936 12 8	2235 2 8
A. P. L. Consigny.....	986	26	4	30	.....	91	91	72	25	60	18	.....	.....	.....	2842 15 4	1565 2 10
Total.....	10423	268	274	544	89	564	653	.....	.....	.....	.....	54	25600	27969	10 4	13471 13 6
THREE RIVERS.																	
G. A. Bourgeois.....	29	2	3	5	.....	31	31	37 @	30	30 @	10 19@23	.....	.....	.....	970 14 3	346 5 5
B. Maurault.....	446	9	3	12	68	13	81	60	20	26	15 17 60 2	400	.....	.....	1694 6 9	1210 1 0
P. Hubert.....	476	19	10	29	1	86	87	85	21	65	10 16 58 16	5328	.....	.....	2023 19 0	1441 6 8
Total.....	951	30	16	46	69	130	199	.....	.....	.....	.....	18	5728	4680	0 0	2997 13 1
DIST. OF ST. FRANCIS.																	
R. Parmelee.....	16	21	7	28	151	43	194	40 @	50	25 @	20@31	2	.....	.....	3510 14 8	1635 8 0
M. Child.....	.....	45	7	45	203	.....	208	70 @	.....	40 25	.....	.....	.....	.....	5721 13 4	1280 13 10
Total.....	16	66	7	73	354	43	397	.....	.....	.....	.....	2	.....	.....	9232 8 0	2865 11 10

RECAPITULATION.—(Continued.)

District of Gaspé.....	2	1	19	22	.....	6	6	.....	.....	.....	.....	.....	.....	.....	1626 9 8	757 3 2
Districts of Quebec and Kamouraska.....	4128	108	86	194	134	414	557	.....	.....	.....	.....	16	16275	18767	9 9	8902 9 7
Districts of Montreal and Ottawa.....	10423	268	274	544	89	564	653	.....	.....	.....	.....	54	25600	27969	10 4	13471 13 6
District of Three Rivers	951	30	16	46	69	130	199	.....	.....	.....	.....	18	5728	4680	0 0	2997 13 1
District of St. Francis.....	16	66	7	73	354	43	397	.....	.....	.....	.....	2	.....	.....	9232 8 0	2865 11 10
Grand Total.....	15520	473	402	879	646	1157	1812	.....	.....	.....	.....	90	47608	62234	17 9	28994 11 2

APPENDIX B.

SMALL SYNOPTICAL TABLE showing the Proportion of Children attending School, compared with those of an age to do so, and with the total population.

Inspection District in each Judicial District.	Population according to the Census of 1852	Approximate Number of Children from five to sixteen years old.	Number of Children at- tending School	Proportion of Children at- tending School compared with the whole pop- ulation accord- ing to the Cen- sus of 1852.	Proportion of those attend- ing Sch'l com- pared with the approximate Number of Children from five to sixteen years old.
GASPÉ.					
Painchaud,	2202	600	169	7	28
Meagher,	18570	2312	1217	6	52
Lespérance,	966	269	48	4	18
Total,	21738	3181	1434	6	45
KAMOURASKA.					
Tanguay,	46638	13136	6592	14	50
QUEBEC.					
Bardy,	80673	20755	13203	16	64
Plees,	9118	2657	1634	17	61
Béland,	58135	15385	8465	15	53
Crépault,	36729	8805	5949	16	68
Hume,	16085	3899	1492	9	38
Cimon,	13012	4172	1290	9	31
Morin,	4951	1132	391	7	34
Total,	218703	56805	32424	15	59
THREE RIVERS.					
Bourgeois,	9305	3605	1300	13	36
Hubert,	41181	10861	4666	11	43
Maurault,	34650	9357	4778	13	51
Total,	85136	23823	10744	12	45
ST. FRANCIS.					
Parmelee,	43632	12006	6576	12	55
Child,	35848	11116	9034	25	90
Total,	79480	23122	15610	19	68
MONTREAL.					
Valade,	82559	20012	10076	12	51
Bruce,	48530	13906	11269	26	81
Archambault,	60889	16667	7662	12	46
Dorval,	64458	16949	7662	12	45
Lanetot,	57785	16386	7795	13	48
Germain,	46210	13398	6124	11	46
Consigny,	50889	13853	6490	13	47
Total,	409820	111171	57078	14	51
OTTAWA.					
Roney,	23164	6784	2795	14	41
Grand Total,	884179	233022	126677	14	53

N. B.—A great part of Mr. Bourgeois' Inspection District is included in the District of St. Francis.

The total population appears less than it does in the Census, because some settlements are not included in any school municipality.

APPENDIX C.

TABLE of each Inspection District, showing the Number of Children in each Municipality attending School, as compared with the Number of the Population, the Municipalities where Assessment is enforced, and those where the cotisation is voluntary, and those who have a certificate of poverty.

DISTRICT OF THREE-RIVERS.

	Popula- tion.	Children attending School.	Voluntary cotisation	Cer'tificate of poverty.	Assess- ment.
G. A. BOURGEOIS.					
Upton.....	1689	182			1
Granham.....	1924	253			1
Wickham.....	574	79			1
Acton.....	425	78			1
Aston.....	212	97			1
Bulstrode and Warwick.....	950	124			1
St. Christophe.....	913	133	1		
St. Norbert.....	1200	142			1
Stanford.....	1418	212			1
		9305	1300		
P. HUBERT.					
Banlieue of Three Rivers.....	1107	88			1
Dumontier.....	2682	261			1
Fief St Maurice.....	912	98	1		
Gatineau.....	1499	117			1
Maskinongé.....	3881	376			1
Pointe du Lac.....	1602	226			1
Rivière du Loup.....	3048	308			1
St. Dilace.....	689	98			1
St. Paulin.....	767	129			1
St. Sévère.....	971	135			1
Ste. Ursule.....	2048	211			1
Three-Rivers.....	4936	636			1
Yamachiche.....	3152	382			1
Champlain.....	1923	200			1
St. Anne Lapérade.....	2481	275			1
Batisseau.....	955	104			1
St. Geneviève.....	2072	251			1
Cap de la Magdeleine.....	1123	70			1
St. Maurice.....	1648	258			1
St. Prospère.....	862	121			1
St. Stanislas.....	2832	322			1
		41181	4666		
B. MAURALT.					
Baie du Febvre.....	3086	453			1
St Zéphyrin.....	1076	199			1
St. Thomas de Pierreville.....	2468	36			1
St. François.....	1471	352			1
Village St. François.....	500				1
St. David.....	3152	308			1
Yamaska.....	2569				1
Gentilly.....	2498	385			1
Blanford.....	392	4			1
Béaucour.....	3408	481			1
Ste. Gertrude.....	1105	193			1
St. Grégoire.....	3449	580			1
St. Célestin.....	902	133			1
Nicolet.....	3095	662			1
St. Monique, No. 1.....	2401	307	1		
" No 2.....	403				
St. Pierre les Bequets.....	2675	349			1
		34650	4778		
		85136	10744	4	43

DISTRICT OF MONTREAL.

	Popula- tion.	Children attending School.	Voluntary Cotisa- tion.	Certificate of Poverty.	Assess- ment.
F. X. VALADE.					
St. Anne.....	915	120			1
St. Geneviève.....	1899	220			1
Pointe Claire.....	1545	200			1
Lachine.....	2164	210			1
St. Laurent.....	2623	366			1
City, Catholics.....	41464	5480			1
Hochelega.....	577	90			1
St. Henri.....	476	120			1
St. Pierre.....	820	90			1
Côte des Neiges.....	1687	170			1
Côteau St. Louis.....	995	130			1
Côte Visitation.....	383	70			1
Sault au Récollet.....	2241	240			1
Rivière des Prairies.....	1028	90			1
Pointe aux Trembles.....	1299	200			1
Longue Pointe.....	1014	150			1
Isle Perrot.....	891	49			1
Soulanges.....	2338	230			1
Côteau du Lac.....	2143	170			1
St. Zotique.....	1172	130			1
Côteau Landing.....	461	90			1
New Longueuil.....	4141	350			1
Newton.....	488	30			1
St. Cier.....	1257	150			1
St. Marthe.....	1466	190			1
Rigaud.....	3260	395			1
Vaudreuil.....	5812	346			1
		82559	10076		
JOHN BRUCE.					
Dundee.....	984	283			1
St. Anicet.....	2566	469			1
Godmanchester.....	2100	385			1
Elgin.....	1110	223			1
Huntingdon.....	679	210			1
Hinchinbrooke.....	2657	453			1
Hemmingford.....	4025	848			1
St. Jean Chrysostôme.....	3656	680			1
Ormstown.....	3333	652			1
Montreal, Protestants.....	16252	5435			1
Argenteuil.....	2326	469			1
Jerusalem.....	2124	393			1
Gore.....	1292	269			1
Chatham.....	3167	500			1
Grenville.....	2259				1
		48530	11269		
J. N. A. ARCHAMBEAULT.					
Longueuil.....	4092	849			1
Boucherville.....	2764	289			1
St. Bruno.....	1842	162			1
Chambly.....	3924	489			1
St. Luc.....	1172	59			1
St. Jean.....	4708	597			1
Blairfinchie.....	2614	251			1
Varennes.....	3300	389			1
Verchères.....	3063	308			1
Contrecoeur.....	1555	222			1
St. Marc.....	1243	174			1
Carried forward.	30277	131089	3789	21345	58

DISTRICT OF MONTREAL.—(Continued.)

	Popula- tion.		Children attending School.		Voluntary Cotisa- tion.	Certificate of Poverty.	Asses- ment.
Brought forward.	30277	131089	3789	21345			53
J. N. A. ARCHAMBEAULT.—(Continue.)							
Belœil.....	2250		305				1
Ste. Julie.....	1198		140				1
St. Antoine.....	1784		239				1
St. Charles.....	1624		218				1
St. Denis.....	3260		480				1
St. Ours.....	3936		390				1
Sorel.....	3967		422				1
“ Borough.....	3424		559				1
S ^{te} . Victoire.....	2100		169				1
St. Aimé.....	2994		426				1
St. Marcel.....	1010		141				1
St. Barnabé.....	1415		188				1
St. Jude.....	1650		246				1
		60889		7662			
A. D DORVAL.							
Village l'Assomption.....	1367		340				1
Parish “.....	1880		222				1
St. Sulpice.....	1012		181				1
Repentigny.....	1879		184				1
Lachenaie.....	989		100				1
Mascouche.....	2857		416				1
St. Lin.....	2959		274				1
St. Esprit.....	1980		172				1
St. Jacques.....	3791		703				1
St. Liguori.....	968		125				1
St. Alexis.....	1433		208				1
St. Roch.....	2757		319				1
Kilkenny.....	1195		55				1
Ste. Julienne.....	765		161				1
Rawdon.....	2692		311				1
Epiphany.....	1306		183				1
Village of Berthier.....	1328		320				1
Parish “.....	2734		233				1
Isle du Pads.....	1084		71				1
St. Barthélemi.....	2291		262				1
St. Cuthbert.....	2767		335				1
Lanoraie.....	2011		208				1
Lavaltrie.....	1367		194				1
St. Paul.....	2217		241				1
Industry.....	2670		380				1
St. Thomas.....	2019		210				1
Ste. Elizabeth.....	3432		347				1
St. Félix de Valois.....	2036		183				1
St. Jean de Matha.....	664		24				1
Brandon.....	1933		58				1
St. Norbert.....	875		149				1
St. Ambroise.....	2424		309				1
St. Alphonse.....	1127		69				1
Ste. Mélanie.....	1749		162				1
		61458		7662			
M. LANCTOT.							
Laprairie.....	3909		825				1
St. Constant.....	2697		347				1
St. Philippe.....	2480		215				1
St. Jacques Mineur.....	1951		250				1
St. Cyprien.....	4495		580				1
Carried forward.	15532	256436	2217	36669			105

DISTRICT OF MONTREAL—(Continued.)

	Popula- tion.		Children attending School.	Voluntary cotisation	Certificate of Poverty.	Assess- ment.
Brought forward.	15532	256436	2217	36669		105
M. LANCTOR.—(Continued.)						
St. Valentin.....	3239		497			1
Lacolle.....	3483		603			1
St. Edward.....	2111		252			1
Sherrington.....	1645		215			1
St. Rémi.....	2994		329			1
St. Michel.....	2291		230			1
St. Isidore.....	2133		318			1
Chateauguay.....	2360		345			1
St. Clement.....	4086		772			1
Ste. Martine.....	3826		408			1
Ste. Philomène.....	1971		248			1
St. Louis de Gonzague.....	3845		519			1
St. Thimothée.....	4231		616			1
St. Urbain 1st.....	2038		236			1
		55785		7795		
C. GERMAIN.						
St. Vincent de Paul.....	2385		582			1
St. François de Sales.....	983		111			1
Ste. Rose.....	2971		312			1
St. Martin.....	3764		541			1
Ste. Thérèse.....	3028		462			1
Terrebonne.....	2129		392			1
Ste. Anne des Plaines.....	1623		185			1
Lacorne.....	1460		198			1
St. Jérôme.....	5631		446			1
St. Janvier.....	1544		187	1		
Ste. Adèle.....	1273		67			1
Mille Isles.....	508		98			
St. Sauveur.....			37			1
St. Raphaël South.....	625		78			1
" North.....	325		45			
St. Eustache.....	3449		497			1
St. Augustin.....	2299		237			1
St. Joseph.....	1200		121			1
St. Benoît.....	2163		347			1
St. Hermas.....	1731		265			1
St. Placide.....	1230		223			1
Lake of Two Mountains.....	630		70			1
Ste. Scholastique.....	3479		480			1
St. Joachim.....	539		103			1
Côte Ste. Marie.....	353		40			1
St. Columban.....	888					1
		46210		6124		
J. J. RONEY.						
Notre-Dame de Bonsecours.....	659		88			1
Ste. Angélique.....	1352		190			1
St. André Avelin.....	1280		115			1
Lochaber.....	1032		180			1
Buckingham.....	2204		246	1		
Templeton.....	1131		105			1
Hull.....	2811		280			1
Aylmer.....	1169		284			1
Wakefield.....	588		75	1		
Masham.....	998		65	1		
Low.....	300		20			1
Carried forward.	13574	358431	1598	50538	4	151

DISTRICT OF MONTREAL.—(Continued.)

	Popula- tion.		Children attending School.		Voluntary cotisation	Certificate of Poverty.	Assess- ment.
Brought forward.	13574	358431	1598	50588	4	.....	151
J. J. RONEY.—(Continued.)							
Onslow.....	805		130		1		
Bristol.....	1491		188				1
Clarendon.....	1759		205		1		
Litchfield.....	756		150				1
Calumet.....	783		88				1
Mansfield and Waltham.....	612		60				1
Shen and Chichester.....	402		70		1		
Allumettes.....	1025		172				1
Maniwaki.....	550		25				1
Portland.....	102		20				1
Waterloo.....	581		54				1
Eardly.....	724		35				1
		23164		2795			
A. P. L. CONSIGNY.							
St. Césaire.....	4866		660				1
L'Ange-Gardien.....	1463		175				1
Abbotsford.....	522		73				1
St. Pie.....	4056		506				1
St. Hyacinthe, Town.....	3804		1188				1
“ Parish.....	2703		336				1
La Pré-entation.....	1755		212				1
St. Dominique.....	1998		334				1
Ste. Rosalie.....	1839		179				1
St. Simon.....	1784		230				1
St. Hugues.....	2990		354				1
Soraba.....	495		126				1
St. Damase.....	2783		366				1
St. Jean-Baptiste.....	2182		196				1
Rouville.....	1520		190				1
St. Mathias.....	1757		167				1
Ste. Brigitte.....	1355		100				1
St. Grégoire.....	2750		296				1
St. Alexander.....	2203		80				1
St. Athanase, Parish.....	2682		192				1
Christieville.....	1294		115				1
Ste. Marie.....	4028		465				1
		50889		6490			
		432484		59873	7		182

DISTRICT OF QUEBEC.

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Cer'ficate of Poverty.	Asses- ment.
P. M. BARDY.							
City of Québec, Catholics,.....	32934		4583				1
Beauport,	2377		380				1
Charlesbourg,.....	2063		194				1
St. Dunstan,.....	391		59		1		
St. Ambroise,.....	2575		386				1
Valcartier,	1897						
Ancienne Lorette,.....	2464		264				1
St. Foye,.....	2164		195				1
Stadacona,.....	3022		160			1	
Cape Rouge,.....	463		66				1
St. Roch,.....	3888		295				1
General Hospital,.....			92				
Gronclines,	1093		95				1
St. Casimir,	1468		221				1
Deschambeault,.....	2829		346				1
Cape Santé,.....	3473		419				1
St. Basile,.....	715		110			1	
St. Raymond,.....	1701		132				1
Ecureuils,.....	569		85				1
St. Catherine,.....	1789		36				1
St. Augustin,.....	1623		149				1
Pointe aux Trembles,.....	2077		248				1
St. Laurent,.....	877		153				1
St. Jean,.....	1231		220				1
St. François,.....	521		50				1
St. Famille,.....	850		68				1
St. Pierre,.....	887		141		1		
Château Richer,.....	1250		118				1
St. Anne,.....	969		101				1
St. Joachim,.....	1068		117				1
Ange Gardien,.....	829		121				1
St. Feréol,.....	667						
Laval,.....	399		41				1
Colleges, Academies, Independant Schools,.....		80673	3608	13203			
P. F. BELAND.							
St. Nicolas,.....	2719		342				1
St. Romuald,	1609		223				1
St. Jean Chrysostôme,.....	1718		204				1
Notre Dame de la Victoire,.....	8442		604				1
Ville d'Aubigny,.....	973		136				1
St. Joseph de Lévy,.....	1535		305				1
St. Henri,.....	3069		481				1
St. Anselme,.....	3022		416				1
St. Claire,.....	2390		243				1
St. Marguerite,.....	1438		90		1		
St. Hénédiine,.....	1028		115		1		
St. Isidore,.....	2163		336		1		
St. Lambert,.....	902		123		1		
St. Bernard,.....	1448		322		1		
St. Frédéric,.....	1186		219				1
St. Marie,.....	3263		496		1		
St. Elzéar,.....	2365		249		1		
St. Joseph de Beauce,.....	2565		332				1
St. François,.....	2874		444				1
St. George,.....	1394		142		1		
Carried forward.	41103	80673	5822	13203	10	2	38

DISTRICT OF QUEBEC.—(Continued.)

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Certificate of Poverty.	Assess- ment.
Brought forward.	41103	80673	5822	13203	10	2	38
P. F. BELAND.—(Continued.)							
St. Jean Deschailions,.....	1757		312				1
Lotbinière,.....	3579		537				1
Ste. Croix,.....	2188		391				1
St. Flavien,.....	568		198				1
St. Antoine,.....	3191		472				1
St. Sylvestre,.....	3733		489		1		
St. Agathe,.....	522		165		1		
St. Giles,.....	1060		89		1		
Metschermet,.....	435		50				1
JEAN GREPAULT.		58135		8465			
Beaumont,.....	1710		135				1
St. Charles,.....	2309		495				1
St. Lazare,.....	1698		252				1
St. Gervais,.....	3133		457				1
St. Raphaël,.....	836		257				1
St. Michel, No. 1,.....	1550		287				1
“ No. 2,.....	1104		189				1
St. Vallier,.....	1915		280				1
Berthier,.....	1109		187				1
St. François,.....	1724		260				1
St. Pierre,.....	1480		201				1
St. Thomas,.....	4215		796				1
Cape St. Ignace,.....	2733		351				1
Crane Island,.....	622		127				1
L'Islet,.....	3656		674				1
St. Cyrille,.....	448		97				1
St. Jean Port Joli,.....	3496		626		1		
St. Roch des Aulnets,.....	2991		378		1		
G. TANGUAY.		36729		5949			
Ste. Anne Lapocatière,.....	3072		556				1
Ixworth,.....	587		38				1
Rivière Ouelle,.....	2022		300		1		
St. Pacôme,.....	1485		213				1
St. Denis,.....	1774		317				1
Notre Dame du Mont Carmel,.....	600		96				1
Kamouraska,.....	2326		333				1
St. Paschal,.....	3149		452				1
Ste. Hélène,.....	1069		103				1
St. Alexandre,.....	913		156				1
St. André,.....	2458		399				1
Rivière du Loup,.....	2753		232				1
St. Edouard,.....	995		70				1
St. George de Kakouna,.....	1457		152				1
St. Arsène,.....	1929		292				1
Métis,.....	960		61		1		
Isle Verte,.....	2663		446				1
St. Eloï,.....	1066		146				1
Trois Pistoles,.....	2846		396				1
St. Simon,.....	1661		284				1
St. Fabien,.....	988		107				1
Bic,.....	1391		148				1
Rimouski,.....	3653		571				1
Lessard,.....	1895		275				1
Lepage,.....	1634		160				1
Matane,.....	1194		169				1
Colleges, &c.,.....			120				
		46638		6592			
Carried forward.		222175		34209	17	2	84

DISTRICT OF QUEBEC.—(Continued.)

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Certificate of Poverty.	Assess- ment.
Brought forward.		222175		34209	17	2	84
JOHN HUME.							
Tring,	1173		142				1
Forsyth,	390		31		1		
Lambton,	600		94				1
Aylmer,	264		39				1
Broughton,	687		40		1		
Leeds,	1944		189		1		
Nelson,	471		41		1		
Inverness,	1951		239		1		
St. Calixte of Somerset,	1432		192				1
St. Julie,	860		81		1		
St. Ferdinand of Halifax,	1679		77				1
St. Sophie,	1216						
Ireland,	802		53				1
Frampton,	1993		246		1		
Cranbourne,	284						
Standon,	339		28				1
		16085		1492			
C. CIMON.							
Escoumains,	713		43		1		
St. Fidèle,	934		118				1
Malbaie,	2653		220		1		
St. Agnès,	1278		35				1
St. Irénée,	1092		75				1
Eboulemens,	2107		196				1
Isle aux Coudres,	719		148		1		
Bay St. Paul,	3212		315				1
Petite Rivière,	575		56				1
St. Urbain,	729		89				1
		13012		1290			
REV. G. PLEES.							
City of Quebec, (Protestants),	9118		1634				
		9118		1634			
ISIDORE MORIN.							
Chicoutimi,	1564		75		1		
St. Joseph,	582		64			1	
Bagot,	1030		73		1		
Bagotville,	1408		142				1
Laterrière,	867		37		1		
		4951		391			
		265341		39016	80	3	99

DISTRICT OF GASPE.

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Cer'ticate of Poverty.	Asses- ment.
P. J. PAINCHAUD.							
Magdalen Islands.....	2202		169				1
		2202		169			
JOS. MEAGHER.							
Port Daniel.....	826		22				1
Hope.....	1107		103				1
Cox.....	1693		111				1
Hamilton.....	1031		155				1
New Richmond.....	1274		104				1
Carleton.....	845		76				1
Nouvelle & Shoolbred.....	1309		55			1	
Mann.....	569						
Matapedia.....	831		26		1		
Fox & Griffin Cove.....	696		24				1
Cape Rosier.....	785		75				1
Gaspé North Bay.....	286		64				1
" South.....	443		21				1
York and Haldimand.....	380		46				1
Douglass.....	572		46				1
Malbay.....	780		34		1		
Percé.....	2160		143				1
Grand River.....	689		34				1
Newport and Pabes.....	945						
Maria.....	1349		72				1
		18570		1217			
J. G. LESPERANCE.							
Cape Chat.....	966		48				1
		966		48			
		21758		1343	2	1	17

EASTERN TOWNSHIPS.

R. PARMELEE.							
Shefford.....	2512		419				1
Brome.....	2095		509				1
Granby.....	2392		377				1
Stukely.....	2194		222			1	
Milton.....	1741		133				1
Roxton.....	1226		100				1
Farnham.....	1364		320				1
St. Romuald.....	2200		219				1
St. Valérien.....			15				1
Dunham.....	3481		616				1
Stanbridge.....	4067		634				1
St. Armand East.....	1901		265				1
" West.....	1557		275				1
Sutton.....	2468		457				1
Henriville.....	4577		535				1
Clarenceville.....	1597		281				1
St. Thomas.....	1086		191				1
St. Athanase (Dissentients).....	300		46				1
St. Alexander.....	2208		192				1
Bolton.....	1936		361				1
Potton.....	1707		259				1
Ely.....	1018						
Omis.....			150				
		43632		6576			
Carried forward.		43632		6576		1	20

EASTERN TOWNSHIPS, (Continued.)

	Popula- tion.	Children attending School.	Vol'tary Cotisa- tion.	Certificate of Poverty.	Asses- ment.
Brought forward.....	43632	6576	1	20	
M. CHILD.					
Stanstead.....	4567	1239		1	
Hatley.....	2014	467		1	
Barnston.....	2492	611		1	
Barford.....	428	110		1	
Compton.....	2718	680		1	
Eaton.....	1500	425		1	
New Port.....	342	59		1	
Bury and Lingwick.....	1591	272		1	
Kingsey.....	2349	416		1	
Dudswell.....	500	185		1	
Brompton.....	749	120		1	
Windsor.....	590	94		1	
Hereford.....	360	51		1	
Shipton.....	3225	916		1	
Melbourne.....	2016	503		1	
Durham No. 1.....	2208	451		1	
" No. 2.....	574	145		1	
Tingwick.....	981	131		1	
Ascott.....	1968	438		1	
Orford.....	581	34		1	
Sherbrooke.....	2298	289		1	
Magog.....	754	184		1	
Wotton.....	663	103	1		
Cleveland.....		159		1	
Clifton.....	380	121		1	
Academies (High Schools).....		769			
Bishop's College.....		32			
Newfoundland.....		80			
	35848	9034			
	79480	15610	2	44	

RECAPITULATION.

District of Three Rivers.....	85136	10744	4	48
" of Montreal.....	432484	59873	7	182
" of Qubec and Kamouraska ..	265341	39016	30	99
" of Gaspé.....	21738	1434	2	16
Eastern Townships.....	79480	15610	2	44
	884179	126677	43	384

N. B.—The trifling difference existing between the Total Population, as given in this Table and in the Census, is owing to several small settlements in new clearings not being entered in it, in consequence of not being yet erected into municipalities, and being without the limits of all those now in existence.

APPENDIX D.

INSPECTION DISTRICT OF J. N. A. ARCHAMBAULT, Esq.

TABLE of the Apportionment of the Grant to each Municipality, for the periods mentioned below.

COUNTY OF CHAMBLY.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Boucherville.....	48 0 7	48 0 8	48 0 7	48 0 8
Longueuil.....	74 15 8	74 15 9	74 15 8	74 15 9
St. Bruno.....	32 0 6	32 0 6	32 0 6	32 0 6
Chambly.....	68 3 5	68 3 5	68 3 5	68 3 5
Total.....	223 0 2	223 0 4	223 0 2	223 0 4

COUNTY OF ST. JOHN.

St. John.....	81 15 8	81 15 8	81 15 8	81 15 8
Blairfridie.....	45 8 6	45 8 7	48 8 6	45 8 7
St. Luc.....	20 11 4	20 11 4	20 11 4	20 11 4
Total.....	147 15 6	147 15 7	147 15 6	147 15 7

COUNTY OF VERCHERES.

Varenes.....	57 6 8	57 6 9	57 6 8	57 6 9
Verchères.....	53 4 5	53 4 5	53 4 5	53 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 6	21 12 5	21 12 6
Belœil.....	39 2 7	39 2 8	39 2 7	39 2 8
Ste. Julie.....	22 1 10	22 1 11	22 1 10	22 1 11
Total.....	261 14 9	261 15 1	261 14 9	261 15 1

COUNTY OF RICHELIEU.

St. Ours.....	58 1 10	58 1 11	58 1 10	58 1 11
St. Aimé.....	55 16 5	55 16 5	55 16 5	55 16 5
St. Marcel.....	19 1 4	19 1 5	19 1 4	19 1 5
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
Id. Boroung.....	51 12 11	51 12 11	51 12 11	51 12 11
Id. Dissentient.....	7 16 10	7 16 11	7 16 10	7 16 11
Total.....	297 17 9	297 18 0	297 17 9	297 18 0

INSPECTION DISTRICT OF J. N. A. ARCHAMBAULT, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF CHAMBLY.

	SUM ACCRUING.				SUM GRANTED.				
	1st part of 1855.		2nd part of 1855.		1st part of 1855.		2nd part of 1855.		
	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward,.....	223	0	2	223	0	4	223	0	4

COUNTY OF ST. JOHN.

Brought forward,.....	147	15	6	147	15	7	147	15	7
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COUNTY OF VERCHERES.

Brought forward,.....	261	14	9	261	15	1	261	14	9
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COUNTY OF RICHELIEU.

Brought forward,.....	297	17	9	397	18	0	297	17	9
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COUNTY OF ST. HYACINTHE.

St. Charles,.....	28	4	9	28	4	10	28	4	9
St. Denis,.....	56	12	10	56	12	11	56	12	10
St. Jude,.....	28	13	10	28	13	10	28	13	10
St. Barnabé,.....	24	12	3	24	12	3	24	12	3
Total,.....	138	2	8	138	2	10	138	2	8
Grand Total,.....	1068	10	10	1068	11	10	1068	10	10

INSPECTION DISTRICT OF P. M. BARDY, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF PORTNEUF.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
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
Cape Rouge,.....	8 1 7	8 1 7	8 1 7	8 1 7
Cape 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 3 2	49 3 3	49 3 2	49 3 3
Eureuils,.....	9 18 6	9 18 6	9 18 6	9 18 6
Grondines,.....	25 10 7	25 10 8	25 10 7	25 10 8
Pointe aux Trembles,.....	36 2 1	36 2 1	36 2 1	36 2 1
St. Raymond,.....	29 11 6	29 11 7	29 11 6	29 11 7
Total,.....	309 10 1	309 10 4	278 8 0	278 8 3

COUNTY OF QUEBEC.

Ancienne Lorette,.....	46 12 0	46 12 0	46 12 0	46 12 0
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 4	35 17 3	35 17 4
City, Catholics,.....	381 4 6	381 4 7	381 4 6	381 4 7
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 3	52 10 2	52 10 3
Stoneham,.....	8 7 11	8 7 11	8 7 11	8 7 11
Valcartier,.....	24 6 0	24 6 0	.....	.....
Total,.....	746 18 9	746 19 0	722 12 9	722 13 0

COUNTY OF MONTMORENCY.

St. Laurent,.....	15 5 5	15 5 5	15 5 5	15 5 5
St. Jean,.....	22 1 6	22 1 7	22 1 6	22 1 7
St. François,.....	9 1 10	9 1 10	9 1 10	9 1 10
Ste. Famille,.....	14 16 0	14 16 1	14 16 0	14 16 1
Ange Gardien,.....	14 8 9	14 8 10	14 8 9	14 8 10
Château Richer,.....	21 14 11	21 15 0	21 14 11	21 15 0
Ste. Anne,.....	16 17 4	16 17 5	16 17 4	16 17 5
St. Joachim,.....	18 11 9	18 11 9	18 11 9	18 11 9
St. Féréol,.....	11 12 6	11 12 6	.....	11 12 6
Laval,.....	6 19 5	6 19 6	.....	6 19 5
St. Tite des Caps,.....	.....	.....	.....	.....
St. Pierre,.....	15 8 11	15 8 11	15 8 11	15 8 11
Total,.....	166 18 4	166 18 10	148 5 5	166 18 10
Grand Total,.....	1223 7 2	1223 8 2	1149 6 2	1168 0 1

INSPECTION DISTRICT OF P. F. BELAND, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF DORCHESTER.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Henry,.....	53 6 6	53 6 7	53 6 6	53 6 7
St. Anselme,.....	52 10 2	52 10 3	52 10 2	52 10 3
St. Isidore,.....	37 11 11	37 12 0	37 11 11	37 12 0
St. Claire,.....	41 10 8	41 10 8	41 10 8	41 10 8
St. Bernard,.....	25 3 8	25 3 8	25 3 8	25 3 8
St. Marguerite,.....	24 19 9	24 19 9	24 19 9	24 19 9
St. Hénédiène,.....	17 17 6	17 17 6	17 17 6	17 17 6
Total.....	253 0 2	253 0 5	253 0 2	253 0 5

COUNTY OF LEVI.

St. Nicolas,.....	47 5 0	47 5 0	47 5 0	47 5 0
Pointe Levi,.....	34 7 8	34 7 8	33 7 8	35 7 8
St. Jean Chrysostôme,.....	25 14 11	25 14 11	25 14 11	25 14 11
St. Romuald,.....	24 2 2	24 2 3	24 2 2	24 2 3
Ville d'Aubigny,.....	16 17 11	16 17 11	16 17 11	16 17 11
Notre Dame de la Victoire,.....	59 15 11	59 16 0	59 15 11	59 16 0
St. Lambert,.....	15 14 1	15 14 2	15 14 1	15 14 2
Total.....	223 17 8	223 17 11	223 17 8	227 17 11

COUNTY OF BEAUCE.

Ste. Marie,.....	56 13 11	56 13 11	56 13 11	56 13 11
St. Joseph,.....	44 11 6	44 11 7	44 11 6	44 11 7
St. Frederic,.....	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 4 11	24 5 0	24 4 11	24 5 0
Metschermet,.....	7 12 0	7 12 0	7 12 0	7 12 0
Total.....	244 13 2	243 13 4	244 13 2	244 13 4

COUNTY OF LOTBINIERE.

St. Jean Deschailions,.....	30 11 0	30 11 0	30 11 0	30 11 0
Lotbinière,.....	62 3 1	62 3 2	62 3 1	62 3 2
St. Croix,.....	38 0 7	38 0 8	38 0 7	38 0 8
St. Flavien,.....	9 18 1	9 18 2	9 18 1	9 18 2
St. Antoine,.....	55 8 11	55 8 11	55 8 11	55 8 11
St. Appollinaire,.....				
St. Giles,.....	18 8 11	18 9 0	18 8 11	18 9 0
St. 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
Total.....	288 9 10	288 10 2	288 9 10	288 10 2
Grand Total.....	1010 0 10	1010 1 10	1010 0 10	1010 1 10

INSPECTION DISTRICT OF JOHN BRUCE, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF HUNTINGDON.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,.....	£ s. d. 200 17 8	£ s. d. 200 17 8	£ s. d. 200 17 8	£ s. d. 200 17 8

COUNTY OF CHATEAUGUAY.

Ormstown,.....	57 19 4	57 19 5	57 19 4	57 19 5
St. Anicet,.....	44 11 10	44 11 11	44 11 10	44 11 11
St. Jean Chrysostôme,.....	63 10 4	63 10 4	63 10 4	
Total.....	166 1 6	166 1 8	166 1 6	102 11 4

COUNTY OF ARGENTEUIL.

Argenteuil,.....	40 8 7	40 8 7	40 8 7	40 8 7
Jerusalem,.....	36 18 5	36 18 5	36 18 5	36 18 5
Gore,.....	26 7 7	26 7 8	26 7 7	26 7 8
Chatam,.....	55 0 7	55 0 7	56 0 7	55 0 7
Grenville,.....	39 5 3	39 5 4		
Total.....	198 0 5	198 0 7	158 15 2	158 15 3
City of Montreal—Protestants.....	70 11 8	70 11 8	70 11 8	70 11 8
Grand Total.....	635 11 3	635 11 7	635 11 3	532 15 11

INSPECTION DISTRICT OF C. CIMON, Esq.

COUNTY OF CHARLEVOIX.

St. Fidèle,.....	16 5 3	16 5 3	16 5 3	16 5 3
Malbay,.....	46 2 1	46 2 1	46 2 1	46 2 1
St. Agnès,.....	22 4 8	22 4 8	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
Isle aux Coudres,.....	12 10 7	12 10 7	12 10 7	12 10 7
Bay St. Paul,.....	55 6 5	55 6 6	55 6 5	55 6 6
St. Urbain,.....	12 14 0	12 14 1	12 14 0	12 14 1
Petite Rivière,.....	10 0 7	10 0 7	10 0 7	10 0 7
Total.....	230 16 2	230 16 4	230 16 2	230 16 4

COUNTY OF SAGUENAY.

Escoumins,.....	12 8 6	12 8 6	12 8 6	12 8 6
Grand Total,.....	243 4 8	243 4 10	243 4 8	243 4 10

INSPECTION DISTRICT OF M. CHILD, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF STANSTEAD.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ 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		
Hatley.....	35 0 2	35 0 2	35 0 2	35 0 8
Magog.....	13 2 8	13 2 8	13 2 8	13 2 2
Barford.....	7 9 6	7 9 6	7 9 6	7 9 6
Total.....	178 5 1	178 5 1	134 18 11	134 18 11

COUNTY OF SHERBROOKE.

Ascot.....	34 3 8	34 3 8	34 3 8	34 3 8
Shipton.....	57 1 6	57 1 6	57 1 6	57 1 6
Brompton.....	13 0 11	13 0 11	13 0 11	13 0 11
Windsor.....	10 5 9	10 5 9	10 5 9	
Melbourne.....	35 0 11	35 0 11	35 0 11	35 0 11
Sherbrooke.....	39 17 10	39 17 10	39 17 10	39 17 10
Orford.....	10 2 4	10 2 4	10 2 4	10 2 4
Total.....	199 12 11	199 12 11	199 12 11	189 7 2

COUNTY OF COMPTON.

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
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
Clifton.....	6 12 10	6 12 11	6 12 10	6 12 11
Newport.....				
Total.....	119 18 3	119 18 4	119 18 3	119 18 4

COUNTY OF WOLFE.

Dudswell.....	11 3 9	11 3 9	11 3 9	11 3 9
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COUNTY OF DRUMMOND.

Kingsey.....	40 16 6	40 16 7	40 16 6	40 16 7
Durham No. 1.....	28 12 8	28 12 8	28 12 8	28 12 8
Durham No. 2.....	9 14 11	9 14 11	9 14 11	9 14 11
Total.....	79 4 1	79 4 2	79 4 1	79 4 2

COUNTY OF ARTHABASKA.

Tingwick.....	17 1 6	17 1 7	17 1 6	17 1 7
Grand Total.....	605 5 7	605 5 10	561 19 3	561 13 11

INSPECTION DISTRICT OF A. P. L. CONSIGNY, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF ST. HYACINTHE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
St. Damase.....	£ 48 7 3	£ 48 7 3	£ 48 7 3	£ 48 7 3
St. Hyacinthe (City).....	66 1 9	66 1 10	66 1 9	66 1 10
Id. (Parish).....	46 19 5	46 19 5	46 19 5	46 19 5
La Présentation.....	30 10 3	30 10 4	30 10 3	30 10 4
Total.....	191 18 8	191 18 10	191 18 8	191 18 10

COUNTY OF ROUVILLE.

St. Jean Baptiste.....	37 18 6	37 18 7	37 18 6	37 18 7
Abbottsford.....	9 2 2	9 2 2	9 2 2	9 2 2
St. Mathias.....	31 1 0	31 1 0	31 1 0	31 1 0
St. Césaire.....	84 10 6	84 10 6	84 10 6	84 10 6
St. Marie.....	69 19 6	69 19 7	69 19 6	69 19 7
Rouville.....	26 8 8	26 8 9	26 8 8	26 8 9
Ange Gardien.....	25 8 11	25 8 11	25 8 11	25 8 11
Total.....	284 9 3	284 9 6	284 9 3	284 9 6

COUNTY OF BAGOT.

St. Dominique.....	34 14 8	34 14 8	34 14 8	34 14 8
St. Hugues.....	38 11 9	38 11 10	38 11 9	38 11 10
St. Hélène.....	13 7 4	13 7 4	13 7 4	13 7 4
St. Pie.....	70 9 3	70 9 3	70 9 3	70 9 3
St. Rosalie.....	33 0 3	33 0 4	33 0 3	33 0 4
St. Simon.....	31 0 4	31 0 4	31 0 4	31 0 4
Soraba.....	8 12 9	8 12 10	8 12 9	8 12 10
Total.....	229 16 4	229 16 7	229 16 4	229 16 7

COUNTY OF IBERVILLE.

St. Brigitte.....	28 11 5	28 11 5	28 11 5	28 11 5
St. Grégoire.....	47 15 9	47 15 10	47 15 9	47 15 10
Total.....	76 7 2	76 7 3	76 7 2	76 7 3
Grand Total.....	782 11 5	782 11 11	782 11 5	782 11 11

INSPECTION DISTRICT OF JEAN CREPAULT, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF BELLECHASSE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Vallier,.....	33 5 10	33 5 10	33 5 10	33 5 10
Beaumont,.....	29 14 8	29 14 9	29 14 8	29 14 9
St. Michel,.....	26 18 8	26 18 8	26 18 8	26 18 8
" Village,.....	19 3 9	19 3 10	19 3 9	19 3 10
St. Charles,.....	40 2 7	40 2 8	40 2 7	40 2 8
St. Gervais,.....	54 8 9	54 8 9	54 8 9	54 8 9
St. Raphaël,.....	14 11 2	14 11 3	14 11 2	14 11 3
St. Lazarre,.....	29 10 6	29 10 6	29 10 6	29 10 6
Total.....	247 15 11	247 16 3	247 15 11	247 16 3

COUNTY OF MONTMAGNY.

Berthier,.....	21 4 10	21 4 11	21 4 10	21 4 11
St. Francis,.....	29 19 6	29 19 7	29 19 6	29 19 7
St. Pierre,.....	25 14 9	25 14 10	25 14 9	25 14 10
St. Thomas,.....	73 4 5	73 4 6	73 4 5	73 4 6
Crane Island,.....	10 16 11	10 16 11	10 16 11	10 16 11
Cape St. Ignace,.....	47 9 10	47 9 11	47 9 10	47 9 11
Total.....	208 10 3	208 10 8	208 10 3	208 10 8

COUNTY OF L'ISLET.

L'Islet,.....	63 10 4	63 10 5	63 10 4	63 10 5
St. Cyrille,.....	7 16 5	7 16 6	7 16 5	7 16 6
St. Jean Port Joli,.....	60 14 9	60 14 10	60 14 9	60 14 10
St. Roch des Aulnets,.....	51 19 5	51 19 6	51 19 5	51 19 6
Total.....	184 0 11	184 1 3	184 0 11	184 1 3
Grand Total.....	640 7 1	640 8 2	640 7 1	640 8 2

INSPECTION DISTRICT OF A. D. DORVAL, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF BERTHIER.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Isle du Pads,.....	18 17 3	18 17 4	18 17 3	18 17 4
St. Barthélémi,.....	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 3	44 3 2	44 3 3
“ Village,.....	23 2 0	23 2 1	23 2 0	23 2 1
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. Gabriel of 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
Total.....	284 17 8	284 17 11	284 17 8	284 17 11

COUNTY OF JOLIETTE.

St. Paul,.....	38 12 1	38 12 1	38 12 1	38 12 1
Industrie,.....	44 13 3	44 13 4	44 13 3	44 13 4
St. Thomas,.....	35 1 11	35 2 0	35 1 11	35 2 0
Ste. Elizabeth,.....	59 12 7	59 12 7	59 12 7	59 12 7
St. Félix de Valois,.....	35 0 7	35 0 7	35 0 7	35 0 7
St. Jean de Matha,.....	11 10 10	11 10 11	11 10 10	11 10 11
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,.....	30 8 2	30 8 3	30 8 2	30 8 3
Total.....	314 1 10	314 2 2	314 1 10	314 2 2

COUNTY OF L'ASSOMPTION.

St. Sulpice,.....	17 12 3	17 12 4	17 12 3	17 12 4
Repentigny,.....	32 13 4	32 13 5	32 13 4	32 13 5
Lachenaie,.....	17 4 3	17 4 4	17 4 3	17 4 4
Mascouche,.....	49 12 10	49 12 10	49 12 10	49 12 10
St. Lin,.....	51 8 4	51 8 4	51 8 4	51 8 4
L'Assomption,.....	32 13 7	32 13 8	32 13 7	32 13 8
Epiphany,.....	22 13 1	22 13 1	22 13 1	22 13 1
“ village,.....	23 15 6	23 15 7	23 15 6	23 15 7
St. Roch,.....	47 19 0	47 19 1	47 19 0	47 19 1
Total,.....	295 12 2	295 12 8	295 12 2	295 12 8

COUNTY OF MONTCALM.

St. Esprit,.....	34 8 5	34 8 5	34 8 5	34 8 5
St. Jacques,.....	63 8 11	63 8 11	63 8 11	63 8 11
St. Liguori,.....	19 9 5	19 9 6	19 9 5	19 9 6
St. Alexis,.....	24 18 6	24 18 6	24 18 6	24 18 6
Kilkenny,.....	20 15 10	20 15 10	20 15 10	20 15 10
Ste. Julienne,.....	13 6 6	13 6 7	13 6 6	13 6 7
Rawdon,.....	46 12 7	46 12 8	46 12 7	46 12 8
Total,.....	223 0 2	223 0 5	223 0 2	223 0 5
Grand total.....	1117 11 10	1117 13 2	1117 11 10	1117 13 2

INSPECTION DISTRICT OF C. GERMAIN, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF LAVAL.

	SUM ACCRUING.		SUM GRANTED,	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. François de Sales.....	17 2 2	17 2 3	17 2 2	17 2 3
Isle Bizard, North.....	5 13 4	5 13 4	5 13 4	5 13 4
St. Vincent de Paul.....	41 9 0	41 9 0	41 9 0	41 9 0
Isle Bizard, South.....	10 17 5	10 17 5	10 17 5	10 17 5
Ste. Rose.....	29 8 11	29 8 11	29 8 11	29 8 11
“ No. 1 et 2.....	22 3 6	22 3 7	22 3 6	22 3 7
St. Martin (Village).....	15 8 11	15 8 11	15 8 11	15 8 11
“ River side.....	10 6 7	10 6 8	10 6 7	10 6 8
“ Lower part of River side.....	6 5 8	6 5 9	6 5 8	6 5 9
“ Upper “ “.....	6 14 7	6 14 7	6 14 7	6 14 7
Lower of St. Martin.....	5 0 11	5 0 11	5 0 11	5 0 11
Upper of id.	8 11 10	8 11 11	8 11 10	8 11 11
Côte St. Elzéar.....	7 4 7	7 4 7	7 4 7	7 4 7
Côte St. Antoine.....	5 4 7	5 4 8	5 4 7	5 4 8
Total.....	191 12 0	191 12 6	191 12 0	191 12 6

COUNTY OF TERREBONNE.

St. Anne.....	28 4 5	28 4 5	28 4 5	28 4 5
St. Janvier.....	12 14 1	12 14 1	12 14 1	12 14 1
“ No. 2.....	4 16 2	4 16 3	4 16 2	4 16 3
“ Village.....	9 6 8	9 6 9	9 6 8	9 6 9
Lacorne.....	25 7 10	25 7 10	25 7 10	25 7 10
Ste. Thérèse, (Village).....	23 10 11	23 10 11	23 10 11	23 10 11
Upper of “.....	5 18 6	5 18 7	5 18 6	5 18 7
North of “.....	5 9 2	5 9 2	5 9 2	5 9 2
South of “.....	4 10 0	4 10 1	4 10 0	4 10 1
Lower of “.....	7 0 9	7 0 9	7 0 9	7 0 9
Ste. Thérèse, Rivière Cachée.....	2 18 1	2 18 2	2 18 1	2 18 2
“ dissentient.....	3 4 8	3 4 9	3 4 8	3 4 9
Terrebonne.....	37 0 1	37 0 1	37 0 1	37 0 1
Total.....	170 1 4	170 1 10	170 1 4	170 1 10

COUNTY OF TWO MOUNTAINS.

St. Jérôme.....	96 9 0	96 9 1	96 9 0	96 9 1
“ No. 4.....	8 3 2	8 3 2	8 3 2	8 3 2
St. Eustache.....	70 17 2	70 17 3	70 17 2	70 17 3
St. Augustin.....	39 19 8	39 19 8	39 19 8	39 19 8
Ste. Scholastique.....	60 8 9	60 8 9	76 11 9	69 15 9
Côte St. Joachim.....	9 6 11	9 6 11	9 6 11	9 6 11
St. Joseph.....	20 16 8	20 16 9	20 16 8	20 16 9
Côte Ste. Marie.....	6 2 7	6 2 7	6 2 7	6 2 7
St. Coloman.....	15 9 3	15 9 3		
St. Benoit.....	37 11 11	37 12 0	46 11 11	46 12 0
Total.....	365 5 1	365 5 5	349 15 10	349 16 2

INSPECTION DISTRICT OF T. GERMAIN, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF LAVAL.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward.....	£ s. d. 191 12 0	£ s. d. 191 12 6	£ s. d. 191 12 0	£ s. d. 191 12 6

COUNTY OF TERREBONNE.

Brought forward.....	170 1 4	170 1 10	170 1 4	170 1 10
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COUNTY OF TWO MOUNTAINS.

Brought forward.....	365 5 1	365 5 5	349 15 10	349 16 2
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COUNTY OF ARGENTEUIL.

Sto. Angélique, Mille Isles.....	8 12 11	8 12 11	8 12 11	8 12 11
St. Placide.....	21 8 0	21 8 0	21 8 0	21 8 0
St. Hermas.....	30 1 11	30 2 0	30 1 11	30 2 0
Total.....	60 2 10	60 2 11	60 2 10	60 2 11
Grand Total.....	787 1 3	787 2 8	771 12 0	771 13 4

INSPECTION DISTRICT OF P. HUBERT, Esq.

COUNTY OF ST. MAURICE.

Three Rivers.....	£ s. d. 86 2 9	£ s. d. 86 2 9	£ s. d. 86 2 9	£ s. d. 86 2 9
Banlieu.....	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 4	55 3 3	55 3 4
St. Sévère.....	17 6 0	17 6 1	17 6 0	17 6 1
Gatineau.....	26 6 2	26 6 3	26 6 2	26 6 3
Forges of St. Maurice.....	16 5 6	16 5 7	16 5 6	16 5 7
Total.....	248 14 0	248 14 4	248 14 0	248 14 4

INSPECTION DISTRICT OF P. HUBERT, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF ST. MAURICE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,.....	£ s. d. 248 14 0	£ s. d. 248 14 4	£ s. d. 248 14 0	£ s. d. 248 14 4

COUNTY OF MASKINONGE.

Rivière-du-Loup,.....	53 7 2	53 7 2	53 7 2	53 7 2
Maskinongé,.....	67 17 0	67 17 1	67 17 0	67 17 1
Ste. Ursule,.....	36 0 0	36 0 0	36 0 0	36 0 0
Dumontier,.....	47 0 1	47 0 2	47 0 1	47 0 2
St. Paulin,.....	13 15 2	13 15 2	13 15 2	13 15 2
St. Didace,.....	12 7 9	12 7 10	12 7 9	12 7 10
Total,.....	230 7 2	230 7 5	230 7 2	230 7 5

COUNTY OF CHAMPLAIN.

Batiscan,.....	16 12 6	16 12 6	16 12 6	16 12 6
Ste. Anne Lapérade,.....	43 2 4	43 2 5	43 2 4	43 2 5
Champlain,.....	33 8 7	33 8 8	33 8 7	33 8 8
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	25 13 2
Ste. Geneviève,.....	36 0 4	36 0 5	36 0 4	36 0 5
St. Stanislas,.....	49 4 3	49 4 3	49 4 3	49 4 3
St. Narcisse,.....				
St. Prosper,.....	15 0 2	15 0 3	15 0 2	15 0 3
Total,.....	241 12 2	241 12 5	241 12 2	241 12 5
Grand Total,.....	720 13 4	720 14 2	720 13 4	720 14 2

INSPECTION DISTRICT OF JOHN HUME, Esq.

COUNTY OF DORCHESTER.

Standon,.....	£ s. d. 5 18 8	£ s. d. 5 18 8	£ s. d. 3 18 7	£ s. d. 5 18 8
Frampton,.....	34 12 11	34 12 11	34 12 11	34 12 11
Granbourn,.....	4 19 6	4 19 7		
Total,.....	45 11 0	45 11 2	40 11 6	40 11 7

INSPECTION DISTRICT OF JOHN HUME, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF DORCHESTER.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,	£ s. d. 45 11 0	£ s. d. 45 11 2	£ s. d. 40 11 6	£ s. d. 40 11 7

COUNTY OF MEGANTIC.

Leeds,.....	33 15 11	33 15 11	33 15 11	33 15 11
St. Ferdinand,.....	29 3 6	29 3 6		
Ste. Sophie,.....	21 2 7	21 2 8		
Somerset,.....	25 18 6	25 18 6	25 18 6	25 18 6
Inverness,.....	33 18 4	33 18 4	33 18 4	33 18 4
St. Julie,.....	14 19 1	14 19 1		
Nelson,.....	8 4 5	8 4 6	8 4 5	8 4 6
Broughton,.....	7 14 9	7 14 9	7 14 9	7 14 9
Ireland,.....	13 19 0	13 19 0	13 19 0	13 19 0
Total,.....	188 16 1	188 16 3	123 10 11	123 11 0

COUNTY OF BEAUCE.

Irving,.....	20 8 2	20 8 3	20 8 2	20 8 3
Forsyth,.....	6 16 4	6 16 4	6 16 4	6 16 4
Lamton,.....	10 8 9	10 8 10	10 8 9	10 8 10
Total,.....	37 13 3	37 13 5	37 13 3	37 13 5
Grand Total,.....	272 0 4	272 0 10	201 15 8	201 16 0

INSPECTION DISTRICT OF M. LANCTOT, Esq.

COUNTY OF LAPRAIRIE.

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. Jacques le Mineur,.....	36 4 2	36 4 2	36 4 2	36 4 2
St. Isidore,.....	37 1 6	37 1 7	37 1 6	37 1 7
St. Philippe,.....	43 2 0	42 2 0	43 2 0	43 2 0
Total,.....	237 15 3	237 15 4	237 15 3	237 15 4

INSPECTION DISTRICT OF M. LANCTOT, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF LAPRAIRIE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,.....	£ s. d. 237 15 3	£ s. d. 237 15 4	£ s. d. 237 15 3	£ s. d. 237 15 4

COUNTY OF NAPIERVILLE.

Sherrington,.....	26 2 9	26 2 10	26 2 9	26 2 10
St. Rémi,.....	52 0 6	52 0 6	52 0 6	52 0 6
St. Edouard,.....	36 15 7	36 15 8	36 15 7	36 15 8
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
Total,.....	232 16 0	232 16 2	232 16 0	232 16 2

COUNTY OF ST. JOHN.

St. Valentin,.....	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
Total,.....	116 15 11	116 15 11	116 15 11	116 15 11

COUNTY OF CHATEAUGAY.

Chateaugay,.....	41 0 4	41 0 5	41 0 4	41 0 5
Ste. Philomène,.....	34 5 4	34 5 4	34 5 4	34 5 4
Ste. Martine,.....	68 9 0	68 9 0	68 9 0	68 9 0
St. Urbain,.....	35 8 8	35 8 9	35 8 8	35 8 9
Total,.....	177 3 4	177 3 6	177 3 4	177 3 6

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
St. Louis de Gonzague,.....	66 16 0	66 16 0	66 16 0	66 16 0
Total,.....	211 15 8	211 15 8	211 15 8	211 15 8
Grand Total,.....	976 6 2	976 6 7	976 6 2	976 6 7

INSPECTION DISTRICT OF J. G. LESPERANCE, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF GASPE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cape Chat,.....	16 16 4	16 16 4	16 16 4	16 16 4

INSPECTION DISTRICT OF B. MAURALT, Esq.

COUNTY OF YAMASKA.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Baie du Febvre,.....	53 12 5	53 12 5	53 12 5	53 12 5
St. Zéphirin,.....	18 14 6	18 14 6		18 14 6
St. François du Lac,.....	26 8 5	26 8 5	26 8 5	26 8 5
" Village,.....	9 6 7	9 6 7	9 6 7	9 6 7
Yamaska,.....	44 12 10	44 12 10		
St. David,.....	54 17 9	54 17 9	54 17 9	54 17 9
St. Thomas de Pierreville,.....	44 11 3	44 11 3	44 11 3	44 11 3
Total,.....	252 3 9	252 3 9	188 16 5	207 10 11

COUNTY OF NICOLET.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nicolet,.....	53 15 6	53 15 6	53 15 6	53 15 6
Ste. Gertrude,.....	19 4 7	19 4 7	19 4 7	19 4 7
Gentilly,.....	43 8 3	43 8 4	43 8 3	43 8 4
St. Pierre les Becquets,.....	46 9 9	46 9 9	46 9 9	46 9 9
Bécancour,.....	59 4 3	59 4 3	59 4 3	59 4 3
St. Grégoire,.....	59 18 11	59 19 0	59 18 11	59 19 0
St. Pierre Célestin,.....	15 14 2	15 14 2	15 14 2	15 14 2
St. Monique, No. 1,.....	41 13 11	41 13 11	41 13 11	41 13 11
" No. 2,.....	7 0 7	7 0 8	7 0 7	7 0 8
Blanford,.....	6 7 0	6 7 1	6 7 0	6 7 1
Total,.....	352 16 1	352 16 5	352 16 1	352 16 5
Grand Total,.....	604 19 10	605 0 3	541 12 6	560 7 4

INSPECTION DISTRICT OF JOS. MEAGHER, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF BONAVENTURE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carleton,.....	14 17 9	14 17 10	14 17 9	14 17 10
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 4	19 5 3	19 5 4
Mann,.....	9 18 6	9 18 6		
Maria,.....	23 9 3	23 9 4	23 9 3	23 9 4
Matapédia,.....	14 9 11	14 10 0	14 9 11	14 10 0
New Richmond,.....	22 3 3	22 3 4	22 3 3	22 3 4
Port Daniel,.....	14 7 8	14 7 9	14 7 8	14 7 9
Shoolbred and Nouvel,.....	22 15 5	22 15 5	22 15 5	22 15 5
Total,.....	188 14 8	188 15 2	178 16 2	178 16 8

COUNTY OF GASPE.

Newport,.....	16 9 0	16 9 0		
Grande 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 9	6 12 8	6 12 9
Douglas,.....	9 19 6	9 19 7	9 19 6	9 19 7
Gaspé Bay South,.....	7 14 10	7 14 11	7 14 10	7 14 11
Gaspé Bay North,.....	5 0 2	5 0 3	5 0 2	5 0 3
Cape 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
Total,.....	134 15 1	134 15 6	118 6 1	118 6 4
Grand Total,.....	323 9 9	323 10 8	297 2 3	297 3 0

INSPECTION DISTRICT OF ISIDORE MORIN, Esq.

COUNTY OF CHICOUTIMI.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bagot,.....	17 18 11	17 19 0	17 18 11	17 19 0
Bagotville,.....	24 9 8	24 9 9	24 9 8	24 9 9
Chicoutimi,.....	27 3 11	27 4 0	27 3 11	27 4 0
St. Joseph,.....	10 1 7	10 1 8	10 1 7	10 1 8
Laterrière,.....	6 8 4	6 8 4	6 8 4	6 8 4
Total,.....	86 2 5	86 2 9	86 2 5	86 2 9

INSPECTION DISTRICT OF J. B. F. PAINCHAUD, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF GASPE.

	SUM ACCRUING,		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Magdalen Islands,.....	38 5 6	38 5 6	38 5 6	38 5 6

INSPECTION DISTRICT OF ROTUS PARMELEE, Esq.

COUNTY OF MISSISQUOI WEST.

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
Phillipsburg,.....	33 0 10	33 0 10	33 0 10	33 0 10
Frelighsburg,.....	27 1 6	27 1 7	27 1 6	27 1 7
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 0
Farnham,.....	21 19 5	21 19 5	21 19 5	21 19 5
St. Romuald,.....	35 8 8	35 8 9	35 8 8	35 8 9
Total,.....	295 10 0	295 10 2	295 10 0	295 10 2

COUNTY OF MISSISQUOI EAST.

Bolton,.....	33 13 1	33 13 2	33 13 1	33 13 2
Potton,.....	29 13 7	29 13 7	29 13 7	29 13 7
Sutton,.....	42 17 10	42 17 11	42 17 10	42 17 11
Brome,.....	36 8 4	36 8 5	36 8 4	36 8 5
Total,.....	142 12 10	142 13 1	142 12 10	142 13 1

COUNTY OF IBERVILLE.

Henriville,.....	79 10 2	79 10 2	79 10 2	79 10 2
St. Athanase,.....	46 12 2	46 12 2	46 12 2	46 12 2
Christieville,.....	22 10 2	22 10 3	22 10 2	22 10 3
St. Alexander,.....	38 5 10	38 5 10	38 5 10	38 5 10
Total,.....	186 18 4	186 18 5	186 18 4	186 18 5

INSPECTION DISTRICT OF ROTUS PARMELEE, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF MISSISQUOI WEST.

	SUM ACCORDING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,	£ s. d. 295 10 0	£ s. d. 295 10 2	£ s. d. 295 10 0	£ s. d. 295 10 2

COUNTY OF MISSISQUOI EAST.

Brought forward,	142 12 10	142 13 1	142 12 10	142 13 1
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COUNTY OF IBERVILLE.

Brought forward,	186 18 4	186 18 5	186 18 4	186 18 5
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COUNTY OF SHEFFORD.

Shefford,	43 13 2	43 13 2	43 13 2	43 13 2
Granby,	41 11 5	41 11 6	41 11 5	41 11 6
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		
Roxton,	21 6 2	21 6 2	21 6 2	21 6 2
St. Ferdinand, } Ste. Cécile, }				
Total,	192 12 9	192 12 10	174 18 11	174 18 11
Grand Total,	817 13 11	817 14 6	800 0 1	800 0 7

INSPECTION DISTRICT OF REV. R. G. PLEES.

TABLE of the Apportionment of the Grant.—(Continued.)

CITY OF QUEBEC.—Protestants.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Total.....	£ s. d. 105 10 9	£ s. d. 105 10 9	£ s. d. 105 10 9	£ s. d. 105 10 9

INSPECTION DISTRICT OF J. J. RONEY, Esq.

COUNTY OF OTTAWA.

Portland.....	1 6 4	1 6 4		1 6 4
St. Andrews.....	22 5 4	22 5 5	22 5 4	22 5 5
Notre Dame de Bonsecours.....	11 16 6	11 16 7	11 16 6	11 16 7
Ste. Angélique.....	24 5 3	24 5 4	24 5 3	24 5 4
Lochaber.....	18 16 7	18 16 8	18 16 7	18 16 8
Buckingham.....	38 6 2	38 6 2	38 6 2	38 6 2
Hull.....	48 16 11	48 17 0	48 16 11	48 17 0
Wakefield.....	10 5 1	10 5 1	10 5 1	10 5 1
Masham.....	17 7 5	17 7 6	17 7 5	17 7 6
Low.....	5 5 1	5 5 1		
Eardley.....	12 12 3	12 12 3	12 12 3	
Templeton.....	19 13 7	19 13 8	18 13 7	19 13 8
Waterloo.....	10 2 3	10 2 4	10 2 3	10 2 4
Aylmer.....	20 6 10	20 6 10	20 6 10	20 6 10
Maniwaki.....	9 12 0	9 12 1	9 12 0	9 12 1
Total.....	270 17 7	270 18 4	264 6 2	253 1 0

COUNTY OF PONTIAC.

Mansfield and Waltham.....	10 3 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
Bristol.....	25 18 7	25 18 8	25 18 7	25 18 8
Onslow.....	14 0 5	14 0 6	14 0 5	14 0 6
Clarendon.....	30 11 8	30 11 8	30 11 8	30 11 8
Calumet.....	13 12 9	13 12 10	13 12 9	13 12 10
Allumettes.....	17 16 10	17 16 10	17 16 10	17 16 10
Litchfield.....	13 3 5	13 3 5	13 3 5	13 3 5
Total.....	187 17 7	182 17 10	182 17 7	182 17 10
Grand Total.....	403 15 2	403 16 2	403 15 2	403 18 2

INSPECTION DISTRICT OF G. TANGUAY, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF KAMOURASKA.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Ste. Anne,.....	63 11 5	63 11 5	53 11 5	63 11 5
Izworth,.....				
St. André,.....	38 13 6	38 13 6	38 13 6	38 13 6
St. Alexandre,.....	19 18 11	19 18 11	19 18 11	19 18 11
St. Denis,.....	30 16 5	30 16 5	30 16 5	30 16 5
Kamouraska,.....	40 8 7	40 8 7	40 8 7	40 8 7
Ste. Hélène,.....	18 12 1	18 12 1	18 12 1	18 12 1
St. Paschal,.....	54 14 4	54 14 5	54 14 4	54 14 5
St. Pacôme,.....	25 10 4	25 10 5	25 10 4	25 10 5
Rivière Ouelle,.....	35 2 6	35 2 7	35 2 6	35 2 7
Total,.....	327 14 1	327 14 4	327 14 1	327 14 4

COUNTY OF RIMOUSKI.

St. Simon,.....	28 17 7	28 17 8	28 17 7	28 17 8
St. Fabien,.....	17 3 5	17 3 5	17 3 5	17 3 5
Ste. 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 4	28 8 3	28 8 4
Métis,.....	16 14 3	16 14 3	16 14 3	16 14 3
Matane,.....	20 15 6	20 15 6	20 15 6	20 15 6
Total,.....	232 11 2	232 11 4	232 11 2	232 11 4

COUNTY OF TEMISCOUATA.

Rivière du Loup,.....	47 16 10	47 16 10	47 16 10	
Village St. Edouard,.....	17 6 5	17 6 5	17 6 5	
St. Arsène,.....	33 10 8	33 10 9	33 10 8	33 10 9
St. George,.....	25 15 1	25 15 2	25 15 1	25 15 2
Isle Verte,.....	46 5 7	46 5 7	46 5 7	46 5 7
St. Eloi,.....	20 5 9	20 5 10	20 5 9	20 5 10
Trois Pistoles,.....	49 9 0	49 9 1	49 9 0	49 9 1
Total,.....	240 9 4	240 9 8	240 9 4	175 6 5
Grand Total,.....	800 14 7	800 15 4	800 14 7	735 12 1

INSPECTION DISTRICT OF F. X. VALADE, Esq.
 TABLE of the Apportionment of the Grant.—(Continued.)
 COUNTY OF HOCHELAGA.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hochelaga,.....	10 1 3	10 1 3	10 1 3	10 1 3
St. Henri,.....	8 6 2	8 6 3	8 6 2	8 6 3
Côteau St. Pierre,.....	14 5 6	14 3 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 Récollets,.....	34 16 0	34 16 1	34 16 0	34 16 1
Haut du Sault ".....	4 3 11	4 3 11	4 3 11	4 3 11
Pointe aux Trembles,.....	22 11 11	22 12 0	22 11 11	22 12 0
Longu Point,.....	17 13 0	17 13 0	17 13 0	17 13 0
Rivière des Prairies,.....	17 17 11	17 18 0	17 17 11	17 18 0

COUNTY OF JACQUES CARTIER.

Lachine,.....	37 12 3	37 12 4	37 12 3	37 12 4
Point Claire,.....	26 17 4	26 17 5	26 17 4	26 17 5
Ste. Anne,.....	15 18 7	15 18 7	15 18 7	15 18 7
Ste. Geneviève,.....	33 0 3	33 0 4	33 0 3	33 0 4
St. Laurent,.....	45 11 8	45 11 8	45 11 8	45 11 8
City, Catholics,.....	180 0 2	180 0 3	180 0 2	180 0 3
Total,.....	520 14 7	520 15 3	520 14 7	520 15 3

COUNTY OF VAUDREUIL.

Isle Perrot,.....	15 10 3	15 10 4	15 10 3	15 10 4
Vaudreuil,.....	66 4 6	66 4 6	66 4 6	66 4 6
Newton,.....	8 10 4	8 10 4	8 10 4	8 10 4
Ste. Marthe,.....	25 9 11	25 9 11	25 9 11	25 9 11
Rigaud,.....	34 4 9	34 4 9	34 4 9	34 4 9
" Village,.....	22 8 1	22 8 1	22 8 1	22 8 1
Total,.....	172 7 10	172 7 11	172 7 10	172 7 11

COUNTY OF SOULANGES.

Soulanges,.....	40 12 8	40 12 8	40 12 8	40 12 8
Coteau du Lac,.....	37 4 11	37 5 0	37 4 11	35 5 0
St. Zotique,.....	22 14 7	22 14 8	22 14 7	22 14 8
Côteau Landing,.....	8 0 6	8 0 6	8 0 6	8 0 6
St. Polycarpe,.....	69 11 5	69 11 6	69 11 5	69 11 6
St. Clet,.....	21 17 4	21 17 4	21 17 4	21 17 4
Total,.....	200 1 5	200 1 8	200 1 5	200 1 8
Grand Total,.....	893 3 10	893 4 10	893 3 10	893 4 10

APPENDIX E.

Statistics of the Catholic Schools of the City of Montreal.

TABLE No. 1.

GENERAL STATEMENT

1. Boys' Schools :		
<i>College of Montreal, (Priests of St. Sulpice.)</i>	Pupils.	
Students of Theology,.....	66	
Boarders,.....	135	
Day Scholars,.....	55	
	—	256
<i>College of St. Mary, (Fathers of Society of Jesus,)....</i>		170
Five Schools kept by the Brothers of the Christian Doctrin. Vide Table No. 2,.....		2295
Model School, under the control of the Commissioners, kept by Mr. Doran,.....		68
Mr. Anderson's School,.....		70
Six Schools for Irish Boys,.....		440
		<hr/>
		3299
2. Girls' or Mixed Schools :		
Nine schools kept by the Sisters of the Congregation of Notre Dame. Vide Table No. 3,.....		2286
Schools of the General Hospital, for Orphan Boys and Girls. (Grey Nuns or Sisters of Charity),.....		350
School of the Convent of La Providence :		
French School,.....	180	
French and English School,.....	65	
	—	245
School of the Ladies of the Good Shepherd,.....		44
Five Girls' or Mixed Schools, Irish, (of which one is under the control of the Commissioners,) kept by Lay Teachers,.....		118
Four Canadian Schools, (of which three are under control of the Commissioners) kept by Lay Tea- chers,		270
		<hr/>
		3313
<i>Recapitulation.</i>		
Boys at Boys' Schools,.....	3299	
Boys at Mixed Schools,.....	234	
	<hr/>	
	3533	
Girls,.....	3079	
	<hr/>	
Total,.....	6612	

APPENDIX F.

SYNOPTICAL TABLES of all the Education Institutions of Lower Canada,

FIRST DIVISION.—SUPERIOR SCHOOLS.

No.	Name of Institution and where situated.	Date of the foundation.	By whom founded.	Names of visitors.	Composition of the Administrative body.	Faculty of Theology.			Faculty of Law.		
						Number of professors.	Number of students.	Cost of instruction.	Number of professors.	Number of students.	Cost of instruction.
FIRST SECTION.—UNIVERSITIES.											
1	McGill College, Montreal.	1840	Hon. J. McGill.	The Governor General.	Eleven Governors appointed by the Executive.	Not yet organised.	15	£ B. d.	4	15	0 0 0
2	University Laval, Quebec.	1864	The Seminary of Quebec.	The Archbishop of Quebec.	The Principal and Council of the University composed of the Directors of the Seminary of Quebec and the three senior Professors of each faculty.	Not yet organised.	16	1200	5	1200	0 0 0
SECOND SECTION.—SPECIAL SCHOOLS.											
3	Catholic School of Theology, Grand Seminary of Quebec.	1863	Mgr. Laval, 1st Bishop of Quebec.		Nine clerical Directors.	4	42	1500	4	42	1500
4	Catholic School of Theology, Grand Seminary of Montreal.	1841	His Lordship Bishop Mountain.	The visitor of St. Sulpice.	Eleven clerical Directors.	5	60	1200	5	60	1200
5	Protestant School of Theology, Bishop's College, Lennoxville, District of St. Francis.	1843	Physicians of Montreal.		The Anglican Bishops, the Trustees and a Council of Professors.	1	8	1000	1	8	1000
6	Medical School, Montreal.	1832			Medical Board of Directors.						
7	School of Law, St. Mary's College, Montreal.	1844			v. 2nd division, No. 15.		15		1	15	
8	Catholic School of Theology, College of St. Hyacinthe, District of Montreal.				v. 2nd division, No. 4.	2	18	500	2	18	500
9	Catholic School of Theology, College of Nicolet, District of Three Rivers.	1844			v. 2nd division, No. 3.	1	15	500	1	15	500

FIRST DIVISION.—SUPERIOR SCHOOLS.—(Continued.)

showing more particularly the state of Superior and Secondary Schools.

No.	Name of the Institution, and where situated.	Faculty of Medicine.			Faculty of Arts.			Faculty of Theology.			Faculty of Law.							
		Number of Professors.	Number of Students.	Cost of Tuition.	Number of Professors.	Number of Students.	Cost of Tuition.	Number of Professors.	Number of Students.	Cost of instruction.	Number of Professors.	Number of Students.	Cost of instruction.					
FIRST SECTION.—UNIVERSITIES.																		
1	McGill College, Montreal.	10	57	£ 500	6	37	£ 1500	£ 500	17270	£ 1250	£ 2000	£ 2000	3700	20	100	30		
2	University of Laval, Quebec.	7	20	2000	Not yet organised.			32	10	0	24000	2000	3200	12	30	42		
SECOND SECTION.—SPECIAL SCHOOLS.																		
3	Catholic School of Theology, Grand Seminary of Quebec.							20	0	0			1500	4	42	60		
4	Catholic School of Theology, Grand Seminary of Montreal.							24	0	0			1200	5	60	15		
5	Protestant School of Theology, Bishop's College, Lennoxville, District of St. Francis.				50	831							1000	1	8	28		
6	Medical School of Montreal.	8	28	500									500	8	28	1		
7	School of Law, St. Mary's, Montreal.															18		
8	Catholic School of Theology of College of St. Hyacinthe, District of Montreal.												600	2	18	15		
9	Catholic School of Theology of College of Nicolet, District of Three Rivers.	25	105	4700									600	1	15	54		
				2050	41270		6239		1600		8250		2250		12100		54	

* This Grant to the Faculty of Medicine of the University of Laval has not yet been received by that Institution. N. B.—In this Table and the following, for want of positive information, some figures have been set down approximately.

SECOND DIVISION.—

FIRST SECTION.—

No.	Name of the Institution, and where situated.	Date of the Foundation.	By whom founded.	Composition of the Administrative Body.	Composition of the Board of Professors.
1	Petit Séminaire of Quebec, District of Quebec.	1666	Mgr. Laval, 1st Bishop of Quebec.	Nine Clerical Directors.	Priests, Ecclesiastics and Laymen.
2	College of Montreal, District of Montreal.	1773	M.M. of the Seminary of Montreal.	Eleven Clerical Directors.	Priests, and Ecclesiastics of St. Sulpice.
3	College of Nicolet, District of Three Rivers.	1801	M. le Curé Brassard.	Five Clerical Directors.	Priests and Ecclesiastics.
4	College of St. Hyacinthe, District of Montreal.	1812	M. le Curé Girouard.	The Bishop of St. Hyacinthe and seven Clerical Directors.	Priests and Ecclesiastics.
5	College of Ste. Thérèse de Blainville, District of Montreal.	1824	M. le Curé Ducharme.	The Bishop of Montreal and four Clerical Directors.	Priests and Ecclesiastics.
6	College of Chambly, District of Montreal.	1825	M. le Curé Mignault.	Four Clerical Directors and the Presiding Church Warden of the Parish of Chambly.	Clerics of St. Viator.
7	College of Ste. Anne Lapocatière, District of Kamouraska.	1827	M. le Curé Painchaud.	The Archb. of Quebec, the Principal & 5 neighbouring Cures.	Priests, Ecclesiastics and Laymen.
8	College of L'Assomption, District of Montreal.	1832	M. le Curé Labelle, J. B. Meilleur and C. L. Cazenève.	The Bishop of Montreal, the Founders and Principal Officers.	Priests and Ecclesiastics.
9	High School of McGill College, District of Montreal.	1840	McGill College.	The Governors of McGill College.	Lay Protestant Professors.
10	Bishop's College, Lennoxville, District of St. Francis.	1841	His Lordship Bishop Mountain.	The Directors of the College & the Anglican Bishops of Quebec and Montreal.	Ministers of the Church of England.
11	Joliette College, District of Montreal.	1846	Honorable Barthélemy Joliette.	The Directors and the Catholic Bishop of Montreal.	Clerks of St. Viator.
12	Masson College, Terrebonne, District of Montreal.	1847	Widow Joseph Masson.		Priests, Ecclesiastics and Laymen.
13	High School of Quebec, District of Quebec.	1848			Lay Protestant Professors.
14	St. Mary's College, District of Montreal.	1848	Mgr. Hourget, Bishop of Montreal.	The Bishop of Montreal, the Rector and four Professors.	Fathers of the Society of Jesus.
15	College of St. Michel, District of Quebec.	1853	M. le Curé Fortier and the School Commissioners of St. Michel.		Lay Catholic Professors.
16	College de Notre Dame de La Victoire, Pointe Lévi, Dis. of Quebec.	1853	M. le Curé Deziel.	Le Curé of Notre Dame de Lévi and four Lay Trustees.	Brothers of the Christian Doctrine.
17	College of Laval, District of Montreal.	1854	M. le Curé Lavallée and Inspector Germain.	Three Clerical Directors.	Ecclesiastics and Laymen.
18	College of St. Francis, Richmond, District of St. Francis.	1854		Three Trustees.	Lay Professors.
19	College of St. Henri de Mascouche, District of Montreal.	1852	M. le Curé Chevigny.	One Director.	Priests and Laymen.
20	College of Rigaud, District of Montreal.	1852	M. le Curé Desautels and the School Commissioners of the Parish.	The Bishop of Montreal, one Superior & one Director.	Clerks of St. Viator.
21	College of Ste. Marie de Monnoir, District of Montreal.	1853	M. le Curé Crevier.	Five Directors.	Ecclesiastics and Laymen.
22	College of Ste. Marie de La Beauce, District of Quebec.	1854	M. le Curé Proulx.	A Director appointed by the School Commissioners.	Brothers of the Christian Doctrine.
23	College of Verchères, District of Montreal.	1854	M. le Curé Bruneau.	The School Commissioners.	Clerks of St. Viator.
24	College or Institute of Sherbrooke, Dist. of St. Francis.	1856	Mgr. Prince, Bishop of St. Hyacinthe.	The Bishop and six Trustees.	Priests and Ecclesiastics.

SECONDARY SCHOOLS.

COLLEGES.

No.	APPROPRIATIONS ON THE BUDGET.								Expenses for the year 1855.	Cost of Board and Tuition.	Cost of Tuition.	Total Value of Buildings.	Religious Instruction.
	1851.		1852.		1854.		1855.						
	Annual Aid.	Aids for building.	Annual Aid.	Aids for building.	Annual Aid.	Aids for building.	Annual aid.	Aids for building.					
1	£	£	£	£	£	£	£	£	£	£	£ s.	£	1
2									4300	20	3 10	25000	1
3	300		300		400	300	400	200	4000	21	3 0	20000	1
4	300		300		500	1000	500	1000	3600	20	3 0	20000	1
5	300	300	300	200	400	300	400	300	4000	21	3 0	18000	1
6	300	300	300		300	150	300	100	1350	21	2 10	10000	1
7	300		300	300	400	500	400	900	580	4(1)		6000	1
8	300	300	300	200	300	300	300	300	1415	20	2 10	2000	1
9	282		282		282		282		1332	4(1)		10000	1
10	300		300		300		450		282				1
11	200	300	100		100		100		1400	20			1
12	250	300	250		250	150	250	150	629			3000	1
13	282		282		282		282		1000			4000	1
14					300	500	300	500	282				1
15			75		200	150	200	150	3332	21		11000	1
16		300	50		250	300	250	300	792	20	2 0	3000	1
17					100	150	100	150	2470	20	2 0	8000	1
18					300		300		542	20	2 0	3000	1
19	50		50	100	50		50		1316			3500	1
20	250		250	200	250	150	250	100	350			3000	1
21					100	150	100	100	443			2500	1
22						200		200	500	4(1)		1500	1
23							100		300	2(1)	1 5	1000	1
24							50		467			1000	1
	3314	1800	3439	1000	5064	4300	5364	4450	34068			155500	24

N. B.—At Colleges marked thus (1) board (pension) does not include meals.

SECOND DIVISION.—SECONDARY SCHOOLS.

FIRST SECTION.—Colleges.—(Continued.)

No.	COURSE OF STUDIES.																			£	Number of Volumes in the Libraries of Professors.	Number of Volumes in the Libraries of Students.	Number of Professors and Directors.	Number of Students over 10 years.	Number of Pupils under 10 years.	Number of Students receiving Board and Instruction, wholly or in part gratuitous.	Total Number of Students.									
	Arithmetic, Algebra, Elementary Geometry.	Mathematics as far as Conic Sections exclusively.	Mathematics and Calculus complete, including Conic Sections Differential and Integral.	Physic and Astronomy.	Chemistry.	Natural History.	Latin.	Dead Languages	Greek.	Hebrew.	French.	English.	Italian.	German.	History.	Geography.	Belles-Lettres.	Rhetoric.	Metaphysics and Moral Philosophy.									Elements of Jurisprudence and Constitutional Law.	Agriculture and Horticulture.	Commercial Course.	Book-keeping.	Library Drawing.	Architecture.	Drawing and Painting.	Instrumental Music.	Singing.	Cost of Museums and Cabinets of Mechanics.
1		1	1	1	1			1	1	1	1				1	1	1	1	1									3500	15000	3000	26	150	250	40	406	
2		1	1	1	1	1		1	1	1	1				1	1	1	1	1				1					3000	8000	3000	18	100	156	60	256	
3		1	1	1	1	1				1	1				1	1	1	1	1			1						600	3000	1000	13	137	157	20	294	
4		1	1	1	1	1				1	1				1	1	1	1	1			1						2000	5000	2000	23	173	170	20	343	
5		1	1	1	1	1				1	1				1	1	1	1	1			1						600	3000	2000	14	51	88	18	186	
6	1		1	1	1	1				1	1				1	1	1	1	1				1					1000	500	8	26	108	35	154		
7		1	1	1	1	1				1	1				1	1	1	1	1			1						500	5000	19	73	131	20	204		
8	1		1			1	1			1	1				1	1	1	1	1			1						1000	500	15	62	68	15	136		
9	1					1	1			1	1	1			1	1	1	1	1											9	15	198	30	213		
10		1				1	1			1	1	1			1	1	1	1	1											4	15			16		
11	1		1	1						1	1				1	1	1	1	1			1						500	300	6	30	210	10	240		
12	1		1	1	1	1				1	1				1	1	1	1	1			1						1000	500	12	20	169	10	189		
13	1		1	1	1	1				1	1	1			1	1	1	1	1									500	500	6	50	150	38	200		
14		1	1	1	1	1				1	1				1	1	1	1	1			1						3000	1000	15	45	124	28	189		
15	1		1	1	1	1				1	1				1	1	1	1	1								50	500	500	5	22	120	10	142		
16	1		1	1	1	1				1	1				1	1	1	1	1			1						500	1500	13	17	228	20	243		
17	1		1							1	1				1	1	1	1	1			1						500	500	7	5	110	10	116		
18			1	1	1	1				1	1				1	1	1	1	1									500	500	4	14	18		32		
19	1		1							1	1				1	1	1	1	1			1							200	6	9	87		96		
20	1		1	1	1					1	1				1	1	1	1	1			1						500	7	22	78	40	106			
21	1					1	1			1	1				1	1	1	1	1									200	8	14	82	10	96			
22	1		1							1	1				1	1	1	1	1											3	10	109		119		
23	1		1	1	1					1	1				1	1	1	1	1			1								9	2	162		164		
24	1					1	1			1	1				1	1	1	1	1											2	12	42		54		
8	8	8	21	15	17	17	15	3	23	24	2	2	24	24	23	19	18	10	18			8	15	19	14	11	10	24	10250	43000	23200	252	1074	3015	432	4089

SECOND DIVISION.—SECONDARY SCHOOLS.
SECOND SECTION.—Lycæums, Academies or Secondary Transitory Schools.

No.	Name of Institution.	Composition of the Administrative Body.	Expenses of the year 1855.	Appropriations on the Budget in 1855.	Amount received from the School (Commis. in 1855).	Income from Board and Tuition.	Elements of Latin taught instead of those prescribed by Law.	Elements of Greek taught instead of those prescribed by Law.	Number of Teachers.	No. of Pupils over 16 years.	No. of Pupils under 16 years.	Total number of Pupils.
1	Academy of Danville.	Three Trustees elected.	\$225	£75	150	13	.....	.....	3	34	32	66
2	Academy of Stanbridge.	Five Trustees elected.	200	75	125	13	.....	.....	2	32	20	52
3	Academy of Granby.	Five Directors.	150	75	75	13	.....	.....	1	116	94	210
4	Academy of Lanark.	Nine Trustees.	100	100	100	100	1	.....	.....	4	61	105
5	Academy of Sherbrooke.	Three Trustees.	150	100	50	50	.....	.....	1	14	58	73
6	Academy of Knowlton.	The Resident Protestant Minister, one Trustee, and the Church Wardens.	200	100	50	50	.....	.....	1	10	35	45
7	Academy of St. Constant.	The School Commissioners.	100	37 1/2	47 1/2	.....	.....	.....	1	62	62	124
8	Acad. of Pointe-aux-Trem., Quebec.	The School Commissioners.	200	100	50	50	.....	.....	3	66	66	132
9	Academy of Beloit.	The School Commissioners.	225	100	75	50	.....	.....	1	54	55	109
10	Bonin Academy at St. Andrew.	The Catholic Dissident Trustees.	143	75	32	6 5/8	.....	.....	1	85	85	170
11	Academy of Clarenceville.	Nine Directors.	177	100	77	77	.....	.....	1	20	47	67
12	Academy of Yaudreuil.	The School Commissioners.	80	60	20	20	.....	.....	2	125	125	250
13	Academy of Ste. Foy.	The School Commissioners.	150	50	60	30	.....	.....	2	33	48	81
14	Academy of Aylmer.	Eight Trustees.	172	75	75	75	.....	.....	1	15	33	48
15	Academy of Charleston.	Trustees.	169	100	71	71	.....	.....	1	33	33	66
16	Academy of Berthier.	The School Commissioners.	163	100	63	63	.....	.....	2	12	66	78
17	Academy of Ste. Marie du Fevre.	The School Commissioners.	100	50	50	50	.....	.....	2	23	100	123
18	Academy of Vepperville.	The School Commissioners.	125	50	75	75	.....	.....	1	3	184	187
19	Academy of St. Jean, Isle of Orleans.	The School Commissioners.	128	50	20	52	.....	.....	1	2	84	86
20	Lycæum of St. Philippe.	Three Trustees elected.	150	50	100	100	.....	.....	3	29	40	69
21	Lycæum of Suttonville.	The Directors elected.	150	75	75	75	.....	.....	1	30	40	70
22	Academy of Amqui.	The School Commissioners.	200	50	150	150	.....	.....	1	30	20	50
23	Academy of Huntingdon.	Committee of seven persons.	365	100	48	190	.....	.....	2	23	152	175
24	Academy of Trois Rivières.	The Carr and School Commissioners.	214	100	25	16	.....	.....	2	3	37	40
25	Academy of St. Paul de l'Industrie.	The Carr and School Commissioners.	120	50	70	70	.....	.....	2	1	39	40
26	Academy of Beauharnois.	Four Trustees.	273	100	173	173	.....	.....	2	25	35	60
27	Lycæum of Drummondville.	The School Commissioners.	200	50	50	100	.....	.....	3	49	119	168
28	Academy of St. Alphonse.	Six Protestant Ministers Trustees.	150	50	20	20	.....	.....	1	6	52	58
29	Catholic Academy of Valinier.	Trustees.	130	75	75	75	.....	.....	2	4	14	18
30	Academy of St. Anastase.	The Carr and School Commissioners.	100	50	50	50	.....	.....	2	6	17	23
31	Lycæum of St. Michel.	The Carr and five Directors.	125	75	75	75	.....	.....	2	4	14	18
32	Lyceum of St. Joseph.	The Carr and School Commissioners.	200	75	125	125	.....	.....	2	8	121	129
33	Lyceum of St. Joseph.	The Carr and School Commissioners.	360	150	150	150	.....	.....	2	8	192	200
34	Academy of Point Claire.	The Carr and School Commissioners.	140	50	60	60	.....	.....	2	82	82	164
35	Academy of Montigny.	The Carr and School Commissioners.	150	75	50	50	.....	.....	2	18	150	168
36	Academy of Clarendon.	The Carr and School Commissioners.	175	50	50	50	.....	.....	2	7	109	116
37	Academy of Somerset.	The Carr and Commissioners School.	150	50	50	50	.....	.....	2	3	72	75
38	Academy of Kamouraska.	"	150	75	50	50	.....	.....	2	10	89	99
39	Academy of Deschambault.	"	100	50	25	25	.....	.....	3	10	89	99
40	Academy of Uxelle.	"	100	50	25	25	.....	.....	3	10	93	103
41	Academy of M. Juneau, Quebec.	Mr. Juneau.	50	50	200	200	.....	.....	4	50	150	200
42	Academy of M. Phillips, Montreal.	Mr. Phillips.	250	50	.....	.....	.....	.....	4	60	300	360
43	Normal School of the Colonial Church Society, Montreal.	The Committee of the Society.	500	50	.....	.....	.....	.....	8	108	755	863
44	Total	Male and Female.	£7,968,997 1/2	106	£1215	2648 5/8	6	4	108	755	817	1572

SECOND DIVISION.—
THIRD SECTION.—Academies and Boarding School

No.	Name of the Institution, and where situated.	Date of Foundation.	By whom founded.
1	Convent of the Ursulines at Quebec,	1639	Madame de la Peltrie,
2	Convent of General Hospital at Quebec,	1693	Mgr. de St. Vallier,
3	Convent and School of the Congregation of Notre Dame at Montreal,	1653	La Sœur Bourgeois,
4	Boarding School of Maria-Villa, Montreal,	1854	The Ladies of the Congregation,
5	Convent of the Ursulines at Three Rivers,	1697	Mgr. de St. Vallier, 2nd Bishop of Quebec,
6	Convent of the Congregation at Quebec,	1840	
7	Convent of the Sisters of Charity at Quebec,	1849	Mgr. Turgeon, Archbishop of Quebec, and the Ladies of the Society of Education,
8	Convent of the Good Sheperd at Quebec,	1853	Madame F. X. Roy,
9	Convent of the Sisters of Charity at Montreal,	1747	Madame Youville,
10	Convent of the Providence at Montreal,	1828	Madame Gaudin,
11	Convent of the Good Sheperd at Montreal,	1844	The Bishop and the Ladies of Montreal,
12	Convent of the Sacred Heart at St. Vincent de Paul,	1842	The Bishop of Montreal,
13	Convent of Chambly,	1854	M. le Curé Mignault,
14	Convent of Montmagny,	1854	The Curé and the School Commissioners,
15	Convent of St. Hugues,	1855	M. le Curé Archambault,
16	Convent of Ste. Marie de Monnoir,	1853	M. le Curé Crevier,
17	Convent of St. Aimé,	1855	
18	Convent of Baie St. Paul,	1848	
19	Convent of Ste. Famille, Island of Orleans,	1690	
20	Convent of Yvernes,	1854	The Curé,
21	Convent of Beauharnois,	1852	M. le Curé Charland,
22	Convent of St. Joseph of Point Lévi,	1855	M. le Curé Routier and the School Commissioners,
23	Convent of St. Charles Borromée,	1853	
24	Convent of Ste. Scholastique,	1852	
25	Girls Academy at Cowanville,		
26	Convent of St. Eustache,	1836	
27	Convent of St. Paul of Industrie,	1823	
28	Convent of Ste. Marie of Beauce,	1823	
29	Convent of St. Timothy,	1851	
30	Convent of Ste. Croix,		
31	Hospice Youville, St. Benoit,	1851	Mr. Girouard, formerly Member of the Legislature,
32	Convent of Ste. Elizabeth,		
33	Convent of Rimouski,	1853	
34	Convent of St. Jean, Island of Orleans,		
35	Convent of Yamachiche,	1852	M. le Curé Dumoulin,
36	Convent of Sorel,	1852	
37	Convent of St. Grégoire,	1852	
38	Academy of Gentilly,		
39	Academy of Stanstead,		
40	Academy of Nicolet,		
41	Convent of Longueuil,	1843	Miss Durocher, Dufresne, & Céré, Founders of the Order.
42	Academy of St. Michel, Bellechasse,	1852	M. le Curé Fortier and the School Commissioners,
43	Academy of l'Islet,		M. le Curé Delage.
44	Convent of the Lake of Two Mountains,	1720	
45	Convent of Pointe-aux-Trembles, Montreal,	1690	
46	Convent of Boucherville,	1703	
47	Convent of Laprairie,	1705	
48	Convent of Pointe Claire,	1784	
49	Convent of Berthier, Montreal,	1825	
50	Convent of Terrebonne,	1826	
51	Convent of the Coders,	1841	
52	Convent of Chateauguay,	1844	
53	Convent of l'Assomption,	1847	
54	Convent of Ste. Thérèse,	1847	
55	Convent of St. Jean Dorchester,	1847	
56	Convent of Pointe-aux-Trembles, Quebec,	1713	
57	Convent of St. François, Rivière du Sud,	1763	
58	Convent of Rivière Ouelle,	1809	
59	Convent of St. Denis, Montreal,	1783	
60	Convent of St. Hyacinthe,	1813	
61	Convent of St. Jacques of Achigan,	1848	Madame Blondin, 1st Superior,
62	Convent of Ste. Genoviève,	1850	
63	Convent of Vaudreuil,	1853	
64	Academy of Kamouraska,	1851	
65	Convent of St. Laurent, Montreal,	1852	
66	Convent of Mascouche,	1854	
67	Convent of St. Martin,	1854	
68	Convent of St. Lin,	1855	
69	Convent of St. Hilaire,	1855	
70	Convent of Belœil,	1853	
71	Convent of St. Ambrose of Kildare, Montreal,	1855	

SECONDARY SCHOOLS.
for Girls, and Convent Schools,

No.	Composition of the Administrative Body.	Composition of the Body of Teachers.	Appropriation on the Budget in 1853.	Number Female Teachers.	No. of Pupils & Day Boarders.	Number of Day Scholars.	Total Number of Pupils.
1	The Bishop and Chapter of the Community,	Ursuline Nuns,	£	22	186	175	361
2	"	Augustinean Nuns,		12	89		89
3	"	Nuns of the Canadian Order of the Congregation of Notre Dame,		30	174	2051	2225
4	"	"		10	61		61
5	"	Ursuline Nuns,		12	100	105	205
6	"	Nuns of the Canadian Order of the Congregation of Notre Dame,		15	227	586	813
7	The Committee of the Secy. of Educa.	Ladies of the Canadian Order of Grey Nuns,		10		627	627
8	The Bishop and Chapter of the Community,	Ladies of the Good Shepherd,		5		215	215
9	"	Ladies of the Canadian Order of Grey Nuns,		5	350		350
10	"	Ladies of the Canadian Order of La Providence,				245	245
11	"	Ladies of the Good Shepherd,				44	44
12	"	Ladies of the Sacred Heart,		20	170		170
13	"	Ladies of the Congregation,		4	60		60
14	School Commissioners,		75	5	64	100	164
15	Nuns Directresses,	Ladies of the Presentation,	225	7	56	40	96
16	"	"	70	6	43	56	98
17	"	"		4	34	55	89
18	"	Ladies of the Congregation,		50	3	50	80
19	"	"		50	2	55	55
20	The Curé and School Commissioners,	Ladies of Ste. Croix,		50	5	42	70
21	"	Ladies of the Canadian Order of the Sacred Names of Jesus and Mary,		5	81	70	151
22	The School Commissioners and Church Wardens,	"	275	7	50	65	115
23	The Curé and School Commissioners,	Ladies of the Canadian Order La Providence,	50	5	92	100	192
24	The Nuns Directresses,	Ladies of Ste. Croix,	30	5	36	82	118
25	Committee of Directresses,	Protestant Female Teachers,	50	2		54	54
26	The Nuns Directresses,	Ladies of the Congregation,	30	4	40	50	90
27	"	Ladies of la Providence,		3		52	52
28	"	Ladies of the Congregation,	125	8	93	30	128
29	"	Ladies of the Sacred Names of Jesus and Mary,	37 10s.	5	60	50	110
30	"	Ladies of the Congregation,		3	35	30	65
31	"	Ladies of the Canadian Order of Grey Nuns,		3	30	30	60
32	The Curé and Nuns Directresses,	Ladies of the Canadian Order of La Providence,		75	3	40	80
33	"	Ladies of the Congregation,		50	4	37	67
34	The Curé of the Parish,	"		50	6	51	109
35	The Nuns Directresses,	"		50	3	50	90
36	"	Ladies of the Canadian Order la Providence,		50	7	100	134
37	"	"		50	7	60	122
38	"	Lay Catholic Female Teachers,		50	1		55
39	The Trustees,	Lay Protestant Female Teachers,		75	1		55
40	School Commissioners,	Lay Catholic Female Teachers,		50	3	50	77
41	The Nuns Directresses,	Ladies of the Canadian Order of the Sacred Names of Jesus and Mary,		50	3	100	203
42	School Commissioners,	Catholic Female Teachers,		75	3		98
43	School Commissioners,	"		37 10s.	2	50	90
44	The Nuns Directresses,	Ladies of the Congregation,		3		30	30
45	"	"		3	57	60	117
46	"	"		3	89	35	123
47	"	Ladies of the Canadian Order of La Providence,		3	55	77	132
48	"	Ladies of the Congregation,		3	31	20	51
49	"	"		3	104	60	164
50	"	"		3	104	69	173
51	"	"		3	21	69	90
52	"	"		3	44	42	86
53	"	"		3	62	49	110
54	"	"		3	53	100	153
55	"	"		3	100	130	230
56	"	"		3	60	53	113
57	"	"		3	60	30	90
58	"	"		3	60	24	80
59	"	"		3	62	80	142
60	"	"		7	148	100	248
61	"	Ladies of the Canadian Order of Ste. Anne,		7	8	106	114
62	"	"		3	2	53	55
63	"	"		3		63	63
64	School Commissioners,	Lay Catholic Female Teachers,		2		89	89
65	"	Ladies of Ste. Croix,		3	54	40	100
66	"	Ladies of La Providence,		3	60	40	100
67	The Nuns Directresses,	"		3	19	62	80
68	School Commissioners,	Ladies of the Sacred Names of Jesus and Mary,		2	16	51	60
69	"	"		3	6	43	49
70	"	"		3	20	30	50
71	"	Ladies of Ste. Anne,		2	10	30	40
			£1930	359	4139	7500	11639

SECOND DIVISION.— SECONDARY SCHOOLS.

FOURTH SECTION.—Special Schools.

No.	Name of Institution.	Date of Foundation.	By whom founded.	Composition of the Administrative Body.	Composition of the Body of Teachers.	Appropriation on the Budget in 1855.	Number of Professors.	Number of Pupils.
1	Institute for deaf and dumb males at Côteau St. Louis	1849	Rev. M. Lagorce.....	The Presiding Professors.....	Priests and Clerks of St. Viator.....	£150	3	15
2	Institute for deaf and dumb females at Long Point,....	1853	Bishop Bourget.....	The Ladies Directresses.....	Ladies of the Canadian Order of La Providence.		5	30
						£150	8	45

RECAPITULATION OF THE FOUR SECTIONS OF SECONDARY SCHOOLS.

SECTIONS.	Number of Schools.	Number of Professors.	Number of Pupils.
Colleges.....	24	252	4089
Boys or Mixed Academies.....	43	150	4472
Convent Schools and Academies for Girls.....	71	359	11039
Special Schools.....	2	8	45
Grand Total.....	140	769	20245

THIRD DIVISION.—PRIMARY SCHOOLS.

	Number of Schools.	Number of Teachers Male and Female.	Number of Pupils.
FIRST SECTION.			
Superior, Primary, or Model Schools, (including the Superior Girls' Schools in Table A, which are not mentioned in the Third Section of Secondary Schools)	223	250	12025
SECOND SECTION.			
Elementary Schools.....	2513	2600	109168
Total.....	2736	2850	112193

RECAPITULATION OF THE THREE GREAT DIVISIONS.

DIVISIONS.	Number of Schools.	Number of Persons forming the Body of Teachers.	Number of Pupils.
Superior Schools.....	12	54	331
Secondary Schools.....	140	767	20245
Primary Schools.....	2736	2350	112193
Grand Total.....	2888	3671	132769

APPENDIX G.

Table showing the Books in use in the Primary Schools of Lower Canada.

LATIN BOOKS.

READING.

	Number of Muni- cipalities in which they are used.
Psautier,.....	49
Epitome,.....	4

FRENCH BOOKS.

READING.

Alphabet,.....	155
Livres des Ecoles des Frères,.....	23
Neuvaine de St. François-Xavier,.....	8
Catéchisme,.....	79
Nouveau Testament,.....	42
Instruction de la Jeunesse,.....	44
Notions Utiles, (Manuel des),.....	5
Guide de l'Instituteur,.....	57
Manuscrit,.....	52
Veillées Canadiennes,.....	1
Lectures Françaises,.....	10
Vocabulaire,.....	6
Art Epistolaire,.....	3
Annales de la Propagation de la Foi,.....	3
Lecture Graduée, par Juneau,.....	4
Morale en Action,.....	1
Logique,.....	1
Principes de Littérature,.....	1
Ancien Testament,.....	34
Journée du Chrétien,.....	5
Télémaque Moral,.....	1
Philosophie Naturelle,.....	1
Manuel de Tempérance,.....	1
Devoirs du Chrétien,.....	175

GRAMMAR.

Grammaire des Frères,.....	63
Exercices et Dictées Orthographiques,.....	31
Grammaire Française,.....	100
Grammaire de Bouthillier,.....	1
Grammaire de Lequin,.....	2
Grammaire de LHomond,.....	28

HISTORY.

Histoire Naturelle,.....	8
Histoire Ancienne,.....	23
Abrégé de l'Histoire de France,.....	41

	Number of Municipalities in which they are used.
Histoire Sainte,.....	94
Histoire Profane,.....	2
Histoire du Canada,.....	59
Histoire Romaine,.....	3

GEOGRAPHY.

Géographie,.....	97
Géographie des Frères des Ecoles Chrétiennes,.....	31

ARITHMETIC.

Arithmétique de Bouthillier,.....	19
Arithmétique des Frères des Ecoles Chrétiennes,.....	67
Arithmétique,.....	97
Arithmétique de Bibaud,.....	1

ENGLISH BOOKS.

READING.

Murray's English Reader,.....	24
Sullivan's Spelling Book,.....	1
Catholic School Book,.....	9
London Primer,.....	1
Duty of the Christian,.....	3
Walker's Dictionary,.....	2
Mavor's English Reader,.....	1
Christian Brothers' Class Book,.....	2
Universal Spelling Book,.....	4
Webster's Spelling Book,.....	7
American Books,.....	3
Hunter's Rudiments,.....	1
Vocabulary,.....	5
Catechism,.....	5
Rhetoric,.....	2
Child's Guide,.....	1
Towns' Reader,.....	3
French and English Dialogues,.....	2
British American School Books,.....	4
Spelling Book,.....	54
Carpenter's Spelling Book,.....	19
Agricultural Society Books,.....	7
National Series of School Books,.....	67
The Old Testament,.....	14
The New Testament,.....	11
English Reading,.....	4
Bible,.....	10
Mavor's Spelling Book,.....	23

GRAMMAR.

Weed's and Kirkham's Grammar,.....	2
Smith's Grammar,.....	2

	Number of Muni- cipalities in which they are used.
Sullivan's Grammar,.....	1
Murray's Grammar,	11
Grammar,	38
Lennie's Grammar,	11

HISTORY.

History of England,.....	12
History of the Sainis,.....	2
Modern History,.....	3
Goldsmith's History,.....	11
History of Canada,.....	4

GEOGRAPHY.

Smith's Geography,	11
Murray's Geography,.....	1
Morse's Geography,.....	27
Geography,.....	24
Stewart's Geography,.....	3
Olney's Geography,	10

ARITHMETIC.

Thompson's Arithmetic,.....	5
Adam's Arithmetic,.....	7
Murray's do	1
Ingram's do	3
Arithmetic,	28
Walkingham's Arithmetic,	15
Gray's do	6
Elements of Book-keeping,.....	5

APPENDIX H.

TABLE showing the Circuit of each Inspector, the Names of Counties or parts of Counties included in it, the Number of Municipalities, the Population, the Number of Schools in operation, and the Salary of Inspectors.

Names of Inspector, and Description of his District.	Number of Municipalities.	Population.	Acres of Land owned.	Number of Schools under control.	Salary of Inspectors.		
					£	s.	d.
J. B. F. Painchaud, Magdalen Islands, Gaspé,.....	1	2220	.....	3	31	5	0
Jos. Meagher, Counties of Bonaventure and Gaspé,.....	20	20772	233340	31	250	0	0
J. Lespérance, part of Gaspé,.....	1	966	8000	1	62	10	0
Isidore Morin, County of Chicoutimi,.....	5	4951	69669	15	125	0	0
G. Tanguay, Counties of Kamouraska, Rimouski, and Témiscouata,	26	34088	584092	150	218	15	0
C. Cimon, County of Charlevoix and part of Saguenay,.....	10	13012	209007	33	125	0	0
John Hume, County of Mégantic and part of Dorchester and of Beauce,.....	16	16085	214121	31	187	10	0
F. X. Béland, Counties of Beauce, Lévi, Dorchester, and Lotbinière,.....	29	58135	685437	214	218	15	0
J. Crépault, counties of Bellechasse, Montmagny, and Islet,.....	18	36729	386134	128	187	10	0
P. M. Bardy, Counties of Québec, Montmorency and Portneuf; Catholic Population of the City of Québec.....	32	80673	544571	124	250	0	0
Rev. R. Plees; Protestant Population of the City of Québec,.....	1	9118	.....	35	62	10	0
P. Hubert, Counties of St. Maurice, Maskinongé and Champlain,...	21	41181	443909	100	187	10	0
G. A. Bourgeois, part of the Counties of Drummond, Bagot, and Arthabaska,.....	9	9305	175000	35	156	5	0
B. Maurault, Counties of Nicolet and Yamaska,.....	17	34650	333482	95	187	10	0
M. Child, Counties of Stanstead, Richmond, Compton, Wolfe, and part of Drummond and of Arthabaska,.....	25	35848	484143	245	218	15	0
R. Parmelee, Counties of Missisquoi, Brome, Shefford, and part of Iberville,.....	23	43632	380704	192	218	15	0
J. N. A. Archambault, the Counties of Richelieu, Verchères, Chambly, and part of St. John and of St. Hyacinthe,.....	24	60889	473296	120	218	15	0
A. P. L. Consigny, the Counties of Bagot, Rouville, and part of St. Hyacinthe and of Iberville,.....	22	50889	457923	127	156	5	0
M. Lanctot, Counties of Laprairie, Napierville, Beauharnois, and part of Châteauguay and of St. John,.....	10	55785	470523	141	218	15	0
John Bruce, County of Huntingdon, part of Châteauguay and of Argenteuil, and the Protestant Population of the City of Montreal.	15	48530	331139	167	250	0	0
F. X. Valade, counties of Jacques Cartier, Hochelaga, Vaudreuil and Soulanges, and Catholic Population of the City of Montréal,...	26	82559	424175	116	250	0	0
A. D. Dorval, Counties of Berthier, Joliette and Montcalm,.....	34	64558	630008	134	218	15	0
F. Germain, Counties of Laval, Terrebonne, Two-Mountains, and part of Argenteuil,.....	26	46210	393584	114	187	10	0
J. J. Roney, Counties of Ottawa and Pontiac,.....	23	23164	826227	86	218	15	0

APPENDICE I.

Correspondence between the Department of Public Instruction and the Post Office Department, on the subject of the Postal Relations between Canada and France.

EDUCATION OFFICE EAST,

MONTREAL, 22nd December, 1855.

The Honorable R. Spence,
Postmaster General of Canada.

SIR,—Having applied to the Post Office to transmit to France a certain number of the Reports of my predecessor for last year, I was told that the cost of each copy would amount to no less than twenty-eight shillings currency. I of course gave up the idea of sending any, the expense being one that the Department could hardly bear. I was also told that this enormous rate of postage, amounting in fact to a prohibition, is exacted between England and France, the postage between this country and England being moderate. I have thought it my duty to call your attention to this state of things, that you may, if you think proper, communicate with the Imperial Government.

I can hardly conceive how such an impediment can be allowed to remain in the way of the literary and intellectual intercourse of the two great nations who are now bound together by so many ties.

As to our own country, at a time when both in France and here, such efforts are made to establish relations of a social and commercial nature between us and a country, the language of which is still spoken by nearly one half of the people of Canada, it behoves us to remove all obstacles to a free intercourse, and especially one that operates so much to our disadvantage.

If I am correctly informed, the same postage is exacted for French periodicals, in pamphlet form, sent to this country, and consequently their transmission by the post has entirely ceased. This is certainly a very great obstacle to the diffusion of knowledge among the French speaking population of Lower Canada.

Such has been your zeal and such your success in carrying out important reforms in your department, that I need only mention to you this highly interesting subject, to secure to my compatriots a great amount of good.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,)

PIERRE J. O. CHAUVEAU.

POST OFFICE DEPARTMENT,

TORONTO, 28th December, 1855.

SIR,—I am directed by the Post Master General to acknowledge the receipt of your communication of the 22nd instant, and to convey his thanks to you for drawing his attention to the subject of the charges made by the Imperial Post Office on the transmission of pamphlets and periodicals between Canada and France; and viewing, as he does, this matter as bearing very strongly on the educational interests of the Province, I am to assure you that this Department will use its utmost efforts to procure from the Imperial authorities an abatement of the restrictive charges which now exist.

At the same time, I beg to add, for your information, that this Department has frequently, from time to time, sought from the British Post Office a reduction

of the postage rates upon correspondence generally between Canada and France; and some improvement in this respect was conceded this spring, coupled with an assurance that the subject would be borne in mind in negotiations between Great Britain and France, with the object of ameliorating the postal intercourse of the two nations, which, it was anticipated, would take place during the past summer.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,)

W. H. GRIFFIN,

Secretary.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Montreal.

POST OFFICE DEPARTMENT,

TORONTO, 15th February, 1856.

SIR,—With reference to your letter of the 22nd December last, remarking upon the prohibitory character of the postage charges made under the Imperial Post Office Regulations on the transmission through the English Mails of pamphlets and other printed matter of like description between Canada and France, and urging the advantages to the literary and intellectual intercourse of the two countries, which would accrue upon a mitigation of the existing rates, and further, in view of the warm interest you have frequently, from time to time, on previous occasions, expressed on this subject, in all which the Post Master General fully participated, I am directed to inform you that the Post Master General has been apprized by the Imperial Post Office, London, that an arrangement has been concluded between the British and French Governments which comprehends a provision for the transmission at reduced rates between Canada and France of printed papers and books, of which he hopes to be enabled to announce the details and conditions by department circular at an early date.

I have the honor to be,

Sir,

Your most obedient servant,

W. H. GRIFFIN,

Secretary.

Honorable P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

APPENDIX J.

Copies and Extracts from the Reports of the School Inspectors for 1855, viz., from—

Messrs. J. N. A. ARCHAMBAULT,
P. M. BARDY,
P. F. BELAND,
G. A. BOURGEOIS,
JOHN BRUCE,
M. CHILD,
C. CIMON,
J. CREPAULT,
A. P. L. CONSIGNY,
A. D. DORVAL,
CESAIRE GERMAIN,
P. HUBERT,
JOHN HUME,
M. LANCTOT,
J. G. LESPERANCE,
B. MAURAUULT,
JOS. MEAGHER,
I. MORIN,
J. B. F. PAINCHAUD,
R. PARMELEE,
REV. R. G. PLEES,
J. J. RONEY,
G. TANGUAY,
F. X. VADADE.

VARENNES, *October, 1855.*

Honorable P. J. O. Chauveau,
Superintendent of Education, L. C.

SIR,—I have the honor to transmit you along with this Report my Tables of Statistics for the scholastic year ending on the 30th of June, 1855.

I think I may say, without deviating from the truth, that this Inspection District is one of those in which the law is most fairly carried out, and meets with least opposition; I am, however, far from claiming the merit of this: on the contrary it must be attributed to the liberality of the rate-payers.

In the parishes which I have to visit, the inhabitants are generally desirous of educating their children, and of profiting by the advantages afforded by the Act, and are willing to make every suitable sacrifice to procure for their families an education adopted to the present wants of society: in all the principal parishes may be seen springing up educational institutions for each sex, and of the first order.

To give you an idea of what they are, I enclose you copies of the programme of studies of each of these institutions.

You will see by my Tables, that there is a College at Chambly, a Lyceum at Varennes, that there are Academies at Varennes, at St. Johns, and at William Henry; Model Schools at Longueuil, at Boucherville, at Contreccœur, at St. Antoine, at St. Marc, at Belœil, at St. Charles, at St. Denis, at St. Ours, and at St. Aimé; Convents and Boarding Schools for Young Ladies at Longueuil, at Varennes, at St. Johns, at William Henry, at Boucherville, Belœil and St. Denis; Superior Schools for Girls at Chambly, at Verchères, at Contreccœur, at St. Antoine, St. Ours and St. Aimé.

In my next Report I hope to have to record the establishment of two new Academies for Boys, one at St. Johns and the other at Longueuil, and of two Boarding Schools for Young Ladies, one at Chambly and the other at St. Aimé; perhaps also of a third at Verchères, where a building destined to that purpose is in process of construction.

You, Sir, will agree with me that there is no stronger indication of the advance of education in a country than the establishment of such a number of these institutions.

You may judge how powerful is the impulse, since the parish of St. Aimé has separated itself from St. Michel d'Yamaska, that it might follow the general example.

There is no need of repeating that there is great improvement in the common schools of these parishes; it could hardly be otherwise, since these district schools are the places of preparation for the institutions of the highest order.

In my next Report I intend to send you a correct description of the edifices occupied by the above mentioned institutions of first rank; and you will then see that several of them are almost as extensive as that which you visited at St. Hugues in September last.

In many of the parishes, the Vestries have made great pecuniary sacrifices to encourage education; some of them have expended large sums; I would particularly cite those of Varennes, Verchères, Belœil and Longueuil.

The Clergy, as is their wont, have taken an active part in the formation of these numerous and important establishments.

Moreover, while rendering justice to the exertions, the zeal and hearty good will of all the teachers of this district, I am far from giving them (as one of my colleagues seems to do) the preference over the religious orders which I meet in the same district.

This Report shows that there are in this Inspection District—

24 Municipalities.		
112 School Districts.		
96 School Houses.		
120 Schools in operation under the control of the Commissioners.		
99 Elementary Schools,	attended by	4586 Pupils.
10 Model Schools,	“	602 “
4 Dissident Schools,	“	124 “
5 Superior for Girls, Schools,	“	327 “
3 Academies,	“	510 “
1 Lyceum,	“	123 “
1 College,	“	147 “
7 Convent Schools,	“	1214 “
1 Independent School,	“	29 “

Forming altogether, 7662 Pupils.

There are 33 teachers, of whom 30 have diplomas and 3 have none.

75 female teachers, all except two, holding certificates from Inspectors.

I have not, of course, included in these numbers the persons employed in teaching in the religious houses already mentioned in this Report.

These I shall class in the following order :

	Professors.
College of Chambly,	12
Lyceum of Varennes,	5
Academy of William Henry,	5
“ of Verchères,	4
“ of St. John,	3
Convent of Longueuil,	48
“ of St. John,	5
“ of William Henry,	6
“ of Belœil,	3
“ of St. Denis,	3
“ of Boucherville,	2
Young Ladies Boarding School at Varennes,	5
Total,	101
Adding to this the number of teachers,	33
Also that of female teachers,	75

The body of teachers will amount to, 209

To avoid burdening this Report with useless details, I take the liberty of referring you to my Report of the 31st March, 1853, inserted in No. 5 Journal of the House of Assembly, eleventh volume, in which I have given the most ample details respecting many of those important seminaries of education above mentioned, amongst others the College of Chambly, the Academy of the Brothers of the Christian Doctrine at William Henry, the Convents of Longueuil, St. John, St. Denis, Boucherville and Belœil.

I shall merely say a few words respecting the Lyceum and the Boarding School for Young Ladies at Varennes: these two establishments are new, and it is of importance to know on what basis they are founded.

The Lord Bishop of Montreal, aided by some friends of education, founded at the Village of Varennes these two institutions, the Vestry of that parish having

placed at the disposal of His Lordship the old house belonging to the Vestry, for the Lyceum, and a lot of land purchased with that view for £3000, on which there is a handsome and convenient house for the Young Ladies Boarding School.

The annual means of support of these institutions are as follows :

For the Lyceum :

1st. A special grant from the Legislature,	£75	0	0
2nd. Income from Boarders,..... about,	15	0	0
3rd. Part of produce of farm bought by the Vestry (Fabi- rique,)..... about,	30	0	0
	<hr/>		
	£120	0	0

4th. By amount which the Commissioners of the School Municipality of Varennes have obliged themselves to pay in consideration of the free admission to all the classes of both the Institutions of the children of the Municipality, of age to attend school as defined in the Act,	125	0	0
	<hr/>		
	£245	0	0

For the Young Ladies Boarding School :

1st. Grant from the Legislature,	50	0	0
2nd. Day Scholars, about.....	8	10	0
3rd. Share of the proceeds of aforesaid farm,	30	0	0
	<hr/>		
	£88	10	0

4th. By amount which Commissioners have obliged themselves to pay on same conditions as to the Lyceum,	125	0	0
	<hr/>		
	£213	10	0

For other details see Report.

Such being the state of affairs, I am justified in speaking favorably of the parishes of my district.

Nevertheless, while praising the general disposition of the population, I do not mean to say that there are no more obstacles to be overcome ; on the contrary there are still very great and serious difficulties to the progress of improvement ; but success gained in so good a cause, in the midst of such trials will be all the more durable.

I have the honor to be,

Sir,

Your most obedient and humble servant,

J. A. A. ARCHAMBAULT,

School Inspector.

COURSE OF STUDIES AT THE LYCEUM, VARENNES.

Preparatory Class.—Reading (English and French,) writing, reckoning (the first four rules of arithmetic,) lessons introductory to geography, and the catechism.

1st Year.—Elements of the two languages (English and French,) arithmetic, penmanship, geography, history.

2nd Year.—Syntax of both languages, arithmetic, geography, history, principles of agriculture and botany, epistolary and general composition.

3rd Year.—French literature, book-keeping, algebra, history, composition, drawing, translation from English to French and from French to English.

4th Year.—Literature, algebra, geometry, surveying, book-keeping, instructions on the form of Government and Constitution of Canada, composition, drawing, English and French translation.

5th Year.—Rudiments of philosophy (logic, metaphysical and moral,) political economy, geometry, surveying, composition, English and French translation.

6th Year.—Rudiments of mechanics, chemistry in its application to the arts, architecture, astronomy, composition in both languages, speeches delivered by the pupils in presence of their class-mates.

N. B.—The catechism or religious course forms three divisions :

1st Division.—Large catechism, called *Catéchisme de Persévérance* (Gaume,) for pupils who have taken their first communion.

2nd Division.—The small catechism for children preparing for and about to take their first communion.

3rd Division.—The little children of the preparatory class.

COURSE OF STUDY AT YOUNG LADIES BOARDING SCHOOL, VARENNES.

Preparatory Class.—Reading (in French and English,) writing, reckoning (first four rules of arithmetic,) introduction to geography, and the catechism.

1st Year.—Elements of both languages, arithmetic, geography, history, and penmanship.

2nd Year.—Syntax of both languages, arithmetic, geography, history, epistolary and general composition.

3rd Year.—Elementary lessons in literature and botany, book-keeping, history, use of the globes, translation (French and English,) composition, drawing.

4th Year.—Simple lessons in logic, composition, familiar instruction on the constitution of the country, history, rudiments of astronomy, translation (French and English,) drawing.

N. B.—1st. Thursday is to be devoted to needle work, &c., and to special lessons in instrumental and vocal music. The holiday and hours of recreation might also be employed in the same manner.

2nd. The Lady Directress is to take charge of the teaching domestic economy.

3rd. The religious course will form two divisions :

1st Division.—Large catechisms, or "*Catéchisme de la Persévérance.*"

2nd Division.—Small catechism for those who have not taken their first communion.

VERCHERES ACADEMY.

Preparatory Course.—French and English reading, writing, elements of arithmetic and of French grammar, sacred history, religious instruction.

1st Year.—Elements of French grammar, arithmetic, geography of America, history of Canada, elements of the English language, translating the History of Canada, dialogues, English reading, penmanship, religious instruction.

2nd Year.—Syntax of French grammar, arithmetic continued, geography of Europe, ancient history, first lessons in lineary drawing, use of the globes, fundamental principles of agriculture, English syntax, translation of the history of England, translation (English and French,) religious instruction.

3rd Year.—Repetition of the elements and syntax of the two first years, and study of the principal difficulties of the French language, rudiments of literature, epistolary and general composition, complete arithmetic, book-keeping, practical geometry, geography of Asia, Africa and Australia, analysis of the History of France, study of the constitution of the country, natural history, English course continued, religious instruction.

J. N. A. ARCHAMBAULT,

School Inspector.

I should remark that no female teachers in this district hold diplomas from the Department, they have only certificates from the Inspectors.

Report of Doctor P. M. BARDY, School Inspector for the Counties of Montmorenci, Portneuf and Quebec, and the City of Quebec, to the Hon. P. J. O. CHAUVEAU, Superintendent of Public Instruction.

QUEBEC, 7th December, 1855.

SIR,—

* * * * *

I shall therefore consider it my duty to join with you in desiring to procure for the population of Lower Canada the means of acquiring with greater facility the inestimable advantages of education, which must be considered as the safeguard of the moral and material interests of society in general, the support and bulwark of a good government, the source of the security and welfare of all classes of our fellow-citizens.

The best institutions, amongst a people whose education is not sufficiently general and thorough to carry them out, become only elements of confusion; they are equally lavish in the bestowing of rights and the imposing duties; they are a source of weakness to Government, which, at last, in consequence of the laws being continually multiplied, become unable to enforce them. Here we see the danger to which every Government is exposed, the first aim of which is not to make the education of a people harmonise with the institutions of their country. Institutions, like buildings, should be based on firm, solid, and well-levelled ground. Education raises the level of intelligence and lays a basis for ideas. Experience shews us that if popular education endangers absolute Government, popular ignorance may peril representative Government, for Parliamentary discussion, while it reveals to the masses the extent of their rights, does not await the time when they will be prepared to exercise them with discretion.

When a people has once acquired a knowledge of its rights, instruction is he only remaining means of governing. The first necessity therefore of every

representative Government, which has its origin in the elective principle, is a system of education comprehensive, graduated, special, and professional, carrying light into the heart of the masses, doing away with all arbitrary distinctions, and assigning to every class its proper rank, to every man his place. Every Government based on the two-fold principles of equal civil rights and the elective franchise, will be unsteady and tending to anarchy, if the public mind, blinded and sophisticated by prejudices, be not regenerated by a system of education suited to the actual position of the people, capable of dissipating the numerous but erroneous pretensions which, from a mistaken interpretation, confound civil with social equality, of establishing the hierarchy of intellect, and in short of furnishing the requisite number of enlightened men to fill the posts necessary for the due administration of the Government, for the establishment and direction of municipalities, to provide trust-worthy Juries, and to secure inviolate, the rights of election.

The desire of representative Government involves that of municipal institutions, and that again the elective principle. But where the electors are not enlightened judges of the choice which they ought to make, the right of election is no longer exercised; intrigue usurps its place; cabals and partiality paralyse the municipal system to such a degree that, under the empire of Parliamentary rules and forms, individual influence and ignorance really preside over the work of legislation. A state will never produce men capable of governing it, until the time arrives when education, being generally diffused, shall have formed such an extensive gradation of intellect that each municipal, each electoral, district shall possess men qualified to fill the offices of the community they belong to, and representatives able to make the interests of the locality, or the class that they represent, harmonise with those of the country.

It is, therefore, the office of public instruction to effect this double result. By public instruction must be understood primary education, but sufficiently comprehensive, and superior education judiciously carried out. And what can primary education effect without sufficient endowment? Confusion of ranks among the people; the impoverishment of trade and agriculture; impediments to industry; the agglomeration of a body of unsettled and turbulent men, besetting the steps of the executive, contemning the Government which employs them, and stirring up factious opposition against that which rejects them.

A man who can read and write even a little is still, in some neighbourhoods, in the little villages, a privileged being, possessing in fact a superiority which cannot be disputed; seldom does he fail to abuse the advantage conferred by the little he does know, by taking credit for an extent of knowledge which he does not possess. So it is that he generally combines in his person the offices of family secretary and family councillor, village lawyer and village notary, all which contribute not a little to foment disputes and increase the numbers of law suits.

Experience proves that where elementary education, instead of being enforced on the many, is only the appanage of the few; it often produces only victims or dupes. Take a child who has learned merely to read and write: once possessed of this advantage over his father, he is convinced that the paternal calling is incompatible with his little acquirements; his vanity misleads him as to his proper vocation, and makes him abandon the country for the town; instead of becoming, as he might, a good farmer, able to substitute for the erroneous old fashioned practices of his forefathers improved methods of culture, he will, according as his parents may be able to sacrifice much or little for his future advancement, increase the number of artisans out of work, or swell the crowd of men who, regardless that the liberal professions are already overburdened, while the soil calls for skill and labor to cultivate it, await the time when the general confusion which they are labouring to produce, shall amend their condition.

These are the ordinary fruits of elementary education, when it is parsimoniously and unequally distributed. This is the reason why it is desirable that a conventional degree of education should be imposed as an obligation on all, in order that, within a fixed period of time, reading and writing should no longer constitute a title to social privileges, and that the want of such knowledge should entail political disqualification. I am inclined to believe that the Houses of Parliament would not deny to the Government any appropriation which may be required for the advancement of elementary education; since, judging by the results in foreign countries, we may reasonably conclude that without primary education there can be no stability in a Government such as ours, no prosperity amongst the different classes of society, no success in the various pursuits of life.

In short, where elementary education does not exist, commerce languishes, rural industry is stationary, ignorance shakes its hideous head, superstition leads on to scepticism, and scepticism to demoralization. Without public morality what becomes of trial by Jury; what of the elective franchise? What pledges can the representative give of his good faith? Yes, ignorance undoubtedly puts liberty in peril. The rust which corrodes the iron material of a machine exercises upon it an influence less destructive than does popular ignorance on the machinery of the representative and administrative system. How indeed can it work, when all its power must be employed to overcome incessant resistance. I assert then that under a representative form of Government, founded on popular election, every thing should be made to contribute to the training of youth, by studies specially adapted to that end, for the profitable use of the rights which they are called to exercise, and the performance of the duties which private and public interests require at their hands. The distinguishing characteristics, nay, the ordinary attributes of public education, should be, 1st, the early inculcation, in the minds of the rising generation, of love and respect for the principles of the constitution; 2nd the training of youth to public speaking. All the laws made for elementary education will encounter in their application obstacles hard to be surmounted. These are of two kinds, material and moral. Of the former kind are the remoteness of certain localities, their distance from the school-house, bad roads, the inclemency of the weather in our long winters, oftener still those intervals, occurring several times in the year, when the children are kept at home to assist their parents in their farming operations; and, more than all, the payment of the local assessment, which, however small, is always too high for the humble means of the majority of the rate-payers.

Among the moral obstacles we number the apathy, the prejudices of the parents, who, being in no condition themselves to appreciate the advantages of education, regard it either as an element of discord in families, or as an innovation, adding nothing to their wealth and the advancement of their views, and the success of their rural labors; and consider themselves bound only to transmit to their children the provision which custom has sanctioned, together with the material and practical education which they themselves received from their forefathers, and all this under the apprehension that their children, having acquired an education in which they are deficient, may learn to despise them, and quit the beaten track which they and their ancestors have ever followed. We may also indubitably reckon among the moral obstacles to the advancement of elementary education, the indifference or parsimony both of the Legislature fearing to appropriate too large a portion of the public money in that behalf, and of the rate-payers themselves, who can hardly be made to understand that the foundation of a school, and the salary of a teacher, demand a suitable appropriation; and the defective education of the persons who are charged with the working of the school-law, that is to say the Commissioners and the Secretary-Treasurers appointed for

each School Municipality. Lastly, another moral obstacle is the idea, unfortunately too well founded and too widely prevalent, that the office of a teacher can never be an honorable one, seeing that it does not afford decent maintenance. From this cause it ensues that no one adopts teaching as a pursuit, until he despairs finding one more lucrative, and that those who do embrace it are sometimes the least qualified to undertake it.

Suitable means must therefore be adopted to enable us to train our Municipal Councils, now established throughout the country, to exercise a moral influence over Parliament in the disposal of the public funds; to place agriculture and the manufactures on a footing of stability and improvement, leaving them free to give mutual support to each other; to render commerce prosperous and flourishing; if, in short, we desire that education, so necessary to unfold the human mind, should be regarded as indispensable, as an obligation incumbent on every man possessing intellectual faculties, and susceptible of mental culture, we must, in order to discharge the duties which it imposes, and to secure the rights which it confers, keep in view one steadfast aim, and that we must pursue in earnest, and with no half measures.

With reference to salary, therefore, we must not merely place the teacher above want, but we must place him in the secure enjoyment of an income which leaves him no room to envy the lot of the rate-payers around him; we must render elementary education as nearly as possible a charge upon the Government; we must therefore ascertain the various subjects of instruction, and the degree to which it is necessary to pursue each; we must diligently and unceasingly give encouragement to the most expeditious modes of teaching; we should, after a certain time, make every rate-payer of twenty-one years of age, who cannot read and write, ineligible to fill any office in a school municipality; we ought to establish, in each school municipality, and particularly at a central point or near the church, a superior school endowed by the Government, and which the children of most ability of other school districts might attend without charge: this would be an incentive to exertion to all students, and a means of rewarding those who might be judged worthy of admittance; we should induce both Commissioners and rate-payers to profit by the liberality of the Legislature in establishing libraries for them, the books of which should be chosen in accordance with the wants of the neighbourhood. At main points, literary and religious journals, books on political economy, agriculture, mechanics, manufactures, and commerce, might be of the greatest service by enlightening the people, and leading them to love their country, to the support of which they are bound to lend their aid.

The education of the people and the credit of the state are therefore intimately connected; the union of these can alone produce the public weal, properly so called, intelligent industry, a rapid circulation of capital, a perfect maintenance of the public highways, order, foresight and economy in the administration of the affairs of Government, in short, the most exact and the most extensive distribution of the public monies. It is acknowledged that it is only agriculture which can produce a large development of material wealth, and how should we establish the equilibrium betwixt manufactures, and agriculture the inexhaustible source of production, the first foundation of public wealth, if there be not in every locality, amidst the labouring classes, a man capable of teaching them to express their thoughts by writing, numbers by figures, and qualified to train the mind of the cultivator of the soil to observe and to reason on what he sees; to accustom him to keep a daily account of receipts and expenses, sales and purchases, that he may compare the amount of the cost of production with the value of the products, in order that he may decide, in the course of culture what is to be preferred in each description of soil, and know what operations are most profitable, what expenditure is likely to yield the best return.

At a period when manufactures are in a state of transition, when the precision and the economy of mechanical power are about to supersede individual strength and intelligence, when it is needful to warn the working classes of the necessity of further instruction, failing which they are exposed, at every step of improvement made in their peculiar trade or handicraft, to be thrown out of employment: at such a time, I ask, who will teach them the ordinary principles of mechanics, physics and chemistry, the use of which becomes more and more indispensable at every advance of science? Who will exert himself to give them the skill and knowledge necessary to acquire their several handicrafts? Who shall initiate them into those principles of hygiene, those physiological truths necessary to correct a cloud of traditional errors, prejudices and habits, detrimental to their well-being? Must it not be the schoolmaster?

But the schoolmaster will not thoroughly fulfil his mission, he will not be a profitable agent, and will not be entitled to the remuneration which I am desirous he should have, until he combines in himself all the knowledge which is necessary for the perfect enlightenment of the agricultural and industrial classes, until the knowledge which he imparts shall be adapted to their wants, and sufficient to exempt them from the necessity of betaking themselves to cities for further instruction.

The law ought therefore to show, by the terms in which it is enacted, and the manner in which it is enforced, that education is to man what the plough is to the soil, a necessary and indispensable preparation; and that it is less the seed which produces the abundant harvest than the training which develops the thinking powers of the husbandman, and gives fertility to his labors. To recapitulate, I should say that primary education may be of two degrees:

The first will be *primary elementary instruction*, and may comprise, 1, religious and moral instruction; 2, reading; 3, writing; 4, the principles of the mother tongue, geography and the history of the country; 5, arithmetic; 6, tables of weights and measures; 7, the divisions of the year, the seasons, and the measure of time; 8, singing.

The second degree will be *superior primary instruction*, and might comprise, according to local circumstances, dictation, parsing, the art of correct speaking, book-keeping, outlines of geography and history, the principles of agriculture and domestic economy, the principles of mensuration and surveying, of mechanics as applied to manufactures, of practical geometry, physical and natural history, of chemistry, linear drawing, and of civil and practical jurisprudence.

I must remark that all these various branches cannot be taught at the same time or in all places. The children of those engaged in the commercial and manufacturing establishments in the outskirts of our cities, should not receive the same kind of instruction as those of parents employed in agriculture and other trades.

And here we are not to confound instruction with education, two words of very different signification. Education which with the ancients meant nurture (*nourriture*) cannot be exactly defined. This word has been very improperly used to express every matter, or thing having reference to modes of teaching or to the superintendence of teaching and teachers. We have therefore no "Office of Education," no "Superintendent of Education," &c., inasmuch as education is not an art. Education is the whole: it is the choice and succession of physical attentions, of the moral precepts and examples by which the child is surrounded from the cradle. In the first period of existence, it is the milk which feeds him, and next it is the teaching afforded by the family circle, the development of the faculties, the germ of which he has received from nature; afterwards it is the choice of the associates amidst whom he is to live, to grow up to manhood. Many bulky volumes, long and learned dissertations, have been written on

education ; but as I am to limit the expression of my ideas to a few lines, I shall only remark that the word education is calculated only to convey false ideas, and to awaken desires which can never be satisfied. In order that I may not be dogmatical, however, I admit that there is a sort of education which it is possible to receive from a teacher. The means of this are very limited : they are a good selection of reading ; a system of rewards and punishments judiciously devised, and enforced with strict justice ; the absence of humiliating and discouraging penalties, which harden the child, and induce a hatred of study, for the most important thing of all is to excite a love of labour, the true source of all success, public as well as private.

As to religious instruction, it will be disseminated in every school, under the authority and approbation, previously had, of the Pastor of the place, to whom the teacher will always defer in this matter.

I have said that singing should be included in the course of primary instruction ; for, rightly directed, it takes strong hold on the moral affections of the heart, it disciplines the organs and the sense of hearing, it disposes to meditation ; in short, it exercises over the feelings of the pupils an influence which must not be lightly considered. The study of singing obtains in the primary schools of Paris. In the Duchy of Darmstadt, where the primary schools are among the best in Germany, the ordinance decreeing their establishment expressly requires that singing shall be taught.

Permit me to repeat my recommendation that the organisation of regular conferences of the teachers be encouraged, as one efficient means of promoting education. These always turn to the advantage of the pupils, while they draw the masters from the wearisome isolation in which they commonly live in their school districts. Such meetings, prudently conducted and regularly attended, have the advantage of establishing among the teachers bonds of kindly feeling and mutual enlightenment, of rousing their minds from the lethargy of solitude, and exciting among them the powerful principle of emulation ; of multiplying their ideas by mutual interchange, and enabling them to acquire more profound and varied knowledge. I must remark that the Teacher's Association of the District of Quebec has produced happy results, and that we have reason to applaud the liberality of the Legislature in making a grant of money to that institution.

In concluding these remarks, I shall venture to submit to you a few amendments to be suggested for the improvement of the School Act, providing always that they are not comprised among those which you have already determined to introduce. These are as follows :

1st. The Secretary-Treasurer should be qualified to keep correctly and without help the two account books, and the several minutes of the meetings of the Commissioners, and to present them in good order to the Inspector when he makes his visits.

2nd. The school year should commence either on 1st January or 1st May, in each year, in order that the teachers may be enabled to cultivate their garden, and gather in the produce in one season.

3rd. The vacation should be fixed to commence in summer on 15th August and terminate on 1st October, in winter to begin on Christmas Eve and end on the morrow of Twelfth Day, in order that the Inspector may always find the teachers and their scholars in attendance when he makes his visit.

4th. The Commissioners ought not to allow the masters to take a holiday or several holidays from time to time throughout the year, even though they may propose to keep school on Saturdays to make up for lost time.

5th. The Inspector should be invested with fuller powers; he ought to possess the right of deciding without appeal on all disputes between the teachers and the Commissioners; of dismissing the former for incapacity, insubordination or immorality; and of allowing children, on the allegation of sufficient reasons, to attend any other school than that of the district in which they reside, provided that payment is made of the monthly school rate in that to which they are admitted.

I have the honor to be,

Sir,

Your obedient servant,

P. M. BARDY,
School Inspector.

Hon. P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

Report of P. M. BARDY, Esquire, School Inspector, on his first visit to the Schools in his jurisdiction, in the month of January, 1855.

SIR,—In transmitting to you the Report of my first visit to the schools, commenced in January last, I have the honor to inform you that I took only a brief survey of the financial condition of each school municipality, as the Legislative grant had not at that time been received by any, and the local contributions were not yet all paid in. These circumstances prevented the majority of the Secretary-Treasurers from furnishing me with an exact and detailed statement of their accounts.

I therefore made it my business, in my inspection of each school, which extended over several hours, to ascertain the capacity of the teacher, his method of instruction, and the progress made by the scholars.

I regret to have to inform you that in almost all the schools, many of the scholars were absent on account of the small pox and other disorders, by which a majority of them had been attacked in the course of the autumn and winter.

I have nevertheless the satisfaction to inform you that generally the children have improved, and that the masters have been more assiduous in availing themselves of the means at their disposal, to secure this favorable result. If there are a few rare exceptions, to disfigure my Report, they must be imputed to the parents in several municipalities, who, in their zeal for the improvement of their children, are anxious to keep up a number of schools, where the local institutions and the Government grant would hardly suffice for the support of one on a good footing.

In this Report I shall follow the order in which I made my visits; and commence with the

COUNTY OF PORTNEUF.

St. Catherine de Jacques Cartier.—In this poor municipality I found only one school in operation, in school district No. 1, consisting of Canadians. The teacher has 35 pupils who learn reading French and Latin, and a little writing. The Commissioners have not been able to bring to reason the rate-payers, who will pay nothing.

St. Raymond.—In the five school districts into which this poor municipality is divided, three schools were in operation. That of No. 1 had on its roll 54

children, but I found no more than nine present, the others being kept at home by sickness. Tuition: the History of Canada, Christian Duty, the French alphabet, grammar, and writing. No. 2, lately opened, had 25 children, who learn reading, writing and arithmetic. No. 4, also recently established, contains about 36 children, the most advanced of whom read French and Latin, can write, and do the simple rules of arithmetic. The rate-payers of the school districts have acquired a piece of ground of $\frac{3}{4}$ of an arpent, on which they are building a house which will be ready for the reception of the scholars in the course of the summer. Of the two other school districts one does not work for want of means, and the other, consisting of Irish Protestants, does nothing, on account of their constant opposition to the school law.

St. Basile.—There are 3 school districts here. The first, consisting of Canadians, sends to school 45 children, who are well managed by their school mistress, and learn reading in French and Latin, writing, French grammar, sacred history and arithmetic. The second furnishes 24 children, who are all beginning to read. The third school district, consisting of Irish Catholics, may muster 50 children, who are taught in English; reading, writing and arithmetic, but they have not yet made much progress. This municipality is very poor.

Cap Santé.—There are in this municipality 7 school districts under the control of the Commissioners. All the schools are in operation, and number 228 children.

The instruction consists of French and Latin reading, geography, history, the simple and compound rules of arithmetic, and French grammar; besides this, in two of these schools English is taught. Generally these schools are well kept, and the children are improving.

There are also 2 school districts under the control of Protestant Trustees, where 2 schools muster about 88 children, who have yet made very little progress. Tuition: English, reading, writing, grammar, and the simple rules of arithmetic.

Near the church, in this municipality, there are 2 superior schools: one for girls, established by the exertions and zeal of the Rev. M. Morin, *Curé* of the parish, who is the Director; it is kept by two well qualified teachers, one of whom, a Canadian, teaches 48 pupils French grammar, rhetoric, mythology, geography, arithmetic, history, &c.; and the other, who is English, teaches her 24 pupils English grammar, music, landscape drawing, flower painting, and various kinds of needle work.

The other superior school numbers 24 young boys; it is well kept and is under the direction of the *Curé* and 6 gentlemen of the place as Directors, one of whom is Elie Thibodeau, Esq., M. P. P., and Mayor of the county. The tuition is in English and French, and the scholars make rapid progress.

Deschambault.—This municipality, which has 6 school districts, is under the management of the Commissioners and a Secretary Treasurer who are very zealous, and pride themselves in their success in the working of the school law.

2 male and 4 female teachers successfully instruct 300 children in French and Latin reading, writing, general arithmetic, French grammar, geography and history.

The School No. 1, kept by Mr. Belleau, has been raised to the rank of a Superior School. In a word, the progress of the children at these schools, and the zeal of all concerned, amply repay me for the time and trouble which I devote to visiting them.

St. Casimir.—This poor municipality has 3 middling schools, in which the scholars, 78 in number, are backward, and destitute of the necessary books: two schools well kept would be sufficient.

Grondines.—There are in this municipality 5 school districts, and the schools number 172 scholars. The tuition comprises reading, writing, the French Gram-

mars of Lhomond and of the Brothers, the "Teacher's Guide," the Geography of the Brothers and of the Guide. The children do sums in all these schools; and in that belonging to No. 4 English is taught.

Ecureuils.—Here there is but one school district, which may muster 60 children: they are taught reading, writing, French grammar, geography, history and arithmetic. A few of the scholars read English, and learn the vocabulary. They would make more progress if the Commissioners did not change the teacher so frequently.

Pointe-aux-Trembles.—This municipality contains 4 school districts, in which 3 schools, kept by masters, and one by a female teacher, admit about 180 children. Tuition: French and Latin reading, writing, French grammar, geography, history and arithmetic. In two schools a few of the scholars read and learn a little English; these schools are tolerably good, particularly that of School District No. 2, kept by Mr. Létourneau, in which the pupils, all boys, make great progress.

The Ladies of the Congregation keep a school, not subject to the control of the Commissioners, which has already produced several teachers well qualified to keep elementary schools; at this establishment 80 girls are now receiving an excellent education of a superior order.

St. Augustin.—There are in this municipality 4 school districts, in which the Schools Nos. 2, 3 and 4, are in a prosperous state, and the children attending them are improving in reading, writing, grammar, history, geography and arithmetic. School No. 1 makes little progress, from the small number of pupils, and the irregularity of their attendance. The children at these 4 schools number 132.

I must beg of you, Sir, to observe that in all cases when I give the number of children generally attending the schools of each school municipality it comprises both boys and girls. In cases in which the schools are not mixed, I particularly designate the sex of the scholars.

COUNTY OF MONTMORENCY.

The schools in this county are generally well kept and prosperous.

Isle d'Orléans.—There are, at St. Lawrence, 3 schools. No. 1 is attended by a great number of scholars, who are well taught. The whole number attending the three schools is 128. The Teacher's Guide, the Christian Duty, French grammar, geography, history, arithmetic, and the Latin Psalter, form part of the course of instruction.

St. Jean.—This parish also contains 3 school districts, in which are 3 schools remarkably well managed, particularly that in No. 1, kept by Mr. Mignault, who conducts a good superior school, and also teaches English. The constant progress of his pupils rewards the efforts and the skill of this teacher. English is also taught at School No. 2, by Miss Flore Mignault, who keeps up excellent order. The subjects of instruction in those three schools are: reading, writing, arithmetic, history, *notions utiles*, grammar, geography, parsing, the English Reader, the Catholic School Book, the Vocabulary, and the Alphabet.

St. François.—The 2 school districts of this municipality furnish 50 scholars to 2 schools, in which are taught reading, writing, arithmetic, and the Grammar of Lhomond. The books in use are: the Alphabet, the Copy Book, the Christian Duty, the Old Testament, Sacred History, and the Catechism.

I must remark also that in all the Catholic schools the teachers have the praiseworthy habit of making the children read or learn the Catechism.

Ste. Famille.—In this school municipality there are 2 schools; one for boys, 30 in number, kept by a master, the other by the Sisters of the Congregation, who teach 30 scholars, of whom 27 are boarders and 3 day-scholars. These good Sisters

teach their pupils with great success, the Instruction of Youth, manuscript exercises, the Psalter, grammar, geography, arithmetic, the art of letter writing, physiology and rhetoric; embroidery in wool and in silk, and knitting of all kinds are skilfully executed.

The boys at School No. 1 learn reading, writing, arithmetic and French grammar, geography, the Teacher's Guide, manuscript exercises, Cicero's Letters, the Christian Duty &c.

St. Pierre—Has 3 very good schools, attended by 141 scholars. The tuition consists of reading, writing, grammar, geography, history and arithmetic. The Christian Duty, the New Testament, the Psalter, the Alphabet, and Manuscript, are also in use.

COTE BEAUPRE.

Chateau Richer.—The Commissioners, in compliance with my suggestions, and influenced by a desire to promote the good of their schools, have, with great labor, and aided by the exertions of their Secretary Treasurer, succeeded in putting the accounts in order; and the rate-payers, tired of former dissensions, appear to have come forward generously to aid in the settlement of all pecuniary difficulties by assuming themselves new responsibilities. The three schools of this municipality number about 100 scholars. One of the three female teachers, who has a diploma, keeps an excellent school in the centre of the parish, and teaches English to several of her pupils. The branches taught in all the three schools are French and Latin reading, writing, grammar, geography, history, and arithmetic.

St. Anne.—This municipality has but 2 schools, which contain 80 scholars. The teacher of the second school district has for several years conducted the school with great advantage to the pupils confided to her care, and also to the satisfaction of all the rate-payers. The branches taught are, French and Latin reading, writing, grammar, geography, history, and arithmetic. "*Notions Utiles, le Devoir*," the Alphabet, and dictation, are also taught in these schools.

St. Joachim—Has but 2 schools, containing 117 scholars, who would make more progress were the teachers to remain there for a greater length of time. Useful Ideas, *Notions Utiles*, Roman History, the Testament, the Instruction of Youth, manuscript exercises, the Alphabet, and the Psalter, are used as reading books; writing, arithmetic, French grammar, history, and geography, are also taught.

L'Ange Gardien.—This municipality has 3 good schools, which number 121 scholars, to whom reading, French and Latin, French grammar, writing, history, geography, and arithmetic, are taught. The books in use consist of Geography, Reports of Missions, Christian Duty, the Instruction of Youth, the Psalter and Copy Book.

St. Féréal.—On account of the extreme poverty of the inhabitants, there is no school in this parish, notwithstanding repeated recommendations and exhortations on my part. Nevertheless, the present Parish Priest is using all his endeavors to organize one or two schools. I am of opinion that one well kept school would be sufficient.

Laval—Is in the same situation as the preceding municipality, with regard to schools. Great desire has been manifested to have schools, but there are but slender resources to establish them. Nevertheless the great zeal of the Reverend Mr. Paradis, the Pastor of the parish, leads me to hope that in a short time a large number of the children of this municipality will have the means of education placed within their reach.

COUNTY OF QUEBEC.

In almost all the municipalities of this county I have found excellent schools, in some of them, nevertheless, there are no schools in operation; such as Valcartier, where the Parish Priest, notwithstanding all his zeal, has not been more successful than myself in bringing the law into operation; and at Stadacona, where the Commissioners have not been able to finish the assessments, or to obtain a correct valuation of the properties in this new municipality.

L'Ancienne Lorette.—The schools in this parish, owing to the zeal and activity of the Commissioners who have charge of them, are in a prosperous condition. The number of children attending the six schools of this municipality amounts to 250. Reading, writing, French grammar, geography, arithmetic, and history, are taught in each of these schools. In all of them the Christian Duty, Telemachus, Natural History, the Testament, manuscript lessons, and the Alphabet, are used.

St. Dunstan.—This municipality contains 2 English schools. The one under the control of Protestant Commissioners numbers 32 scholars, who learn the reading of the Bible, Mavor's Spelling Book, writing and arithmetic. The other, which is under the direction of Catholic Trustees, contains 26 pupils, to whom reading, writing, Murray's Grammar, and a little arithmetic, are taught. These schools have been but a short time in operation; nevertheless, the inhabitants, notwithstanding their limited means, display great zeal for the education of their children.

St. Foye—Contains an academy and an elementary school, under the control of the Commissioners. The first, kept by an English teacher, with a Canadian assistant, numbers 137 scholars, of whom 108 are of British, and 29 of French extraction; with the exception of 3 all are Catholics. The branches taught here consist in reading in English, French and Latin, French and English grammar, geography, arithmetic, linear drawing, book-keeping, mensuration, parsing and writing.

The second school, which is near the Church of St. Foye, is also kept on an excellent footing. The teacher has 45 pupils under his care, of whom five are of British extraction, and Protestants, and the remainder French Canadians. The tuition embraces reading in English, French and Latin, French and English grammar, geography, parsing, &c. There is also a dissentient school under the management of the Protestant Trustees, which contains 38 scholars, of whom two or three are Catholics. The reading books are the Bible, and the 1st, 2nd, 3rd, 4th and 5th National School Books; grammar, geography, arithmetic, and writing, are also taught.

Cap Rouge.—This municipality has but one school district and one school, which is attended by 60 scholars, 20 of whom are taught English, reading in French and English, and writing. Lhomond's Grammar, the Geography, the Christian Duty, the Vocabulary, and Arithmetic of the Christian Brothers, are the books used. The Commissioners keep their affairs in admirable order.

Charlebourg.—This municipality contains 6 school districts and 5 schools; School Districts Nos. 1 and 2 being united into one school.

These schools are attended by 204 pupils, who are instructed in reading, writing, French grammar, history, geography and arithmetic. The school books generally in use are: the Christian Duty, the Temperance Manual, the Psalter, Reports of Missions, Manuscripts, and the Spelling Book. In the school of the two united districts, 24 of the scholars make use of the Catholic School Book and the Vocabulary.

St. Ambrose—Comprises 6 schools, attended by about 213 pupils. The course of study consists in reading, writing, French grammar, geography, arithmetic and history. In every school the pupils read the Psalter; the Christian Duty, Reports of Missions, Manuscripts, the Testament, History, and the Vocabulary, are the books used for reading.

Beauport.—This municipality has 5 school districts, but only 4 schools, which are attended by 277 scholars, who are instructed in French grammar, history and arithmetic. The school books in use comprise: Reports of Missions, the Christian Duty, Sacred History, New Method, the Alphabet, English Reader, History of England and the Catholic School Book; 109 of the pupils can write. The boys school, No. 1, and that of the girls, No. 2, are well kept, and the scholars are progressing.

Banlieu of St. Roch.—This municipality has for the present but one school in operation; it is intended to open two others soon. This school is attended by 94 little boys, 75 of whom are of French and 19 of British origin; among the latter 6 are Protestants. Besides reading in English and French, the teacher instructs them in French grammar and arithmetic. English also is taught to 36 pupils, who study Murray's National Book.

CITY OF QUEBEC.

The Sisters of Charity keep several schools, all under the control of the Commissioners.

1st. A school in St. John's Suburbs, containing 4 classes, 2 French and 2 English.

The two French classes contain 164 Canadian girls. The course of study consists in French grammar, history, geography and arithmetic; 97 of them know how to write.

The two English classes are composed of 82 girls, 34 of whom are of French and 48 of British descent,

They study English grammar, the National Book, the History of Canada, geography and arithmetic, as also the Christian Duty, Vocabulary, and Murray's Spelling Book; 43 of these are taught writing.

2nd. A school at Cape Diamond Harbour, which is divided into 2 classes, one of which contains 95 girls, all of British extraction, who study geography, arithmetic, the grammar called "*National*;" 50 of these are taught writing. The other class comprises 72 girls, 32 of whom are of French and 40 of British origin. They are taught the French grammar, history and geography. They read in the Christian Duty, the Vocabulary, the Psalter and the Catholic School Book; 15 of these are taught writing and arithmetic.

The Brothers of the Christian Doctrine have also a school house at Cape Diamond, where they have 4 classes, 3 English and 1 French.

The three English classes are composed of 220 boys, all of Irish origin, with the exception of four who are French. They are instructed in reading, writing, English grammar, geography, natural philosophy, Christian Duty, and the Catholic School Book.

The French classes contain 30 Canadian pupils, who are taught reading, writing, French grammar, geography and arithmetic.

The Brothers of the Christian Doctrine instruct in St. John's Suburbs, under the control of the Commissioners, 3 English classes, attended by 188 scholars, 103 of whom are of British and 85 of French origin; they are all Catholics, with the exception of two Protestants. One is a superior school, and the pupils are taught Grace's History, natural philosophy, geography, Lennie's Grammar, geometry, linear drawing, algebra, mensuration, arithmetic, book-keeping, etc. In the two others the pupils are instructed in reading, writing, Murray's Grammar, geography and arithmetic.

St. Roch.—The same Brothers have also a school here divided into 9 classes, 7 French and 2 English.

The seven French classes are attended by 481 Canadian boys. In the first, which is an excellent superior school, the pupils learn history, grammar, arithmetic,

book-keeping, geometry, algebra, lineary drawing, the use of the globes, letter writing, parsing, &c., &c.

In the six other classes, history, geography, grammar, arithmetic, reading and writing, are taught to the children, according to their respective ages and ability.

The two English classes are attended by 126 scholars, 103 of whom are of French, 21 of British, and 2 of Jewish origin. In the first class the children are occupied with reading, writing, grammar, geography, the use of the globes, lineary drawing and arithmetic. In the second, where the children are very young, they are taught only reading, writing, and the elements of arithmetic.

Mr. Dion keeps also a school at St. Rochs, under the control of the Commissioners. This school contains 113 little boys, who study reading, writing, arithmetic, French grammar, geography and history. The books read are *Notions Utiles*, Sacred History, History of Canada and France, the Christian Duty, and the Alphabet.

School of the Good Shepherd.—In St. Louis Suburbs, the ladies of this Institution instruct 4 classes of girls, 2 French and 2 English. The two French classes comprise 125 Canadian pupils, who are instructed in reading French and Latin, writing, French grammar, history, geography, and arithmetic.

The two English classes are composed of 89 pupils, one half of whom are of British and the other half of French origin. The Christian Duty, English Reader Catholic School Book, reading, writing, geography, English grammar, sacred History and arithmetic, are the branches which they study.

There are also two French schools in St. Johns Suburbs.

The one (a boys school,) which numbers 85 pupils, is kept by Mr. Dugal, who teaches French grammar, geography, arithmetic in all its branches, history and writing. The school books in use consist of the Alphabet, the Christian Duty, Latin Psalter, and "*Notions Utiles.*"

The other (a girls school,) kept by Miss Malherbes, contains 40 scholars, who learn French grammar, geography, arithmetic, reading and writing.

Lower Town.—Miss Brophy keeps an English school containing 40 pupils, who are taught English grammar, geography, arithmetic, together with reading and writing. These children are all of British origin, and Catholics.

These are the schools in the city, under the control of the Commissioners. In this Report the other schools kept by the Brothers, not under the control of the Commissioners, and the various independent Catholic schools of the city are not comprised.

I have the honor to be,

Sir,

Your most devoted servant,

P. M. BARDY,
School Inspector.

J. B. Meilleur, Esq., S. E.
Quebec, 2nd April, 1856.

Report of P. F. BELAND, Esq., Inspector of Schools.

ST. ANTOINE, 3rd December, 1855.

* * * * *

I now proceed to the Statistical Report. Between 1852 and 1855 considerable progress has been made; as may be seen from the following comparative statement:

In 1852 I counted 25 municipalities; I can now count 30, increase 5. These 25 municipalities contained 218 school districts; they now contain 258, increase 40. In 1852 the number of common schools under control in my four counties was 177, there are now 214, making an increase of 37.

The number of children attending the common schools in 1852 was 5724; there are now 7167, increase 1443. In 1852 there were only 4 model schools; there are now 6, increase 2. These 4 schools were attended by 116 pupils; those now in operation are attended by 253, increase 137. In 1852 there was only one superior school for girls, attended by 50 pupils; we now number 7, attended by 345, increase in number of schools 6 in pupils 235. In 1852, 2872 could read well; at this moment 3083 can do so, increase 217. At the same date there were 1043 children studying grammar; their number now amounts to 1882, increase 839. In 1852 there were 827; there are now 1169 learning spelling, increase 342. In 1852, 992 could do the simple rules of arithmetic; now 1702 can do them, increase 710. The compound rules were taught to 427; to-day they are taught to 939, increase 512. In 1852, geography was taught to 282; it is now taught to 752, increase 470.

The number of children learning to write in 1852 was 836; we have now 3169, increase 2333.

In 1852, 119 studied the English language; we have now 135 who do so, increase 16. Studying history 579 in 1852; now 1064, increase 485.

In 1852 parsing was taught to 269, it is now taught to 1169, increase 900. In 1852 there were 55 school-houses built; there are now 74, increase 19. Schools having geographical maps 20; now 48, increase 28.

From the increase above stated, it must at once be admitted that very great progress has been made. The two points of comparison that we have taken, repulse triumphantly the attacks of the enemies of the cause. I am also of opinion, Honorable Sir, that it would not be out of place to give you here a statistical report of each separate municipality. Two special motives induce me to do so: the first to satisfy the public; the second, to enable me to make some very useful remarks.

COUNTY OF DORCHESTER.

St. Nicholas—Is divided into 11 school districts, 8 of which have schools in operation, which are attended by 312 scholars; there is also an independent school numbering 30 scholars: grand total, 342. In these schools, 135 read well, 95 read fluently, 71 study French grammar, 53 parsing, 51 geography, 53 inductive grammar, 69 learn the simple rules of arithmetic, 27 the compound rules, 134 writing, and 38 study history. There is one highly qualified teacher giving instruction in two languages, and 8 female teachers, 7 of whom are well qualified.

This parish has always been distinguished by its zeal and its love of peace and order. The Commissioners are on the best terms with every body. The Secretary Treasurer is a very able man; his accounts are always remarkably well kept. This parish is, so to speak, a model one. Each inhabitant contributes most liberally for the support of the schools. Ten magnificent school houses may be seen in it, built almost entirely by voluntary contributions. The teachers are paid liberally and regularly. The general amount of their salaries is for female teachers from £25 to £30; the male teacher has £35. The pecuniary affairs are in good order.

St. Romuald—Contains 4 school districts, 3 for catholics and one for dissentients; they are all in operation. The village school is very well kept by a competent teacher; the school conducted by Mr. Smith is also on a good footing; in both of these English and French are taught simultaneously. The third is

under the direction of a female teacher sufficiently capable. The dissentient school is in no respect inferior to the other; and contains 30 scholars.

The total number of pupils is 223; in the three Catholic schools, 59 read well, 43 fluently, 51 study French grammar, 5 English grammar, 10 the inductive grammar, and parsing; 39 learn the simple rules of arithmetic, 10 the compound, 66 can write, and 59 study history. The salary of the male teacher is £50, and that of the female teacher is £25. A good understanding exists among the Commissioners. The Secretary is a thoroughly qualified person, and his accounts are kept in good order. On account of the bad harvest he has had difficulty in collecting the amounts due to the Corporation.

St. Jean Chrysostome—Contains 8 school districts, all in operation. The number of scholars is 204; out of these, 97 read well, 87 read fluently, 120 write, 76 learn the simple rules of arithmetic, 22 the compound, 66 study French grammar, 19 inductive grammar, 19 parsing, 6 history, and 12 geography.

The village school is kept by a well educated teacher; the seven others are under the direction of qualified female teachers, of whom three in particular conduct their schools well. The Commissioners, under the direction of the Rev. Mr. Beaumont, the *Curé* of the place, do their part well. The Secretary Treasurer is a trust-worthy man, the books are well kept.

Notre Dame de Levy—Is divided into 8 school districts which contain 9 schools, attended by 314 scholars, of whom 110 read well, 102 read fluently, 169 write, 90 understand the simple rules of arithmetic, 35 the compound rules, 127 study French grammar, 91 the inductive grammar, 91 parsing, 20 English grammar, 101 epistolary composition, 51 history, 33 geography, and 3 learn instrumental music. All these schools are entrusted to female teachers, except one, viz: that kept by Mr. Valliere, who has taught the two languages with great success for the last twenty-five years. The girls school kept by his daughter deserves the highest praise; it may compare with the classes in our best convents, the same branches of education being taught there. The Commissioners, all men of property, and full of zeal, do their duty. Mr. Roy, the Notary, the Secretary Treasurer, keeps his accounts correctly.

For information respecting the college, *vide* Report of the Superintendent for 1854.

Municipality of d'Aubigny—Contains 3 school districts. Two superior schools are in operation, one is the College of Notre Dame, for the education of boys, and the other for girls, occupies the magnificent building erected by the rate-payers for that purpose. The boys school contains 50 pupils, and the girls 84. To say that the boys school is under the direction of the Brothers of the Christian Schools is saying enough. The girls school is also maintained on a good footing; this school the younger boys are allowed to attend. The law works satisfactorily in this municipality.

St. Joseph de Levy.—In this parish there are 6 school districts, 3 good school-houses built, and 7 schools in operation. There is here a magnificent convent which has been recently opened. It was founded by the Reverend Mr. Routier, *Curé* of the parish, assisted by several of his parishioners. I cannot state the exact number of scholars attending this new establishment.

The boy's school is kept by Mr. Desrochers. Its fame is already so fully established that it is unnecessary to say much respecting it. This school undoubtedly merits the title of Academy. The English and French languages are there equally well taught. The former of these languages is taught by an Irishman who is highly educated; the system pursued by Mr. Desrochers is strictly practical. The other schools are under the direction of thoroughly qualified female teachers. Those in the concessions are badly attended, this is the fault of the parents.

The Commissioners are very zealous. The Secretary Treasurer keeps his accounts in good order; the whole being sedulously watched by the Rev. Mr. Routier. The total number of scholars attending the schools is 305, not including the convent; of these 105 read well, 83 read fluently, 148 write, 26 are learning the simple rules of arithmetic, and 63, the compound, 61 study French grammar; 7, English grammar; 58, the inductive French grammar; 52, history, and 25, geography. The school kept by Mrs. Carrier deserves honorable mention.

St. Henry—Contains 15 school districts, and there are 15 schools in operation, attended by 493 scholars, of whom 161 read well, 118 read fluently, 196 write, 28 learn the simple rules of arithmetic, 63, the compound, 115 study French grammar, 93, the inductive grammar, and 38, geography. English grammar is taught to 11 scholars, and history, to 78. The Model School kept by Mr. St. Aubain does honor to the parish. All the other schools are also well directed, except four which are inferior.

The system of assessment is now generally adopted, experience having shewn that the voluntary system was impracticable. It is a matter of regret that the *Curé* of the place has retired from office as Commissioner; affairs nevertheless progress favorably. The Secretary Treasurer is a man of merit; his accounts are accurately kept. This parish has distinguished itself by the erection of two handsome and good school houses. The general amount of salaries granted is from £20 to £25; Mr. St. Aubain receives £50.

St. Anselme.—This parish also merits the title of model parish. The whole work is accomplished on the voluntary system, but the people are generous and liberal, and prompt in supplying all that is required. All the schools are well provided with what is necessary; in some there is even more. It is therefore a real pleasure for me to visit this municipality, so remarkably well are its ten schools kept. Whence arises then the superiority of this parish over the majority of the others? The answer is easy: it is because the Commissioners have always paid liberally those who have devoted themselves to teaching. Their reputation in this particular, spreading through the neighbouring parishes and elsewhere, it results that when engagements are to be made they always have an ample number of candidates, which enables them to make a good selection. Miss Verret and Miss Couture have greatly contributed to obtain for this parish the renown which it now enjoys. Mr. Brochu, now a merchant at St. Lambert, has also labored many long years to secure the same result. All the scholars educated at these schools have scrupulously followed the good examples there placed before them.

Of the pupils 189 read well; 178, fluently; 88 learn the simple rules; 46, the compound, 139 study French Grammar; 94, parsing; 94, the inductive grammar; 6, English grammar; 96, geography; 83, history; 182, write. It need not be added that all the teachers are well qualified.

St. Claire.—Although this parish is next to St. Anselme, it does not manifest quite the same desire for the advancement of education. A handsome building in which the girl's and boy's schools are kept, has nevertheless been erected in the village. The master, Mr. Couture, is a very able teacher, and in the course of a single year his pupils have made astonishing progress. It will be necessary to establish there also the system of assessment, but that is not as yet possible. I am, however, of opinion that the majority would not make any violent opposition. It is generally the rich who refuse to pay, and the poor suffer considerably in consequence. This year the Commissioners have thought proper only to put seven schools into operation. These schools are good with the exception of two which are only passable. The number of scholars is 243, of whom 111 read well and 111 fluently, 31 can do the simple rules of arithmetic and 45, the com-

pound, 47 learn spelling, 31 study geography; 72, French grammar; 47, the inductive grammar and 47, history. Three of the female teachers have not the requisite qualifications. The salaries average from £16 to £18; the male teacher receives £35.

St. Marguerite—Contains 4 school districts, 2 of which only have schools in operation. This parish does not merit the praises which may with justice be bestowed upon its neighbour, *St. Hénédine*. Its inhabitants are for the most part opposed to education, foolishly fearing the taxes, or rather the disbursement of a trifling sum of money. There are, however, in this parish some well disposed individuals, among others M. Genest, President of the School Commissioners who continues to make the most praiseworthy exertions for the maintenance of the two schools which he has succeeded in establishing. The village school kept by Mr. Roy is undoubtedly one of the best in my district. It is attended by 56 or 60 scholars, who make remarkable progress; 17 study French grammar; 17, the inductive grammar; 17, geography; 2 are learning the simple rules; 22, the compound, 17 study history. Mr. Genest has purchased for the Corporation a good school house, on the most advantageous terms. He also performs the duties of Secretary Treasurer, not being able to find any person fit for the office.

St. Hénédine.—This new and quite small parish could not possibly be more zealous in every thing that concerns education. Like its neighbour, it contains 4 school districts, 3 of which are in operation. The schools are attended by 115 scholars, of whom, 33 read well; 36, fluently; 39 write; 36 understand the simple rules of arithmetic; 13, the compound rules; 20 learn French grammar; 15, parsing; 15, the inductive grammar and 10, history.

These three schools are very good; that of the village does honor to the parish. The pecuniary affairs are in good order.

St. Isidore—Contains 10 schools, all in operation. The Commissioners obstinately refuse to cause a valuation of the property to be made, the poor suffer greatly from this cause. I have for some time past been on the point of compelling the Commissioners to act, but seeing that they contributed liberally enough for the maintenance of their 10 schools, I thought it better to wait in the hope of a favorable change. The 10 schools are generally speaking pretty good, 6 of them deserve special mention. The female teachers who conduct them are thoroughly qualified. The total number of pupils is 336, of whom 140 read well; 82, fluently; 134 write; 75 understand the simple rules of arithmetic; 35, the compound, 56 learn French grammar; 46, spelling and 25 study history. Salaries average from £15 to £18.

St. Lambert—Is a parish quite recently erected. The Commissioners however, are very zealous for the voluntary support of their 5 schools. Two school houses, but not of sufficient size, have been erected.

The 5 schools in question, number 123 scholars, of whom 44 read well; 31, fluently; 55 write, 29 are learning the simple rules of arithmetic; 6, the compound; 20 learn spelling; 6, geography; 35, French grammar; 20, the Inductive grammar and 6 study history. Three female teachers are sufficiently qualified, the two others are scarcely competent. The average of salaries is low, ranging only from £10 to £12. This parish however promises well for the future.

St. Bernard—Contains 6 School Districts, and 9 schools in operation. The ninth merits rather the title of Academy than of Common School. This institution owes its present high position to the liberality of the Rev. Mr. Moore, the *Curé* of the parish. The sacrifices which he makes for its maintenance are very great. The system of instruction pursued there, is the same, with some few exceptions, as that of our convents. The number of pupils who there receive an excellent education is between 45 and 50. The eight other schools number 277 pupils, of whom 112 read well; 88, fluently; 87, write; 71, understand the simple

rules of arithmetic and 61, the compound; 50 learn parsing; 30, geography; 77, French grammar; 50, the inductive grammar, and 40 study history. Four female teachers are qualified, the others scarcely so. The average of salaries here also is too low, amounting only to from £13 to £15.

The commissioners manage their affairs pretty well. We must not forget that it is only within a short time past, that this parish has submitted to the control of the law, having until lately obstinately refused even to appoint Commissioners.

St. Frederick—Is inhabited by settlers from St. Joseph de la Beauce. And here, as there the system of assessment is followed. The parish contains 6 school districts, all in operation.

Of these six schools two are good, the others are only passable. This parish is quite a new one; everything will improve in course of time. The school districts are badly divided; this I intend to remedy. The Secretary Treasurer is a competent person, and the accounts are well kept. Salaries range from £14 to £16.

The total number of scholars attending these schools is 219, of whom 90 read well, and 50, fluently, 90 write, 42 understand the simple rules of arithmetic; and 13, the compound, 20 learn parsing; 30, geography; 39, French grammar; 20, the inductive grammar, and 20 study history.

St. Marie,—Like St. Elzear, contains 17 large school districts.

In spite of the opposition made by the inhabitants of the concessions to the operation of the law, there are now 13 schools. This improvement is undoubtedly due to the indefatigable zeal of Mr. Elzear Duchesnay, aided by some friends.

This worthy gentleman began by establishing a good school in the village, and this awakened in the concessions the desire to establish such another there. The voluntary system has been adopted; but at present there is so little inclination to contribute that Mr. Duchesnay is getting discouraged. He has been Commissioner for twelve years, twelve years of continued trouble and meritorious exertion. Mr. Bilodeau, a merchant in the place, gives him his heartiest support.

The Rev. Mr. Proulx, the *Curé*, has founded an academy or college, which is to be placed under the direction of the Brothers of the Christian Doctrine, and has enlarged the convent.

The total number of scholars attending the schools is 317, of whom 133 read well; 73, fluently; 143 write, 98 understand the simple rules of arithmetic, and 52, the compound, 58 learn spelling; 17, geography; 122, French grammar; 59, inductive grammar; 51, history. Of the 13 schools, 7 are good, 2 superior, and 4, only passable. Mr. Duchesnay also performs the duties of Secretary Treasurer. It is hoped that next year there will be an assessment.

St. Elzear—Part of which was once included in St. Mary, is inhabited by young settlers whose fathers remain in the last mentioned parish, follows step by step the movements of the parent settlement. There are 9 schools, attended by 243 scholars, of whom 87 read well; 77, fluently, 66 write, 70 learn the simple rules of arithmetic; 6, the compound; 10, study geography; 20, French grammar; 6, inductive grammar; 12, history.

The Commissioners of this parish are, to tell the truth, permanent. The whole burden of the duty falls on the Rev. Mr. Grenier, *Curé* of the place; by his zeal and assiduity he has succeeded in raising the sum required to obtain the Government grant, and supports with these funds 12 schools, which, though not all of the first order, still do a great deal of good. I have thought it best to allow things to go on in this manner till they can be altered for the better. Mr. Grenier alone visits those schools, but he visits them frequently.

St. Joseph.—Divided into 3 municipalities in 1852, at present forms but one. The difficulties and discord which for such a length of time agitated this parish have completely disappeared.

St. Joseph is divided into 11 districts, in 8 of which schools are in operation. The total number of scholars is 332, of whom, 118 read well; 65, fluently; 84 write; 37 learn the simple rules of arithmetic; 10, the compound; 11 learn spelling; 7, study geography; 54 French grammar; 11, inductive grammar and 15 history.

A good understanding subsists among the School Commissioners. The Secretary Treasurer, Mr. Arcand, Notary, with the aid of his colleague, Mr. Belanger, directs them well. The accounts are kept in perfect order. For a year back the system of assessment has been followed, and seems to give satisfaction.

St. Francois.—The inhabitants of this parish opposed for a long time the execution of the law. To disabuse them on this point was no easy matter; to lead them to consent to pay the £150 of debts contracted by the mal-administration of many of their School Commissioners was still more difficult; nevertheless, I speak it to the credit of the mass, they have consented to throw the veil of oblivion over the past.

Affairs go on well. This good order is due in a great measure to the zeal of the Rev. Mr. Tessier, *Curé* of the place, who has spared no pains in bringing about a good understanding amongst all his parishioners.

The Commissioners follow exactly his advice, so that, with respect to school affairs, St. Francois may now be ranked amongst the best municipalities. Its inhabitants, after having witnessed the sale of the school-houses for the payment of their debts, being determined not to remain behind other parishes, have with astonishing ardour set about building, and completed others. They have also come to the conclusion that an assessment on lands is the method the most just and the most suitable to support their schools on a sure footing. I am also of opinion that it would now be more difficult to re-establish the voluntary system in this parish than it formerly was to introduce that of assessment.

The parish is divided into 12 school districts, in 10 of which schools are in operation. The total number of scholars who attend those schools is 444, of whom 215 read well; 79, fluently; 199 write, 96 learn the simple rules of arithmetic; 13, the compound; 16, spelling; 14 study geography; 41 French grammar; 16, inductive grammar; 48, history. Of these; 10 schools, 6, are good, 2 remarkably well kept; 2, are merely passable. The salary is from £16 to £25.

St. George d' Aubert Gallion.—In this parish we reckon 6 school districts, in 5 of which schools are in operation. The schools there are but passable. Last July, however, Mr. Darveau, a person sufficiently qualified, although he has no diploma, opened a school. Total number of scholars, 142, 33 of whom read well; 48, fluently; 29, write; 20, learn the simple rules of arithmetic; 11 study grammar; and 5, history.

COUNTY OF LOTBINIERE.

St. Jean Deschailons.—Is not a rich parish, but, considering its means, education is making very rapid progress. In 1852 there were only 4 passable schools; at present they are 7 in number, and all pretty good. Unfortunately the most influential persons in the place, weary of the annoyances always attending the office of School Commissioner, now hold themselves aloof. It is, however, to be hoped that their patriotism will yet prevail on them to make new sacrifices.

The Secretary Treasurer complains of the length of time required to collect the assessments: in consequence of this delay the teachers suffer very much. Total number of pupils, 312, of whom 117 read well; 79, fluently, and 116 are

beginning; 61, can do the simple rules; 29, the compound rules; 42 learn spelling; 69, French grammar; 42, inductive grammar; 2, geography and 53, history. There are 5 qualified, and 2 unqualified female teachers. Average amount of salaries, £18 to £21.

Lotbinière.—This large and beautiful parish is divided into 15 school districts. There are also 15 schools in operation, of which 7 are well kept. The superior school for girls, taught by Miss Moreau, deserves to be specially noticed. The English and French languages are there taught simultaneously with great success. At Rivière-du-Chêne Miss Boisvert also keeps a school, which may be ranked in every respect with that of Miss Moreau. The children make great progress both in English and French. I there saw a little boy about seven years of age answer with admirable accuracy my questions on the rules relating to the participle, and even solve some pretty difficult problems in arithmetic. Four schools of the description of those kept by these ladies would be sufficient for a parish.

In the parish of Grand St. Charles Mr. Bergeron also keeps a school which does honour to the place. The others do not deserve special mention; perhaps however, the names of the Misses Pagé, who have thoroughly done their duty, ought not to be passed over in silence. Mr. Léon Vaudreuil, engaged in July last for the Village of St. Eustache, has also succeeded very well.

Mr. Faucher, the *Curé* of the place, being desirous of preparing the boys in his parish for following out a classical course in our colleges, has opened at his own expense a class entrusted to the assiduous superintendence of Mr. Bedard, Notary, whose capacity and talents are already well known. His pupils have done the work of two years in one; this says enough for the ability of the teacher. Greek and English have been successfully taught them by the Rev. Mr. M'Donald.

The house in which the classes are held belongs to the *Curé*. It is a large edifice. A superior school for girls is also kept there, the whole being under the control of Mr. Faucher, whose liberality equals his zeal.

A good understanding exists among the Commissioners. The Secretary Treasurer, Dr. Grenier, a highly educated man, always manages his affairs well. His accounts are kept in perfect order.

The total number of pupils is 537; out of this number 227 read well, 146 read fluently; 262 write; 106 can do the simple rules of arithmetic; 120, the compound; 155 learn spelling; 107, geography; 23, English grammar; 240, French grammar; 153, the inductive grammar; 9, epistolary composition; 12, vocal music and 149, history. I would here remark as an act of justice that Lotbinière exceeds all the other parishes in the number of pupils instructed in all the different branches. All the teachers except one have diplomas. The average amount of salaries is from £20 to £35. I must not forget to say that there are 5 good school houses belonging to the corporation. The one built to serve as a model school, when completed, will be a beautiful edifice.

Ste. Croix—Is divided into 10 school districts, in 9 of which schools are in operation. The model school, kept by Mr. Maxime Boucher, does honor to this parish. This gentleman is a teacher of great merit; his pupils make remarkable progress. The other schools kept by female teachers are for the most part good; among others that in the third school district, kept by Miss Laliberté. The Commissioners do their utmost to carry out the law. The Secretary Treasurer keeps his accounts correctly. Throughout almost the whole of the County of Lotbinière the system of assessment is followed, and this is the reason of the great progress made, and the number of good schools which exist.

The Commissioners appear disposed at present to oblige the rate-payers to build school-houses. The municipality as yet possesses only 3 school houses.

On the other hand, to make up for this, the parish is in possession of a convent, the erection of which it partly owes to the liberality of the former *Curé*, the late Mr. Potvin. This establishment has educated a large number of pupils, who at present are teaching with great success.

The total number of scholars attending the schools is 231, of whom 100 read well; 95, fluently; 89, write; 55, learn the simple rules of arithmetic; 39, the compound rules; 40, geography; 72, French grammar; 40, inductive grammar; 40, spelling; 10, vocal music and 40 study history. All the teachers except one are sufficiently qualified. The average amount of salaries is from £15 to £45.

With respect to the age of teachers, the general average in both this parish and in all the others is from 18 to 20 years. Necessity obliges us sometimes to receive them under the age of 18, and these latter, generally speaking, are by no means the least capable.

St. Flavien,—A new parish, contains 6 school districts, in 5 of which schools are in operation. Matters here progress slowly, but steadily. All is as yet new. Of the five schools two are good and three are only passable. They will in time succeed, the minds of the people being well disposed. The inhabitants of this parish are for the most part poor; they have, nevertheless, made great sacrifices.

The number of scholars is 138, of whom 64 read well; 23, read fluently; 61, write, 44 learn the simple rules of arithmetic; and 5, the compound rules; 10, learn spelling; 12, geography; 28, learn French grammar; 10, inductive grammar and 30 study history. The general amount of salaries is from £16 to £17.

St. Antoine—Contains 12 school districts and 14 schools in operation, attended by 472 scholars, of whom 210, read well; 140, fluently; 246 write; 210 learn French grammar; 135, spelling; 135, inductive grammar; 95, geography; 154, the simple rules of arithmetic; 100, the compound rules; 120, history and 12 vocal music. The superior school for girls does great honor to the parish.

The model school, which had been closed for a year, was opened again in July last; it is under the direction of Mr. Téléphore Lefebvre, whose talents for instruction are well known. We have already had occasion several times to visit his school, and every time we have remarked continued and rapid progress. Four other schools, kept by well educated female teachers, deserve to be specially noticed; in these schools are taught almost all the branches of education prescribed for superior schools.

It is to be regretted that the parents in the concessions here, as well as elsewhere, are not more zealous in sending their children to school.

The Reverend Mr. Béland, the *Curé* of the place, makes great sacrifices for the encouragement of education. He often visits the schools, and superintends the moral part of the instruction with indefatigable zeal.

A very good understanding now exists among the School Commissioners. They are punctual in the performance of their duties and pay their schoolmaster very liberally. The Secretary Treasurer discharges his duty faithfully. The accounts are in good order.

In speaking of *St. Antoine* we include *St. Apollinaire*, which was detached from it only in July last. In this parish there are only three school houses belonging to the Corporation. Their means are deficient, and they defer building until the Legislature shall have voted them a grant for that purpose.

St. Sylvestre.—This extensive and mountainous parish contains 15 school districts, in 12 of which schools are in operation.

The population of this parish being mixed, it is rather difficult to establish schools which will satisfy the two races. Two-thirds almost of the population are Irish, and there are only two poor Canadian schools. The English schools are pretty good; three are kept on a very good footing. There are 13 school houses built; they are, however, almost all incomplete and too small.

One must possess zeal in order to visit them, on account of the difficulty there is in crossing the mountains, and travelling the roads.

The total number of pupils is 489, of whom 225 read well; 200, fluently; 225 can write, 120 learn the simple rules of arithmetic and 50, the compound rules; 15, learn spelling; 10, geography; 20, English grammar; 8, French grammar. In these schools they generally teach only writing and arithmetic.

St. Giles,—A poor parish, has at present only 2 schools, one of which, kept near the chapel, is under the direction of the Rev. Mr. Richardson, and is a good school. The other, at Black River, is entrusted to an aged teacher. The population of St. Giles is also a mixed one, and this presents great obstacles to the opening of new schools. These two schools are supported by the *Curé* and Mr. Dionne, with the help of a few others. The number of pupils is 89, of whom 23 read well; 35, fluently; 30 write 18 learn the simple rules of arithmetic; 10, the compound rules; 12, parsing; 23, French grammar and 6, history.

Ste. Agathe—Is as poor a parish as its neighbour, the parish of St. Giles. It possesses 2 mixed schools, one of which, for the Irish, kept by Mr. Burton, is a good one, and the other, for Canadians, is only passable. The two schools contain 168 pupils, of whom 24 can write, 30 learn the simple rules of arithmetic; 12, the compound rules; 15, geography and 15, English grammar.

Mr. *Curé* Richardson keeps in good order the accounts of the two parishes.

It is useless to repeat in this Report that four-fifths of the Commissioners can neither read nor write. It has already been admitted that three Commissioners would suffice, and that a literary qualification should be substituted, for the pecuniary.

I have now the honor humbly to submit the whole, and to subscribe myself,

Honorable Sir,

Your obedient servant,

P. F. BELAND,
School Inspector.

Report of Inspector BOURGEOIS.

ST. GREGOIRE, 19th December, 1855.

MR. SUPERINTENDENT,—I have the honor to transmit to you my Report of Inspection for the last six months of 1855, together with the Statistics and my General Remarks for the entire year.

As may be seen by the subjoined tables, the number of schools has considerably augmented this year, and has almost doubled that of last year. I may add that a similar ratio of increase appears in the number of children who have attended these schools during the last two years.

I have much pleasure in being able to state these facts, as they show that the cause is gaining ground, and that the carrying out of the law appears to be more and more general.

I cannot, however, say the same thing of the character of the schools; they do not all make satisfactory progress.

There are a great many difficulties to be overcome, in order to ameliorate the schools now in operation amongst us. First, we are in want of qualified masters and female teachers, furnished with diplomas. A large number of the schools are kept by female teachers who are only fit to teach reading and writing, and even these with very little or no method. In the absence of any thing better, this may do for a few months, when the scholars are but beginners; after which it

is desirable and necessary that they should have more competent teachers. This, however, is not always practicable, on account of the as yet limited number of qualified teachers of both sexes, and especially on account of the scarcity of means to remunerate those well qualified in a competent manner.

In a great part of the municipalities of my district, the majority of the inhabitants, who are but new settlers, are possessed of very small means, and could not, without subjecting themselves to great privations, furnish the sum necessary to remunerate a teacher competent to keep a school according to the provisions of the Act. This is the principal and insurmountable difficulty which prevents the carrying out of the Education Act in an efficient manner, especially during a year of penury and want, such as that which has just elapsed. I am in hopes that the wish that I expressed in my Report of the 28th September, 1854, will soon be realised, and that the Legislature, by increasing the annual grant, will come to the aid of the municipalities in distress, in the category of which are placed the greater part of those under my inspection. Nevertheless, I am far from alledging that there is cause to complain of a want of progress in all the schools in operation. On the contrary, a large number of them have been kept and conducted in a manner worthy of praise, and, generally speaking, in the municipalities that have competent means, the superiority of the schools of 1855 over those of 1854 shows itself in a very encouraging proportion.

I will now make a few remarks on each municipality in particular.

St. Guillaume—Contains 5 schools, all inferior at present, but which I hope will give greater satisfaction for the future, as 4 out of the 5 female teachers have been recently replaced by teachers more competent and better qualified.

The School Commissioners of this municipality seem to have taken but very little care of the schools in operation under their control this year. Far from superintending them as they should have done, they have not even visited them. I have on this subject inserted in their minute book some pretty severe remarks. I have also insisted that for the future there should be a public examination in each school at least once a year, and have fixed the period for such examination.

Grantham—Has 6 schools, 3 good, 2 middling, and one altogether inferior.

The village school, kept by Mr. Hughes, a teacher holding a diploma, deserves to be ranked in the first class, as well on account of the branches therein taught as on account of the rapid progress made by the scholars. I have never as yet visited this school, without coming away entirely satisfied. School No. 4, kept by two female teachers, (one for the French and the other for the English department,) deserves likewise special mention.

Wickham—Has 3 schools, which have just commenced, and promise very good results. I am afraid, however, that they cannot all be supported this year, on account of the poverty of the majority of the rate-payers. The School Commissioners have built one school house, and have another in course of erection.

Acton—Contains 2 schools, one of which is middling; the other, which has been but recently established, promises fair. This municipality, poor as it is, has nevertheless since eighteen months found the means of building two beautiful school-houses, which were already habitable at the time of my last visit, and it is with pleasure that I can testify to the zeal of the School Commissioners and the rate-payers of this municipality.

Aston—Has 3 schools, 2 inferior, and one which promises to give greater satisfaction for the future, as the former female teacher has been replaced by one better educated and more competent in every respect.

The amount placed at the disposal of the School Commissioners of this municipality is so very small that the salary of the teacher is almost nominal. I hope, however, that the 3 schools will remain in operation, and for this I rely on the zeal and devotedness of the *curé* of the parish, the Reverend Mr. Marquis, who has proved the deep interest he takes in it by undertaking the duties of Secretary Treasurer to the Commissioners.

Warwick, Bulstrode and Horton.—This extensive school district has 3 schools in operation, with a population few in number, poor and widely scattered; so that a large number of the children live at too great a distance to be able to attend any of the three schools now open. Nevertheless it is utterly impossible to establish any more, and I fear that the three which are now in operation cannot all subsist long. There has been a system of voluntary rate-paying established, and it is the only one practicable under the present circumstances. School No. 1, which is situated near the chapel at Warwick, is conducted with energy and success, and I have always great pleasure and satisfaction in visiting it. I sincerely regret that the female teacher in charge of it is not better remunerated for the zeal and devotion she has invariably shewn ever since her appointment to the school of this district.

The female teachers of the two other schools, which have not been long in operation, are tolerably well qualified.

St. Norbert—Has 4 schools. That of the village, kept by an old man, is very crowded, and the children make but little progress. On account of the position and number of scholars attending this school, I am of opinion that the Commissioners should place a young man of energy and decision in charge of it.

The other schools in this municipality are going on in a satisfactory manner.

The School Commissioners of St. Norbert have 5 school houses, 3 of which are in a lamentable state of disrepair and almost in ruins, so that it would be dangerous to keep school in them during the winter season. I have, with respect to the School Commissioners and the rate-payers, taken the measures which I thought requisite to remedy this state of things, and I hope that they have paid attention to my suggestions.

Stanford—Has 6 schools, one inferior and five good ones. Amongst the latter is a superior school for girls, kept with great success by Miss H. Trudelle, a zealous, highly educated and successful teacher. As this school, occupying a large two story house, has the advantages of ample accommodation, the Commissioners, assisted by the generous exertions of the parish Priest, are endeavouring to improve the course of study, with a view to enable it to rank as an academy for young ladies. I have done my best to encourage them in this noble enterprise, and it is to be hoped that in the estimates of next year the Legislature will allow a supplementary grant in favor of this institution. The want of an establishment of this nature is very much felt in this part of the Eastern Townships.

GENERAL REMARKS.—In general the assessments and other taxes are badly paid. The School Commissioners have almost always shown great remissness in collecting the taxes they impose: the teachers suffer therefrom and often get discouraged. Besides, this accumulation of the arrears of several years makes the accounts of the Secretary Treasurer very difficult to examine, or even to understand. I foresee that means more directly compulsory must be resorted to in order to enforce the regular payment of the assessments and other school taxes during each year. By adopting this method affairs would go on better, and the rate payers would suffer nothing from it.

The examination of the School Commissioners' accounts is not always an easy task. Many of the Secretary Treasurers are uneducated men, and have no

method in their way of keeping accounts. It is not always an easy matter in a newly settled country to find persons at once capable of acquitting themselves of this office with credit, and willing to accept it.

Nevertheless, I must say that in this, as in many other points, there has been visible progress made in the course of the last three years; and a considerable number of Corporations now have Secretary Treasurers who acquit themselves of their duties in a manner worthy of praise and above all criticism. Such are those of Grantham, Aston, St. Norbert and Stanfold. Some others are improving and will in course of time, by dint of application, become competent.

In summing up, I beg to say that, taking every thing into consideration, I am satisfied with the progress made during the year within the limits of my jurisdiction.

I have the honor to be, Sir,

Your most obedient servant,

G. A. BOURGEOIS,
School Inspector.

Honorable P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

Extracts from Inspector BRUCE's Report for 1855.

Of the incompetency of school-masters and school-mistresses, the inefficiency of their teaching, and what the country by this has suffered and lost, about enough has been said and written. Let us now take another and rather different view of the subject of teachers, (I mean the teachers of Canada East,) their relative position in society, and how by that society they have been treated and regarded. It is but fair, it is but right, that both sides of the question should be considered, that what is wrong in both may be discovered and corrected.

The difficulties of the teachers of our youth are neither few nor small; and yet by the mass, whose servants they are, and for the welfare of whose offspring they spend their strength, sacrifice their health, bear the obloquy of the ignorant and undiscerning, and suffer from the contemptuous neglect of those by whom they should be respected and protected, suitably rewarded, and in old age and sickness provided for, they are, nevertheless, or appear as if they are, a despised and cast aside class, and in rank placed lower than the menial. What then are these difficulties? Let us see:

There are difficulties of office. The discharge of its duties gives rise to difficulties with scholars and difficulties, especially with parents, who criticise their words and judge their conduct and teaching, and with terms not very measured; difficulties with those who engage and supervise, and by whom they are checked and buffeted, maligned and slandered and often undeservedly—pronouncing as faults what merit praise, and too purblind or too ignorant to see what really deserves reproof or needs correction. The visits of Inspectors are also to many public sources of difficulties; and should the Inspector possess not sufficient intelligence and prudence, and a sufficient knowledge of teaching and teaching methods, and of the innumerable difficulties attending mental training, as these respect himself as well as the child and the parents, the more fertile will this source become. Though to the sincere and laborious teacher, earnestly desiring to do his duty and to improve himself and his school, how deficient soever both may be, the Inspector should be regarded as an experienced friend, who is or should be able

and willing to direct him in the right way. Whether difficulties of this source be real or fanciful, they not unfrequently have not the best effect. When the time of visiting draws near, many teachers become uneasy and concerned, and apparently troubled with a vexatious and confusing pressure, which continues till the visit is over. But the difficulties of teachers have not their limits in these things. They have difficulties in the matter of society. Whatever be their talent or their worth, or their place as that respects their office, they stand too frequently alone. No doubt there are numerous cases where the teacher is *hail fellow, well met*, with nearly every neighbour, but this often to the cost of his principles or character, his usefulness or consistency. It is usually a rare thing to see the intelligent pious teacher with a companion, or to hear of his having any friend with him, except now and then from some far distant spot. It is almost an event of his life to be kindly asked out to dinner, or even invited to tea by any of his decent and well-to-do neighbours; and you do not find that he visits them, or that he is visited by them. And yet possibly he may have been for some years in his situation, be personally known to all the respectables of the place, and respected as an active, useful and efficient teacher by the neighbours generally, and still without one intimate acquaintance within miles from him. There can be no question about this being a sad and depressing state of things; but, however common it may be, there is no necessity for its long continuance. The difficulties of our teachers, as these respect the future, are not few; they are many and serious. There is the decay of the mortal house which many see and feel. Nevertheless, each is busily occupied in his or her accustomed round of toil, and probably may be for many years to come. This has to be or should be borne patiently, as must also the decay of intellectual vigour. If he is able to do all that is required of him, though at greater cost, if nothing is neglected or shuffled over, if his employers are satisfied, and if they feel that what he has lost is adroitness and energy, he has more than gained in experience and piety; he may have to-morrow to provide for his own, whilst he cheerfully and earnestly goes through the appointed tasks of the passing hour. As to the failure of resources, it most frequently appears that he has nothing at all to depend upon but his miserable pittance, 1s. to 2s. a day, and which is seldom or never paid when due. He may be told by way of friendly advice to enrol himself a member of some Insurance or Friendly Society; but how can he even do this? His salary barely meets his expenses; as he may have, in spite of his economical prudence and forethought, run so far into debt that even his little credit is gone. He may be willing to take advantage of any annuity or superannuation allowance of Government; but, behold, there is none. And will not these things create difficulties, and give existence to and feed corroding care? And are they not sufficient, indeed more than sufficient, to prevent young men and women from making teaching a profession? Many a teacher has confessed to myself that if he had known, before he commenced teaching, the difficulties attending this, its cares, obloquy and penury, he would a hundred times have preferred following the plough or handling the shovel. The Reports of Inspectors have disclosed a relation between the imperfection of our schools and the condition of the schoolmaster, of the most painful character. Few efficient schools are found to exist. The most prominent of the causes to which these defects are attributable is the fact that the master of an elementary school is commonly in a position which, as has been stated, yields him neither honour nor emoluments. He has therefore a scanty knowledge of even the humble rudiments of learning, meagre ideas of the duties of his office, and as little skill in their performance. Indeed, there is little or nothing in the profession of an elementary schoolmaster, as yet, in this country, to invite a man having a respectable acquaintance with the elements of

even humble learning; to exchange the certainty of a respectable livelihood, in a subordinate condition in trade or commerce, for the mean drudgery of instructing in one of our elementary schools, as now supported and conducted. Much is said in and out of our Parliament just now about establishing Normal and Model Schools for training masters; but unless concurrently with arrangements made for training masters of superior acquirements and skill, efforts be also made to provide them with situations of decent comfort, and the prospect of suitable provision for sickness and old age, they will be driven by necessity to commercial or other more remunerative pursuits.

Our Government has wisely foreseen the impolicy and danger to education of making the schoolmaster dependent only on local sources of fluctuation and change, and have, therefore, by law, secured a small portion of his salary. But this is far from being sufficient. He should enjoy a house rent free, and, if possible, be provided with a garden and fuel. If then an estimate be made of his salary on a scale equal to the position he ought to hold in society, one-third of his salary at least should be certain. The smallest sum which ought to be secured to the master, besides a comfortable dwelling, with garden and fuel, should be from £20 to £30, besides monthly fees; and to our first class teacher, an income of £45 to £60 per annum, not including fees.

No master can be deemed respectably provided for unless he has an income of from £60 to £90. In towns and cities his income should be about one-half more, with a dwelling.

It is very doubtful if our Government and that part of our community qualified to judge, are aware of the very small amount of intelligence, scholarships and teaching skill, which our educators, male and female, possess. I have repeatedly examined schools whose teachers did not know the different powers of alphabetic characters. One teacher whose vocation for many years is keeping school, could not distinguish the difference between the sound of *i* in *pin* and its diphthongal sound in *sine*; another did not know how to use a black-board for any purpose in teaching; and a third I found not able to question his scholars on the simplest lessons they were learning. Fully the half of the teachers under my supervision are not capable of questioning their scholars on what they read with much advantage. In teaching arithmetic, for instance, many cannot, with much profit, explain the processes, much less the principles of the simple rules. Finding this, I have had on many occasions to explain on a black-board, when I could get one, and on slates, when I could get none, the local and relative value of figures in the numeration table, to both teacher and scholar. Indeed I have found few teachers who can correctly explain the simple process of a subtraction sum where borrowing is required. Even not a few schoolmasters with diplomas of the first and second class are unable to explain and exemplify the common technical terms of the branches they teach. At first these serious deficiencies of our teachers were to me matter of surprise; but now that I know more of how they received their education, the circumstances under which they are placed, and the difficulties with which they have to contend, my surprise has become much less. The wonder is that so many are able to do so much in educating our youth. How very disadvantageously placed are our teachers, compared with those of countries whose Government and the public at large have taken up the subject of education in earnest, and have followed up their measures with untiring efforts and patriotic zeal! Not only is care taken that teachers be efficiently trained for their work, and respectably provided for; but means are used to advance their teaching skill, and add to their attainments. In Switzerland, the Board of Education for the Canton of Neuchatel has established annual meetings of masters, for the purpose of enabling the heads of

schools to communicate periodically on any change or improvement in system, studies, books, &c., which their personal experience may suggest, as well as to compare their respective methods. A late conference was attended by upwards of seventy masters, who conferred together for three successive days, and discussed a variety of topics connected with the treatment and instruction of youth. This admirable plan has been carried still farther in some of the Swiss Cantons, where the masters have established "Reading Societies," for the purpose of circulating such periodicals and books among themselves as bear upon the subject of education. This admirable practice prevails also in many parts of Germany, Saxony and Prussia; and it is surely high time that it was extended to Canada East, where the public, it is hoped, are growing too wise any longer to estimate the quality of instruction by so sorry a gauge as *its quantum of cost*. In England and in many parts of the United States much attention has of late years been paid to the improvement and comfort of teachers. In England there are yearly district meetings of teachers during the summer holidays, for mutual improvement and for receiving instruction and information, and associations of schoolmasters are numerous in almost every part of the island, many of which are countenanced by Government; and it is proposed to bring such meetings and associations under their immediate auspices. Her Majesty's Committee of Council on Education has done and is doing much to improve the condition and add to the respectability of schoolmasters and schoolmistresses, as the following extracts from the Official Correspondence of the Committee will show: "A teacher who obtains Their Lordships' lowest certificate of merit, and the grant of augmentation annexed to it, will be in the receipt of £45 per annum and a house rent free, or £55 per annum if he is not provided with a house rent free. My Lords are of opinion that such a minimum is not fixed at too low a point. Their Lordships' measures have a tendency to bring salaries up to that minimum, because they hold out no encouragement of assistance till this minimum is attained. Their Lordships' annual grants are, in all cases, meant to be additional, not supplementary, to the sums previously expended upon the schools to which they are made. Their Lordships will grant as an augmentation to the salary of every schoolmaster and schoolmistress appointed to a school under their inspection annual sums varying from £10 to £30, according to specified conditions. The highest salaries, including the Government augmentation to male teachers of Common Schools are £90 10s. to £100 sterling; the lowest £55 to £59 10s. sterling; to schoolmistresses, highest £60 to £66, lowest £36 to £39." Therefore, the lowest salaries given to female teachers of schools under the inspection of Her Majesty's Committee of Council on Education are about equal to the highest salaries (currency) given to our best common school male teachers. The beneficial results of the Committee's continuous, well directed and regulated efforts are, that there are now in Great Britain not fewer than 13 training schools for masters, 8 solely for mistresses, and 8 for both male and female teachers; in all, 29 training schools, each of which has a complete and very efficient staff of teachers. The Home and Colonial Training School, for female teachers, has 19 officers, each of whom has a distinct department in the work of training. From the Reports of Inspectors, the methods of teaching pursued in these institutions are greatly improved, and their courses of study much extended.

Another act of Her Majesty's Committee of Council on Education is the establishing of a "Retiring Fund" for teachers. This Fund will greatly benefit both teachers and the country; for it will induce many to make teaching a profession, and encourage them to be at more pains in qualifying themselves for the office: were our Legislature to establish such a Fund, I am sure it would

greatly aid in advancing the cause of education, for hundreds would make teaching their profession, who, did not such a Fund exist, would never think of following the vocation of schoolmaster. A large number of our most active teachers are beginning to hesitate much about continuing to teach, and for the very reason that their paltry salaries make it impossible for them to make any provision for sickness or old age. Not a few have in disgust given up teaching and engaged in other pursuits to them more remunerative.

My Report of School Commissioners is, in some instances, not very favourable; duties are discharged by many negligently, by others never. A few are disqualified for discharging any duty which the School Law imposes, especially in matters of teaching. How, can he who never studied be a proper judge of studies, or report a scholar's progress in a thing about which he knows nothing? I supervise no Board of School Commissioners or Trustees, all whose members attend regularly to their duties. And this neglect on the part of some is discouraging to those who do attend, and it greatly increases their work. With the majority of such remonstrance is vain. They excuse themselves by saying: "It takes up too much of our time, and for our trouble and loss of time there is no remuneration. The work far exceeds the profit."

I find that Commissioners generally discharge their duties rather to please the people than to come up to the requirements of the School Law; yet a large proportion of their constituents is nevertheless dissatisfied with their proceedings, not because they do not come up to the law, but because things are not managed so as to tally with their notions. He who tries to please every body, pleases no body. I have, however, to report favorably of not a few; they appear the earnest and not unintelligent friends of education, men who have no party purposes themselves, and who detest them in others. From their proceedings and conduct in school affairs, I have every reason to infer that they are guided by principle and not by party influence.

The books and papers of the Secretary Treasurers have all been examined since I made my 1st Report. Of twelve I am able to report very favourably. Receipts and disbursements are satisfactorily accounted for, and all accounts are kept in a business like manner. The Secretary Treasurer of the Trustees of the dissentients of Hinchinbrooke and of the parish of St. Anicet have neglected to bring up their books, and give full public statements of their receipts and disbursements, as the 10th section, 14 & 15 Vic., cap. 97, requires. I think some notice should be taken of this by the Education Office, when they make the school returns.

The School Commissioners of the Townships of Godmanchester and Dundee need also some little inciting. Those of the latter have attended to their duties rather remissly, since their allowance from the Common School Fund has been reduced. The Commissioners throw some blame for their negligence on their Secretary, and he again in some things blames them. I am beginning to suspect that the requirements of the 27th section, 9 Vic., cap. 27, are not always attended to, neither by the Secretary Treasurer nor by Commissioners in making returns. The requirements of this section, in order to entitle any school to its allowance out of the general or local school Fund are seven, viz:

1st. It shall be requisite and sufficient that such school has been under the management of School Commissioners or Trustees appointed as the law requires.

2nd. That it has been in actual operation during at least eight calendar months.

3rd. That it has been attended by at least fifteen children (periods of epidemics excepted).

4th. That the returns have been certified to the School Commissioners or Trustees by the master, mistress or teacher, and at least two of the Commissioners or Trustees.

5th. That a public examination of the schools has taken place.

6th. That a Report signed by the majority of the School Commissioners or Trustees, and by the master or mistress (I suppose also) has been transmitted to the Superintendent of Schools, according to the form prescribed by him for that purpose, every six months, that is to say, before the first day of July and the first day of January in each year.

7th. That a sum equal to the allowance made by the Legislature for the municipality has been raised as hereinbefore provided.

If what some teachers assert be true, the 2nd, 3rd, 5th and 7th, are not always attended to.

Since the beginning of November last, till the end of March, the whole of my time has been occupied in examining schools and teachers, settling disputes, answering correspondence, and in inspecting the books and papers of School Commissioners, Trustees and Secretary Treasurers.

When in the rear of the county of Argenteuil, three days of successive storms so blocked up roads, that I found it impossible for a few days to proceed on my tour of inspection. My time, since the end of March, has been wholly taken up in writing my Report, filling tables and in examining schools which were not in operation when I visited their municipalities before, or did not lie near my former route of travelling. Only two schools in operation have been missed: one is in the mountain fastnesses of Chatham, the other is in a remote corner of Lachûte. No roads were opened up to their district, when I was in that part of the country, travelling being stopped on account of heavy falls of snow. Having, however, repeatedly examined the schools of the teachers of this district, I have a pretty correct idea of the state of their schools and of the results of their teaching. The statistics of their schools I received from their respective Secretary Treasurers.

I much regret having to report as unfavorably as heretofore of Grenville and Union. Not a school was in operation in either when I was there, in the end of February, except a small chance school in the village of Grenville. From repeated enquiries and conversations, I am convinced that a spirit of opposition, determined opposition to the School Law prevails in many districts. I have repeatedly stated in conversation and perhaps in writing, that the only way to make dissatisfied and rebellious districts (when it is considered prudent not to use coercion) come under the School Law, is to disallow Government aid to such, though there were but one in a municipality. It is unjust to withhold aid from a whole municipality, because of the rebellious conduct of one or two districts. This is the opinion of the most intelligent and observant, not only in Grenville and Union, but in other parts of the country. They say, let those districts in any municipality that fully conform to the School Law receive the Government aid and disallow it to those that will not conform. Leave them to support their own schools. Thus left depending on their own resources, they will soon be convinced of their inability to keep the school regularly in operation, and also of the advantage which their loyal neighbour districts have over them, being able with Government aid to keep their schools always in operation, and under efficient teachers.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,)

JOHN BRUCE,
School Inspector.

SHORT ABSTRACT OF THE RESULT OF EXAMINATIONS.

Godmanchester.—In Godmanchester, 5 schools were in operation when I visited the township. The examination of two of these was favorable, that of two others pretty favorable, and one not satisfactory. The teachers of Nos. 1 and 2 showed considerable intelligence and professional skill in their teaching; and their scholars when under examination distinguished themselves for readiness and correct answers. The teachers of Nos. 5 and 7 are willing and earnest; but they want more scholarship and teaching skill to make them successful educators. The teachers of No. 10 and of the dissentient school are no more than qualified to take charge of a common school. The progress of their scholars consequently is, what might be expected, little.

Elgin.—All the schools in this township were in operation. I believe the majority of their teachers endeavour to discharge their duties to the best of their abilities; but to be efficient teachers, higher qualifications are required, and greater degrees of teaching gifts. In one thing they, as well as most teachers, fail, viz: in giving simplicity and clearness to what they teach. The reading of a considerable number of their scholars was pretty correct. They had a tolerable apprehension of the sense of the lessons they read when examined, and gave correct answers to a very considerable number of text questions; their progress in other branches is tolerable. Taking age into account, the senior scholars in all the schools of Elgin are very far behind in their education.

St. Anicet.—Of 8 schools in operation in this parish, in three considerable justice is done to the education of the children. The examination of the pupils exhibited considerable knowledge of the substance of their lessons; but in grammar, geography and arithmetic they showed rather less. The advancement of the scholars in the rest of the schools in operation was less satisfactory. The teachers appear not to have sufficient energy and animation in communicating instruction; irregular attendance and short engagement of teachers greatly hinder the advancement of education here as well as in other municipalities.

Dundee.—Education in this township is very far behind-hand, more so than in any other part of the country, except the parish of St. Chrysostôme. Only 2 schools were in operation, when I last visited it. The qualifications of the teachers of these schools are very moderate. Their scholars, considering their ages, are very backward. They read tolerably well, but their progress in grammar, geography and counting, is little.

Huntingdon.—The Academy of Huntingdon is conducted to my entire satisfaction. Every branch of education there taught, is taught with skill and intelligence. The principal is a young man of considerable attainments and professional skill. He teaches and examines with considerable ease and intelligence; nor does he, as is the case with many teachers, blindly follow the book, but puts very pertinent questions derived from other sources, and such as impart interest and additional instruction. The other teachers are also persons of much acquirements, and discharge their duties efficiently. The progress of their scholars in all the branches they study is over ordinary.

Hinchinbrooke.—7 schools in this township have teachers, and 3 are closed. Of two I have to report very favourably. The examination of the other three I have stated in my Table of Summaries as fair, and one as tolerable. Two of the greatest faults of teachers in Hinchinbrooke are that they do not throw into the subject they teach the whole man, and the children are hurried on from one thing to another too rapidly, so that sufficient time is not given to enable them to master every thing as they progress. The teacher of No. 2, however, is an honorable exception. In addressing scholars, at the close of examination,

I generally direct their attention to this : " Master everything as you advance." The progress of children in the majority of schools in this township is rather slow.

Parish of St. Jean Chrysostôme.—The state of education in this parish is lamentably slow. The great mass of youth is growing up ignorantly, or with an education scarcely deserving the name. Of only one district can I say that its children are receiving a tolerable education.

Hemmingford.—In Hemmingford, 10 schools were in operation when last visited. The results of the examinations of seven were satisfactory, and of three fair. One could not be examined, the teacher being sick. The teachers of this township are generally earnest and persevering. They appear to have a laudable desire to have their schools well organized, and their methods of teaching improved. This is particularly the case with the teachers of Nos. 5, 11 and 12. To encourage the teacher of No. 5 in his praiseworthy efforts, and his scholars in their studies, I sent about 40 books, selected with considerable care, to be given to the most deserving.

Ste. Malachie d'Ormstown.—In Ormstown, all the schools in operation, except one, are doing well. This municipality has some of the best teachers in the field of my supervision, and can produce some of the best scholars. Moral as well as professional earnestness characterises their teaching. The discipline of two if not of three of its schools is in a state of high efficiency. In these every thing appears to be done in a thorough and masterly manner. The teacher of No. is, however, a marked exception. He wants natural aptitude, or,

if he has it, he requires to have it largely developed. I was so much pleased with the progress of the scholars at No. that I spent some money in books for them. The teacher himself and *some* of the parents also handsomely contributed. It will be observed, in the Table of Summaries, that, with the exception of two schools, a large proportion of the scholars of this municipality study all the branches taught in our common schools. The same remark applies also to Hemmingford.

Parish of St. Andrews, County of Argenteuil.—2 schools in this parish are in a flourishing state. In every department, the discipline, tone and character of the instruction of these schools stand pretty high. I seldom had to wait for answers to text questions ; answers appeared to flow spontaneously from the scholars. A spirit of earnest and cheerful exertion was observable in every class. The teaching of other schools is only of an ordinary character. It is but justice, however, to state that there is an evident tendency towards improvement in both discipline and the art of teaching.

The attendance of the Academy of St. Andrews (dissentient) is much less than it was last winter. For want of funds, the Rev. Mr. Thibaudier has been able to engage this season but only one teacher. Under him, all the classes are advancing satisfactorily. I was much pleased, particularly with their improvements in writing. The discipline of this institution is excellent.

Lachûte.—The School Commissioners and other inhabitants of this parish are quite zealous for the advancement of education. Establishing lately an academy in the district of No. 1 is an evidence of this. I hope every encouragement will be given them. Without superior schools and academies, the genius of our youth can never be drawn out or developed. Just now few schools are in operation in Lachûte. The cause is scarcity of teachers ; and they are getting scarce because of low salaries.

Two of the schools in operation are doing well. The school of district No. 1 is flourishing. Over 100 scholars are on the school journal. Its teacher shows a good deal of professional energy and of aptitude and skill in training the ex-

panding mind. The teacher of No. 3 also deserves particular notice. Since I first examined her school, a very favorable change in both discipline and mental training is manifest. Considering her limited attainments and the few opportunities she had in acquainting herself with improvements in teaching, she deserves credit for her persevering and laudable efforts in advancing her scholars. Of the schools Nos. 5 and 6 I cannot speak less favorably than I did before. The children are learning a good deal, and the teachers are evidently throwing more intelligence into their teaching.

Chatham.—6 schools in this township, when visited, were without teachers, and 6 were in operation. Of those in operation 4 are conducted satisfactorily. The two best are those of No. 2 and 8. That of No. 8 is very flourishing. The discipline is excellent, and the teaching favorably compares with that of any school within my jurisdiction. School No. 2 is also doing well. Of the 12 School Districts, into which Chatham is divided in 5 of these districts, can it be said that education is advancing very slowly. The people in the other districts are too poor to be able to keep their schools long in operation, and the teachers they engage are generally very inefficient.

Gore and Wentworth.—All the schools in these townships are in operation, except that of No. 1 Wentworth. I have reported of them all as being in a fair working state. Mr. McVicar is the only male teacher they have. The advance of education in Gore and Wentworth is very slow. Reading, writing and counting are the only branches just now taught; and even in these, owing to irregular attendance, and the low attainments of the majority of their teachers, the children make no great progress. I am satisfied, however, that the present teachers are willing to discharge their duties to the best of their ability; and the children generally exhibit a corresponding desire to learn. The townships very much need an increase of Government aid for their schools.

Grenville and Union.—These townships have no schools of which to report. The disaffected are as hostile to the School Law as ever; but they appear to be now suffering for their opposition. They will accept no aid on the condition of law, and yet they are not able to keep their schools in operation without it.

MONTREAL.

School No. 1, under School Commissioners.—Teacher, Mr. Thomas Allan, aged 48, and married; teacher by diploma for a model school. His engagement is a continuation of the first salary of £75 from Commissioners; amount of fees besides, about £35. Highest number of scholars on his school-roll since last examination, 115; boys 70 and girls 45; lowest, 60, in time of cholera; reading classes 5, and reading on cards, the same number; writers 50; cipherers, 60; in grammar 15, and in geography, 30. Time appropriated for reading, spelling, catechetical exercises, 3 hours; writing, $\frac{1}{2}$ hour; grammar and geography, each alternate day 20 minutes; the rest of the time is appropriated to ciphering. Method of teaching, principally the monitorial and the individual, occasionally the simultaneous; I observe in Mr. Allan's school at present a want of well qualified monitors. This is much against both Mr. Allan and the children. In his junior classes some of the least qualified monitors (I suppose) teach too much by rote. School well supplied with maps, prints and cards, &c. The school has, besides a pair of globes, two black boards, a numeral frame, and Johnston's Maps and Illustrations of Natural Philosophy. School house in the same state in which it was when I last reported; dimensions, 43 x 28, including the passage. It is kept clean and pretty well ventilated. The construction of the windows admits not a proper ventilation. Furniture, 40 desks in parallel rows, facing the teacher's pulpit, and 19 forms; passage in the middle of the school room. Yard full of stagnant water, which must be exceedingly prejudicial to the children's health, and the teacher's

family, to the latter especially, as they reside in the upper story. There is a small back-house for the children.

Examination.—The junior classes were first examined. Considering their ages and their very irregular attendance during the time of sickness last summer, their progress is fully as much as could be expected. Some of them read pretty distinctly, spelt correctly, and gave the meaning of a number of words in their lessons. A considerable time was spent examining his senior classes on the different branches which they study. A very considerable number read with ease and expression, and the majority with considerable accuracy. The orthographical and catechetical part of the examination was, upon the whole, satisfactory. All their copy books showed advancement in permanship, and care on the part of the teacher; hand and shape of letters good, and intervening spaces regular and uniform. I saw only two copy books which were a little blotted. Grammar classes not far advanced. Knowledge of the accidence considerable. Of geography they know more. Progress in the fundamental rules of arithmetic fair; some calculate with considerable quickness and accuracy. They are well exercised on arithmetical tables. Mental arithmetic is taught occasionally; perhaps it should be taught more to his junior classes. Order and discipline of the school good. The children appear to be properly graded, and the school is generally well conducted.

School No. 2.—Mr. H. Arnold still continues to teach this school, and with much credit. Salary, £75 and fees, which amount to about £12. Highest number of boys on his roll since I last examined his school, 59; lowest, 50; average, 55. Number of reading classes, 6; writers, 37; studying grammar, 22; juniors taught the elements. All are receiving instructions in geography, and in arithmetic nearly all; book-keeping, 1; 12 are receiving lessons in composition. Distribution of school time: about 3 hours are devoted to teaching reading, spelling, catechetical exercises and dictations; 20 minutes to grammar, and half an hour three days in the week to geography; to writing, daily half an hour, and to arithmetic one hour. Methods of teaching, the simultaneous, individual, and in preparing classes for the teacher, the mutual. The school house is in the same state in which it was when I last reported. Furniture sufficient, apparatus and wall maps, and number of cards and prints, and one practice board.

Examination.—Junior classes: the junior classes were first examined. These are taught very intelligently, and so as to engage the attention and interest of the scholar. Every lesson from the A B C is explained and made the subject of minute questioning; his method makes it impossible to learn anything by rote. Every one is explained, exemplified, and by repetition and questioning, the meaning is thoroughly worked into the mind. One mode of questioning them was to me rather new: by adding, taking away, and substituting letters, other words are formed in their lessons. They are made to tell these words, give their meanings and application, himself always explaining and exemplifying, so far as this may be required. This method tends much to sharpen the intellect and exercise the power of discrimination at the very outset of school training.

Writing.—All the copy books showed improvements, except perhaps one or two. The improvement of some boys, considering their ages and the time they have been writing, is very satisfactory. Method of teaching writing good.

Senior Classes.—The second senior class read with considerable fluency and correctness. I found that much attention was paid to the pauses, emphasis and vocal flexions, both in this and in his first senior class. The meaning of words separately and in composition were readily given. Their knowledge of orthography was tested both orally and in writing. Few words were spelt incorrectly.

His first or highest reading class read in a commanding tone of voice, and with considerable expression. A good deal of attention is paid to the principles of correct reading in this class. The orthoepy and orthography of words are particularly attended to.

Grammar.—He has two grammar classes, and the elements are taught to all the rest of the scholars generally conversationally.

Methods of Teaching.—The catechetical and illustrative. Only one boy has advanced as far as syntax; geography is taught generally, and all are advancing satisfactorily. Much practice is given both in mental and slate arithmetic. Their progress was variously tested; result satisfactory. This school suffered much from cholera last summer; some of its classes were nearly broken up. It is just beginning to recruit. It would be much in favor of this school were it nearer the centre of the city.

School No. 3.—This school is still conducted by Mrs. Gaw. First engagement continued; salary, £30 and fees, which amount to only £3 in the year. This school is for girls, and in the same building as that of Mr. Arnold's; but in a part of it far from being favorable to the health of the teacher and children, the teacher especially, as her family occupies as a dwelling, part of the flat on which the school is, which is low and damp. Highest number on her roll, 40; lowest, 30; average, 36; reading classes, 4; 20 write, and 25 cipher, 4 study grammar and 3, geography; elements taught the rest. All are taught sowing, knitting, and a little fancy work. Distribution of school hours: for reading, $2\frac{1}{2}$ hours; writing, $\frac{1}{2}$ hour; ciphering, 1 hour; grammar and geography, each $\frac{1}{2}$ hour. Dimensions of school-room, 16 x 15; confined and damp. Furniture: 4 desks in parallel rows, and 5 or 6 forms. Apparatus: 1 practice board, 2 wall maps, and a chirographical chart.

Examination.—I spent considerable time examining this school, especially in exercising the children on the black board. I believe Mrs. Gaw is at considerable pains in teaching her scholars, but the small space in which her 35 or 40 scholars are crammed makes it almost impossible to establish good order and discipline, or keep the school room clean. With respect to the progress of her scholars, I would say that their progress, considering the disadvantages under which she labours, is as much as could well be expected.

OTHER EDUCATIONAL INSTITUTIONS IN MONTREAL.

Mr. Phillips' Academical Institution.—This excellent seminary has existed for several years. Its beginning was small, but it has steadily increased in scholars, efficiency and usefulness. We cannot have too many such schools as Mr. Phillips'. In it all those branches which constitute a liberal education are skillfully and intelligently taught. His method of teaching embraces the most improved principles of teaching. Present staff of teachers, 9, and the Principal, Mr. Phillips.

American Presbyterian Free School.—This school is now in a new building erected for it. It is of two stories and of brick. The school occupies the whole, or nearly the whole, of the lower flat. Dimensions of the part occupied by the boys, 30 x 30; of that by the girls, 30 x 16. Both school rooms are too small for their number of scholars. About 3210 children have been entered on the school roll since 1849 inclusive. Many who receive their education in this school are now in good situations, and not a few are doing business for themselves and prospering. Number at present on the roll, 70 boys and 64 girls. Highest number since my last visit, 160 boys and girls.

British and Canadian School.—This school continues to be well supported, and pretty well conducted. The boys' department has a new teacher, Mr. James Smith. He appears to have a pretty good idea of teaching, but has not had the

conduct of his school sufficiently long to enable me to say much respecting either his method of teaching or success as an educator. The discipline of his school appears to be pretty fair; but I observed marks of insufficient control over the scholars. Perhaps he devotes too little time to teaching the primary and essential branches of education, and too much in giving instruction in those which are only secondary. Number of scholars on his journal, about 200.

The girls department is conducted by the same teacher. Mrs. Merichal appears to be a zealous and watchful teacher. The school discipline appears to be good, and I think free of severity. Number of scholars, 128.

Both departments are pretty well supplied with books, slates and school apparatus. This institution from its commencement has generally been well conducted and regularly supervised by Directors distinguished for their zeal in the cause of education.

National School in connection with the Episcopal Church.—This school is of late better managed than it was formerly, and much more is done now to increase its usefulness. It is watchfully superintended, and its general affairs are well managed. Teachers: for the boys' department, Mr. John Pope; for the girls, Miss D. Forsyth. Engagement, from year to year. Salaries: to Mr. Pope, £85 and children's pence, which may amount to £25; to Miss Forsyth, £50 and ditto, which amounts to about £30. The schools sources of support were mentioned in a former Report. Scholars: boys, 56; girls, 75. All the essential branches of a good practical education are here taught and of late pretty efficiently. The school is pretty well supplied with books and school apparatus.

High School of Montreal in connection with McGill College.—This seminary is evidently increasing in efficiency and usefulness. Its present staff of teachers consists of gentlemen of high literary attainments, and, I am convinced, well qualified for efficiently conducting all its departments. I very much approve of the system of teaching pursued; it embraces many of the most improved principles of teaching, and this appears to be intelligently applied. The school course of studies embraces all those branches which are considered to constitute a liberal education. All the departments are ably conducted, those especially of the Rector and first assistant master, T. A. Gibson, Esq.

Number of pupils, 170; of these, 25 study Greek; 140, Latin; 150, French; 10, German; and all English about 150 study history; 170, English grammar and geography; 40, geometry and algebra; 15 study the high branches of mathematics, and 40 receive lessons in natural philosophy. Number of writers, 170; number studying arithmetic, slate and mental, 170; book-keeping, 12; drawing, 25; and music, 20. About 110 are less or more exercised in composition.

McGill College.—In McGill College every thing is nearly as it was when I last reported. Number studying the arts, 10; number of medical students, 77. For further particulars, see the annual announcement of the Medical Faculty for 1854-5, and a pamphlet giving the officers, professors, and course of study, for the same session. (Montreal, Hew Ramsay.)

BENEVOLENT INSTITUTIONS HAVING SCHOOLS ATTACHED.

Ladies Benevolent Institution.—This institution deserves very favorable notice. It has for many years gained, and deservedly, the favorable opinion of the public. Institutions of this kind should be well supported. They become homes, homes of comfort, safety and instruction to numberless fellow creatures, who, had we not such, would be left to perish on our streets or public highways. The school of the institution continues to prosper. It numbers 80: boys, 37; girls, 43. All are taught the common branches of education, the girls also plain sewing, knitting and quilting; 80 read, write and cipher; 16 study grammar, and

37 geography; 16 are taught plain sewing, and 26 knitting and quilting; they are taught singing, but only by ear. Funds low, needing much to be replenished.

Orphan Asylum.—This institution deserves the countenance and support of the Government and the public, as much as the preceding. 48 orphans are here clad, fed, protected and instructed. Number of boys, 25; of girls, 23. They are taught reading, writing, ciphering, grammar and geography, and the girls also receive instruction in all kinds of needle work and domestic economy; 48 are taught reading; 38, writing; 25, arithmetic; 25, grammar; geography, no class just now. Funds of the institution very low.

House of Refuge for Widows and Orphan Children.—This institution has not long existed, but has, since opened, done considerable good. I feel convinced that this institution, if properly conducted, and sufficiently supported, will prove itself one of the most useful benevolent institutions in the city. Number of widows living in the house, 12; number coming daily to work, 12; number of children, 15 boys, 96 girls. For these a school is to be opened so soon as circumstances will admit. The institution is to be also useful in affording refuge to emigrant girls who come to the country to engage as servants, till they get places. A number of such have already experienced its benevolent protection and the friendly services of its managers in getting them into service. Situations have been provided for 14, and only 2 are now in the house.

House of Industry.—This is another institution deserving notice. It has existed for nearly twelve years, and appears to be steadily increasing in usefulness. Its designation tells its object. The children attending it receive a common education, and are trained to habits of industry from early age. They are generally from the humbler classes of society. Present number, 60, all girls, except 10 very young boys who attend to receive instruction in the mere elements of education. Ages of girls, 5 to 15. They are taught reading, writing, grammar, geography, arithmetic, and needle work. Instructions are also given in house-keeping. The institution is supported by subscriptions, the proceeds of the children's work, and their nominal fees. Two teachers are generally engaged; but often for want of funds, they are able to engage only one. All the children read, nearly 30 write, and 15 study grammar, geography and arithmetic. All the girls are taught needle work.

The number of applications to these institutions (not a few of which they are obliged to refuse for want of funds) sufficiently indicates the general estimation in which they are held.

Of other independent schools in Montreal, supported by the Protestant population, I may remark generally that a very considerable number deserve the support they receive. Several schools conducted by ladies appear to be in a very efficient state: of these may be mentioned particularly Miss Malone's, Miss Lyman's and Miss Renaud's, which are conducted on rather a large scale. Those of Misses Turner, Miss Lay, Miss Matchitt, Misses Abbott, Misses Radford and Huddell, and Mrs. Marshall, with a few others, are worthy of particular notice. Misses Grafton, Watson and Maxwell have good schools, and they appear to be well supported. These, with perhaps three or four others, may be classed with our superior schools. In the majority scholars receive a good practical education, and in a few the education given is rather liberal and extended. Of the particular character of the method of teaching pursued I had no opportunity, except in two or three instances, of ascertaining. In the High School, Phillips' Academical Institution, and the Model School of the Colonial School Society, the methods of teaching embrace most of those improved principles of school training so successfully pursued in Switzerland, Germany, Russia and Great Britain for many years.

GENERAL STATEMENTS AND OBSERVATIONS.

I have now gone over every part of my field of supervision where schools are in operation. Only two schools have not been examined. It was impossible to reach them, when near their localities, the roads leading to them being blocked up with snow.

Visits.—The length of my visits varies according to circumstances, being regulated by the number of scholars, the state of schools, and the number of branches taught. Owing to the low standard of education in most of our schools, the defects in methods of teaching, and consequently the difficulty of forming a correct judgment of the progress of pupils without minute and searching examinations, it is indispensable to devote very considerable time to each school. Since the commencement of my inspection I have therefore made my examinations as minute as possible, examining class after class, omitting no scholar from the abecedarian upwards. And to draw the scholar's attention as much as possible, test his progress in knowledge, and to ascertain the peculiar character of the training which the powers of the mind are receiving, I vary my modes of examining very frequently. At first I found in the majority of schools the work tedious and difficult, attributable principally to the very unintelligent way by which children were instructed, and partly no doubt to the newness of such examinations. In testing progress, I have still, in the majority of schools, both to answer and explain my own questions. Generally the greater part of my time is spent in showing how children should be taught, how everything should be so explained, and in language the most clear and simple, as to be understood, and how, by kind treatment, proper management, and interesting illustrations, the work of the school may be made both pleasant and interesting. This is the only way to make children feel at home in school, to make them feel happy at their work, take a pleasure in study, be earnest in improving, and learn for learning's sake. As yet, I cannot always extend my visits to two schools in one day, and seldom or never to three. Large schools take generally a day, and I have a few which take more. The improvement of some is so satisfactory that I have to regret the insensible escape of time available for their inspection. In other schools I find so much to be corrected that I have often to regret my time is so circumscribed that I can scarcely spare so much as to do such the justice they require. To free methods of teaching from faults, and to improve school discipline, are two of the most important of the duties of School Inspectors. In these there is something so practically important that it must claim attention from all imbued with the true spirit of education, and no lack is so fatal to the work of education as the want of efficient methods of instruction and a comprehensive view of the true object of education.

Education is a life work, and it is this fact which invests the school with such tremendous import; of how much consequence, then, is it that our teachers be wise master builders, and that they be able to view the work of education in its entirety, and by an intelligent method of training be fully qualified to form the basement of the child's education so as to ensure its progressive advancement through the whole of life. How few of us recognise in the subjects taught our *instruments* for the cultivation of both intellect and heart, and then instead of setting out in hap-hazard way, sit down thoughtfully first to calculate their capacity and then to predicate the issues of this or that method in their adoption. Our procedure is too commonly marked by a vagueness to indicate the presence of any thing like the well defined method, springing out of careful deliberation or the possession of broad views, of means and ends; and thence we jog and jolt in some pedagogic road, crooked or straight through quags or thorny dells, verifying that to follow foolish precedents and wink with both our eyes is easier than to think.

Whoever thinks that there is no art of instruction, and therefore no apprenticeship necessary, must think that a person who has once been instructed, in a good school or a poor school, will be able, when it is necessary for him to teach, to go at once into his school and arrange all his classes, the order and succession of the lessons, and the length of each, determine upon the principles and mode of discipline, and do all that is else necessary for the proper organisation of a school, as readily, as rapidly, and as well, without previous thought, as the teacher will who shall have before hand fully considered and studied out all these points, under the guidance of a skilful and an experienced teacher; and he must be prepared to maintain also that any one who has ever considered a subject, however cursorily in a school, with whatever guidance, is as well prepared to present that subject to the mind of the learner as he who has made a careful and continued study of it, with the advantage of the having different views presented by other minds in pursuit of the same truth, and all of them sifted and tested by the discriminating scrutiny of an experienced and well informed educator.

There is enough of talk and enough of writing about teachers, the importance of their office, and the difficulties of their position. But men cannot be prepared for a difficult position, or fitted for any office by mere writing and talking, but by being very diligently and thoroughly taught whatever they are required to know, by having the difficulties they are sure to meet with carefully pointed out to them, and being made to feel rather than speak of their responsibilities.

If we are in earnest in getting good teachers, and through them draw out and thoroughly cultivate the genius of our youth, we have to consider well, and do much to accomplish this noble object. We see and read what is doing in other countries for encouraging and training teachers. Surely our country has not made up its mind to merely sit still and look on, to see training schools and training colleges rising up every where around, to mould and make the efficient teacher, to see works on education and periodicals almost without number issuing from the press and circulated for the benefit of the educator, and farther to mark and even laud teachers themselves doing so much, by periodical conferences, by associations, by libraries, by journals conducted by themselves, and by other means, and yet take no part in this onward and life giving movement. It is the schoolmaster that makes the school; it is the school that makes society, that makes the nation. We may build school houses as so many practical protests against ignorance, yet unless occupied by men who will make good the protest, they will become protests against the builders, an evidence of their apathetic spirit in a cause the most important and noble.

Many, the great majority, indeed, of teachers under my inspection, have earnestly and repeatedly expressed a wish to have means of improvement within their reach, or be provided with suitable books to instruct and direct them in the discharge of their duty. I have endeavored, by conversations, by showing in their schools how profitably to instruct their classes, the necessity of making themselves masters of what they teach, and as a farther aid to such, have in every tour since my first given them short perusals of some of our best periodicals on education. But much more than this is necessary to do justice to our teachers, or even to meet their own wishes. Our Government should encourage, nay, insist upon the forming of associations of teachers, and periodical conferences similar to those which exist in Prussia, Baden, France, Belgium and many other countries. The circulation of books and journals containing practical information on the management of schools, the principles of teaching, and the most improved systems or methods of elementary instruction, they should also encourage. Of these the following are a few: Dunn's Normal School Manual, Stow's Training System, Dawse's Suggestive Hints, Papers for the School Master,

Young's Art of Questioning, Tate's Philosophy of Education, The Educational Expositor, Richard's Manual Method, Principles of Education by Hugo Reid, The Rational of Discipline by Pillaus, Jackson's Principles and Methods of Teaching; and for French teachers, such as the *Manuel Général de l'Instruction Élémentaire*, *l'Echo des Ecoles Primaires*, *les douze Vertus d'un bon Maître*, &c., &c. Libraries for teachers should also be encouraged; indeed, every parish and township should have a library for teachers.

The many facts which are daily coming to my knowledge tell in a way which cannot be mistaken the great amount of ignorance among our teachers, ignorance of the very elements of education, and in these totally incompetent to teach efficiently their scholars. The ability of teachers is a matter of prime, of vital, importance in every thing about schools. We may erect school houses in profusion, and make them everything which could be wished to fit them for their intended use, yet if filled with incompetent teachers, if ignorance presides within and intelligence is banished from their precincts, it is but the awkward appearance, devoid of mind and soul; we are spending money for that which is of little value, and wasting the precious time of our youth.

I have the honor to be,

Sir,

Your obedient servant,

(Signed,)

JOHN BRUCE,

School Inspector.

Extracts from another of MR. BRUCE'S Reports.

* * * * *

On my last tour of inspection, not fewer than 45 schools were without teachers. This is nearly the number I find vacant at every round. These vacancies are caused by two things, viz: want of funds and want of teachers; probably a fourth is closed for want of competent teachers. The others are without teachers because their districts are too poor to bear the expense of keeping them continuously in operation. I am not far from the truth in stating that the majority of these have their schools in operation only one whole year in three, and even that not at any one time. The amount of education received by children in schools so frequently closed must indeed be small. If a child under ten years of age be absent from school two years in three, and for the remaining year attend irregularly, his loss in education is nearly equal to his gain.

Suppose a child begin to go to a school so seldom open at six years of age, and continue to attend it even regularly, while it continues in operation, till he is fourteen years of age, I do not think he receives, deducting holidays, &c., over two years of continuous schooling; and small indeed must be the amount of training that a scholar's mind can receive, even in a good school, in two years.

Irregularity of attendance, as well as the frequent closing of schools, is an evil of such magnitude in schools that attention cannot be too often directed to it. By it, the scholar loses much, and it greatly discourages the teacher. It is a general complaint of teachers that owing to the frequent absence of a very large proportion of their scholars, their efforts to advance the education of such never shows. All they gain one week in school is nearly lost by the next week's absence. They form classes, but irregular attendance breaks them up. Scholars are promoted to higher classes, but with these, owing to the bad attendance, they cannot keep up. They fall back, and the teacher has either to instruct them individually or place them in their former classes. I am within the truth when I say that

this is the case with about one-fifth of the pupils in the school under my supervision. Any expedient by which it may be diminished would certainly be a great benefit to our school-going youth, and tend not a little to advance education. The following has been tried with marked success by one teacher:

At the end of every month he sends to the parents of each scholar in his school a small printed note, containing the time lost by irregularity; and once every quarter adds to this note the results of a complete examination in each subject of instruction, with appropriate remarks on the pupil's progress.

Of about 105 teachers, about 34 are really efficient, 16 conduct their schools pretty satisfactorily, 10 or 12 tolerably well, and the rest with not much advantage to their scholars. I am sorry to have to state that a number of our most incompetent teachers are those who have passed our Boards of Examination. Their greatest defects are in their methods of teaching, and in their want of animation, energy and perseverance in conducting their schools.

The School Commissioners' practice of engaging teachers is very disadvantageous to our schools. It is disadvantageous both to the teacher and to the scholar. How little can a teacher do in teaching a new school, and how little can a child learn under a new teacher in a few months, and the engagements of the majority of our teachers are no more. Of about 105 teachers whose schools I lately examined, only 47 were engaged for 12 months, and the rest for only a few months: one for 2, one for 2½, and two for only 3 months. No teacher, unless circumstances urgently requires it, should be engaged for a shorter period than three years. It takes nearly a year to bring a school into proper order and discipline, and to put classes in a fair way of intelligently and advantageously advancing in their studies. After this, two years more are short enough for training the scholars under any peculiar system, however excellent, so far as to enable them really to benefit by it, for a change of teachers is as yet, in most of our schools, a change of method of teaching.

Respecting the engagements of teachers, does the School Act not require some amendement?

Our schools, with very few exceptions, and these owing to the negligence of School Commissioners, have now all school registers; but, excepting a very few, they are defective: they give only the children's names, ages and daily attendance. They should embrace the following things, viz: names, ages, daily attendance, branches studied, progress, remarks on moral conduct, mental condition, or state of the child's education on entering school, and, compared with this, his advancement during any term. For the last, a distinct table should perhaps be kept.

A large number of our school houses are too small and ill constructed; they are neither commodious nor suitable for school purposes. They are generally sufficiently lighted; but no arrangement is made for safe and sufficient ventilation. The school furniture is, in a great number of school houses, of bad construction, and the disposition of forms, desks, &c., is such as to leave too little room for class movement. No attention is paid to play grounds in the majority of districts. To these several things I have directed, and repeatedly, the attention of Trustees and School Commissioners, but as yet, in a few instances, not very successfully.

In introducing better school books I have been more successful. Few schools have not now a better and more uniform series of class books. The grammar used and some of the geographies and arithmetics are not the best.

Only in a few schools is there yet any apparatus, and in these it is yet very incomplete. I have succeeded in getting black boards introduced in the majority of schools under my supervision. In some it is beginning to assume its proper place, and its use is being appreciated. But in not a few I have to teach the

teacher its use. The paucity of apparatus is strikingly observable in all our schools. Without Government aid I fear our schools will never be sufficiently supplied with apparatus.

The organisation of schools, and which at first I found to be very defective, is improving considerably. In few schools it is yet what it should be. The number of classes is generally too great, by which the teacher's time is too much divided.

On the subject of methods, I have had many opportunities of forming a judgment, and to this my intention in examining schools has uniformly been directed. In few schools does the monitorial agency exist; class and individual teaching prevails; the simultaneous method is less or more used in a considerable number. Collective or gallery teaching, and that of object lesson instruction, are as yet unknown. Any attempt to introduce these generally with our present staff of teachers would, in my opinion, be attended with little success. The successful working of these methods requires more intelligence, more professional skill and much more knowledge of mental training than nine-tenths of our present teachers possess. These different methods have been approaching during the last two or three years to our common method. Educational journals, hand books for directing teachers, &c., are greatly needed. I have at my own expense imported and circulated a number of such works, but I find the expense is too much for an individual to bear; I consider the attention of Government should be directed to this subject.

The state and character of discipline vary greatly; in some schools, perfect order and quietness are maintained at little or no apparent trouble or thought to the teacher; in others, much valuable time is wasted, and exhaustion of the energies both of body and mind experienced, in continued and fruitless efforts for that purpose. Efficient discipline depends almost entirely on the teacher's own manner, character, mode of conducting his school, and teaching his scholars: the severe master seldom succeeds in establishing order and maintaining due control; the easy and yielding again has never a well disciplined school.

The subject of reading is generally taught with efficiency in most schools. In a number it is easy, sensible, distinct and correct, with due observance of pauses. In others it is, in some measure, spoiled by the manner. In the schools of which I have reported unfavorably it bore all the symptoms of mere eye and tongue teaching; the words only not the sense were read. In some of the best schools, great pains is bestowed on the reading, places being lost for neglect of stops, mis-pronunciation of words, misplacing of emphasis, and for the use of improper tones.

In teaching spelling, there is much improvement in all the schools committed to my inspection. Writing from dictation is now pretty generally practised, and in many schools with marked success. This is, without question, the most efficient way to teach the orthography of words.

In a considerable number of schools, the writing is neat, accurate and legible; and, in a few schools specimens of very fine penmanship were produced. In one school (No. 14, St. Malachie,) very fine and excellent specimens were exhibited. The writing in that school is the best, and shows the most progress of any I have seen for many years. To excite emulation in other schools in teaching this useful art, I have carried with me, to exhibit in other schools, specimen leaves taken from the copy books of the scholars of said school, and I find these of much service in accomplishing my object. Teachers and scholars consider them as a challenge, and some have taken up the challenge.

In many of the schools conducted by females a very objectionable practice prevails of confining the scholars to small-hand copies. Such a system should be done away with. Free and easy hand writing is most satisfactorily and safely taught by properly graduated steps. The most successful teachers adopt the following gradations, viz :

- (1) Position of the body, and holding of the pen.
- (2) Introductory strokes, curves, oval, &c.
- (3) Classified letters of the alphabet.
- (4) Long words, with letters of easy formation, without capitals.
- (5) Large hand lines without capitals.
- (6) Round hand with capitals.
- (7) Small hand of considerable size, with and without capitals.
- (8) A round commercial hand.
- (9) Running hand.

Some variety of hands may then be indulged in. A bad system prevails of allowing the children to buy their own writing materials. These are usually of the worst description. The best sets of copy books and copy lines are those of Foster, Mulhouser, McLoud, Swan, and Hermax ; Scott's are also good.

To the subject of arithmetic I have, in examining schools, paid particular attention. In about 30 to 35 it received the attention and care it deserves. The proportion of schools in which it is taught by a mere blind following of rules is, I find, not small. In such the business of teaching is merely mechanical.

In nearly all the schools under my inspection the number studying arithmetic has of late been very considerably increased.

In many schools arithmetical instruction is given entirely through books ; rules are committed to memory without being explained ; large numbers are added, subtracted, multiplied and divided by those who cannot read them. In every school, teachers should be required to render every rule intelligent, by oral explanations to each individual child ; and arithmetical questions should frequently be framed so as to have some practical bearing on the ordinary business of life.

Though the study of grammar forms the principle constituent of education, I find its study altogether neglected in not a few schools ; and in at least two-thirds of the schools in which some attention is paid to it the mode of teaching it is so defective, unintelligent and repulsive, that the time devoted to it is next to a waste of time, and often causes an utter aversion to its study. I have reason to believe that some teachers deny that they teach grammar, because they know either their own inability to teach it to any advantage to their pupils, or that they cannot sustain the test of an examination. These imputations of total neglect or unprofitable teaching of this subject are not, however, to be charged upon all teachers. Not a few teach it intelligently and skilfully, yet I have to remark that in the schools of even such I found few classes far advanced.

Geography is very nearly as much neglected in our schools as grammar ; and in a number of schools in which it is taught, children derive little benefit from it. The memory is burdened with names and technical terms without being accompanied by the understanding, or the eye aided by map exercises. Taught with such feeble methods, there cannot be but a *poverty of results*. It is true that in most schools a certain acquaintance with the superficial features of the globe, its territorial and political divisions, the local and relative situation of many countries, relative magnitude of rivers, mountains, &c., is exhibited ; but the whole science is too often degraded into the mere study of topography ; and even of this the amount of instruction is very meagre. I attribute the imperfect

teaching of this interesting and useful subject of study partly to the incompetency of teachers, but principally to want of maps, of wall maps particularly.

History is professed in very few schools; what is taught is the mere outline contained in class books. This gives scholars but a very imperfect knowledge of it. It is, however, if properly taught, better than none.

The elements of geometry, a good deal of practical mensuration, and algebra to simple equations, are taught in a small number of schools.

Latin and French are pretty well taught in a few schools. The French scholars examined by me showed considerable progress. Of seven schools in which the French is the medium of instruction, the reading, orthography and grammar of the language is tolerably well taught in six. The Greek language is as yet taught in none.

In our common schools, needle work is entirely neglected. It forms no part of female instruction.

In closing this Report, I may be permitted to state that while I have refrained from interfering with, or even inquiring into the religious teaching of the individual schools of any class which fall under my inspection, I neglect not opportunities of calling attention to moral results, and encouraging teachers to aim at the acquisition of an influence resting upon some better foundation than force and fear. In addressing children, which is always done, often in the course, and always at the close, of every examination, I endeavor to impress upon them not merely diligence in acquiring knowledge and mastering every study in which they engage, as well as submitting to discipline, but to have their best feelings called forth, their noblest faculties exercised and their minds trained to an intelligent love of order, and an habitual practice of what is right, the blessing of the Most High to be asked both on the labours of the teacher and their own.

READING.

The subject of reading generally covers too large a surface, and is wanting in depth, precision and reality. Much is read, but little is mastered; a large surface is gone over, but little of it is thoroughly explored; words are pronounced, but no meaning is often attached to them, and whole lessons are often read with considerable correctness, but on which the understanding is never exercised. No intelligent definition nor exemplification of words is given, nor dissecting of sentences, to give a knowledge of words to each other in sense and construction. In not a few schools lessons are merely read; in others teachers take parts of lessons for description, and endeavor to ascertain, by questioning, how much of what is read is recollected, and here and there explain a difficult word. In a few, and as yet only in a few, they do more: they explain and illustrate, and, taking the book as their guide, they enlarge upon particular parts of the description, and invite the pupils to express their ideas in language of their own. But our teachers should aim at something *still better*. They should make themselves so far masters of what is read as to be able to alter the plan of treatment in the book, and bring out all the details in a *vivà voce* examination, taking care that the whole examination is conducted in an animated, a judicious, simple, patient and graphic manner, and then make the scholars go over the same ground in the same *vivà voce* way. This method, however, supposes a well stored and a well trained mind. *True teaching in reading* consists in the healthy cultivation of the intellect, and the communication of knowledge with reference to its use and value, and the effective training of the voice, and exercising of it on every species of composition. Some of the most common faults in reading are hesitancy rapidity and indistinctness, bad articulation and slipping over words, marring the sense by improper pausing, slurring over and huddling syllables, sinking the voice

and giving it a singing tone at the end of every sentence, a too loud or too low tone of voice, and the practice, in some instances, of stopping at the end of lines without regard to the punctuation or to the thought. In not many schools do I find good reading made the subject of *direct effort*. Wherever I find the children understanding what they read, there, (if attention is paid to the training of the voice,) reading is generally easy and expressive. Methods of teaching to read are improved most in orthoepy and pausing.

WRITING.

The art of writing in the majority of schools is not sufficiently studied, and hence defects in methods of teaching writing. A few of the defects of method are want of proper system in teaching the elements, giving a small and scratchy character to figures, not joining the parts of letters, not all the letters of a word, a disregard to orthography, and mis-spelling left without correction, slovenly writing, and books dirty and defaced, inefficient superintendence during the time of writing, premature practice in writing without specimens before the hand is sufficiently formed. In many schools desks do not afford sufficient accommodation for writing, and in others both seats and desks are ill constructed to enable scholars to write with ease. But in several schools the writing is first rate, excellent in form, and very carefully executed. Wherever the teacher understands the principles and character of a good hand, where pupils are closely watched over when writing, made to compare and correct, and wherever care and punctuality are bestowed in often fixing the order of merit, I have found writing to be excellent.

ARITHMETIC.

A much larger proportion of scholars is now receiving instruction in arithmetic than was at my first tour of inspection. In my first visits I met with very striking deficiencies in this department, and I find there are many yet. I attribute these to two things: first the powers of the mind are not sufficiently exercised, nor fully brought into action; second, the principles of calculation are not to a sufficient extent mastered and made familiar, nor is sufficient practice to make pupils accurate and expert in going through processes given in the majority of schools. There is in schools a failure in teaching the simple rules. In not a few, senior scholars do not understand the principles of numeration; an entire want of intellectual cultivation is found. The scholars are made mechanically to move in a certain track, but they have not been introduced to the *rationale*, and therefore do not know why the operations they perform will produce required results.

In the greater number of schools far too little practice is given in the business rules of arithmetic, in others a lazy habit is indulged in referring too often to the multiplication table, and not to the memory; nor are scholars sufficiently checked for copying answers from each other: in this way they often copy each other's blunders. Giving promiscuous exercises in all the rules the pupils have gone over, is too much overlooked in all the schools. There is also too little of oral explanation and questioning upon the application of rules to business.

Mental arithmetic is only beginning to be taught in our schools; it is therefore premature to state anything respecting results.

But while I am compelled by a sense of duty to point out the foregoing sources of deficiencies, I have pleasure in alluding to favorable cases of arithmetical training. Both in simple and compound rules, hundreds of scholars explained the *rationale* with perfect clearness and accuracy. Skill in method and rapidity in operation were also exhibited. I have had accounts quickly and accurately wrought

by many pupils in all the higher as well as in the fundamental rules, and at once proved, when required. In a few schools, so versant are some senior scholars with the principles of calculation that they appeared to have little difficulty in casting up sums in any way they were required.

GRAMMAR.

The proportion of scholars yet learning grammar is small. For this, teachers blame parents, and parents often blame teachers. I am convinced both are partly to blame. Neither know much of the advantage of a thorough practical knowledge of grammar, and hence their indifference about making it an essential branch of study, hence also the many defects in teaching it; what is not well understood can never be efficiently taught. One great fault is that there is nothing in the method of communicating grammatical knowledge which habituates the scholar from the outset to connect grammar with spoken and written language, and to search for grammatical relations through the medium of the sense. In the majority of schools, owing to the incompetency of teachers, learning it is all rote work. The object of the teachers appears to be to cram into the heads of their scholars the words of the book, without any explanations, and, in answering questions, if they give the words exactly and correctly, as in the book, they are understood to know the meaning of the question and of its every word perfectly. I have often allowed teachers to go on questioning their classes and receiving answers in this way; then, take the class or classes, and interrogate them on the answers and definitions from their grammars which they gave, and I have found to my surprise that scarcely a single thing answered and repeated was understood. In this way, time is misspent and lost.

The etymology of grammar is very imperfectly taught in nine-tenths of our schools, and the derivation of words is seldom attended to. What is known is incidentally got, and is not the fruit of regular incessant training. Parsing and syntax are also very unintelligently and unprofitably taught. The matter which should flow spontaneously from the pupils requires to be extracted piece-meal, nothing being stated, how trifling soever, but in answer to a question, where, when they know the parsing, they cannot get on without leaning on the master, who puts a question for every answer however minute. I am not satisfied that scholars in general understand the rules of concord and government clearly. Few of them can explain the construction of complicated sentences. The reason is obvious: they are pushed on to syntax, and through syntax without understanding the rules of the language. The memory is exercised, but the understanding is not addressed. To the study of grammar and language far more attention should be given in our schools. Their study is peculiarly fitted for the youthful mind. It expands and refines the intellect, it aids and enriches the imagination, and strengthens the reasoning power. In a few schools, the subject of grammar is taught rationally, and the fruit of this was seen in the remarkable ease with which the scholars resolved various kinds of constructions. In one or two schools pupils are taught *vivá voce*, in a clear, simple and instructive manner, beginning with the elementary points, and advancing gradually to higher matters.

GEOGRAPHY.

Far too few in our schools study geography. Its study is greatly hindered or limited for want of a sufficient number of wall-maps. The majority of schools have no maps. I am sure many of our teachers have not a sufficient knowledge of geography to teach it with advantage. I have met with several instances which I noted as symptomatic of superficial knowledge. Insufficiency is occasionally attributable to want of method, but generally to a defect of pains and application. I have often felt grieved to find pupils readily pointing out the four cardinal points on maps, and yet could not point to the east, west, north or south

part of the horizon. I have sometimes observed, when the simultaneous method was employed in examining, scholars often shelter themselves under the knowledge of one or two clever pupils, but such, when tried in sections (rejecting the leaders) or individually made always, a poor and very unsatisfactory exhibition. The majority of teachers give little of geography to their scholars, besides details of names without the commonest information.

TABLE showing the Population of each Scholastic Municipality receiving instruction in the branches taught in Common Schools, decimally expressed.

Counties.	MUNICIPALITIES.	Population.	Population receiving instruction in					REMARKS.
			Reading.	Writing.	Grammar.	Geography.	Arithmetic.		Other Branches.
County of Huntingdon.	Dundee.....	984	.234	.103	.045	.029	.143	N. B.—Let it be observed that these proportions of the inhabitants do not receive every year a twelve months schooling. On an average, in many districts, they receive not in three years, one twelve months teaching. And we may safely deduct a third of this time for what they lose of the teaching they receive, by irregular attendance and by the frequent closing of schools. To say, therefore, that the proportion of children in these municipalities receive not over what may be considered equal to eight months of continual teaching in three years, cannot, I believe, be very wide of the truth. Only a few school districts, and one or two municipalities can be considered exceptions. Need we then wonder that the progress, in the majority of districts, of children is so very little.
	St. Anicet.....	2566	.154	.109	.019	.007	.117	
	Godmanchester.....	2100						
	Huntingdon.....	679	.176	.132	.076	.076	.135	
	Elgin.....	1110	.189	.124	.076	.007	.110	
	Hinchinbrooke.....	2657	.155	.036	.043	.022	.103	
Hemmingford.....	4025	.202	.120	.047	.018	.127		
Co. of Chateauguay.	St. Chrysostôme.....	3656	.234	.033	.032	.022	.100	
	St. Malachie d'Ormstown.....	3268	.179	.155	.068	.034	.123	
County of Argenville.	St. Andrews.....	2326	.171	.134	.048	.040	.092	
	Lachûte.....	2124	.169	.123	.023	.025	.117	
	Gore and Wentworth.....	1292	.200	.162	.000	.016	.142	
	Chatham.....	3167	.135	.037	.052	.015	.143	
	Grenville and Union.....	2259	No schools.					
	City of Montreal, Protestants.....	16251	.183	.130	.104	.112	.132	

RATIO of Children enrolled at the time of last examination, receiving instruction in Reading, Writing, Grammar, Geography and Arithmetic, to the population of the different Scholastic Municipalities, the number of Schools in operation being .576, of the total number of School Districts.

Counties.	MUNICIPALITIES.	Population.	Proportion receiving instruction in					REMARKS.	
			Reading.	Writing.	Grammar.	Geography.	Arithmetic.		
Co. of Huntingdon.	Elgin.....	1110	.147	.097	.046	.032	.098	N. B.—Deducting 1-5 from the ratio, the remainder will give a near approximation of regular school attendance. The first and second figures from the decimal point show the number in every hundred of the population, receiving instruction in these branches, as an instance. In Hemmingford, in every hundred of the population 13 are receiving instruction in reading, 9 in writing, 6 in grammar, 6 in geography, and 10 in arithmetic, by the last examination of the school in this township. And so of the rest of the municipalities.	
	Godmanchester.....	2100	.070	.048	.028	.030	.049		
	Huntingdon.....	679	.235	.219	.178	.188	.232		
	Hinchinbrooke.....	2657	.090	.068	.032	.031	.067		
	Hemmingford.....	4025	.131	.091	.066	.057	.103		
Co. of Chateauguay.	St. Chrysostôme.....	3656	.106	.052	.035	.010	.053		
	Ormstown.....	2368	.144	.095	.070	.067	.125		
County of Argenville.	Dundee.....	984	.048	.043	.005	.005	.027		
	St. Andrews.....	2326	.096	.072	.038	.036	.063		
	Lachûte.....	2124	.077	.077	.025	.017	.077		
	Gore.....	1292	.171	.120	.000	.000	.113		
	Chatham.....	3167	.068	.054	.041	.016	.062		
	Grenville.....	1259	No Schools.						
	St. Anicet.....	2566	.102	.063	.017	.012	.078		
	City of Montreal.....	16251	*						

* Proportion of the population whose children attend the schools of the Commissioners could not be ascertained.

TABLE A.

SYNOPSIS OF EXAMINATIONS, showing the Comparative State of Schools in the different Scholastic Municipalities under my supervision.

MUNICIPALITIES.	Satisfactory.	Moderate.	Unsatisfactory.	Result of the examinations of the 45 schools not in operation when last examined.			Totals.
				MUNICIPALITIES.	Satisfactory.	Moderate.		Unsatisfactory.
Dundee.....	1	1		Dundee.....	1	1	
St. Anicet.....	3	3		St. Anicet.....	3	3	
Godmanchester.....	4	4		Godmanchester.....	1	1	
Village of Huntingdon.....	1	1		Elain.....	1	1	
Elain.....	1	1		Village of Huntingdon.....	1	1	
Hinchinbrooke.....	2	2		Hinchinbrooke.....	1	1	
Hemmingford.....	4	4		Hemmingford.....	1	1	
St. Jean Chrysostôme.....	3	3		St. Jean Chrysostôme.....	1	1	
St. Malachie.....	4	4		St. Malachie.....	2	2	
St. Andrews.....	4	4		St. Andrews.....	2	2	
Lachute.....	1	1		Lachute.....	1	1	
Gore and Wentworth.....	1	1		Gore and Wentworth.....	2	2	
Chatham.....	4	4		Chatham.....	1	1	
Grenville and Union.....				Grenville and Union.....	1	1	
City of Montreal.....	2	1		City of Montreal.....			
	34	34	30		13	14	18
Schools not in operation.....	45			Schools never found in operation.....	5		
Done away with.....	6						
				Satisfactory.....			34 + 13 = 47
				Moderate.....			34 + 14 = 48
				Unsatisfactory.....			30 + 18 = 48
				Schools never found in operation.....			5
				Total.....			146

TABLE B.

TABLE giving a general view of the Engagements and Salaries of Teachers, School Roll Attendance, and of the number in each school studying the different branches generally taught in Common Schools.

MUNICIPALITIES.	School District.	Engagements and Salaries of Teachers.			School Roll Attendance.				Learning to			Studying		
		NAMES OF TEACHERS.	Age.	Engagement.	Salaries.	Highest No.	Lowest No.	Average Boys.	Average Girls.	Read.	Write.	Cipher.	Grammar.	Geography.
Godmanchester.	1	C. Brodie.....	49	12 mon.	£ s. d.	45	19	15	14	45	21	25	8	10
	2	No Teacher.....			50 0 0									
	4	P. Caldwell.....	19	8 "	40 0 0	55	25	15	25	55	30	40	14	
	6	Miss Col.....	20	8 "	18 0 0	30	16	14	6	30	20	20		
	7	Watson.....	27	12 "	27 & Board	45	20	16	14	45	22	25		
	8	McCloskey.....				35	33	15	15					
	9	Miss McGaughan.....	18	12 "	20 id.	38	30	12	20	38	20	20	8	
	10	Miss Blake.....	27	8 "	20 id.	40	20	16	9	40	9	30	4	12
	11	Sutherland.....	20	8 "	34 id.	48	30	18	17	48	38	44	21	9
	2	Mr. Hassan.....	21	10 1/2 "	27 10 0	51	22	16	19	51	20	40		
						385	215	135	139	350	178	244	55	31
Dundee.	1	Miss Cameron.....	19		1 5mo. & B.	30	21	10	11	30	10	5	2	
	2	Miss Baker.....	19		3 10 mo.	40	25	11	28	40	36	28	12	9
	3	No Teacher.....				28	23	12	13	28	7	8		
	4	" ".....				40	26	19	17	40	16	20	12	6
	5	J. Gibson.....	48	12 mon.	22 & Board	35	24	12	18	35	36	24	2	
	6	No Teacher.....				50	40	22	22	50	23	20	18	14
	7	" ".....												
	8	" ".....				20	15	10	10	20	10	14		
					245	185	90	119	243	138	125	46	22	

TABLE B.—(Continued.)

MUNICIPALITIES.	School Districts.	Engagements and Salaries of Teachers.			School Roll Attendance.				Learning to			Studying		
		NAMES OF TEACHERS.	Age.	Engagement.	Salaries.	Highest No.	Lowest No.	Average Boys.	Average Girls.	Read.	Write.	Cipher.	Grammar.	Geography.
Elgin.	1	J. McManus.....	43	30 mon.	20 & Board	27	19	15	10	27	26	26	26	26
	2	W. McHardy.....	38	8 "	34	32	19	14	13	32	22	19	3	2
	3	A. McIntosh.....	39	8 "	32	60	39	25	25	60	52	50	20	5
	4	W. Eddie.....	38	10 "	30	64	46	30	20	64	60	64	...	1
	5	Miss McGarvey.....	18	12 "	19 & Board	40	22	15	15	40	30	36	30	2
						223	145	99	83	223	190	195	79	36
Parish of St. Anicet	1	J. Irvine.....	44	8 mon.	36 0 0	21	17	16	10	29	26	18	8	5
	2	No Teacher.....				37	20	15	15	35	25	25	10	10
	3	Mr. Bourgeault.....	33	12 "	55 & Hous.	6	50	28	27	62	40	62	21	21
	4	No School.....												
	5	W. McWilliam.....	37	12 "	50 0 0	68	23	24	18	63	42	40	30	26
	6	E. Smythe.....	29	11 "	42 10 0	34	20	12	12	30	30	30	3	
	7	J. McGowan.....	18	6 "	9 10 & B.	46	20	16	14	46	16	21		
	8	Miss Devinc.....	20	6 "	7 10 & B.	34	18	16	14	34	14	15		
	9	No Teacher.....				30	20	12	12	30	20	22		
	10	Do.....				40	20	16	14	40	20	17	16	5
	11	Mr. Laffan.....	60	6 "	23 6 8	35	31	16	17	35	33	29	12	4
	12	Miss Asseline.....	19	12 "	18 & Board	45	43	25	16	45	19	32	9	2
	13	No School.....												
						469	232	196	169	449	235	311	109	71
Huntingdon. Dissentient Academy	1	Three Teachers.....	1	12 mon.	270 0 0	210	196	100	120	210	210	120	60	40
	2	No Teacher.....	2											
						210	196	100	120	210	210	120	60	40
Hinchinbrooke. Dissentients.	1	A. Montgomerie.....	42	12 mon.	55 & Hous.	87	70	35	25	.....	69	71	35	8
	2	J. Rutherford.....	41	12 "	55 0 0	66	38	27	18	.....	45	55	45	59
	3	E. Scarlett.....	50	12 "	32 0 0	44	40	21	21	.....	32	40	12	
	4	Miss Irvine.....	19	8 "	18 & Board	38	30	17	17	.....	21	16	6	4
	5	Miss Russell.....	20	5 "	22 10 0	40	30	18	18	.....	27	23	6	3
	6	No Teacher.....				50	29	19	11	.....	23	26	11	11
	7	Do.....				20	18	10	10	.....	5	7		2
	8	Do.....				40	30	18	17	.....	35	20	7	5
	9	E. Kidd.....	25	5 "	15 0 0	38	28	15	15	.....	30	30	6	6
	10	Miss McGinnis.....	23	3 "	6 0 0	20	18	10	10	.....	10	11		
						443	331	190	162	.....	237	209	128	99
St. Malachie. Dissentients.	1	Miss Cuscaden.....	19	12 mon.	50 0 0	62	40	27	26	.....	32	42	12	12
	2	R. Hall.....	12	" "	60 0 0	70	38	28	32	.....	32	48	8	8
	3	E. Scarlett.....	49	12 "	40 0 0	45	22	30	29	.....	33	30	7	2
	4	No Teacher.....								.....			
	5	Do.....				26	24	14	10	.....	14	8	3	4
	6	Do.....				60	40	28	23	.....	40	20	15	15
	7	W. Maitland.....	27	12 "	50 0 0	80	50	36	24	.....	40	58	50	27
	8	Henderson.....	12	" "	50 0 0	64	43	30	25	.....	40	45	31	23
	9	W. Fraser.....	41	12 "	50 0 0	62	50	40	16	.....	43	60	37	5
	10	Out of the Municipality.								.....			
	11	Mr. McHaffery.....			22 0 0	35	20	15	8	.....	16	22	4	4
	12	Miss Keagh.....	19	8 "	7 10 0	33	25	10	15	.....	23	20	...	4
	13	No School.....		2 1/2 "						.....			
	14	R. Robertson.....		12 "	50 0 0	54	40	26	16	.....	40	38		
						652	432	310	244	.....	393	428	160	109

TABLE B.—(Continued.)

MUNICIPALITIES.	School Districts.	Engagements and Salaries of the Teachers.				School Roll Attendance.				Learning to			Studying	
		NAMES OF TEACHERS.				Highest No.	Lowest No.	Average Boys.	Average Girls.	Read.	Write.	Cipher	Grammar.	Geography.
		AGE.	Engagement.	Salaries.										
Parish of St. Jean Chrysostome.	1	A. S. Spiden.....	25 12 mon.	45 0 0	42	40	20	22	42	30	30	16	5	
	1	Miss Dugas.....	32 12 "	25 0 0	70	50	36	24	70	25	25	8	3	
	2	Miss Beterson.....	8	25 0 0	28	15	15	11	26	10	20	8	2	
	3	Miss Oligny.....	17 12 "	25 0 0	41	20	13	12	41	20	18	20	8	
	4	J. McGoldrick.....	36 12 "	33 14 0	64	40	18	22	64	40	20	12	8	
	5	Mr. Ryan.....	49 12 "	25 0 0	52	40	31	11	52	13	3	1		
	6	In St. Malachie.....												
	7	No School.....				71	59	36	30	71	25	25	7	4
	8	Miss Boyer.....	18 12 "	25 0 0	60	30	30	20	60	20	27			
	9	Nearly closed.....				35	25	16	14	35	15	1	6	3
	10	E. Douglass.....	17 6 "	7 10 0	60	30	30	20	60	10	2		29	
	11	No Teacher.....				35	25	16	14	35	15	1	6	3
	12	Miss Johnson.....	25 12 "	15 & Board	51	31	15	10	31	11	20	9	10	
	13	No Teacher.....				46	30	20	20	46	38	29	9	14
	14	Independent.....				82	39	29	25	82	40	50	20	20
15	Miss McPherson.....	20 12 "	30 0 0		690	441	309	241	680	296	270	116	120	
Academy.	1	Three Teachers.....	12 mon.	150 0 0	103	80	50	40	108	83	90	52	23	
	2	No Teachers.....			44	30	14	21	44	21	18	10	15	
	3	Miss Aiken.....	20 12 "	30 0 0	47	32	16	20	47	34	37	10	10	
	4	J. Carson.....	19 6 "	15 0 0	44	31	8	23	44	24	30	5	5	
	5	G. Gray.....	50 12 "	34 0 0	56	34	18	12	55	18	12	6	4	
	6	G. Kneeshaw.....	65 12 "	23 0 0	39	25	14	12	39	34	34	12		
	7	No Teacher.....			31		9	21	31	14	20		1	
	8	Miss Winfield.....	20 5 1/2 "	15 0 0										
					363	232	129	149	363	228	241	95	87	
Lachute.	1	Miss Stephen.....	4 mon.	10 0 0	42	25	11	13	24	24	0	6	6	
	2	J. C. Stewart.....	23 12 "	54 10 0	37	20	15	15	30	37	37	37	6	
	3	J. Wanlass.....	20 6 "	18 0 0	50	45	27	18	28	28	14	6	3	
	4	G. Johnston.....	47 5 "	12 10 7	25	15	9	12	8	15	4	2	2	
	5	Miss Hicks.....	22 6 "	15 15 0	55	50	21	29	55	28	27	20	10	
	6	Miss Hunter.....	22 6 "	15 15 0	62	45	23	22	52	45	20	16		
	7	Miss Thompson.....	18 5 1/2 "	13 7 6	48	35	25	19	29	29	16	20	16	
	8	J. Emslie.....	39 12 "	45 & Hous.	58	51	27	24	40	50	20	16		
	9	Miss McPhail.....	26 4 "	9 0 0	26	18	8	10	9	12	4	6	6	
	10	Miss Townsend.....	16 5 1/2 "	On trial.	25	23	18	5	23	23	20	6	6	
	11	No Teacher.....			34	31	16	15	24	16	16			
	12	Do.....			38	30	18	12	18	18				
	13	No School.....			500	338	217	194		335	305	184	89	
Chatham.	1	Vacant.....			33	20	12	12	15	6	6	6	6	
	3	Miss McGregor.....	28 12 mon.	36 0 0	60	50	35	27	59	60	50	50	50	
	6	E. Henne.....	22 2 "	5 On trial	34	20	15	15	14	11	2	7	7	
	11	Miss Grant.....	18 3 "	7 10 0	28	20	13	12	6	7	7	6	2	
	12	Miss Smith.....	26 12 "	30 0 0	34	20	16	14	20	15	6	2		
	13	Miss Elliott.....	18 6 "	15 0 0	25	18	11	14	16	20	5	12		
	14	Miss Grant.....	20 6 "	15 0 0	41	30	18	17	42	11	10	10		
	17	A. C. Macartney.....	22 12 "	34 0 0	60	45	32	18	45	42	38	39		
	19	J. L. Grant.....	49 12 "	86 & Board	50	20	18	22	25	36	24	24		
	20	No School.....			Academy.	104	48	60		104	50	44	50	
Academy.	1				469	289	228	151		316	258	192	200	

TABLE B.—(Continued.)

MUNICIPALITIES.	School District.	Engagements and Salaries of Teachers.				School Roll Attendance.				Learning			
		NAMES OF TEACHERS.		Engagements.	Salaries.	Highest No.	Lowest No.	Average Boys.	Average Girls.	Writing.	Grammar.	Geography.	Arithmetic.
			Ac.		£ s. d.								
Hemmingford.	1	Mr. Wright.....	45	12 mon.	45 0 0	79	57	35	25	65	24	20	65
	2	Miss Woolrich.....	22	5 "	22 10 0	66	40	30	29	40	40	40	59
	3	Miss Keddy.....	20	6 "	13 10 0	30	26	22	6	11	2	2	7
	4	S. Sturgeon.....	26	12 "		74	74	34	40	45	38	10	60
	5	Vacant.....				36	30	17	16	14	12	50	16
	6	Miss Hendley.....	17	6 "	15 10 0	30	19	11	9	11	13	3	25
	7	J. Camion.....	21	3 "	3 15 & B.	37	20	20	10	29	10	6	37
	8	E. Boyd.....	30	12 "	30 & Board	35	30	17	16	10	10	3	22
	9	Miss Hall.....	21	3 "	20 0 0	47	37	20	22	24	33		35
	10	Miss McFee.....	20	7 "	17 10 0	40	30	19	15	30	30	3	30
	11	W. Colgan.....	50	10 "	40 0 0	46	38	16	22	20	12	29	20
	12	J. McJenkins.....		12 "	40 0 0	63	43	25	25	60	20	12	46
	13	Just closed.....				60	40	25	25	50	20	20	40
	14	No School.....											
	15	Miss Cuscaden.....	17	6 "	12 & Board	40	23	15	15	7			4
	16	Miss McConnell.....	17	6 "	15 10 0	28	21	13	12	25			13
	17	No Teacher.....				45	30	24	16	22	1	1	11
	18	Do.....				15	12	10	5	7			7
	19	Miss McPhee.....	18	12 "	18 & Board	30	21	14	11	15	2	2	23
20	Miss Biltian.....	43	12 "	27 10 0	47	33	18	20	23	9		20	
					848	624	385	339	508	269	202	531	
City of Montreal.	1	A. Robertson.....	33	12 mon.	116 0 0	106	65	53	52	70	50	50	105
	2	H. Arnold.....	38	12 "	90 0 0	70	53	60		65	65	65	65
	3	Mrs. Gaw.....	45	12 "	35 0 0	53	40		45	32	6	30	30
					229	158	113	97	167	121	145	200	
Gore.	1	Miss McVicar.....	17	5 mon.	12 10 0	62	28	24	16	32	32		48
	2	Miss Curren.....	21	9 "	15 & Board	52	26	24	16	32		1	32
Wentworth.	3	No Teacher.....				30	16	14	11	22			23
	4	Do.....				60	30	30	20	30		6	29
	1	Miss McVicar.....	19	12 "	21 0 0	35	30	15	15	20	12		27
	2	Alternate with No. 1.....				30	25	15	15	12	12		12
					269	155	122	93	148	57	7	161	

Grenville and Union, No Schools.

AGGREGATIONS OF TABLE B.

MUNICIPALITIES.	Highest No. on School Roll.	Lowest No.	Average Boys.	Average Girls.	Writing.	Arithmetic.	Grammar.	Geography.
Godmanchester.....	385	255	188	189	178	244	55	51
St. Anicet.....	469	282	196	169	235	311	109	71
Dundas.....	243	185	96	119	138	125	46	29
Huntingdon.....	210	196	100	120	210	120	60	40
Elgin.....	223	145	99	83	190	195	79	36
Hinchinbrooke.....	443	331	190	162	237	299	123	89
St. Malachie.....	652	432	310	244	303	428	160	109
St. Jean Chrysostome.....	680	441	309	241	296	270	116	120
Hemmingford.....	845	624	385	339	508	531	269	202
Montreal.....	229	153	113	97	167	200	121	145
St. Andrews.....	409	289	223		316	258	192	200
Lachute.....	563	232	129	149	228	241	95	57
Gore and Wentworth.....	269	155	122	93	148	161	57	7
Chatham.....	500	388	217	194	335	305	184	89
Grenville.....	No School.							
	5983	4073	2632	2149	3679	3683	1071	1235

TABLE C.

PROTESTANT EDUCATIONAL INSTITUTIONS in the City of Montreal, receiving Government Grants.

DESIGNATIONS.	BRANCHES TAUGHT, AND SCHOLARS STUDYING EACH.										
	Total of Pupils.	Boys.	Girls.	Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Singing.	Needle Work.	Composition.
American Presbyterian School.....	139	75	64	139	61	12	139	75	139	64	
British and Canadian School.....	330	175	155	330	290	125	305	330	330	134	
Ladies Benevolent Society.....	78	28	50	78	40	26	28	50	78	51	
National School. (Church of England).....	154	70	84	154	80	65	80	130	155	84	26
Model School, (Colonial Church Society).....	330	170	160	330	330	320	320	330	330		129
Orphan Asylum School.....	53	30	23	53	30	20	20	30	53	23	
School of Industry.....	60	8	52	60	24	60	60	60	60	52	
Total.....	1144	556	588	1144	855	623	950	970	1144	409	140

TABLE D.

ACADEMIES or HIGH SCHOOLS.

DESIGNATIONS.	Total of Pupils.	BRANCHES TAUGHT, AND SCHOLARS STUDYING EACH.																		
		Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Nat'l Philology.	B.-Keeping.	Drawing.	Composition.	Music.	Latin.	Greek.	French.	German.	Mathematics.	Geometry.	Algebra.	Instrumental Music.
High School, Montreal.....	200	200	200	200	200	200	180	45	10	25	45	25	170	45	140	5	45	45	45	25
Academy of Huntingdon.....	210	210	210	120	60	40	130	.....	10	.....	16	210	6	.....	.....	.....	.....	.....	.....	.....
Academy of Lachute.....	103	103	83	90	52	22	50	.....	5	5	52	.....	5	.....	9	.....	.....	.....	.....	.....
Academy of St. Andrews.....	104	104	104	50	44	50	.....	.....	.....	14	.....	.....	.....	.....	104	.....	.....	.....	.....	.....
Phillips' Academy, Montreal*.....	211	211	211	211	211	211	211	211	10	29	100	100	100	24	30	.....	40	40	45	.....
Wanlass' Academy, Chatham*.....	25	25	25	25	25	25	25	.....	3	.....	15	15	5	.....	.....	.....	.....	.....	.....	.....
Total.....	853	853	833	696	592	648	596	256	38	59	242	350	286	69	293	5	85	85	90	25

* No Government Grant received.

TABLE E.
PROTESTANT SUPERIOR INDEPENDENT SCHOOLS, MONTREAL.

NAMES OF TEACHERS.	Number of Pupils.		Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Music.	History.	French.	Drawing.	Composition.	Needle Work.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Geometry.	
	Boys.	Girls.																	
TEACHERS.																			
Commercial School.....	107	107	107	75	70	90	100	.....	90	20	95							
Grafton's School.....	105	105	105	100	105	105	105	.....	55	12								
Total.....	212	212	212	175	175	195	205	.....	145	32	95							
SCHOOLS KEPT BY LADIES.																			
School by Miss Abbott.....	50	20	30	50	50	15	20	50	12	8	23	35	25						
Do. do. Radford.....	40	4	36	40	30	20	20	40	.....	5	20	28	28					
Do. do. Matchett.....	40	10	28	40	28	25	25	40	.....	15	40	40	.....					10
Do. do. Renaud.....	70	10	60	70	60	60	60	60	16	50	40	40	.....					
Do. do. Bowie.....	67	.....	67	67	30	30	67	67	10	20	.....	.....	.....			
Do. do. Malcolm.....	30	6	72	80	30	30	30	80	.....	.....	12	40	.....					
Do. do. Lyman.....	70	.....	70	70	60	40	62	62	14	60	12	40	.....					
Do. do. McDonald.....	45	15	30	45	25	10	24	24	15	.....	.....	30	.....					
Do. do. Mrs. Marshall.....	40	.....	40	40	40	40	40	46	.....	.....	.....	30	.....					
Do. do. Misses Tate & Hamilton.....	30	.....	30	30	20	20	20	20	.....	.....	.....	.....	.....	
Do. do. Mrs. Lay.....	70	6	64	70	50	50	50	50	5	.....	20	10	.....					
Do. do. Miss Dutton.....	20	5	15	20	20	20	20	20	.....	13	.....	13	.....					
Do. do. Mrs. Noel.....	20	.....	20	20	18	14	14	18	1	.....	1	.....	.....				
Do. do. Misses Turner.....	70	.....	64	70	56	60	56	56	12	.....	.....	.....	.....		
Total.....	712	84	626	712	567	475	485	627	123	256	78	134	251	168	6	50	20	20	26
Independent Common Schools.....	500	221	279	500	200	310	209	212	.....	.....	8	.....	39	112				

GRAND TOTALS OF TABLES B, C, D AND E.

TABLES.	Total of Pupils.	Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Music.	History.	French.	Drawing.	Composition.	Needle Work.	Latin.	Greek.	German.	Mathematics.	Geometry.	Algebra.	Natural Philosophy.	Botany.	Chemistry.	Instrumental Music.	
Table B.....	5983	5983	3679	1671	1235	3689	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Table C.....	1144	1144	855	629	950	970	1144	.....	.....	.....	140	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Table D.....	853	853	833	592	548	606	350	596	293	59	242	.....	.....	286	69	5	85	90	256	.....	.....	.....	23
Table E.....	1424	1424	962	966	889	1044	123	401	118	234	290	280	.....	.....	.....	.....	26	6	50	20	20	.....	.....
Totals.....	9404	9404	6329	3851	3622	6398	1517	997	411	293	672	689	286	69	5	111	96	300	20	20	20	25	.....

From the total of average school attendance, so far as I can ascertain, 1 in 7.2 of the rural population attend school, and in Montreal, of the Protestant population, about 1 in 6.5.

Extract from the Report of Inspector CHILD.

* * * * *

I am glad, however, to be able to report a greater degree of activity in the academies and superior schools of my district; several new ones have been established, and received aid from the Legislature. Yet, the course of study pursued in them is far from being what the country needs, and I see but little prospect of improvement in it, as long as the law leaves the matter to be dealt with by the School Commissioners.

It has been exceedingly difficult to procure teachers for these schools, of superior instruction, without going to the States for them; and when we consider the impressions they are making upon the mind and character of our children, we ought to awake to renewed exertions to qualify them in our own institutions of learning, so as to give that education to the mass of our children which harmonizes with the character of our country and its people.

In nearly all the municipalities in this district the people continue to be liberal in their contributions for schools and school houses. There are some of the best built, and most commodious of the latter, recently completed, which can be found in the land, and on which no incumbrances of debt remain. The school assessment is regularly laid and collected, almost without an exception, and the school funds are applied according to law, and not one case of delinquency has occurred out of the the twenty-five scholastical municipalities in my inspection district.

I am happy to say that wherever difficulties have unfortunately arisen, they have been successfully removed, and are being so; and the angry feelings which too frequently attend them have been allayed, and harmony and good will restored in due time.

It affords me the greatest pleasure to say that the confidence and good will of all parties to the schools in this district appears to continue toward me unabatedly, and those few individuals who were clamorous for some amendments in the School Acts seem to have become quiet about them, and I trust are deriving daily benefit therefrom, in educating their children under their own immediate guidance and control, and in accordance to their moral and religious views and belief.

Report of the Inspector of Model and Elementary Schools for the Counties of Saguenay and Tadousac.

To the Honorable P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

SIR,—I have the honor to transmit you my fifteenth Report on the condition of the elementary schools in my district.

Escoumains.—I visited the only school in this parish on the 24th of September last. The scholars are divided into four classes: in the first, reading (in which the pupils do pretty well) is taught; they also do a little at writing, simple multiplication and grammar; those of the second class are beginning to read without spelling; in the third they spell, and in the fourth the children are at their alphabet. There are 35 pupils at the school, which is kept by a woman of about thirty. I observed by the journal that the school is without any rules, and that the scholars are very irregular in their attendance; no person visits the school.

Although the teacher has no diploma, I shall take the liberty of recommending her to you. This municipality, inhabited principally by poor labourers, has not the means of doing more than it does. The sum required to entitle the school to a share of the grant is raised by voluntary contribution, a great part of which is subscribed (although he has no children) by the head of the commercial establishments which have formed the municipality. Were it not for the zeal of that gentleman, Escoumains would be without a school.

The pecuniary affairs of the municipality appeared to me to be in good order.

St. Fidele.—This municipality is divided into two school districts. The school of district No. 1 contains five classes: in the first the children read fluently, are beginning simple subtraction, but understand little about it, and make the figures poorly, and know very little of their multiplication table; they also write a little; in the second they read fluently; in the third they spell and read tolerably well; in the fourth they spell a little, and in the fifth are beginning syllables. At this school I found at the time of my visit 31 children present.

The school of district No. 2 is kept by a female teacher holding a diploma: in the first class the children read pretty fluently; in the second they are beginning to read, in the third to spell and some of them to write. When I visited this school it was attended by 40 scholars.

Malbaie.—There are in this municipality only four school districts in operation: they are Nos. 1, 2, 4 and 5. District No 1 has two schools, one for boys and one for girls: the boys school is kept by a young teacher holding a diploma, who divides his scholars into five classes: in the first class three pupils have gone through the greatest part of their grammar, three are learning to calculate interest, and the others compound addition; they have gone through the geography of North America, and are besides learning English and writing; in the second class the children read well, have got to the participles in grammar, and are learning writing; in the third and fourth classes they read passably, and in the fifth spell pretty well. At the time of my visit 35 boys attended this school.

The girls school is kept by a girl of twenty-two, a very apt teacher although she has no diploma. On visiting her school, I found 22 girls, divided into three classes: in the first, grammar, arithmetic and writing are successfully taught; in the second, reading and the multiplication table: in the third, spelling.

The teacher of school district No. 2 divides his school into four classes. On my visit to this school, having found only 4 boys and 6 girls present, I was unable to make a regular examination; this state of things is the consequence of a difficulty between a large party of the rate-payers and the Commissioners, respecting the selection made by the latter of a lot for a new school house.

The school of district No. 4 is kept by a master. At the time of my visit, there were present only 9 boys and 6 girls, so I was unable to make a satisfactory examination; the number of pupils is 45. It is really lamentable to see a school so poorly attended in a district which contains a large number of children; I am informed by the teacher that there are never more than a third of the scholars present.

The school district No. 5 is kept by a master; his scholars are divided into three classes: in the first, arithmetic, grammar, geography, and writing are taught; in the second, spelling and reading; and in the third spelling. There were present, when I visited it, 24 children.

The accounts and books seem to be in good order.

St. Agnes.—I am happy to retract what I said of St. Agnes in 1854. The way in which school affairs were then managed led me to think that there was not in the parish one friend to education; I am now obliged to acknowledge that I was mistaken, for it now possesses two schools, and proposes, notwithstanding present hard times, to establish another.

The two schools now in operation are in districts Nos. 2 and 4. That of No. 2 is kept by a female teacher holding a diploma; she divides her scholars into three classes. The children of the first class read pretty well, write and do the simple rules of arithmetic; those of the second are beginning to read without spelling; and in the third they spell. At the time of my visit the school was attended by 37 children. I recommended for the third or fourth time that the space used as a school room should be separate from that occupied by the family of the teacher.

The school of district No. 4 is kept by a youth of sixteen who, appears able to teach an elementary school well. His school is divided into four classes; in the first the children read fluently and do the simple rules. At the time of my visit, 22 boys and 20 girls were present.

St. Irénée.—There is still in this parish only one school; it is kept by a master. When I made my visit more than three-fourths of the children were absent, so that all the classes were in disorder. I examined those present, and found that there was not so much progress as in 1852 and 1853: this is due to the irregularity of the attendance. While I was making my inspection, the scholars came in at all hours, and upon my noticing it to the teacher, he told me that the parents desired that this should be allowed!

Eboulements.—Since my last Report a fourth school district has been added to this municipality. I found all the schools in operation. No. 1 has two schools, one for boys and one for girls: that for boys is kept by a teacher, who complains that, at least, the half of his pupils are constantly absent; I made those who were present read, parse, and cipher, all which they did pretty well, but with more assiduity might do better.

The girls school is kept by a female teacher, who also complained of the frequent absence of the children. Her scholars read and write pretty well, and are commencing grammar and arithmetic.

No. 3 is kept by a teacher, who complains of the want of assiduity of his scholars and has good reason to do so; for, on visiting his school, I found only 9 children present.

Isle-aux-Coudres.—At the time of my visit, the four schools of this municipality were in operation.

In district No. 1 there are two schools, one called the School of the Church, and the other the School of the Parish. The Church School was attended at the time of my visit by 20 children; in the first class the children parsed a little, did sums in multiplication, and wrote copies; in the second they were beginning grammar and writing; and in the other classes they were learning reading and spelling.

Parish School: in the first class the children read in French and in Latin, have some knowledge of the map of the world, are learning writing and arithmetic as far as aliquot parts inclusively; in the second they learn reading, the multiplication table, and writing; the others learn reading and spelling.

No. 2: in this school the children parse tolerably, learn reading, arithmetic to aliquot parts inclusively, writing, spelling, and geography; the children are frequently absent.

No. 3: the children parse tolerably, do the simple rule of three, and learn reading, writing, and spelling; the children are also frequently absent.

I shall terminate my Report by informing you that I am happy to be able to say that there has been some progress made, and although it is not very remarkable, everybody admits that it is worth what it costs the rate-payers. I do not mean that we should stop at this; no, Sir, we require model schools in our county, and for this we need money. As the inhabitants here are too poor to bear the

expense, it is absolutely necessary that the Government should come to their aid, and give the people more money than is allowed at present. It is useless to repeat what I have said in all my preceding Reports; I only wish it to be understood that it should not be neglected to establish superior schools, at a time when a disposition is everywhere shown to second the efforts of the Legislature. The prejudices which were entertained against education exist no longer, and in all the municipalities there are schools, and the people are desirous of increasing their number. Does not the number of independent schools of itself show that it is time to have model schools, where French and English shall be taught?

I have the honor to be,

Sir,

Your most obedient servant,

C. CIMON,
School Inspector.

Extract from the Report of Inspector CREPAULT.

ST. VALIER, 25th October, 1856.

SIR,—You will see by my statistics that popular instruction has again this year made great progress in my district of inspection. The law works admirably. There is not one parish or one school district without a school. The people, far from being opposed to the Educational Law, regard it as a benefit accorded by a Legislature whose views are unceasingly directed to the advancement of the moral and the physical prosperity of the country. The enemies of the cause have disappeared, to give place to warm and zealous friends of education, whose earnest desire is the improvement and the happiness of the rising generation. The father of a family exults to see his children acquiring the knowledge essentially necessary for a citizen called to render service to the community. Deeply grieved at his own total want of it, he consoles himself by devoting a part of his property to the instruction of his children, in order that he may afterwards behold them acting that part in life which he himself was unqualified to take.

The number of masters and mistresses furnished with diplomas is much increased. I have not in my district of inspection ten schools entrusted to unskilful hands. The body of teachers offers at present strong guarantees and is fully equal to its position both in regard to devotedness and activity, and to the attainments required by the law. The salary of the teacher is augmented, and it would be well to have it now fixed by the law, in order that we may not have the mortification of seeing those who are well qualified displaced by the ignorant and useless, who, unable to gain anything else, engage for a miserable salary.

The master finds himself now better lodged than ever, for the number of school houses has greatly increased. New ones are rising in all the municipalities, and these are so constructed as to give much additional comfort.

The School Commissioner, valuing highly the advantages of education, makes no difficulty about setting aside his daily labours to visit his schools, in order that he may give a good account of what is going on there. He is punctual in his examinations, and the numbers who attend them evidently prove how much the people feel interested in the instruction of their children. Nevertheless I regret to have to say that in some localities, difficulties have arisen springing from the ignorance of the Commissioners, and this tells us clearly enough that it is absolutely necessary to require from them some literary qualification,

You will see by my statistics that the number of children attending the schools has greatly increased this year. The number of superior schools for girls

has also augmented. It is seldom we find a municipality without either the one or the other. Bellechasse may well be proud of its schools, for besides several model and superior schools for girls, it boasts a handsome college, which is every year making rapid advances. Superintended by directors and professors worthy of the name, it already reckons a number of students. This establishment is provided with an English teacher, a music master, and four other professors. In my opinion the instruction given in this institution is well adapted to the wants of the country.

St. Michel, not satisfied with having founded this establishment, has just opened a reading room under the name of Institute, where mutual instruction may be given.

The friends of education and the people in general are in expectation not of a new law but of reforms and amendments in the present. We can no longer conceal from ourselves the fact that the Superintendent of Education and the Inspectors have need of more ample powers, that they may be enabled to cut short the difficulties which are constantly arising in the municipalities. Experience every day proves to us that they must be invested with a more complete control. Every one knows that the want of a normal school is a great obstacle to the advancement of education: from that want spring a host of disadvantages, such as the multiplicity of systems, the want of uniformity in books.

I have spoken at length in my last Report of the amendments indispensably necessary to be made in the present Law of Education, and to that I refer the reader.

I have the honor to be,

Sir,

Your most obedient servant,

J. CREPAULT,

School Inspector.

Report of Inspector CONSIGNY.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Montreal.

SIR,—I regret sincerely that circumstances over which I had no control have prevented me from transmitting to you earlier the present Report, along with the statistical tables for the year 1855. Have the goodness to believe that I can well appreciate the nature of that trouble which even the least delay in the transmission of Reports, &c., may cause you. Trust me, that for my part I would have been able in 1855 to accomplish that portion of my duties, if I had not been obliged to intermit my visits at the end of last November; but, owing to a very severe and serious attack of peripneumony contracted in making my visits, I was obliged to discontinue them.

I go on to some observations which ought to form the basis of this Report. Although they are not so circumstantial as I would have desired to present to you, still I think they are of a nature to show that the great cause of Education perceptibly gains ground.

In fact, at present, the absolute necessity of instruction attracts the attention of many. This may be said with truth, and I have great pleasure in being able to state that the punctuality of parents in sending their children to school becomes every year more and more evident. This fact is doubtless of happy augury, and gives vast room to hope for a prosperous future.

I have this year given special attention to the state of money matters, and must say that in the majority of the municipalities I found it satisfactory. The School Commissioners have certainly given more attention than usual to these affairs. There are, however, some municipalities where arrears to a considerable amount have been allowed to accumulate. I have taken pains to make the Commissioners of these municipalities understand that even if there should have been received a sum sufficient to meet the expenses incurred during the year, still the surplus, if there is any, ought in justice to be collected. I have done my best to convince them of the necessity there is for their demanding payment regularly from the rate-payers, because those who, are solvent to-day may at a future period become insolvent.

I flatter myself that I shall be able to say in my next Report that the advice and counsels I have thought it my duty to give have been adopted and exactly followed out.

In some municipalities I found too many school districts. I thought it right for the sake of the real progress of education, to call the attention of the Commissioners of these municipalities to this subject which has its own share of importance, and to take the necessary measures for making whatever reduction shall be thought proper.

It is with pleasure I assure you that, generally speaking, education has for some years back made great progress in my circuit. The number of children attending the schools has not, it is true, much increased, but at least I am able to say that those who have regularly attended the schools prove, by the readiness with which they reply to questions asked them, that they have profited by the lessons taught them.

These documents ought to have been transmitted to you a month ago, but for the reason already given, it was impossible for me to send them. I must own that there are some municipalities which I was not able to visit myself, but with respect to these I took the measures necessary to obtain the information wanted for my statistical tables. It must be acknowledged that there is in them some blanks, which, however, I shall not fail to fill up in my next Report.

I cannot better conclude than in soliciting anew the favor of your indulgence.

I have the honor to be,

With the highest consideration,

Your very humble obedient servant,

(Signed,)

A. P. L. CONSIGNY,

School Inspector.

St. Cesaire, 7th February, 1856.

Report of MR. DORVAL, School Inspector for the Counties of Berthier and Leinster.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Lower Canada.

SIR,—I have the honor to transmit to you the first Report of my school visits. It is far from being all I could wish it, for I have been obliged to omit a great number of details of which I had only taken notes for my own use, not supposing that I would have to send in my Report so soon. I thought it necessary to make a preliminary visit, in order to prepare myself for the duties of an office which, like all others, and more than some others, requires a sort of apprenticeship. But the months of July, August, and part of September, are vacation ; it was

therefore the 20th of September last before I was able to set out on my journey, which was often interrupted, as well on account of the bad roads as in order to attend to special business which you had entrusted to me.

So, in this visit, which I made, as it were, to form a system of inspection, and make myself acquainted with the people and the localities, I have not been able to collect notes of anything new or striking respecting the usual and principal object of these visits. With regard the statistics I have not even regularly followed the order prescribed in the General Order of the Department; I noted down only what struck me most. The statistical tables of the first thirteen municipalities which I went over have suffered from the hastiness of my visits; I hoped to be able to go over these municipalities again, but your requesting me last November to send in my Report has not allowed me time to do so; I therefore send it in as it is, sincerely hoping that the general remarks which it contains will in some degree make up for its other deficiencies.

When I inspected the County of Berthier, several schools were not yet open, and a great number of the pupils of those which were opened were still working in the fields: this is what makes the number of scholars appear less than it really is, and often much less than it was the year before.

The number of pupils of the three classes of reading ought to equal in my tables the total number of pupils of each school; but in general I have included in these three classes only the children present at school, and whom I have heard read; while to ascertain the total number of pupils I had recourse to the journal of the teacher, from which I took all the names inscribed, even of those not present at the time of my visits.

In fine, if the mission of the School Inspector be not so much to discover and suggest new theories as to assist in and superintend the carrying out of the present law, which will soon have the prestige of antiquity; if above all I may count on some of that indulgence which every debutant is entitled to expect, I will console myself for the want of piquancy in my remarks; but I shall always regret their not being more complete and worthy of presentation to you.

I have the honor to be,

Sir,

Your very humble and obedient servant,

A. D. DORVAL,
School Inspector.

L'Assomption, 2nd⁷ January, 1856.

SCHOOL HOUSES AND GROUNDS.

I have been surprised to see everywhere, with some rare exceptions, such small school houses. They are also almost all wanting in that elegance in the distribution of the apartments and in the exterior and interior arrangements, which, however trivial it may appear, is nevertheless where it exists, a source of real enjoyment to the teacher, as its absence is a cause of disgust and *ennui*.

In general the school houses where I found these approaches to order and comfort, indicated the amount of the zeal and attention of the School Commissioners in the cause of education; for the comfort of the teacher, who has in reality a home in the school, is a species of encouragement quite equal to many others. Were they better lodged and better paid, it would be more easy to find good teachers, who being pleased with their position would every day make new efforts to entitle themselves to retain it long. If I appear to estimate very high a long residence of the teacher in the district, it is because I think that there

must ensue from it relations and ties of friendship between him and those by whom he is surrounded, the results of which may be very advantageous for both parents and children. For all is not accomplished when the children have learnt to read, to write and to cipher, and are able to read their prayer books at Church, (*porter leur livres à l'église*;) if after leaving school they throw aside books writing and all, what benefit will they have derived, from the fine and costly germ of instruction? But as there is nothing more instructive, or more calculated to excite the desire of knowledge, than daily intercourse with persons of education, if the former teacher, and actual friend, of the children, were near them, to keep alive by his evening conversations with them, their old habits of study, to inspire them with a taste for instructive reading, guide them in their choice of books and assist them by explanations and advice, the teacher, whom I suppose what he ought to be, that is to say moral and well educated, becomes the guide of all those who surround and listen to him; his school is a school for adults, often an evening school: such will be the consequences of a prolonged residence in the same district.

My tables of statistics do not give the dimensions of the school houses or of the grounds; they are stated in the detailed Report of my predecessor, and as they are the same still, I thought it would be useless repetition to insert them here. I shall only observe that the neighboring highway is generally the children's only play ground and that the lots are badly fenced, if enclosed at all.

I know not if it be from want of means or from parsimony that the Commissioners have the greater part of their school houses without double sashes for the winter; however that may be, the single sashes at that season present such a surface of ice, that it requires a violent heat of the stove to counteract its effect. From an ice house the school is in less than twenty minutes converted into a hot furnace; a change so sudden that the health of both children and teacher can hardly fail to suffer from it.

If under this heading I point out as obstacles to the progress of education some things which have no direct effect on the operation of the schools, it is because I consider as against education everything that is against the teacher.

— The teacher is a functionary whose position must be made agreeable to him, if we wish him to be worthy of his vocation; but when badly lodged, and badly paid, it happens with him, as it generally does with the functionary who dislikes his office, or who, from the smallness of his salary, is reduced to all sorts of expedients for a living, that he performs his duties badly.

INTERNAL REGULATION OF SCHOOLS.

In general, the smallness of the school room prevents the classification of the children according to the subjects of their studies; it follows that, when the teacher calls a class, the going and coming of the children who have to take their places before him disturbs the others, and occasions loss of time or dissipation. I do not like the ordinary form of the desks, which are made in such a way that the children seated at them are face to face, and look much more at one another than at their books; besides which petty quarrels for possession of half of the desk occasion loss of time, and trouble the harmony of the schools. I would like the desks to be made single and be occupied only by the pupils of the same class, who in that case would not have, in order to say their lessons, to move or disturb the others.

Of the 34 municipalities of my inspection district, I know only of three in which the Commissioners have made rules for the internal regulation of the schools; as might be expected, both male and female teachers complain greatly of this; without fixed rules to guide them, and dependent as they are upon the

Commissioner, they are constantly uneasy and anxious. I have been frequently asked for rules; but I am waiting till another visit shall have made me better acquainted with the more essential points in the internal regulation of schools, to make rules of which the general bearing will be adapted to all schools; and I shall then have the honor, with your permission, of submitting them for your examination.

For my part I am yet unable to suggest any means of removing an obstacle to the progress of the children, the extent of which is much to be regretted. I allude to their irregular attendance at school. Besides the inevitable but exceptional cases of sickness, of want of clothes amongst the poor, of their parents requiring them at home, I have frequently discovered with pain that its most frequent cause is the apathy of the parents.

SCHOOL BOOKS.

The great variety of books used is a serious impediment to the progress of public instruction. I found such a number of them that although I have been frequently requested, I have not been nor am I yet able, for want of time, to examine them all, to give my opinion on the selection which I could recommend. I have therefore left things as they were, hoping for the best.

The inconsiderate readiness to change books in the schools, and the want of uniformity in those which are used, arise in a great measure from the practice still more injurious of changing masters almost every year, the teacher has his favorite books, those which he has always used; he is no sooner established in a district than he wants to introduce them; the parents, who find it difficult enough to replace worn out books, complain, and often with good reason, of being obliged to buy new books, while those last purchased are still good. It is very true that the selection of books is in the discretion of the Commissioners, and that by law the teacher can do nothing in the matter. But in most cases the Commissioners pay very little attention to the subject, and even if they were to do so, the teacher having the advantage of education, would easily convince them of the superiority of the books which he prefers; the parents would complain, and the poor children be obliged in order to read their lessons, to pass from one to another the two or three volumes which they possess. I have always thought, and this is the proper place to say it, that, spelling excepted, for which special books are needed, books intended to be used in passing from spelling, to reading without spelling, are of no use; that in order to read the Duty of a Christian it is not necessary to go through the "*Instruction de la Jeunesse*," the "Testament;" in this I am supported by the experience of several teachers who have put their pupils from A B C at once to read the Duty of a Christian, and have succeeded well with this method.

I regret very much that some of our enterprising citizens do not undertake the publication of a map of the world, a map of Canada, and a general map of Europe and America, on a much larger scale than those now in use in our primary schools. The things which I would think most desirable in such maps would be strength of outline, clearness, and cheapness. The most of the maps which we get from Europe do not agree with our geographies, and not being designed for us, Canada is barely sketched, and that on the smallest scale; in fine I would that the mural maps should be large enough to make any point indicated by a scholar visible to the whole school.

MULTIPLICITY OF SUBJECTS TAUGHT.

The multiplicity of branches which the teachers wish, in emulation of one another, to teach is another impediment to the progress of the

pupils; I here allude only to the elementary schools. I know a school which no sooner numbers a dozen children able to read without spelling, than the greatest haste is made to burden their memories with a little English, a little arithmetic, a little natural history, a little lineary drawing, a little sacred history, the utility of all which I am pleased to acknowledge; but to perfecting their scholars in their own language, in reading and writing, arithmetic necessary for tradesmen, or in commercial affairs, the geography and history of their own country, there is not sufficient attention paid, and it is too easily forgotten, that these things are essentially the foundation of the instruction of our children. Nevertheless it seems to me that each of these subjects, besides being of daily practical use, offers to the teacher desirous of developing the intellect of the most forward of his pupils, a field sufficiently vast and interesting. However useful the study of the English language may be, I think that its premature introduction into many schools is an abuse. I do not see the need that the son of a French Canadian farmer has of a language not his own, and which can never become so, unless he study it equally with his mother tongue, a language which he intends hardly ever to speak, and which he has still less need to read, a language which has not even the advantage, like the dead languages, of teaching him the etymology of his own; I do not, at all events, see that his need of it is sufficiently pressing that we should incur the risk of neglecting necessary studies without after all succeeding in acquiring a satisfactory or even an appreciable knowledge of English.

With respect to the other branches, such as natural history, lineary drawing, &c., if they were studied seriously, they would certainly be of some benefit to the more advanced pupils, by serving to develop their judgment; but in all the elementary schools which I have visited, the study of these subjects is merely an affair of the memory. I will do my best to remedy the inconveniences resulting from the great variety of school books, as well as those arising from the great number of branches which the teachers take upon themselves to teach. I shall, however, wait until you think proper to communicate to me your views upon this matter.

If a great many parents were less apathetic, their children would not be without books, paper, and everything else necessary for their education. They allege as an excuse the distance to the store, the loss of time necessary to go for them, or else the high price of the articles; these are doubtless bad reasons, but that does not prevent them from doing a great deal of harm. I would like that the books, so to speak, should go to meet the children at school; for this object, if the Commissioners were to entrust every teacher with books chosen by the Inspector of the county from amongst those approved by the Board of Examiners to be sold at cost price to the children of his school district; if besides this they were to deposit at every school house a certain number of copies, of which poor children should be allowed the use gratis, and which would be sold to the other children, there would then be no reason for pupils being without articles so indispensable as books, paper and pens. The monthly fees are at present in general a merely nominal rate; let the law require the Commissioners to raise it a little, and employ the surplus in the purchase of books. I know of no teacher who would not, for the benefit of his pupils, willingly take the trouble of selling these articles. An account of these sales might be required every six months, and this the teacher could furnish to the Secretary Treasurer at the same time as his school journal.

MALE AND FEMALE TEACHERS.

Of the teachers whom I have seen very few practise their profession by choice or vocation; the greatest part of them are teachers by accident, and the reason

of this is quite natural ; teachers have been always so little and so badly paid that no person would take the situation except for necessity. Those who, from necessity, devote themselves to teaching, are from the same cause constantly obliged to strain after a higher salary, and with this object to change from one municipality to another. The children change masters and change books, and lose an immense deal of time in accustoming themselves to the system of every new master ; truly I see nothing more prejudicial to the general cause of public instruction, nothing which depreciates it more in the eyes of the people, than this migration (excuse the word) of teachers looking for a living and scarcely anywhere finding one.

I know a school district where the Commissioners have changed masters three times in three years ; as might be expected, there are there children bright-eyed, with features full of intelligence, who have been at school from three to four years, and who yet could hardly read without hesitating. The greater part of the Commissioners call this a saving of money ; the child loses his time, and the time and money of his parents, loses confidence in his own ability and intelligence, and becomes discouraged : the parents blame the teacher, who throws the fault upon his predecessor ; then the Commissioners, to please the school district, change teachers again, and again, and always they save money. I would esteem myself happy if, by my exertions, my importunity even, I should succeed in producing some change in this system of mistaken economy.

Our superior educational institutions, colleges, academies, and others, furnish every year a large number of persons of education ; let these be attracted to teaching by the prospect of reasonable and sufficient salaries, and we shall soon see a new generation of teachers replace the present incapable school-masters, and raise the profession of teaching from the abject condition to which prejudices have caused it to fall. In a country like ours, the most useful calling ought to be the most honorable ; let a short time pass, and why shall not the diploma of the well paid teacher, whose high mission it is to mould the heart and train the intellect, be considered as equal to the parchment which in our times in general gives (so to speak) to the professional man only the right of vegetating without advantage for himself, or utility to any one else, so much are the professions over-crowded.

In general the Commissioners are not sufficiently strict in exacting, before engaging them, a certificate of qualification from female teachers ; the result is that the Inspector, to avoid making the children lose the rest of the year, is obliged to tolerate persons very poorly qualified.

I regret that I can say nothing about the model schools of my district ; I count only three, and even these are nothing more (properly speaking) than good elementary schools, such as all our elementary schools ought to be. The 14 or 15 colleges, convents and academies, in my district, are all that they ought to be. In my next Report I will have occasion to speak of them at more length ; let it suffice for the present to say, in passing, that these fine and useful institutions are in no respect inferior to those with which I am acquainted in other parts of the country. I only regret that the number of establishments in which an academical course is followed is so limited. I have also to regret that I have been able to meet the Commissioners only in a few parishes, and that accidentally ; for from want of time I was obliged to adopt a course of inspection so irregular that I could not give them timely notice of my visit. I, however, owe it to justice to say that I found the greater part of those whom I did see, if not always very enlightened, at least well disposed and sometimes even zealous ; but I cannot say if their zeal was accompanied by steadiness of purpose. It has, it is true, been frequently said to me that, the Inspector once out of sight, his counsels are very soon forgotten ; but

if this be so, how can it be helped? Besides, what can the Inspector do more than give his advice?

In fine, Sir, if this, my first examination, has not enabled me to judge if public instruction is stationary or progressive in my district, it has sufficed, imperfect, hurried even as it has been, to justify me in saying that there is almost every where, I ought almost to say every where, a desire for instruction, that I have above all things found intelligence and honesty; some remaining prejudices, it is true, deteriorate these fine qualities; but with a little more patriotism or charity on the part of people of education, and with the help of God, time will soon do the rest.

I have the honor to be,

Sir,

Your most obedient servant,

A. D. DORVAL,

School Inspector.

Extract from the Report of MR. GERMAIN, Inspector for the Counties of Laval, Terrebonne and Two Mountains.

Having lately had the honor of submitting to you the statistics of the schools which I have inspected, I now take the liberty of adding, to complete my Report, some remarks and observations upon the result of my visits during the year eighteen hundred and fifty-five.

I will restrict myself to showing, by facts and figures, that although the progress for that year in the number of pupils compared with the preceding year is not very striking, it is none the less evident that the schools in the counties of which I have the inspection are rapidly improving.

The numerous complaints which had been made against the local authorities charged with the execution of the law have frequently occasioned difficulties which threatened to destroy that good understanding so necessary to all progress. I have the satisfaction of saying that there remain few of these difficulties unsettled, and that I hope to see no new ones rise. Obvious as is the intellectual progress of the past year, apparent in the comparative sketch which follows these remarks, the astonishing efforts of several localities, in emulation of one another, in material improvements, prove beyond a doubt that their praiseworthy rivalry will soon place the counties under my control amongst those best provided with superior and classical educational institutions.

College of St. Thérèse de Blainville.—This establishment has already acquired a reputation which ranks it with the best clerical colleges of this country. The increasing number of its pupils speaks more strongly than I can of its efficiency.

The new Masson College at Terrebonne.—The old buildings bought for £300 by Madame Masson in the year 1847, being insufficient to accommodate the inmates of the college, it was decided to erect a new building; and in the spring of 1855, the foundation of a new college of the following dimensions: was laid

Length of building,	136 feet.
Breath of building,	56 "
Height under dome,	50 "
The whole being four stories.	
Height of dome,	50 "

The principal part of the building, which is of cut stone, has a frontispiece ornamented with the following inscription on white marble:

"Masson College, founded in 1847 by Mrs. Masson widow of the Honorable Joseph Masson, and destined, under the patronage of St. Joseph, to agricultural, commercial and industrial education. 1855."

Mrs. Masson has generously given £1000 towards the construction of the new building, and the contributions of the parishioners of Terrebonne now amount to £500; the grant from the Legislature may be estimated at an equal sum, so the building has been undertaken with a fund of £2000, and will require about as much more to complete it. There is reason to hope that the Institution will be as successful in the new building as heretofore, and that the Legislature and the friends of the establishment will be induced to furnish means of promptly and completely finishing the edifice. It accomodates 200 students, and is situated at the eastern extremity of Terrebonne on a height which overlooks the river and village.

In its general appearance the edifice may compare favorably with any other of the same sort in the country. For the regularity of its achitectural proportions, remarkable for elegance and simplicity of style, it is indebted to the Rev. J. B. Peltier, Priest and Principal of the institution, and Rev. Mr. Théberge, *Curé* of Terrebonne, who has sacrificed both time and money in the direction of the works.

On the first of November, 1855, Masson College numbered within its walls 186 pupils, under the charge of 12 professors and the Principal. It does not, like the old colleges, follow what is called in this country a classical course: its special design is to give in both languages an education to its pupils which shall fit them for agricultural, commercial or industrial pursuits. This species of instruction has gained for it so large a share of the public patronage that the new building was an absolute necessity. As the greater part of the teachers are ecclesiastics, and the rules of the establishment require that this should be the case as far as possible, there is a course of instruction for the special purpose of preparing teachers in accordance with the rules of the house. This of itself sufficiently indicates that Masson College should not be classed amongst those establishments in which all the pupils without distinction are required go through a classical course.

This institution last year obtained from the Legislature a grant of £400, as well for annual aid as to assist in building. The erection of the new building, as well as the necessary improvements demanded by the progress and the increasing number of students, would require a much larger appropriation.

The library, from want of funds to increase it, contains only 800 volumes. The elementary principles of agriculture are regularly taught in the classes; and it is the intention of the Directors, as soon as their resources will permit, to join the practice to the theory.

Judging from appearances the new building will be open for the beginning of the classes in 1856, and will rival the finest specimens of the sort in this country.

Laval College.—The year 1855 also witnessed the erection, as it were by enchantment, of the new Collegè of Laval, situated on one of the finest sites in Canada, on a plateau commanding the village of St. Vincent de Paul, six miles from Terrebonne and ten from Montreal. Having already in my Report of last year described the course of instruction pursued at that Institution, and how and by what means it was founded, I shall content myself with noticing the increase in the number of pupils,—an increase which would have been much greater if the new building had been completed, for the Superior found himself under the painful necessity of refusing boarders, for want of proper accommodation.

The administrative body consists of the Priests, Superior, Director and Bursar; Professors, of whom two are Priests and two laymen, superintend the studies of the pupils according to the system laid down in the programme of the institution. 110 pupils are there taught in a manner which gives satisfaction as well to their own relations as to the friends of education in general. The

inhabitants of St. Vincent de Paul again distinguished themselves by their contributions towards the erection of the new building, and the Legislature has also come to their assistance by voting them £300. The progress of this Institution will render it necessary to have recourse to a loan to finish the building, in the hope of further assistance from the Legislature.

New Educational Establishment at St. Eustache.—A new educational establishment was also founded in the fine and flourishing village of St. Eustache, in 1855. The Brothers of St. Joseph, who conduct the establishment, have at their head a Priest Director, and two Brothers, Professors. The tuition embraces, reading, writing, grammar, arithmetic, the elements of ancient and modern history, geography, book-keeping, lineary drawing, surveying; the rudiments of astronomy and of literature; the English and French languages are taught with equal care and attention. The branches included in the foregoing programme form a course of three years, exclusive of the preparatory class. To supply the requirements of the establishment, the School Commissioners have erected this year a fine brick house sixty feet in front by thirty-six in depth, two stories in height, with attics, and covered with sheet iron; this house presents an agreeable appearance, and is built on a lot of ground of about three acres in superficies, belonging to the vestry; the probable cost will not be less than £1000, of which £275 was raised by subscription to which the young Seigneur of the place failed not to contribute his share; the rest was raised by loan, in the hope of obtaining a grant from Government. I have often expressed to the School Commissioners of St. Eustache, in my various communications with them, my desire to see them throw aside that apathy and indifference which kept their village school, considering the importance of the place, a mere nullity. But the satisfaction which must be felt by all those who visit the new establishment, the good conduct of the pupils, the clearness and unhesitating manner in which they answer the questions put to them, do honour to the parish of St. Eustache, and show more conclusively than ever what rapid progress can be made with union and perseverance.

I must now give the names of the persons entitled to the credit and honour of this undertaking: they are Julien Gatineau, *Curé*, Principal; Louis Ouimet, Jean Bte. Proulx, Jean Bte. Paquin, Edouard Lefèbvre.

GENERAL STATEMENT of Statistics of the Counties of Laval, Terrebonne, and Lake of Two Mountains.

Municipalities.		No. of Municipalities.	School Districts.	School Houses.	Schools.	Teachers.	Female Teachers.	Scholars.
County of Laval.	St. Vincent de Paul,	1	5	3	5	4	2	582
	St. François de Sales,	1	3	1	3	1	2	111
	St. Rose,	2	7	6	9	3	6	312
	St. Martin,	8	8	7	8	3	7	541
County of Terrebonne.	Terrebonne,	1	4	1	4	5	4	362
	St. Anne,	1	4	1	4	2	2	185
	New Glasgow,	1	4	4	4	2	2	198
	St. Jerome,	2	9	9	10	7	3	446
	St. Janvier,	3	5	4	6	0	5	187
	St. Thérèse,	6	6	5	8	2	1	462
	St. Adele,	1	1	1	1	0	1	67
	St. Sauveur,	0	0	0	1	0	1	37
	St. Angélique,	1	2	2	2	2	0	98
Old County of the Lake of Two Mountains.	St. Raphaël,	2	2	2	2	0	2	123
	St. Eustache,	1	8	8	9	3	9	497
	St. Augustin,	1	7	7	7	1	6	237
	St. Scholastique,	3	12	9	11	5	10	623
	St. Joseph,	1	2	2	3	1	2	121
	St. Benoit,	1	7	6	7	1	8	347
	St. Hermas,	1	4	4	4	1	3	265
	St. Placide,	1	4	4	4	0	5	223
	Mission du Lac,	0	0	0	2	1	0	70
	St. Columban,	0	0	0	0	0	0	0
Total,		39	104	86	114	44	87	6124

COMPARATIVE STATEMENT showing the Progress made during the year 1855.

	In 1854	In 1855	Increase in 1855.
Number of Pupils attending Schools,	6122	6124	2
“ “ “ reading from A B C to fluently,	2462	1867	
“ “ “ “ fluently,	2251	2064	
“ “ “ “ well,	1409	2193	784
“ “ “ writing,	1487	2820	1333
“ “ “ learning Simple Arithmetic,	1243	1422	159
“ “ “ “ Compound,	718	1092	573
“ “ “ “ Book-keeping,	58	123	65
“ “ “ “ Orthography,	624	1107	483
“ “ “ “ Geography,	490	951	461
“ “ “ “ French Grammar,	1287	1808	521
“ “ “ “ English,	114	328	214
“ “ “ “ Parsing and Inductive Grammar,	536	982	446
“ “ “ “ History,	572	1247	675
“ “ “ “ Letter-writing,	57	259	202
“ “ “ “ Horticulture or Agriculture,	0	36	36
“ “ “ “ Mathematics,	0	12	12
“ “ “ “ Mensuration,	15	71	56
“ “ “ “ Lineary Drawing,	2	110	108
“ “ “ “ Singing,	36	78	42
“ “ “ “ Instrumental Music,	28	180	152

The parish of St. Columban is without any school, as you may see by this table. It is true that this municipality is poor, but it is also ill disposed. The parish of St. Sauveur is not yet incorporated as a municipality, although it has a school: I have put it in my statistics amongst independent schools; I shall hereafter have occasion to request the erection of that parish into a municipality.

I have the honor to be,

Sir,

Your most humble and devoted servant,

(Signed,)

CESAIRE GERMAIN,

School Inspector.

Report of MR. HUBERT, Inspector of the School Municipalities of the Town of Three-Rivers and the Counties of St. Maurice and Champlain, in Lower Canada, for the first half year of 1855.

YAMACHICHE, 7th July, 1855.

SIR,—I have the honor to transmit to you, with the present Report, the statistics of my school inspection for the first six months of the year 1855.

The hope cherished by the friends of public instruction, to see the general desire of a reform in the administrative system of schools realized, must for the present be relinquished. Weighty reasons of expediency have without doubt led to this; nevertheless I cannot refrain from stating that the state of schools and the public interest demand the fusion of the existing laws into a code better adapted to present wants and circumstances.

That which seems to be the prominent defect in our system of public instruction, that which is the primary cause of the slow progress we make, is the inversion of the administrative powers of the department, too much discretionary power allowed to the School Commissioners, who find themselves, so to speak, overburdened and paralysed by it, too little control over them on the part of the Chief of the Department and his deputies, the School Inspectors.

The varied information which the Legislature has collected from various sources is a strong assurance of its solicitude for an object difficult of attainment, and it is after all better to defer action for another year than to hurry through a defective measure. Let us, therefore, endeavour to do the best we can with the means now at our disposal.

It would be superfluous for me to repeat the details contained in the statistical tables; I shall therefore restrict myself to some general supplementary remarks, intended as a review of my three years of inspection.

In the month of January last I visited the school municipalities of Dumontier, (St. Léon) de Maskinongé, of River du Loup, of St. Didace, of St. Paulin and of St. Ursule; in the month of March I inspected those of the Banlieu of Three Rivers, of the fief St. Maurice, of Gatineau, (St. Barnabe,) of la Pointe du Lac, of St. Sévère, of the Town of Three Rivers, and of Yamachiche, in the County of St. Maurice; in the month of May I went over those of Visitation, of Champlain, of St. Anne de Lapérade, of St. François Xavier de Batiscan, de St. Geneviève of Batiscan, of St. Mary de la Cape de la Madeleine, of St. Maurice, of St. Prospère, and St. Stanislas de la Rivière des Envies, in the County of Champlain.

Dividing my time in this way, I am enabled, without much injury to my health, to pay the proper attention to matters, and fulfil the duties of each half year.

At *St. Leon*, I found only one good school, that of the village, kept by Mr. Harman, an able teacher of about 52 years of age; he holds a diploma, and deserves a higher salary, having, with 64 children under his charge, only £45 a year. The other schools could hardly be called satisfactory; one of them was kept by Mr. Paquin, who holds a diploma. Of the seven remaining female teachers, only one, Miss Dupaul, possesses the necessary qualification; the others, although of the lawful age, have not a thorough literary qualification. In this municipality the Commissioners show something of an egotistical and arbitrary spirit. Mr. George Caron, the Secretary Treasurer, keeps the accounts well.

At *Maskinonge* six schools out of eight were satisfactory; that kept by Mr. Henry, who holds a diploma, and is possessed of talents and energy suitable to his calling, was particularly so. I cannot say as much for those kept by Mr. Houde and Miss Lavergne, who both hold diplomas. In this parish the Commissioners have, by resolutions in open controvention of the law, allowed each school district the amount of its own assessment, irrespective of the number of children between seven and fourteen residing in it, and have also allowed them to stop paying the monthly fees; nevertheless the school houses are in need of repairs, and the salaries of increase; yet the Commissioners are taking a method which will not furnish them means of providing for these objects. In order to put them on their guard they have been remonstrated with upon this subject. Mr. Lajoie, the Secretary Treasurer, keeps the accounts in very good order.

At *Rivière du Loup* I was very well satisfied with the schools of Messrs. Tétreau and Ringuette, and of Miss Berthe and Miss Allarie, who all hold diplomas, and are very able teachers. These are good schools, but those kept by Miss Coulombe and Miss Beland, teachers of very little ability, are only middling, and have very few scholars. Mr. Ringuette's salary, which is only £45, ought to be increased. At the village, the girls school, kept by Miss Bonnet, a competent teacher, was closed for the vacation, but I already knew this school to be one deserving of praise. This teacher also deserves more than her present salary of £25. The Commissioners, however, seem to be active. I saw in the accounts of the previous Secretary Treasurer, whose place is now filled by Mr. Louis Bonnet, some notable errors, which I pointed out to the Commissioners, and told them to see to the matter promptly: I have since been informed that they had done so and it was settled; there is reason to hope that the books will in future be better kept.

At *St. Didace*, a new school municipality, there are two schools: one is pretty good, the other only middling; the two female teachers have not as yet obtained diplomas, according to the statute. There is more goodwill than skill in the management of affairs; and a great deal would be left undone, were it not for the benevolent zeal of Commissioner Turgeon.

At *St. Paulin* there are three schools; two, one of which at the church is kept by Miss Lambert and the other at Hunterstown, by Miss Ayotte, both of whom are competent and commendable teachers, are pretty good; the third, at Waterloo, was below par, and was not to be continued longer than the year. The Commissioners, collect the monthly fees only in those school districts in which schools are held although I brought to their notice that in this respect they were not fully carrying out the law. The affairs of the office are more honestly than skilfully conducted.

Of the schools at *St. Ursule* I consider three, kept by Messrs. Lefèbvre, L'Ami and Béland, teachers holding diplomas, and of considerable ability, as pretty good; I was, however, obliged to request Mr. Béland to teach every day the different branches required by law, which he was in the habit of teaching separately at too long intervals: this appeared distastful to him, but I insisted

upon it, as some of the parents had complained to me of the loss of time occasioned by such a method. The two other schools, kept, one by a mistress, of sufficient ability but too young, and the other by one who has the requisite age but not the ability, I found only middling. Here also the Commissioners have discontinued the monthly fees, although they are well aware that such a course is contrary to law. The books and accounts are extremely well and carefully kept by Mr. J. P. Trudel, Public Notary, the Secretary Treasurer.

In the *Banlieue of Three Rivers* there are no monthly fees levied; and I have not yet been able to bring the Commissioners to divide the monies between the school districts according to the number of children between seven and fourteen years of age, on this account I have threatened them several times, and with this exception they perform their duties well. The three schools of this municipality are very satisfactory, particularly that kept by Miss Lacerte, a competent, and worthy teacher. The two other female teachers are well qualified in all respects, except that one of them is only seventeen years old. The affairs of the office are passibly managed by Mr. Aubry, Secretary Treasurer.

In the *Pief St. Maurice* a school is kept at the Forges by Miss Buisson: this must be classed amongst the good schools in my district, and the parents show their appreciation, by voluntarily contributing an amount larger than their share of the grant. This is a new municipality; there are in it a few persons of education, and its affairs are managed with little skill, but with honesty and sincerity. Besides this there are, at a place called *La Poste des Grès* two independent schools, one kept by Mr. Geoffroy, a Protestant and a native of Europe, the other by a young Canadian Catholic female teacher.

At *St. Barnabe* the four schools in operation were of small importance; Mr. Bellerive is the only teacher of sufficient ability, and furnished with a diploma, but he seems to have little energy; the three female teachers are not qualified according to law; one of them was only thirteen years old;—this is an abuse. The Commissioners have been warned of the consequences of trifling in such a manner with the law. Mr. Boucher, Notary Public, is Secretary Treasurer, and keeps his books and accounts well.

At *La Pointe du Lac* the Commissioners persist in their old mode of dividing the monies equally amongst all the municipalities, whatever be the number of children, although I have several times pointed out to them the evident injustice and spoliation which it entailed upon the more populous municipalities, who in reality suffer from this system. I found the five schools pretty well kept, especially that of Miss Eléonore Décôteau, who takes a great deal of trouble, and deserves a higher salary, having only £20, while her school numbers 80 scholars: she and two other teachers are competent; the rest have little instruction, and are under age.

At *St. Sévère* four schools are in operation: that kept by Miss Josephite Gélinas, a competent teacher, is well attended and very satisfactory; the other three are middling: one of the mistresses has a good deal of ability, the other two have little instruction. The business of the office is carried on pretty well; it is a new municipality and education is scarce.

The Corporation of the Town of Three Rivers is composed of men of education. They have in Abraham Désaulniér, Esq., Advocate, an able Secretary Treasurer, who is very active in the discharge of his duty. Both schools under control and independent schools are well kept and very popular. In the independent school of the Ursulines Convent there is an elementary course, and the higher branches are also taught in a manner which leaves nothing to be desired: of this the examinations gave ample proof.

The independent academy for boys, kept by Mr. Lawlor, successor to Mr. Lanegan, and attended by about 50 pupils, who do honor to the ability and zeal of their teacher, is a school of which Three Rivers has a right to be proud. It receives from the Legislature an annual grant of £100 currency.

In the Brothers School, divided into four classes, are taught French, English, the rudiments of the sciences, singing, instrumental music, and particularly the principles of religion and morality. In this school four hundred children, whose exemplary conduct is the subject of general admiration, receive instruction in the branches I have mentioned. The Society of Education has obtained from the Legislature, in aid of this institution, an annual allowance of £125 currency, in addition to the grant to the Commissioners.

The mixed English and French school kept by Mr. Feannell, an elderly teacher of sound merit, who holds a diploma, and who counts amongst those who have received their education at his hands many of the most notable citizens, continues to be well attended: this is a useful school, and worthy of encouragement. The salary of the teacher is very small, only £36.

The elementary school for girls, kept by Miss Dupont, deserves honorable mention: not less than 69 little girls, residing on the outskirts of the town, far from other schools, have the means of acquiring instruction of a character satisfactory to their parents, placed within easy access.

The three last mentioned are the only ones under the control of the department.

There are besides in the town two other elementary English independent schools, kept by Miss Macdonald and Miss Thompson; at which from 50 to 60 children receive, I am told, a good education.

At *Yamachiche*, for such schools as they are, there are too many of them. The office business is well managed by Dr. Désauniers, their able and energetic Secretary Treasurer, but he is not supported by the Commissioners. It is disagreeable to me to speak thus of my own parish, but I am bound to tell you the whole truth. There are ten schools under control, of which eight are very middling; the two others are the elementary schools, kept by Mrs. Dufresne at *Rivière-aux-Glaisses*, which, all things considered, is very satisfactory; and the fine model French and English school at the village, kept by the Brothers of the Christian Doctrine. Five teachers devote themselves to the instruction of two hundred children, beginning with primary tuition, and taking them past the prescribed limits of model school instruction; religious education, good behaviour, knowledge, sacred and secular, vocal and instrumental music, are all imparted under the able superintendence of Brother Leo, the young Director of the establishment, who was one of the best and most brilliant pupils of the late much regretted Brother Gélisaire (first Director of this institution.) An annual allowance from the Legislature, of £50 currency, along with the grant to the Commissioners, and some other sums, serve to support it; but there is urgent need felt of assistance to complete the edifice which, for the accomodation of the numerous pupils, it had become necessary considerably to enlarge, and it is to be hoped that this assistance will be obtained either from the Government or from the Department: this school is about to be erected into an academy.

We also have an independent superior school for girls, kept by the Sisters of the Congregation of Notre Dame, who are equal to the Brothers in zeal, and pretty nearly so in success. There are not, however, so many pupils, the rates being a little higher. About a hundred girls are objects of the most assiduous care and indefatigable zeal of three good Sisters. The Legislature allows £50 a year in aid of this school, and it is not too much.

When the late Mr. Dumoulin after having, as Pastor, *Curé*, administered the parish for 29 years, told us some years before his death that before leaving

us he wished to leave us a monument, which would perpetuate his memory, he was alluding to the founding of these two inestimable houses of education, with which, by his perseverance, energy and self-denial, he succeeded in endowing his much loved parish. From year to year these two fine institutions will keep alive his memory and our gratitude.

The buildings which they occupy are of brick, 80 feet long and two stories high, and are the ornaments of the village of Yamachiche.

I now pass on to the County of Champlain.

At the *Visitation of Champlain*, of four schools in operation, three were not very satisfactory, and the fourth very middling. The law is pretty well obeyed, and Mr. Lamotte, the Secretary Treasurer, manages the office business well, but here, as in many other places, the Commissioners appear apathetic.

The teacher of the principal school holds a diploma, but does not appear to have much ability; two of the female teachers are competent, the other is very poorly qualified. The teacher's salary is only £36, which is not sufficient. I am convinced that with better Commissioners, the parish of Champlain would justify the good opinion which I have always entertained of it.

At *St. Anne de Lapérade* in eight school districts I found only six schools in operation: this number is sufficient for the whole parish, and I strongly advised the reunion of the school district of the Fief of St. Marie to the village, thus forming a district worthy in size and population of the centre of the district. The schools of Mrs. Mayrand and Mrs. Maguire shew considerable progress; the three other schools in the concessions are badly kept: of the five female teachers who keep these schools, three only are competent.

But on returning to the fine village of St. Anne we hasten to enter the large school of Mr. St. Cyr, a young teacher holding a diploma and possessed of real talent, uniting to eminent ability for the duties he discharges, extensive erudition and indefatigable energy; success also, brilliant success, crowns the annual period of his course of instruction. His salary is £90 and, to complete that amount, I say it to the praise of the inhabitants of that village, they know so well how to appreciate the merit of their teacher, that they subscribe every year £24 or £25 over and above the assessments and the monthly fees, which of themselves form a large contribution. Mr. St. Cyr is usually at the head of a hundred pupils of both sexes, to whom he teaches with advantage, the French and English languages scientifically and practically, the elementary branches of education; and advances beyond the limits of those prescribed for model schools.

The Ladies of the Congregation so favorably known in the country, have recently taken possession of a fine two-story stone house in the village of St. Anne, the erection of which is principally due to the zeal and generosity of the late *Curé*, Mr. Brien. The School Commissioners, on their part, have taken measures to introduce here, the course prescribed for academies and followed in the school of Mr. St. Cyr; and thus, from a laudable rivalry between the two schools, great benefit may result not only to St. Anne but to the adjacent parishes.

The books and accounts are remarkably well kept by Mr. David Lafèche, a secretary treasurer, well qualified for the office. The School Commissioners seem to have sufficient respect for the law, but here, as elsewhere, they hesitate about putting some of its requirements in execution.

At *St. Francis Xavier de Batiscan* two schools only were in operation, kept by female teachers sufficiently qualified; other two were on the eve of opening. Mr. Laurant Moreau, Secretary Treasurer keeps in good order the affairs of the office. The School Commissioners levy the monthly fees only in those districts where schools are in operation: this, however, is so much gained, for in preceding years they would not levy any.

At *St. Geneviève de Batiscan* the mixed school of Mr. Robertson, a teacher holding a diploma, a man of real merit, is the principal ornament of the village; for the tuition of at least one hundred pupils Mr. Robertson has but £50 of salary; he deserves much more.

There are in the concessions of this parish two other teachers, Mr. Rosier and Mr. O'Donnell, both holding diplomas, both educated men, but not at all to be compared with respect to ability for teaching: the first succeeds well, the second very poorly; their salaries are but small. Besides these a fourth and a fifth school are kept by two young girls of sixteen and seventeen years of age, and not well qualified,

The School Commissioners always refuse to exact the monthly fees, notwithstanding the necessity for their doing so; they do not appear to be equal to their duties. Mr. Robert Trudel, Notary, who is Secretary Treasurer, discharges well the duties of his office, and his advice would be of great service to the Commissioners, if they were disposed to follow it.

At *St. Mary of Cape Madelaine* only two schools were kept, by qualified female teachers; these schools, however, can be ranked but as middling. There, there is no payment of the monthly fees; the Commissioners have but little intelligence and little activity, and the affairs of the office are managed with more honesty than ability.

At *St. Maurice* the law works well enough at present; at the time of my visit there were five schools, which gave proofs of some progress; one school master holding a diploma, one competent school mistress and three others but poorly qualified. The salaries are low, but the means of the parish are so likewise; it is a new settlement. The affairs of the office are managed with strict honesty but with little skill.

St. Prosper.—Three schools of but middling rank are opened in this new parish: they are kept by female teachers, only one of whom is competent. Only a part of the monthly fees have been levied, but I have been informed that the Commissioners now intend to obey the law. The affairs of the office are but poorly though honestly managed.

At *St. Stanislas de la Rivière des Envies*, I found five schools on a better footing than ordinary, and their teachers competent, one of them, Miss Blais holds a diploma and is superior to the others. The two other schools are but tolerable: their teachers neither have the knowledge, nor are they of the age required, one being but seventeen and the other, fifteen. There were heavy arrears of assessments uncollected, the Commissioners have little activity, and the affairs of the office suffer in consequence; but it seems difficult to make any better arrangement for the present.

You see, Mr. Superintendent, that there is yet a great deal to be done everywhere, before the people can attain that amount of knowledge which the friends of education have in view and earnestly desire. All goes on slowly, as I have already remarked; although great obstacles have been surmounted and great difficulties overcome, we are still deficient in the means of attaining the ends we are striving for.

I have the honor to be,

Sir,

Your most obedient and humble servant,

(Signed,)

PETRUS HUBERT,

School Inspector.

Report of MR. HUME, Inspector for the County, of Megantic, &c.

LEEDS, 24th October, 1855.

SIR,—I have the honor to inform you that since I transmitted my Report in the month of February last, I have made two general visits of inspection in my district, one in the months of March and April, and the other in the months of July, August and September last. Of the first of these, I had so little additional information to convey, that I made no formal Report thereon.

On the present occasion I shall in the first place proceed to make a few observations upon the state of education in each municipality in my district, beginning with the County of Megantic :

Tring.—In this township there are three schools in operation : in one of these schools in particular the pupils have made very great progress. The teacher (a young female) is well qualified, and has devoted much skill and attention to her task ; in the other two schools the progress of the scholars, although less than in the other, is satisfactory. The School Commissioners in this municipality attend to their duties with assiduity, and their affairs are in good order ; a necessity, however, exists of establishing two more schools in this township which the Commissioners promise to do as soon as school houses in the localities in which they are required can be built.

Forsyth.—In this township there has been only one school during the last year, and as no school had been kept for some time previously, the children were but little advanced. Many of the inhabitants are also poor, and they are scarcely able to raise a sufficient sum to procure the services of good teachers ; two good schools would suffice at present for the whole of this township.

Lambton.—In this township the schools, two in number, are in a very satisfactory state, and the pupils have made a very respectable progress. The children attend regularly, and the School Commissioners and Secretary Treasurer are attentive to the performance of their respective duties.

Almyer.—Only one school has as yet been established in this township, although two more would be required. But as the inhabitants, few in number, are much scattered, and its being a new settlement, some of them are poor : they are not able to raise a sufficient sum to procure the services of the requisite number of teachers.

Broughton.—In this township also the inhabitants are much scattered, and one school only in the most thickly inhabited part of the township has been in operation for the last year.

Leeds.—Five schools have been in operation in this township during the last year, but two of these only during the winter months. The teachers are nearly all very well qualified, and the scholars have made good progress.

Nelson.—In this township two schools have been kept ; they were not, however, numerous nor regularly attended, and but comparatively little progress has been made. The inhabitants in this township are also much scattered, and many of them are poor.

Inverness.—In this township great progress has been made during the last year: seven schools have been in operation for the most part under good teachers, and the pupils have generally made very satisfactory progress.

St. Calixte de Somerset.—In this municipality also satisfactory progress has been made. There are three schools in operation ; in two of them the teachers are well qualified. The school in the village is generally attended by more than one hundred scholars, and has two teachers.

St. Julie de Somerset.—There is as yet only one school in this municipality, which is numerous attended. The teacher is very well qualified, and the

scholars are making good progress. Two or more additional schools are required in this municipality.

Halifax.—Very little has been done in either of the school municipalities in this township: I have reason to hope, however, that a sufficient number of schools will shortly be established, at least in St. Ferdinand.

Ireland.—In this township also very little progress has been made: two schools were in operation during a part of the last year, but at present there are none.

Frampton, (County of Dorchester.)—In this township the progress of education is not very satisfactory; one school is very numerously attended, and has a good teacher, but the others are neither very well attended nor do the teachers altogether possess the requisite qualifications; there is also a deficiency of schools in the township, the Commissioners having found it extremely difficult to procure good teachers. I trust that some improvement will soon be effected, as the Commissioners are very desirous to have a sufficient number of good schools established.

Standon, (County of Bellechasse.)—In this township although there are but few inhabitants, there had for a long time existed a difficulty amongst them with reference to the site of the school house. I am happy to say that this difficulty is now almost removed. The school has been placed in a more central part of the township, and more unanimity prevails amongst the inhabitants.

Having referred to each of the school municipalities separately, I will now offer a few general observations upon the state of education in my district of inspection: although I cannot say that there has been a very great improvement effected since the date of my last Report, yet there has still been a general progress. The majority of the schools had during the last year very good teachers, and many of the pupils had made a very creditable improvement; it will also be seen by the statistical tables which accompany this Report, that the number of children attending school during the last year is rather more than during the previous one.

There is, notwithstanding, still much room for improvement: more schools and in some instances better qualified teachers are required.

I have already, in some of my previous Reports, referred to some of the causes which I conceive retard the progress of education in this locality: the scattered state of the population in many of the townships (so different in that respect from the old parishes) is one great cause, and prevents a great number of children from receiving any education at all, as in many places there is not a sufficient number of children within a reasonable distance of each other to form a school.

It must also be acknowledged that a number of parents do not and will not take a sufficient interest in the education of their children: many of the settlers have been but indifferently educated themselves, and they do not consider it necessary that their children should in that respect be superior to themselves. It is, however, but justice to say that this indifference to education does not uniformly prevail amongst uneducated people; there are many honorable exceptions to this rule.

I am of opinion that there will not be generally any very great improvement in education in many parts of Lower Canada, until a good municipal system be in full operation, and that the whole of the amount required for school purposes, be raised as part of a general assessment.

In a former Report I stated that I conceived the feeling against taxation for local purposes was on the decline, and such certainly appeared to be the case at the time that Report was written.

I now regret extremely to have to say that since the passing of the Lower Canada Municipal Road Act, that feeling has been renewed and now exists in this

quarter more strongly than it did at any former period, nor is it confined to one nationality, a considerable portion of the English population being perhaps more vehemently opposed to it than the French Canadians: so strong is this feeling that I am afraid it will in many places prevent or retard the beneficial working of that Act.

The most intelligent portion of the community of both classes are desirous of putting the law in operation, but as the majority of the people in most cases are opposed to it, a considerable time, I am afraid, will elapse before it will be generally and effectually adopted throughout the country.

I have always been of opinion that the school system would work more efficiently, and be productive of greater benefits, if the whole sum required for school purposes were raised by assessment, instead of by voluntary contribution; but I fear that the attempt to enforce this would occasion the schools in many of the municipalities to be closed.

I conceive therefore that it would be advisable to continue to permit for some time longer the substitution of voluntary contributions in lieu of assessment, until the inhabitants of the country become more favorably disposed to the efficient operation of municipal institutions.

The difficulty of procuring good teachers has also prevented many schools from being in operation which might otherwise have been well attended, the rate of remuneration generally given to teachers not being sufficient to induce qualified persons to accept such situations, when almost any other employment is found to be more lucrative.

In the municipalities settled by French Canadians, this deficiency of teachers is perhaps less felt than in those which are settled by a population speaking the English language, as in the former places female teachers are generally employed, and at a lower salary than a well qualified male teacher would accept of.

I am happy to have it in my power to say that the greatest number of these female teachers devote the whole of their attention to the performance of their duties: many of them are well qualified as teachers, with the exception perhaps of not possessing a sufficient knowledge of arithmetic, and in this branch the pupils in the French schools are generally less advanced than those in the English schools. In the other branches, however, the pupils in the former schools appear to make fully as much progress under female teachers as they do in the latter, under even qualified male teachers. There are no teachers in my district having diplomas. The loss of time and expense consequent upon going to Quebec for the purpose of undergoing an examination has prevented many of them from seeking to obtain them. I have, however, no hesitation in saying that the majority of the teachers in my district are capable of sustaining in a creditable manner the required examination.

During the last year many of the settlers in this locality have labored under great difficulties. There had been a partial failure of the crops, and there were but few settlers who had not to purchase more or less provisions for their families. The high prices which they had to pay for these provisions taxed to the utmost extent their available means, and from this cause many of them were unable to pay, at the required period, their contributions for school purposes, which had the effect in some instances of delaying the transmission by the Commissioners of the School Reports beyond the usual time, and in a few instances in which the inhabitants were poor, the Commissioners were unable to raise a sum sufficient to equal the Government grant. I trust these difficulties will not be so much felt during the present year.

In concluding my Report it affords me much pleasure to say that the School Commissioners in every municipality within my jurisdiction have on all occasions

without any exception been anxious to co-operate with me for the advancement of education, and have been always ready to listen to and act upon any suggestions I conceived it my duty to make.

I am also much indebted to many of the Clergy for the kindly feeling which they have manifested towards me, and for the assistance I have received from them in the performance of my duties.

I transmit along with this Report the statistical tables, which I have endeavoured to fill up with as much care and attention as I was capable of bestowing upon them.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,)

JOHN HUME,

School Inspector.

Hon. P. J. O. Chauveau,

S. E.

Report of MR. LANCTOR, Inspector for the Counties of Laprairie, Napierville, Beauharnois, &c.

SIR,—Those who have truly at heart the progress of education among the people, especially if they have been called to assist in the work, encounter a strong temptation when they have to give an account of the true state of matters. It is difficult for them to avoid taking more or less their wishes for realities, and a sentiment in itself commendable inclines them to robe the picture in colours too brilliant.

For us, among whom popular education is still in the cradle, who are as yet in that vast enterprise, at the period of experiments and disappointments, it is of the utmost importance to be informed of the truth. This is the principle which has guided me in all my preceding Reports and which will guide me in this.

It must not be inferred from these observations that I coincide in the opinion of those turbulent spirits who regard everything through the prism of their own ideas, and whom even perfection would not satisfy, unless they could attribute the merit of it to themselves. Our system of common schools has, without doubt, produced great advantages. Under its auspices a considerable number of school houses have been built, and thousands of children have learned and are at present learning three things, the knowledge of which ought in this age to follow next to that of God and religion, I mean reading, writing and the rudiments of reckoning. Yet more, it has proved to the people that by a wise and well matured law, instruction may be procured for their children without any great expense. It has improved a system introduced with great difficulty, and which has now gained the support of enlightened men. In fine, it has verified the words of an ancient classic author: *Dimidium facti habet qui incipit.*

But, if it is no more than justice to acknowledge that our school system has been productive of considerable benefits, is it not equally just to deny that it has attained the degree of efficacy which we have a right to expect? I think that at present there is but one opinion on the subject amongst those who take a special interest in it, and what is more the remedy required seems to be as well known as the evil itself.

You, Sir, however, understand this better than any one else, for it is known that popular education was one of your principal studies long before you were called to occupy the high position to which the voice of the whole country so readily

acknowledges your title. If nevertheless you should desire to know my ideas in this point, I shall tell or rather shall repeat to you what has already been often suggested, and of the necessity of which the experience of several years has clearly convinced me :

1st. We must have teachers far better qualified than are the greater part of those employed at present, and for this purpose we want two normal schools, one at Montreal and the other at Quebec.

2nd. We must have at least one secondary school or academy in each county, and one model school in each parish. These schools, it is well understood, cannot support themselves without the aid of a special grant.

Besides the principal advantage of these superior schools, that of giving a better education than the elementary schools, a practical education which should only be excelled by that received in educational establishments of the highest order, there would be the forming of qualified teachers, an advantage which would do away with the necessity of our having more than two normal schools.

3rd. We must have class books different from those which are at present generally in use in our schools, that is to say, such as the National School Books, or even those books translated. The books at present in use can only serve for an education purely religious.

4th. An augmentation which will at least double the present grant of the Legislature.

5th. A Council of Education, composed of the Superintendent and at least some of the School Inspectors, having the right to make regulations for the government of schools, the choice of the books to be used, and of those to be given as rewards to the scholars at the public examinations; the keeping correctly the accounts of the municipalities, &c., and with the necessary power to enforce these regulations.

6th. A more efficient superintendence of schools: 1, by means of Commissioners who have themselves had the benefit of some instruction; 2, by means of School Inspectors sufficiently remunerated to permit them to devote themselves exclusively to this hard task.

7th. Many changes in the details of the law, that is to say: a prompt, easy and inexpensive judicial process for the collection of rates and the ejection of discharged teachers from houses belonging to the Board of Commissioners. Within the last few months two instances occurred of teachers who, though regularly discharged, persisted in retaining possession of the school houses in spite of the Commissioners, and thus occasioned a great deal of trouble in the locality.

I dwell, Sir, on these reforms, because they are the most important.

I have now a few words to say respecting the manner in which, particularly in my district of inspection, the law is carried out.

Taking as a whole those schools the supervision of which has been entrusted to me, I must say that during the last year very little progress has been made. Moreover, I do not think that we can indulge the hope of greater, whatever may be the zeal of the other functionaries, unless we begin by having better teachers. The gradual diminution of the share of the Legislative grant coming to the ancient parishes, the difficulty of collecting the rates by a law which, in extorting five shillings or even less from a poor rate-payer, imposes on him costs amounting to ten, puts it out of the power of the Commissioners to give sufficient salaries to teachers; many of them have already on that account given up teaching, and their places are filled by young girls. Thus we have no competent teachers of either sex, and parents have so little confidence in them that they manifest great indifference about sending their children to school.

Besides this the Inspector strives in vain to prescribe to the teachers a better method of managing their schools. Little heed is generally paid to his sugges-

tions or his advice. Too much is taught by rote, and the judgment not sufficiently called into exercise. The pupil is not brought to understand properly what is taught him, and no attempt is made to explain it to him in familiar language. The younger scholars are neglected, being merely called up to read four or five minutes in the forenoon and in the afternoon, and neither learning to write, to reckon, nor any other branch which at their age they might learn. In fine, there is still great neglect of the means which common sense might point out, to inspire the pupils with a love of school and of study.

Nevertheless I have made it a point that the best, or rather the least incompetent among teachers of both sexes should be employed. All have passed through an examination, either before the Board of Examiners or before myself; all possess a certain amount of knowledge; but it is the experience, the taste, or the skill in teaching which is generally wanting.

The schools are pretty well supplied with geographical maps: but they are still deficient in furniture, and the children are much in want of books, paper, and other necessary articles. I have every where endeavoured to induce the Commissioners to purchase these articles at the expense of the municipalities. The school houses generally are in bad order, owing to faults in their construction.

It is much to be desired that the Secretary Treasurers would adopt one uniform method of keeping their accounts, and that that method were simple and clear. There are many amongst them whose accounts it is difficult to understand, and their obscurity give rise to murmurs and distrust. I have succeeded in some parishes in getting a method adopted which is, it seems to me, of a nature to satisfy every one. But no method, not the best it is possible to find, will become universal till it be introduced by that authority which has a right to command its adoption.

There prevails every where great pecuniary difficulty, and not less than eight superior schools in my district would have fallen victims to it, had it not been for the special aid afforded by the Legislature.

In some parishes literary societies which promised well have been established. that of Laprairie is regularly incorporated, and already possesses, thanks to the liberality of the Legislature, to the zeal of its members, and to the co-operation of the friends of education in this parish, a library composed of at least three hundred instructive volumes. The reading room is supplied with almost all the journals of the country, and is become a centre of reunion for the youth of the neighbourhood. Many public lectures have already been given under the auspices of this society, and on the day of its fourth anniversary a numerous audience assembled to hear some of its members demonstrate the inestimable advantages of education.

If the Legislature should think proper to vote a certain sum for the establishment of public libraries, there is no doubt that many would be formed throughout the country.

And now, Sir, I have but one sole observation to make: it is that everywhere there is an earnest desire for reform in our system of education; everywhere there is a desire for the diffusion of knowledge. But experience has proved to us the inefficiency of the means till now employed. It is evident that the schools produce but a small proportion of the good expected from them, and for that reason, better schools are demanded.

The people, impatient for enlightenment and reform, rely, Sir, doubtless with a well founded hope, on the great talent of the first officer of the educational law,

expecting that he will discover the defects of that law, and procure for them one which shall assure to them the object that they have so much at heart.

Beleive me,

Sir,

Your most and humble obedient servant,

(Signed,)

M. LANCTOT,
School Inspector.

Extract from the Reports of MR. LESPERANCE, Inspector for part of the County of Gaspé.

St. Anne des Monts and Cap Chat, in the County of Gaspé, are the only two municipalities under my superintendence. This year there has been only one school in operation. Others might have been opened, if the small pox had not, from the beginning of the month of November, made great ravages amongst the children in these places. The extreme poverty of the families settled there, and their isolation from the populous parts of Lower Canada, are causes which will, for a long time yet, prevent the advantageous operation of our education laws.

The school above mentioned is attended by 32 children of both sexes, divided into three classes: the first contains 11 pupils, of whom 4 are boys and 7 girls, and who are studying all the branches comprised in the "*Guide de l'Instituteur*," "Reader," "*Devoir du Chrétien*," and manuscript exercises.

The second class also contains 11 pupils, 7 boys and 4 girls, who cannot yet read fluently, and are only learning spelling and the elementary lessons of the "*Guide de l'Instituteur*," and are just beginning to write.

The third class is composed of 7 boys and 3 girls, all beginners. The *syllabaire*, spelling book, is used in this class.

Extracts from the Reports of Inspector MAURAUULT.

July, 1855.

The law has been satisfactorily carried out in all the municipalities of this district, except at St. Zephirin and St. Michel d'Yamaska. In the former municipality the recent election of Commissioners gives reason to hope that there will soon be several schools in operation. At St. Michel there will never be a school until the ex-Secretary Treasurer Fourquin be obliged to render his accounts.

It is very painful to see a parish like St. Michel, with a population of nearly 3000 souls, inferior to none other in its agricultural productions, its commerce and industry, where there is a fine and well built village, and all the elements of an agreeable and enlightened society, remain the last without a single educational institution, and without giving the least sign of intellectual life. Thanks to the Rev. Mr. Boucher, the *Curé*, and to Mr. Commeault, the Notary, the same thing cannot be said of the neighbouring parish of St. David.

In the whole of this inspection district, the Commissioners are now exerting themselves to obtain schoolmasters or schoolmistresses holding diplomas. There is progress in this respect; but there is very little in the selection of books, which ought to be settled once for all by the department.

On all sides the people are asking for parochial libraries, at the same time declaring that they are willing to subscribe as much as, or more if it be necessary, than the sum which might be obtained from Government. One of these

libraries, established at Gentilly, has already done much good; and, as there is now in every family some one able to read, there is hardly a house where the books do not circulate, always leaving a useful and agreeable trace of their passage.

December, 1855.

* * * * *

At your request, I transmit you the names of five persons, in my opinion, fit to be appointed School Commissioners for St. Michel d'Yamaska.

Two new schools have just been established at St. David: these bring the number up to nine, which are all kept on an excellent footing. If anything could have an effect upon the inhabitants of St. Michel, it would be the example given them by their neighbours. It is proposed at St. David to build several school houses.

At St. Thomas de Pierreville there is improvement in the female teachers, but the school furniture is very poor: no geographical maps, and in some of them not even desks or benches.

The zeal of the Commissioners of Baie du Febvre does not flag, and in my presence, they have just decided, to buy a spacious brick house for the purpose of opening a model girls' school.

Since my last Report, there have not been less than five schools founded at St. Zephirin: those which I have been able to visit are well conducted. Mr. Crepault, one of the Commissioners, and Mr. Nault, Secretary Treasurer, both deserve praise for their zeal and activity. It is proposed to levy a special rate for building school houses, in order to draw the £25 promised by Government.

There are several schools at St. Monique; but every thing must languish as long as the Commissioners trust to voluntary contributions.

Nicolet possesses, besides its college, a superior school for girls and a model school for boys; but the furniture of the other schools leaves still a great deal to be wished for.

The schools of St. Pierre les Becquets have made great progress; but it is surprising that in so large a parish there should be only three school houses. That in the village, which is occupied by a considerable number of children of both sexes, is far too small, and ill corresponds with the superb dwellings which surround it.

Report of MR. MEAGHER, Inspector of Schools for the Counties of Bonaventure, and part of Gaspé.

CARLETON, 20th March, 1855.

* * * * *

SIR,—

I visited all the schools during the months of December, January, February and a part of the present month of March, and would beg leave to observe that much of my time was occupied in adjusting difficulties between the School Commissioners, Teachers, and Secretary Treasurer, as well as complaints made by the rate-payers. And before proceeding, I have also to state that I was unable to procure in some of the municipalities all the information requisite to enable me to fill up the statistical tables which accompany this Report, so accurately as I could have wished. These arose, in some instances, from the loose manner in which the registers and books of several of the Secretary Treasurers were kept, and in other instances from the want of school journals.

I regret to say that the state of education is very backward in this district, more particularly in the County of Gaspé. There are some schools in operation

and also some good teachers; but they are few, compared to the wants of the district; great indifference being manifested by many of the inhabitants about the school law, and much opposition to the system of assessment. One great cause prejudicial to the interest of education in this district is the difficulty of procuring competent teachers, the poverty of the inhabitants and the great reluctancy to forced contributions, together with the difficulty in many of the municipalities of securing Commissioners who have the will or power to put the law in force, the Government grant being so small that, when apportioned among the school districts, the proportion would only be from £5 to £10 to each teacher, in money, and the balance of his salary he is obliged to take in farm produce at very high prices. In the County of Gaspé, however, the inhabitants are more hostile to the working of the school law than those in the County of Bonaventure. The schools that are in operation in the former are kept up by voluntary contributions, and receive their proportion of the Government grant.

I must admit that I was everywhere received with much respect and attention, and I have endeavored by my advice and counsel to better their position. Many of the School Commissioners and the leading gentlemen (friends of education) in the district have promised to assist me in forwarding the cause. I thereby anticipate, on my next inspection tour, to find the school law working well in those municipalities where I found it opposed.

The following is a statement of my visit to each municipality, shewing the state of education throughout, commencing at the western extremity of the

COUNTY OF BONAVENTURE.

1st. *Townships of Metapédic and Ristigouche (united).*—This municipality is divided into five school districts; only three schools were in operation at the time of my visit: they are kept by men who are paid by the inhabitants by voluntary subscription and with the Government grant, which is generally divided among the schools in operation. No registers have been kept, nor school journals, merely memorandums. The Commissioners have promised to put the assessment law in operation forthwith, and keep a register.

2nd. *Township of Mann.*—This municipality is divided into two school districts; no school in operation. They are now at work finishing a school house; and having been furnished with the property valuation, have advertised for the collection of the assessment. I was requested to attend a public meeting last month; many persons who refused to pay were present. I read and explained the school law to them; they then appeared satisfied and willing to pay up their assessments. I am in hopes that one school will be in operation in May next.

There is a tribe of Micmac Indians in this municipality. The chiefs thereof invited me to a meeting in December last, where I was requested to write to Colonel Napier, Superintendent of Indian Affairs, praying for assistance to build a school house, and to which I have since been favored with a satisfactory reply. They intend commencing to build a school house immediately. It is to be hoped that the Government will also assist them by granting a sum to enable them to support a teacher.

3rd. *Townships of Nouvelle and Shoolbred (united).*—There are eight school districts in this municipality, but only one school is in operation, which was commenced in November last, and is kept by a female; the age of the teacher is fifty-six; number of pupils, 21, all beginners; consequently no progress could be ascertained. A male teacher was engaged in December last by the Commissioners, but the inhabitants refused to send their children to school. The difficulty is not yet settled. In this municipality the greater part of the school rates has been collected; the School Commis-

sioners having sued all the defaulters, much difficulty thereby has been created between the rate-payers, Commissioners and Secretary Treasurer. The matter, however, is settled, and two schools are now in operation, to be opened about the end of this month.

4th. *Township of Carleton*.—In this municipality there are three school districts; two schools in operation, Nos. 1 and 3, wherein both languages are taught, the children making great progress; examinations are satisfactory. There exists much difficulty in this township to get the people to pay up their assessments; a large amount of arrears is still due.

5th. *Township of Maria*.—There are five school districts in this municipality; three schools in operation, one male and two female teachers. These schools are well attended; the children are making much progress, and are well provided with books, the Commissioners having imported a supply from Montreal last season; and the people pay their rates cheerfully.

6th. *Township of New Richmond*.—This municipality is divided into six school districts; three schools are in operation, one male and two female teachers, Nos. 2, 5 and 6; Nos. 1, 3 and 4 are vacant. School No 5, kept by Miss Rachel Fallow, is well attended, and the children making rapid progress. No 6, kept by Mrs. Meekle, has not been long enough in operation, to judge of the improvement made by the pupils, they being all beginners. In No 2, kept by Mr. Andrew Clark, since last November, the pupils are beginning to make progress. Result of examinations, however, very satisfactory throughout. In school district No. 2 there is a dissentient school, but it has not been in operation for a year past. A number of dissentients are anxious to abandon the dissent and join the schools under the control of the Commissioners. I am to meet them and their Trustees shortly on the subject, and have no doubt the dissent will be abandoned.

7th. *Township of Hamilton*.—In this municipality there are five school districts; three schools in operation. No. 2, kept by Genevieve Poirier, is an excellent school, and the children are improving rapidly. The funds of the corporation in this municipality are in a flourishing condition, as you will perceive by the table of monetary affairs: this is owing to the great interest taken in the cause of education by their worthy *Curé*, the Reverend J. L. Alain. All the teachers have certificates from the late Inspector.

8th. *Township of Cox*.—This municipality is divided into four school districts; three schools only, however, are in operation. Nos. 1 and 3 are good schools, and the children improving rapidly; the teachers are good; result of examinations very satisfactory. No. 2 having only been in operation for a short time, I could not judge of its merits. The teachers from Nos. 1 and 3 have certificates from the late Inspector.

9th. *Township of Hope*.—There are two school districts in this municipality; one school in operation in No. 2, kept by Mr. Wm. Leek for several years past; examination very satisfactory. No. 1 has been vacant for the want of a good teacher for a few months past; but I understand that one is now engaged.

10th. *Township of Port Daniel*.—There are two school districts herein, and three schools in operation; result of examination satisfactory.

This finishes the County of Bonaventure. I then proceeded to the eastern extremity of the

COUNTY OF GASPE,

under my jurisdiction, and commenced with the municipality of

Fox and Griffin Cove.—It is divided into two School Districts, but no school in operation under the law. There is a person keeping school at Fox River for the winter, who has consented to receive the Government allocation for his pay-

ment. The inhabitants have resisted the school law, but have promised to put the schools in operation before my next visit.

Municipality of Cap des Rosiers.—In this municipality there are three school districts; two schools in operation under the voluntary system, the teachers receiving the amount of the Government grant among themselves.

Municipality of North Gaspé and Sydenham.—There are two school districts in this municipality; but one school in operation under the voluntary system, the teacher receiving the amount of the Government aid.

Municipality of South Gaspé.—In this municipality there are no schools in operation, nor do I know how many school districts there are, owing to the late Secretary Treasurer, (to whom I applied for information,) refusing to give me the same.

Municipality of York and Haldimand.—This is but a new municipality, the Township of York having been but lately detached from South Gaspé, and united to Haldimand: it is divided into two school districts; one school in operation. In York proper, the people are very desirous for a school, but state that the aid from Government being so small, and being in poor circumstances, it is impossible for them to support a teacher, unless they receive an additional aid from Government. The school at present in operation is kept by a very competent teacher; 32 scholars in attendance; result of examination good.

Municipality of Douglas.—Is divided into two school districts; but no school in operation. I visited school house No. 1, and must say it is an excellent building 36 x 24 feet, divided into three apartments; the school room furnished with benches, black board, &c. The school house in district No. 2 is partly finished. The person who had been acting as Secretary Treasurer while the schools were in operation informed me that he had a balance of £5 in his hands for the finishing of No. 2. I expect before my next visit both schools will be opened and in operation.

Municipality of Malbay.—There are two school districts; one school in operation, kept by Nicholas Hubert, who resides in the school house, keeping an independent school for the last three years; has received no part of the Government grant; as he is a good teacher and highly recommended, he is entitled to the consideration of the department. Several gentlemen of this municipality called on me, who were very desirous that the schools should be put into immediate operation, and placed under the control of Commissioners; and since my return home I learn that Commissioners have been appointed, and the School Reports forwarded to you, at which I am highly pleased.

Municipality of Percy.—This municipality is divided into three school districts; three schools in operation. At the time of my visit, it happened to be during the jubilee days; I therefore had no opportunity of examining schools Nos. 1 and 3, the children being absent. The teacher of No. 1 informs me that he has a diploma, and I am told he is an excellent teacher. I examined school No. 2, kept by Mr. Tilly, of Cape Cove, and found the pupils making great progress.

Municipality of Grand River.—There are two school districts; one school in operation. I visited school No. 1: pupils, 33 in number; examination satisfactory. School No. 2 is to be put into operation in the spring of this year.

Municipality of Newport and Pabos.—No school in operation in this municipality; the inhabitants are anxious for schools, but are not able to support them, owing to their poor circumstances. School Commissioners were elected last July; and I flatter myself that schools will soon be established, there being a great anxiety on the part of the parents towards the well-being of their children.

The foregoing Report will, I have no doubt, be found defective in many respects, but I trust my next will be more satisfactory, and the statistical tables better

filled up, should care be taken to establish schools where there are none, and where they are required, and the children be made to attend them.

You will observe that all the schools in the County of Bonaventure, with the exception of those in the townships of Metapediac and Ristigouche, are supported by rates and assessment, which is not the case in the County of Gaspé.

During my visit to the different schools in operation, I found many of the children read very well, and understand the elements of grammar; some few of the teachers teach the branches prescribed for model schools, but, for want of a Board of Examiners in the County of Bonaventure, they (being teaching therein) are unable to obtain diplomas to keep such schools. As to the ages of the teachers, they are from 23 to 65; the females 18 to 30; the unmarried from 18 to 45. All the school houses are in very good order. There is a great deficiency of books and stationary, which, however, cannot be easily procured in several parts of this district. I have advised the Commissioners to make an attempt to form a fund for the purpose of procuring the same, and I expect ere long that such will be the case.

I have the honor to be,

Sir,
Your obedient servant,
(Signed,) JOSEPH MEAGHER,
School Inspector.

RECAPITULATION of the Statistical Tables accompanying the Report of Joseph Meagher, Esquire, School Inspector, for the District of Gaspé, 15th March, 1855.

Scolaires Municipalities.

- | | | |
|------------------------|---|------------------------------------|
| County of Bonaventure. | } | 1.—Metapediac and Ristigouche. |
| | | 2.—Mann. |
| | | 3.—Nouvelle and Shoolbred. |
| | | 4.—Carleton. |
| | | 5.—Maria. |
| | | 6.—New Richmond. |
| | | 7.—Hamilton. |
| | | 8.—Cox. |
| | | 9.—Hope. |
| | | 10.—Port Daniel. |
| County of Gaspé. | } | 1.—Fox and Griffin. |
| | | 2.—Cap des Rosiers. |
| | | 3.—Gaspé Bay (North) and Sydenham. |
| | | 4.—Gaspé Bay (South.) |
| | | 5.—York and Haldimand. |
| | | 6.—Douglas. |
| | | 7.—Malbay. |
| | | 8.—Percé. |
| | | 9.—Grand River. |
| | | 10.—Newport and Pabos. |

School Districts.

Number of school districts in all the municipalities..... 64

Schools.

Number of schools in operation under control of the Commissioners... 31

Description of Schools.

Number of elementary schools kept by men.....	24
“ “ “ “ “ “ married women.....	4
“ “ “ “ “ “ girls	3
	— 31

Teachers.

Number of teachers having certificates :	
Male teachers.....	10
Female “	2
	— 12

Children.

Number of children between the ages of 5 and 16 years attending the schools, as taken from the School Journals and Lists kept by the teachers:

Boys	567
Girls.....	494
	—1061
Of French origin.....	501
Of British origin.....	560
	—1061

Total number of boys and girls under control of the School Commissioners assembled at the time of the visit of the Inspector, 1061

Number of children between the ages of 5 and 16 years not attending schools, as received from the different School Commissioners, 4025

Attendance.

Ordinary term of attendance at the schools, for boys, 9 months.	
“ “ “ “ “ girls, 9 “	
“ “ “ “ in summer, 4½ “	
“ “ “ “ in winter, 4½ “	

Salary.

Average rate of salary paid the teachers :

Males	£40 per annum.
Females	25 “

Classes.

1st Class.....	372
2nd “	228
3rd “	229
4th “	206
One school not classed.....	26
	—1061

Books used by the classes for reading, viz : French and English Alphabet, Universal Spelling Book, *Devoir du Chrétien*, English Reader, *Instruction de la Jeunesse*, Irish National Class Books, *Nouveau Testament Abrégé*, English Bible, and New Testament, McCulloch's Elements of the English Language, *Guide de l'Instituteur*.

Arithmetic.

The Books used are Bonnycastle's, Walkingham's, Gray's, and the Tutor's Assistant.

Number of children in simple rules.....	206
“ “ compound rules.....	96
“ “ rule of three, and further.....	61
Total in arithmetic.....	363

Grammar.

Number of children learning the French.....	17
“ “ “ English.....	26
“ “ “ orthography.....	14
Total.....	57

Examinations and Visits.

One public examination by the Commissioners in June and December, throughout the County of Bonaventure ; in Gaspé, none.

Visits.—One by the Inspector during his late tour of Inspection ; by friends of education, none.

School Houses.

Number of school houses built of wood.....	47
“ “ “ “ one story.....	45
“ “ “ “ two stories.....	2
“ “ “ “ having one apartment.....	37
“ “ “ “ “ several apartments..	10
“ “ “ “ “ benches and tables..	38
“ “ “ “ “ black boards	9

Average dimensions of School Houses.—Four of 50 feet in length, 28 feet in breadth ; the remainder 24 x 30 feet.

Ground.

The extent of the school ground is in general from one half acre to one acre in superficies, for the use of the teacher.

Monies.

Amount remaining in the Secretary Treasurer's hands....	£328	2	11½
Amount due by the rate-payers or contributors.....	412	10	6
Amount due by the School Commissioners.....	231	12	0½
Amount of the Legislative Grant.....	646	19	6
Amount of local school contributions.....	850	16	5

(Signed,) JOSEPH MEAGHER,
School Inspector.

CARLETON, 17th December, 1855.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Montreal.

SIR,—In compliance with the instructions addressed me by your predecessor, of date the 1st of June last, I have now the honor to transmit to you my second Report on the state of education within my jurisdiction, with an extract from the statistical information received during my tour of inspection, in duplicate. I com-

menced my operations in the month of June and finished in August, beginning at Fox and Griffin, the most eastern municipality therein. I would have commenced earlier, but was prevented doing so by particular instructions received by me from the late Superintendent at different times, in arranging difficulties between the School Commissioners, rate-payers and Secretary Treasurers of the united townships of Shoobred and Nouvelle, Mann and New Richmond, all of which, I am happy to state, have been amicably adjusted, and the difficulties surmounted. I regret to remark that at the time of my visits through the County of Gaspé I found but six schools in actual operation in twenty-one school districts, owing to the people being at that time busily employed at the fishery, and the greater part of the children assisting their parents; and I likewise found a great difficulty in seeing any of the School Commissioners.

The following is a statement of my visits to the different municipalities, beginning with the

Municipality of Fox and Griffin.—On my arrival at Griffin Cove, after having travelled on foot from Grande Grève (in the municipality of Cap des Rosiers,) over the mountains and along a rocky shore, there being no road I found, to my regret, no schools in operation, the inhabitants being in the height of their fishing business, and the children assisting their parents. There is one school house at Fox River, and a teacher engaged to commence so soon as the fishing business would permit. This school is supported by voluntary contribution at Griffin Cove; the inhabitants are much opposed to the school law, and resist the assessment.

Municipality of Cap des Rosiers.—Found no school in operation; the teacher of the one in operation at the time of my first visit having accepted a situation in the Customs Department, had given up the school; at this season of the year the people are also busily engaged at the fishery, and requiring the assistance of their children, the schools are entirely neglected. I could not have an interview with the School Commissioners. I, however, met with the Secretary Treasurer, who gave me a reference to his books. The schools which have been in existence were supported by voluntary contribution.

Municipality of Gaspé Bay (North) and Synenham.—No schools in operation at the time of my visit.

Municipality of Gaspé Bay (South)—At the time of my visit the School Commissioners had engaged a teacher, but finding him too young to have any control over children, he was discharged. I called on the Rev. Mr. Delemar, the President of the School Commissioners, who was very desirous to have schools in operation. I then called on Mr. Joseph Eden, the Secretary Treasurer, who gave me reference to the books of the Corporation, with a full statement of the school affairs from the year 1848. All old difficulties were amicably arranged, the Commissioners promising to do their endeavors to have the schools put into operation. Since my return home I have been informed by them that one school had been opened, and the assessment law put in force.

Municipality of York and Haldimand.—Only one school in operation, kept by an elderly gentleman of over 60 years. I visited the school, accompanied by several gentlemen, and I found it very superior, the teacher having an excellent system; those visitors and I were highly pleased to find the children making great advancement, and at the manner in which the school house is kept, as to cleanliness and good order: this school is supported by voluntary contribution.

Municipality of Douglas.—Only one school in operation, kept by an elderly lady, Mrs. Johnston, assisted by her grand-daughter. I visited this school in company with the Rev. Mr. Fafard, the Catholic Priest, and we were highly pleased with the system of teaching adopted by Mrs. Johnston, and the good order of the school. The Commissioners were all absent on a fishing voyage.

Municipality of Malbay.—There are two school districts in this municipality; but one school in operation, kept by a man of over 60 years of age: the school is supported by voluntary contribution. At the time of my visit I found only eight children, the elder being employed assisting their parents. The teacher, Mr. Hubert, is a person highly recommended, and well qualified to teach.

Municipality of Percé.—There are three school districts; two schools, however, only, in operation, but at the time of my visit a vacation had been given, to allow the children to assist their parents at the fishing business. Several of the inhabitants of the Island of Bonaventure met me at Percé, and requested me to visit, the island and assist them if possible in establishing a school; they complained (with reason) of never having received any benefit from the School Corporation of Percé. In accordance with their wishes I visited the island, where I was cordially received by the inhabitants, who were highly delighted at the prospect of having a school on the island. They immediately called a public meeting, whereat the sum of £30 was subscribed, and a teacher engaged forthwith, I having promised them to represent their wants to the Education Department, and to use my endeavors in recommending their circumstances to Government for assistance. The Island of Bonaventure being in a manner insulated from the municipality of Percé, it is impossible for the children, particularly in the winter season, to attend the schools at Percé, the distance from the island to the main land being over three miles. I would therefore recommend that the Island of Bonaventure be formed into a new and distinct municipality from Percé for school purposes; for so long as it remains united to Percé no benefit whatever will be derived from the Government allocation.

Municipality of Grand River.—There are two school districts therein; only one school at the time of my visit in operation, with a good teacher; the examination thereof very satisfactory. Called on the Rev. Mr. Desjardins, the President of the School Commissioners, and examined the accounts of the Secretary, and found them kept very correctly.

Municipality of Newport and Pabos.—No schools in operation nor any school houses built, the inhabitants being too poor to do so without an aid from Government. Several of the inhabitants called on me, and expressed a great desire to have schools established.

COUNTY OF BONAVENTURE.

Municipality of Port Daniel.—At the time of my visit there was but one school in operation, kept by Mr. Muir, who holds a diploma; the examination of the school proved very satisfactory. The teacher, however, having finished his engagement with the School Commissioners, was about leaving the school; consequently it will be closed until another be provided. I examined the books of the Secretary Treasurer, and found them kept in a very orderly manner.

Municipality of Hope.—There are two school districts therein, and a school in operation in each. Examined the school No. 2, kept by Mr. Leek, which was well attended, 35 pupils being present; the examination very satisfactory. The teacher complains he has not received his proportion of the Government grant for the last year and a-half, owing to the assessments not being collected by the Commissioners in due time. Visited school No. 1, kept by Mr. St. Croix; found a large attendance of scholars, say 68; the examination good.

Municipality of Cox.—There are three school districts; two schools at the time in operation. No. 1, kept by Mr. Decan, an excellent teacher, holding a diploma, and teaching both the French and English; 51 children were in attendance, who on examination acquitted themselves to my satisfaction. No. 3, kept by Mr.

McCoubey, was attended by 47 pupils; the examination good; the teacher having a certificate from the Inspector.

Municipality of Hamilton.—In this municipality there are five school districts; but only one school in operation at the time of my visit; (since my return home, however, another has been established.) School No. 1, kept by Madame Poirier, an elderly lady, is very superior; the result of the examination good. Called on the Secretary Treasurer, and examined the books and accounts of the School Corporation: found the state of the school funds in a most flourishing condition, more so than any other school municipality in the district of Gaspé. The accounts exhibit a balance in hand of £111 3s.

Municipality of New Richmond.—Is divided into six school districts; two schools in operation. No. 2, kept by Mr. Clark, was attended by 36 children, the Commissioners and several school visitors being present; the children gave great satisfaction by their improvement. In this district (No. 2) a dissentient school had been founded some years ago, but not having been in operation for some time past, the majority of the children belonging to that class of dissentients are now attending the school kept by Mr. Clark. I have advised the dissentients to abandon the dissent, and join the Commissioners; several of them were very desirous of doing so; but others refusing. I understand lately that they have engaged a teacher, which I regret to say will be the means of breaking up both schools, the inhabitants being too poor to support *two* in one school district, the distance between school No. 2, and the dissentient school not being over four acres. I am to meet the Commissioners with the Trustees, and hope to be able to make such an arrangement as may be beneficial to both parties. I next visited school No. 4, kept by Mr. Morris; found a large attendance of children, say 72; this school, however, having only been opened but a few weeks ago, I could not judge the progress made by the scholars. I examined the accounts of the Secretary Treasurer, and found them correct and satisfactory.

Municipality of Maria.—No schools in operation, the Commissioners not being able to provide efficient teachers.

Municipality of Carleton.—This municipality is divided into three school districts; no schools in operation since the first day of May last, for the want of teachers; since August three schools have been in operation. Examined the accounts of the Secretary Treasurer, and found them satisfactory, but a large amount of arrears of assessments and school fees remaining due. I have urged upon the Commissioners to proceed against all rate-payers indebted for school rates forthwith.

Municipality of Nouvelle and Shoolbred.—No schools in operation at the time of my visit, there having been much difficulty existing between the Commissioners and rate-payers; as also complaints against the Secretary Treasurer, which complaints were forwarded to the late Superintendent, who returned them to me with instructions to investigate the whole matters of complaint; whereupon I had to attend several meetings, and after much trouble succeeded in adjusting the whole of these difficulties and complaints. The Township of Nouvelle being now separated from Shoolbred for school purposes, will for the future prevent any further clashing between the parties. I am happy to remark that within the last two months two schools have been put into operation.

Municipality of Mann.—No schools in operation nor school houses built; the inhabitants resist the assessment law. School Commissioners were, however, elected in July last, who are determined to bring those of the inhabitants most refractory before a Court of Justice in January next.

Municipality of Ristigouche and Metapediac (united.)—There are three school districts in this municipality; two schools only in operation, under the volun-

tary system. I am sorry to remark that the result of the examinations of those schools was very indifferent.

All which is respectfully submitted.

(Signed,) JOSEPH MEAGHER,
School Inspector.

Extracts from the Report of Mr. MORIN, Inspector of Schools for the County of Chicoutimi.

* * * * *

The visit which I have just terminated makes the fifth general one since the beginning of the year 1854, not including those made on special occasions.

The books in use are pretty nearly the same as those I have already mentioned to you; it is impossible to introduce books better adapted for teaching, on account of their scarcity here, and the want of means to purchase them.

I have always recommended the monitorial system of teaching, and that is the one which is followed wherever it is possible.

You may convince yourself, from the statistics of the independent schools, how much expense is incurred by some individuals for the education of a small number of children; expenses which might be avoided if the Commissioners had the means of employing teachers knowing both languages: this the Commissioners will not have the means of doing until they are allowed to tax the lands of the squatters of our townships.

Generally the Commissioners keep neither accounts nor books as vouchers of their transactions; persons able to do so are very rare, and so they rely on the receipt from the teacher, to obtain the Government allowance.

I must, however, except the municipality of Chicoutimi, where the accounts are extremely well kept by the Secretary Treasurer.

I hope that in future you will see more punctuality on the part of the Commissioners, and of the receipts for the grants; at all events I have explained to them how much additional labor their negligence caused in your office.

STATISTICS OF THE FIVE UNITED MUNICIPALITIES OF CHICOUTIMI, ST. JOSEPH, BAGOT, BAGOTVILLE, AND LATERRIERE.

Number of school houses belonging to School Commissioners.....	7
“ “ schools under control.....	12
“ “ pupils.....	342
“ “ boys.....	155
“ “ girls.....	187
“ learning their letters.....	30
“ “ spelling.....	86
“ “ to read without spelling.....	76
“ reading well.....	121
“ learning French Grammar.....	28
“ “ arithmetic.....	61
“ “ writing.....	132
Amount of local contributions.....	£181 0 0
“ for fire wood.....	25 0 0
“ for rent.....	2 0 0

Salary of teacher.....	25 0 0	
“ of female teacher.....	£18 to £40 0 0	
Age of teacher.....		30 years.
Average age of female teachers.....		28 “

STATISTICS OF INDEPENDENT SCHOOLS.

Number of schools.....		3
“ “ English schools.....		2
“ “ pupils in English schools.....		18
“ “ pupils attending French Schools.....		21
Total number at the three schools.....		39
“ “ of boys.....		20
“ “ of girls.....		18
“ “ learning English spelling.....		2
“ “ reading English well.....		16
“ “ learning English grammar.....		16
“ “ “ French “		1
“ “ “ arithmetic.....		19
“ “ “ geography.....		16
“ “ “ writing.....		19
Salary of English teachers.....	£50 to £60 0 0	
Average age.....		28 years.
Salary of female teacher.....	£18 0 0	
Age.....		16 years.

Extract from the Report of MR. PAINCHAUD, Inspector of Schools for the Magdalen Islands.

In this inspection district we number four schools regularly kept. The teachers who have charge of these schools discharge their duties punctually, and the Commissioners visit them from time to time, and appear very zealous.

The quarrels relative to the distribution of the share of the grant accruing to these islands have ceased since the present President of the Board of Commissioners has assumed the responsibility. The accounts are in good order.

The school of district No. 1 is attended by 49 pupils. Spelling, reading, writing, arithmetic, grammar and catechism are taught. The tuition is in French. The salary of the teacher is £40, besides fire wood furnished by the rate-payers. This master has an excellent system of teaching.

North Pond (Etang du Nord) District.—This school is attended by only 25 children, of whom 15 are boys and 10 girls. The same branches are taught here as in school No. 1.

District No. 5.—This school is better conducted than the two others. The master is well educated and fulfils his duties well. It counts 35 children, of whom 13 are girls. The progress of the children cannot, however, be very rapid, as they are all beginning.

The dissentient school of the district, the teacher of which has a salary of £40, is, notwithstanding the frequent visits of the Commissioners who have charge of it, not so good as might be expected. The number of children attending it is 46, of whom 20 are girls.

Almost the whole of these pupils are the younger children, those whom the parents can spare from fishing, and in-door work. The elder boys always follow their fathers, and apply themselves to labours not very lucrative, but from their poverty absolutely necessary for their subsistence.

Report of Mr. PARMELEE, Inspector for the Counties of Iberville, Missisquoi and Shefford.

* * * * *

I have visited and thoroughly examined all the schools, with the exception of some few that were in vacation at the time of my visit, according to the best of my ability.

With the general character and management of them, especially on the part of the teachers I am well satisfied.

With one exception, the common schools are all denominated elementary, but in the majority of them, as the tables will show, all the branches of education prescribed by the law for model schools, with the single exception of lineary drawing, are thoroughly and efficiently taught.

I find it difficult in some cases, especially on account of the frequent change of teachers, to get rid of the system of teaching that consists in mere routine, and communicates mere verbal knowledge. I have endeavored especially to impress upon teachers the importance of educating the understanding as well as the memory, and of teaching science as well as art.

I am happy to say my endeavors have been successful, though not seconded, as they should be, by an enlightened and zealous Board of Commissioners and school visitors.

As heretofore, I have to report that the law, as regards visitors, or any useful visits on the part of School Commissioners, is a dead letter. This imputation, however, does not rest upon the Commissioners in the French municipalities: they generally discharge their duty according to the best of their ability. But in the English municipalities, the duty of selecting teachers is generally delegated to the school managers, and the duty of visiting and examining the schools is left to the Inspector.

The law certainly does not give satisfaction, though it meets with no opposition.

So far as the administration of it is concerned, I must say there is in many instances a culpable remissness on the part of the Commissioners, and great inconvenience, not to use a stronger expression, is felt, especially in these "hard times," in consequence of the delay, sometimes for months, in receiving the Government allowance, in several municipalities.

I have been careful to urge upon Commissioners the importance of being prompt in making their semi-annual returns, in order to obviate the necessity of such delay.

I am aware the "hard times," of which every one complains this year, may be pleaded by the Commissioners for delay in pressing their collections, but any lenity thus shown operates as a great injustice toward teachers.

The same reason may also have prevented the attendance of many scholars at school the past season, and also the continuing of some few schools.

I am satisfied, however, that the statistics furnished by the different Inspectors will prove incontestably that decided progress is made in education in Lower Canada, notwithstanding the sneers that are occasionally found in the public journals.

From personal knowledge of the state of education in the townships, for a period of about thirty years, I can confidently state that the schools are far more numerous, the branches taught in them more varied, and the general course of instruction much more thorough and efficient.

In this I rejoice, for, like food and air, common schools are of vital importance, and ought to command the special regard of an enlightened and liberal Government.

With these sentiments, I should like to see a much larger grant made by our Government in aid of common schools.

Without depreciating the importance of high schools or academies, or questioning the utility of the grant made to them at the last session of Parliament, I cannot forbear the expression of the opinion that more public good would have resulted, had that amount been granted as an additional aid to the common school fund. I think one academy in each county, if properly endowed and conducted, would fully meet the wants of the public.

I know that comparisons are odious; yet, to show the reasons of the above opinion, I make a few extracts from the tables accompanying this Report.

From the tables it appears that the municipality of Shefford receives more Government aid for one academy attended during the past summer by 12 scholars than for 18 common schools attended during the same time by 407 scholars; Brome receives more for one attended by 23 scholars than for 18 attended by 486 scholars; the same fact is true of Farnham, with 28 scholars attending a high school, and 292 attending common schools; of Granby, with 22 attending the academy, and 337 attending common schools; of Dunham, with 33 attending high schools, and 533 attending common schools; and so of Clarenceville and Stanbridge. From these facts the public draw inferences.

I will now venture to repeat a few suggestions that I have made in previous Reports, respecting modifications needed in the school law, in order to meet the acknowledged wants of the townships.

The total abrogation of the scholar tax or the monthly fee seems to me one of the most important points. This is the source of much annoyance, and much injustice. I would therefore suggest that a better plan would be, to raise all the funds for the support of schools, beyond the amount granted from the public chest, by assessment, on the basis prescribed by the Lower Canada Municipal and Road Act, 1855. This, with a provision for the summary collection of all rates, as in 10th and 11th Vic., cap. 7, section 28, would be more just in principle, and would remove a fruitful source of complaint and inconvenience. And in connection with this, there should be a provision that rates especially for building purposes might be laid at any time when required, instead of being all laid at one particular time, as at present.

The next subject of vital importance to the interest of the schools, especially in the townships, is some modification as to the Boards of examiners to judge of the qualification of teachers. It is generally believed that there are persons in every township competent to judge whether teachers are qualified to teach reading, writing the elements of grammar and geography, and arithmetic as far as the rule of three inclusive; and our young men generally do not aspire to a profession based on such requirements, and consequently will not be disposed to make a pilgrimage to Montreal in order to obtain legal permission to teach an elementary school.

Though there are plenty of young men amply qualified and willing to teach, this unwise provision of the law precludes them from doing so.

Instead of measuring the capacity of all teachers by one prescribed standard they should be qualified for the particular school over which they are to be placed respectively; and with a local Board of Examiners in each municipality, this desideratum could easily be attained. It must be remembered that in the townships generally the distinction of elementary and model schools exist only in name.

Again, estimating as I do the very great importance of common schools, I would from this suggest that their advantages should not be restricted to persons of any particular age, as is at present the case in our so called elementary schools but should be patent to all of every age, who choose to avail themselves of them.

And further, as these benefits, which should be equally attainable as far as practicable by all, are in reality mostly nullified, or at least greatly restricted in

case of the poor, for want of suitable books, it appears to be the plain duty of a paternal government, through some agency, to supply this want, either by directly appropriating funds for that purpose or else by providing that they be supplied by the several municipalities.

Again it is reasonable to suppose that every person is chiefly interested in having his children taught in their "mother tongue," and hence language as well as religious faith should be a ground of dissent, so that a person may send to either a French or an English school, as he may choose, without the liability to a double tax, which is another evil springing directly from the school tax, as at present by law imposed. So also the repartition of the public monies should be based upon the average attendance of the parties respectively, and not as at present upon attendance without regard to time. And I am unable to discover any good reason for requiring dissentients to make their returns under oath, and not require the same of the majority. It seems to be an invidious distinction.

These ameliorations, as they appear to me, I have suggested on the supposition that Parliament may be disposed to amend and continue the present law.

It appears to me, however, a better law might be framed, one more concise and simple.

But as my duty, according to instructions, extends only to reporting as to the adaptation and working of the present law, I must respectfully submit the above as the result of my observations, and subjoin in conclusion the following condensed statistics from the accompanying tables :

Number of municipalities in my circuit.....	22
" " school districts	265
" " school houses.....	226
" " schools under control.....	192
" " " Trustees.....	15
" " independent schools.....	7
" " high schools or academies.....	10
" " model schools.....	1
" " scholars attending school.....	6456
" " males	3137
" " females.....	3319
" " British or other origin.....	4732
" " French origin.....	1724
" " Protestants	4555
" " Catholics.....	1901
" learning alphabet and spelling.....	2074
" reading fluently	2361
" " well	2021
" learning to write.....	2313
" " simple arithmetic.....	1043
" " compound "	887
" " geography	1071
" " French grammar.....	270
" " English "	580
" " parsing.....	850
" " drawing.....	14
" " instr. mental music.....	25
" " history.....	16
" " algebra.....	13
" " natural philosophy.....	29

"	"	Greek.....	2
"	"	Latin.....	22
"	"	French.....	33
"	"	geometry.....	3
"	"	astronomy.....	3
"	"	chemistry.....	1

The statistics of two academies, one model school, and some few common schools are not included above, they being in vacation, or not having commenced at the time of my visit. There are also some branches of study not mentioned above, as I have not these precise statistics.

As some of the schools were visited at their commencement, when the full number of scholars was not in attendance, the above numbers are only approximately correct, both as to scholars and their studies.

They represent the truth, but not the whole truth.

I have the honor to be, Sir,

Your very humble servant,

(Signed,) ROTUS PARMELEE.

Waterloo, 15th November, 1855.

Report of REV. R. G. PLEES, Inspector of the Protestant Schools of the City of Quebec.

QUEBEC, 28th December, 1855.

* * * * *

On my appointment to the inspectorship, dated 28th September last, I lost no time in informing myself of the duties of my office, and have since paid frequent visits, without previous notice, to each of the schools placed under my supervision.

Their condition, I am happy in being able to state, is, on the whole, much more efficient and flourishing than I had hoped to find it. There is reason to believe that the teachers are of very respectable literary attainments, of irreproachable morals, and calculated to exercise a beneficial influence on their respective pupils, and through them on the community.

St. Louis district school No. 1, for the pupils of the male sex, is conducted by Mr. R. C. Geggie, a married man, fifty-two years of age, and of long experience in tuition.

His zeal and ability in imparting knowledge have been marked, I believe, by considerable success.

The numbers of pupils present on the occasions of my visits ranged from 56 to 60. I have always found the teacher at his post, and exerting himself to the utmost for the advancement of the young persons committed to his charge.

Could the means be raised for the employment of an assistant, to teach the junior classes, it would, I think, be attended with much benefit to the school. The system of mutual instruction is, however, pursued to some extent.

The character of the studies may be inferred from the books used, which are as follow, viz:

The National School Series, the Old and New Testament, the Young Composer, Bonnycastle's and Chambers' Mesuration, Geometry and Trigonometry, Norie's Navigation, Morison's Book-Keeping, the Tutor's Assistant, Smith's Mental Arithmetic, Maps, &c.

Vocal music, chiefly sacred, is among the branches taught.

The ready answers of the pupils on the subjects in which I have examined them evinced the pains taken with them by their instructor. Upper Town district school, conducted by Mrs. Christian Brown, assisted by her daughter, is attended almost exclusively by girls, the total number of pupils being 25, of whom 3 only are boys, of tender age.

The following are the books used, viz: Murray's Primer, Introduction to the English Reader, abridged and larger Grammars and Spelling Book, Pinnock's Catechism of Geography, Carpenter's Spelling Assistant, Fourth and Fifth Books of the National School Series, Comstock's Natural Philosophy, Pinnock's English and Roman Histories, Geology by the same author, Olney's Geography and Atlas, Ancient History, the Tutor's Assistant, Bible in French and English. There are also on a large scale Maps of Canada and the World.

This school, though not large, is in other respects of a superior order, and I have observed with much satisfaction the correctness and promptitude with which my promiscuous questions, on the various branches taught, have been replied to.

St. Roch district school No. 1 is conducted by Mrs. McLean, with the assistance of her daughter, and attended by 22 boys and 20 girls, who appear to have much love and respect for their teachers.

I am in the habit of questioning the children of the schools I visit not only on the lessons of the days previous but also on the elements of each branch of instruction; I have been much gratified to find that the pupils of this school are familiar with the rudiments of grammar and geography and are well exercised in orthography. They are accustomed also to mental calculations, founded on the pence shillings and other arithmetical tables.

The following books are in use, viz: the National School Series, Lennie's Grammar, Murray's larger Grammar, Pinnock's and Morse's Geographies, Maps of the World and Canada, Goldsmith's History of England, Bible in French and English, Brewer's Natural Philosophy, and the Tutor's Assistant.

St. Louis district school No. 2, for pupils of the female sex, is conducted by Mrs. M. Evans, who was examined and approved by the Commissioners at the time of her appointment, last year. Her salary is £40, together with the monthly fees, and apartments free. The high prices for the necessaries of life, however, render an increase highly requisite, and it is in contemplation by the Commissioners to raise it accordingly.

The scholars attending this school number 42, of whom about 31, on the average, were present at the time of my visits. Discipline and good order prevailed among them, and I have reason to think the method pursued in their instruction such as must ensure a satisfactory progress.

The books used are: Carpenter's Spelling Assistant, the National School Series, Sullivan's Geography, the Holy Scriptures, Maps of Canada and the World, and Cards of the British and Foreign School Society.

St. Roch district school No. 2 is kept by Miss Parker in her father's house. The pupils of both sexes frequenting this school are 28 in number.

The examinations in geography have on the whole been satisfactory, and the children readily point out, as desired, the situations of considerable places on the map of the world. Their writing gave me the greatest satisfaction. I have recommended dictation as affording the most practical exercises in that important branch orthography.

Champlain district school, conducted by Mr. Lloyd, assisted by his wife and son, is attended by about 60 children of both sexes.

The branches taught are reading, writing, orthography, grammar, and arithmetic.

The teachers are very much in earnest about the fulfilment of their duties, and I hope to see much improvement in the discipline and efficiency of the school. The salary is £50 with free apartments, fuel and the monthly fees.

I have the honor to be,
Sir,

Your obeient servant,

R. G. PLEES,
School Inspector.

REMARKS.

Quebec Young Men's Protestant Educational Union.—The object of this Society is the improvement of young men, as it regards their physical, intellectual, moral and religious interests; and by the agency of its members to aim at a similar improvement in the community at large.

During the past year, (the first of its existence,) in consequence of the advanced period of the winter when it commenced, 29th January, only three lectures were delivered, viz: two on Palestine and one on Light. They were attended, on the average, by about 250 persons.

The principal feature of the Society, the formation of classes for the study of various branches, was carried out with much success.

The following classes were formed and continued during the winter:

Drawing class, composed of.....	35 members.
Reading and elocution,.....	15 "
Human physiology,.....	12 "
Evidences of natural and revealed religion,.....	8 "
Geometry,.....	6 "
French,.....	30 "
History and geography,.....	20 "

The subscription for a junior member is 7s. 6d.; the subscription for an associate member is £1 5s.

The members last year numbered 110.

The society is chiefly designed for the benefit of those who may have neglected their education in early youth, and who being now much engaged in business pursuits, are desirous to avail themselves of the comparative leisure enjoyed in the winter evenings, for their self improvement.

By furnishing them with the means and opportunity to study one or more of the useful branches of education, it is hoped to elevate their condition, and render them more useful in their respective spheres.

The Society may be considered to have taken a firm root, and if sufficient funds were at command, would doubtless form an important auxiliary to the cause of general education. The subscription must be kept low that its benefits may be within the reach of those who are most in need of them; and without some extraneous assistance, the Society cannot extend its operations as would be desired.

High School of Quebec (proprietary).—The general course of instruction embraces (besides the ordinary routine of school work) the higher branches of a liberal education, viz: the study of the Greek and Latin languages, English and French composition, and the elements of mathematics:

The authors read by the fifth or highest class during the past year were in Latin, Cicero, Virgil, Horace, and Livy: and in Greek, the New Testament,

Xenophon, and Homer; in mathematics the same class was reading the Sixth Book of Euclid and Chambers' Algebra, and presented at the public examination elaborate essays on the physical and political geography of Canada.

Total number of pupils studying the following branches, viz:—

Construction of maps, 24; dead languages, 193; Italian, 4; use of the globe, 40; natural philosophy, 66; astronomy, 24; mental arithmetic, 105; English composition, 12.

OTTAWA, AYLMER, 1st January, 1856.

STR,—In transmitting for the past year my yearly Report of the state of education in the District of Ottawa, I have to state that I have visited all the schools in operation in the district, with the exception of those in the municipalities of Portland and Maniwaki; the latter being in the Indian Territory at the River Desert, which, owing to its great distance, I have been unable to visit since last spring, and the former having only been in operation a few months.

I have much pleasure in reporting that a thorough change has taken place in this district since the year 1851: at that period the number of schools in operation under the control of the Commissioners was only about 20; they are now over 80, besides 4 academies, conducted by eminent teachers, and although these institutions are only yet in their infancy, still it is manifest that much good will accrue from their being established in the district.

When there is a state education prudently and efficiently carried out, it is impossible to calculate its blessings, and the voluntary system has never been found in any country, even adequate to impart the mere elements of education to the whole community.

Without the machinery of state education, and to some extent gratuitous education, to the necessities of the entire population, a great majority of the children of the humbler classes must grow up in ignorance if not in vice. It ought therefore to be the care of a wise and paternal Government to aid the working man in the education of his children; without this aid two out of three parents, whether agriculturists or artisans, would not be able to command the means of educating them in private schools.

This is specially true in rising and thinly populated countries, where there are fair inducements for adventurous schoolmasters to settle.

By the passing of the Educational Bill of 1846, and the subsequent Bills of 1849 and 1851, this section of the Province has solved for herself the problem which has been agitating the public mind of Britain for so many years, and which is still at issue. By the provisions of these measures, the means of education are within the reach of every family, and even to some extent aid is given to the building and maintaining of the school house. Canada has in this respect taken the right direction in advance of the mother country, for it cannot be denied that in enlightened Britain, with its multitude of schools, maintained by private support, by charitable and ecclesiastical endowment, and state assistance, there is still a large section, if not the majority of her population, not only in her manufacturing and mining but also in her agricultural districts, perishing in ignorance and crime.

But it must be admitted that in legislation it rarely happens that any act for the general good can at once be framed on so perfect a model as to meet every exigency and to please all parties. It is only when applied and tested by experience that the merits and defects of anything new can be discovered.

The fate of the Bill in its reception by the public, so far as I had opportunities of observing and discriminating, has been more fortunate than could have been predicted or anticipated of a measure so comprehensive in its details, and which embraces so many conflicting interests.

Its success hitherto is a happy omen of the good it may accomplish when the normal school for the training of teachers is established, thus securing a higher rate of acquirements and by such a graduation of salaries as shall retain teachers of competent abilities and attainments.

Before entering upon a recital of my inspection of the schools, allow me to make a few observations on the points above mentioned, as *desiderata* :

First.—The necessity of a normal school, for securing the training of teachers, and the introduction of a uniform system of education.

The term normal school, as you are well aware, involves the idea of teaching according to a certain rule or system; a normal training school for teachers is therefore an institution where the proposed teacher serves an apprenticeship to the art to which his life and energies are to be devoted. The training requires not only the precepts and example of a master, but the doing or the practice of the apprentice.

In all countries where a desire for an improved and enlightened education has been awakened, and where the subject has taken hold of the public mind, the necessity of having trained teachers has speedily presented itself. Wherever the importance of true education has been fully apprehended and appreciated, the want has been supplied by the establishment of normal training schools.

Education in its true acceptation is physical, intellectual and moral training; and by moral training I include the religious element, for no system of education can be good that is not based on Religion.

Instruction on carrying a certain amount of information is but one part of education: its proper end is to set the whole intellectual machinery in motion, and to develop and exercise the conscience or moral discernment. In one word, the great aim of all teaching is to bring out and strengthen in the child the intellectual and moral life, that he may be able to discriminate and choose that which is just and good, and true, in all that is presented to him, to inspire him with a love of knowledge to guide and direct, so far as man's efforts can, by example and precept, all the secret motives of human action. If such be the teacher, what manner of man ought he to be?

That the training of teachers is an essential element in the education of the people, approves itself to every mind possessed of common sense. In all the arts of life, a series of years must be passed in apprenticeship before a man is considered competent to be entrusted with work on the responsibility of his own acquirements. No one would commit the making of a pair of shoes or a coat to a novice in the art of shoemaking or tailoring. If an untrained and therefore unskilful hand would destroy a piece of cloth or leather, how preposterous then to suppose that to one to whom is entrusted the delicate organism of a child's mind could be capable of educating it, in the true sense of the word, without having first studied the art under masters who had themselves been trained to teach.

The art of communicating is a separate gift from intellectual ability and acquirements. The two are not always united. Many a man who is possessed of the highest amount of science and learning, and varied information, has not the facility of communicating to others the knowledge which he possesses, and would desire to impart to them. In short, the art of teaching is an art like all others, to be learned, to be studied and to be taught.

The establishment of normal training schools, which it is imperative for teachers to attend for a certain time, serves another most valuable end in guarding

the sacred office of the teacher from the intrusion of incompetent persons who have no natural fitness for the work.

I have extended my remarks on this head of my Report to what may seem to you an unnecessary length; but from the ignorance and mis-apprehension which I have every where found existing on the entire of this subject, some explanation and information I deemed requisite. A true, enlightened, and religious education is now universally recognised as the only engine by which a people can be carried forward in the march of improvement. The working of this machinery being in the teacher's hands, it is from him that the minds of the rising generation will receive their mould and impress. If it be true, as Locke, one of the most enlightened men of his time, says, "that of all the men we meet, with nine out of ten, are what they are, good or evil, useful or not, by their education?" how important is it that the man who is to be the educator, that is not only the imparter of head knowledge, but the trainer of the heart and the whole man, should be thoroughly qualified for the task! Nothing can be more erroneous than to suppose that amongst an ignorant population, where the standard of education is low, an unintelligent and illiterate schoolmaster is good enough for unenlightened, un instructed children. This would be to assume that high motives, energy of character, a good understanding, and sound attainments would be thrown away on the instruction and training of those who most require to be taught; that an ignorant teacher is good enough for ignorant children, as though the more difficult task to be accomplished, and the greater result to be achieved, the less efficient should be the means employed. I regret to say that to some extent this impression prevails in this district, and it hitherto prevailed much more than at present.

It is preposterous to place the education of the children of this Province in the hands of beardless youths, and of uneducated and untrained men of every age and calibre. A mere knowledge of grammar, geography and arithmetic, with scarce the power, in many instances, to write a sentence grammatically and orthographically correct, is a preposterous title to the office of a schoolmaster. It could not be expected that such men should have a high and conscientious estimate of the duties of their office, or an earnest zeal in the performance of them. They almost inevitably become dronish teachers, who content themselves with merely going through a mechanical routine of school duties, who,—

"Machines themselves, and governed by a clock,
Dismiss their cares when they dismiss their flock."

If the people at all value a proper training for their children, and wish to secure for them what may emphatically be termed the blessings of education, their utmost endeavours will be directed to raising the standard of the teacher's qualifications. Until a normal school, therefore, is established in Lower Canada, and until the management of the schools is in the hands of persons trained in this institution, for the work, the most laborious and conscientious inspection can accomplish but little towards their improvement. The Inspector's office is a corollary of a normal institution. The two are parts of the same machinery and ought to work together. It is to be expected that the establishment of an institution for the training of efficient teachers, and the introduction of a uniform system of instruction in all the schools, would be attended with some difficulties, but these are by no means unsurmountable; they are only such as would be found to give way before energetic and unanimous exertions. There are a multitude of things in the educational provisions of Lower Canada worthy of great praise and admiration, but the status and qualifications of the teacher loudly call for reform and improvement. When these features have been introduced into the educational machinery, which will also, without any wholesale innovations, gradually

improve the school houses and school apparatus, the educational Bill of this section of the Province will be a model to the most advanced and enlightened countries.

Secondly.—The gradation of salaries. The constant changing of teachers has a most injurious effect on the schools. In the present state of matters, young men seldom choose the office of a teacher as a permanent profession; they only take it up as a stepping stone to a more lucrative appointment, and when that presents itself, it is very speedily abandoned. The whole interests of the community demand that something should be done to retain them. Any considerable and general augmentation of salary must be the work of time, but surely there might be a more judicious scale of salaries. It is manifestly unjust that boys of sixteen, and older novices, should be entitled to receive the same sum as men who have taught in the Province five, seven, or ten years; there ought to be some greater distinction than there is of experience and acquirements, and success in teaching. The same sum that is now spent in salaries might be so applied as to give more general satisfaction to the teacher, and to form some inducement to him to persevere zealously in his work. Let teachers of all ages, for the first two years after entering upon their office have say forty-five pounds per annum; at the end of the time, if their schools should give evidence of conscientious efficiency, and they themselves be prepared to undergo a certain examination, they should be entitled to receive fifty-five pounds per annum; at the end of three years, or after five years experience in their profession another advance of ten pounds might be made on the same conditions; that is that their schools on inspection, should exhibit superior management and organization, and that the teachers pass a more perfect and thorough examination, which shall test, not only the amount of their own information, but also their ability to impart that to their pupils. Under such a scale of graduation, instead of the teacher entering on his profession with the discouraging consciousness that whatever his exertions might be, he had little hope of distinction or preferment in it, every inducement would be held out to industry and self improvement. His work would become a study to him, as the successive examinations would not only embrace a high standard of general information, but would also test or bring out the fruits of his experience and observation in his profession.

These suggestions respecting a scale of salaries, I would bring to your remembrance, are made to suit existing circumstances; when the Legislature can appropriate a larger sum for educational purposes, there should be a proportionate increase on the various classes; and if the teachers were trained in a normal school, the examination passed prior to their leaving that institution, and certificates awarded, should entitle them at once to second class salary, as already suggested.

Another point which calls for remedy is the age of teachers. No young man should be allowed to engage in such an important work until he has completed his eighteenth year, and when the present urgent demand for teachers has passed away there should be no schoolmaster appointed under twenty-one years of age.

While on the subject of the importance of normal schools, I cannot but advert to the claims of the City of Ottawa, as a proper site for one. The valley of the Ottawa comprises no less than fourteen different constituencies. Its population amounts to about one fourth of that of the lower section of the Province, and is rapidly on the increase; it contributes more largely to the public revenue than any other section of the Province.

The City of Ottawa is in the centre of the valley; it is a Bishop's See, and the number of teachers must be very considerable, from these circum-

stances therefore its claims are paramount should the Legislature deem it expedient to establish a central normal school in the Province.

In visiting the various districts I have marked with pleasure an obvious distinction between the old and the new school houses; those built of late years are larger and better fitted up than those of former years; but still the majority are too small, and many are most deplorably supplied with desks and seats. It is altogether a mistake to suppose that a small building, set down in the midst of a wood or in the open clearing, is more comfortable and warmer than a larger one. A small low-roofed school house would take more fuel to keep it warm in winter, and would be incomparably less comfortable in summer, than a larger building, with a lofty ceiling: it is therefore to be hoped that the parents will in future form a truer estimate of the importance of that part of the educational machinery which is more immediately placed in their hands, and will cheerfully and cordially unite in providing all the "means and appliances" which can facilitate the progress of their children and the efficiency of the school. The disputes and animosities with respect to the school sites, which I have repeatedly encountered, have a most injurious influence on the interests of education, while party strifes and the selfishness of petty interests separate the parents of a district, dividing those exertions which should be united; the children are sacrificed and made victims to their ignorance and prejudice.

I have delivered a course of lectures upon education in Aylmer and Buckingham, and intend continuing the same in several other municipalities throughout the district.

I have also nearly completed a map of the district of Ottawa, upon a scale of two miles to one inch, and it is my intention to exhibit upon this map the position of every school house in the entire district.

I will now give a recapitulation of all the statistical tables which accompany this Report, adding thereto a few remarks:

Petite Nation.—It will be perceived that in this Seigniorie there are ten schools in operation, and I have much gratification in stating that in no municipality in the entire district is the law more strictly complied with than in this, the only Seigniorie in the entire district. The population is almost entirely French Canadian. Were a model school established here, it would be productive of much good, and I would most respectfully recommend that some aid be granted towards that object.

Lochaber.—The schools in this municipality are also well conducted. A model school is much wanted in the village of Thurso; I would also recommend that some aid be given towards the establishment of such an institution, not only in this township, but also in every other one of note in the entire district.

Buckingham.—Education is progressing rapidly in this municipality; the academy has already 27 pupils in daily attendance, and the dissentient schools, as well as those under the control of the Commissioners, are in a flourishing state.

Templeton.—There is not that vigor existing here that there ought to be; but I trust to be able to speak more favorably in my next Report.

Hull.—Education is progressing favorably here, and all ascerbities have ceased to exist; the number of schools in operation is sufficient for the wants of the population.

Aylmer.—This municipality contains more schools, in proportion to the population, than any other in the entire district; in fact, I think I would be warranted in saying that it contains more than any in the whole Province; the number in actual attendance is, to the entire population, as one is to five. The female schools, some of which are of the first class, are all conducted by ladies of great experience and ability, and the inhabitants are highly grateful to the Government for the liberal aid extended towards these institutions.

Wakefield.—There are two good schools in operation here, being a number quite commensurate with the wants of the population.

Masham.—There are two tolerably good schools in operation here, viz: one for the French section of population, and the other for the English.

Low.—There is much apathy existing here, there being only an independent school in operation. I will endeavour, during the course of the present winter, to have one established under the control of the Commissioners.

Eardly.—There is only one school in operation in this municipality; another is much wanted, but difficulty is experienced in procuring a suitable teacher.

Onslow.—Education is advancing rapidly in this municipality; there are four good schools in operation, two of which are under the control of the Commissioners.

Bristol.—There are five schools in operation here, one of which is a dissentient one; the teachers' qualifications are good.

Clarendon.—The academy is progressing very favorably here, and the other schools in the township continue to improve.

Litchfield.—This little municipality is not surpassed by any other in the district. The Portage du Fort and Central Litchfield schools are conducted by teachers of consummate ability and experience.

Callumet.—There is much improvement here since my last Report; the number of pupils in actual attendance has more than doubled.

Mansfield and Waltham.—There are two schools on a pretty good footing in operation here.

Chichester and Sheen.—There are three good schools in operation here, one of which is conducted by a teacher of much ability and experience.

Allumettes.—Under the superintendence of the Rev. Mr. Lynch, education has much improved here. There is an excellent select classical school, and the elementary schools are numerously attended and well conducted.

Waterloo.—There is an excellent school in this municipality; the majority of the pupils are of French origin.

Maniwaki.—This being the Indian reserve, the pupils are nearly all Indian. The attendance in summer is much more numerous than in winter months. I would most respectfully request that this municipality be not required to comply with the provisions of the Act 12 Vic., cap. 50, but that it be treated as an indigent municipality. The Reverend Fathers of the Order of Oblats are assiduous in their attention to the wants of the Indian population here; they have erected at their own expense a large and commodious church, the basement of which is of stone, besides saw and grist mills; and through their exertions this section of the country is settling fast.

Portland.—There is one school in operation in this municipality, which has only been established very recently.

RECAPITULATION.

The following result will appear upon perusal of the statistical table:

Population of the districts, about.....	29,000
School municipalities.....	23
Dissentient ".....	3
Number of school houses.....	68
" " " districts.....	90
" " educational institutions.....	86
Elementary schools.....	82
Number of scholars.....	2412
" " academies.....	5
" " scholars at do.....	121

Independent schools.....	10
Number of scholars at do.....	192
“ “ “ at all schools.....	2793
“ “ “ in 1st and 2nd Books.....	1312
“ “ “ reading well in 3rd and 4th.....	688
“ “ “ “ fluently.....	1000
“ “ “ able to write.....	1400
“ “ “ learning simple arithmetic.....	536
“ “ “ “ compound “.....	564
“ “ “ “ geography.....	568
“ “ “ “ history.....	147
“ “ “ “ English grammar.....	602
“ “ “ “ French grammar.....	145
“ “ male teachers.....	55
“ “ female “.....	31

It is with much gratification I have to report that there is nearly a uniformity of books used in the different schools in this district. In the English schools the Irish National School Books are in all but universal use, and in the French schools the books used by the Christian Brothers are general.

One great desideratum is the want of good maps, without which it is almost impossible to teach geography so as to make the science intelligible to the young student.

It will thus be seen that during the past year one fourth has been added to the number of pupils in actual attendance at schools in this district.

When we contrast this with the former state of things, it is certainly consoling; on the hypothesis that the population of this district is 29,000, the number of pupils attending school is to entire population in the ratio of about 1 to 10 $\frac{1}{2}$; decided improvement upon former years, and a ratio equivalent to many of the enlightened states of Europe.

I cannot close this Report without bearing testimony to the aid I have upon every occasion received from the Clergy of every denomination throughout the entire district. My thanks are especially due to the Revds. Messrs. Mignault, Brady, Hughes and Lynch, Catholic Clergymen, and also to the Revds. Messrs. Morris, Johnston, and Sykes, Episcopalian Clergymen.

I have the honor to be, Sir,

Your obedient humble servant,

J. J. RONEY,

School Inspector.

The Hon. P. J. O. Chauveau,
Superintendent of Education.

Report of MR. TANGUAY, Inspector of Schools for the Counties of Kamouraska, Temiscouata and Rimouski.

SIR,—I have the honor to transmit to you my third Report on the working of the Law of Education in the District of Kamouraska.

I am happy to be able, Mr. Superintendent, to inform you that at the outset the educational law has worked in a very satisfactory manner in this district, during the year which has just expired, making allowance for its numerous defects, and the poverty which has pressed more heavily on this district than on any other. You will notice with pleasure that there has been a considerable

increase in the number of schools, more regular attendance, longer duration of the scholastic year, a slight extension in the branches of study previously pursued, an increase in the salaries of the teachers, and especially the sign of a brighter future in the founding of several houses of education of a more exalted character, on different points of this great and important district.

We have now no longer to struggle against a systematic opposition to the working of the educational law. Every one admits the principle of coercive taxation almost without a murmur. People also are convinced of the great advantages of education, and that the method for supporting the public schools, adopted by our statutes is the least expensive and best adapted to the great majority of the population. Nevertheless, after having overcome these great difficulties, there is still a greater one to surmount,—the indifference in several places on the part of the parents of the pupils and the rate-payers to everything relating to education. This indifference, in my opinion, is caused by the too extensive powers conferred by law on Commissioners, more than two-thirds of whom are absolutely illiterate men, and very often opposed to education. These Commissioners have for a long time abused their despotic authority by appointing mere semblances of teachers engaged at the lowest possible rates. These teachers, as might be expected, have merely made a pretence of teaching, which has had but little or no result upon the social condition of the people. The latter soon found out that this show of education was not worth the sum paid by them for it. Hence their indifference, even now, notwithstanding the counterbalance of the School Inspectors, to whom the people accord more power than even the law which appoints them, the Commissioners in several municipalities do but follow the letter of the law without at all entering into its spirit. To make the local tax as light as possible, to engage teachers at the lowest possible salary, to exact from them the number of days of school stipulated in the act of agreement, to make a rapid visit to the schools at the end of every six months. These are what the School Commissioners of several municipalities look upon as embracing all the duties imposed on them by law. Must this be set down to them as a crime? Why should they visit these schools? What use would it be? Have they themselves the necessary acquirements to give the teachers and scholars that stimulus, that encouragement, that advice and counsel, without which the teacher often becomes remiss, and his courage fails him before the thousand little annoyances which trouble him daily.

On account of such a state of things our schools have lost and are every year losing masters who, had their services been remunerated sufficiently and their fatiguing and ungrateful duties better appreciated, would have continued in their career, in which they would have distinguished themselves more and more. Who have we for teachers in all those municipalities where that class of persons does not receive the remuneration and encouragement they have a right to expect? Men who merely follow that profession as a last resource, a temporary means of earning their bread, to be abandoned the very instant chance offers them other means of existence. But, I will ask, are such men capable of the sacrifices which the duty of teacher requires? What means have they of keeping up their drooping spirits, of relief from the tedium and disgust, the sure consequence of the annoyances of ignorant and egotistical Commissioners, who weigh the work of intellect in the same scale as they do their beef or the wages of their servants; against the vexatious interference of parents who idolise their children? Can they find consolation in the consideration and esteem in which they are held by society? These, however, are too generally refused them, especially in the municipalities referred to? Can they draw encouragement from the hope of providing for their families or of amassing for their old age means sufficient to save them from

want? The situation of teacher, especially since the commencement of our great Provincial works, the circulation of foreign capital and the consequent high price of labor and provisions, affords him scarcely the means of purchasing his daily bread and places him in a far inferior condition in this respect to that of the poor mechanic.

There are, however, some honorable exceptions, and I am happy to be able to say that year after year the conviction of the futility of cheap schools is becoming more and more general. Several municipalities have offered from £75 to £100 to secure the services of qualified teachers.

A measure of Parliament which would determine the minimum salary to be granted to each teacher, male and female, holding a diploma, according to its class, is in my opinion an improvement desired by all those who take an interest in the education of the people.

Without any further remarks, allow me, Sir, to give you a summary statement of education in each separate municipality:

St. Anne de Lapocatière.—This municipality contains 11 schools, six of which are pretty good, four are passable; the other is only tolerated on account of the children being only beginners. This parish has made evident progress since last year, and I consider it my duty to mention this to its praise.

The accounts of the Corporation are in a satisfactory state; the Secretary Treasurer, who is every where the pivot of the educational system, is zealous and intelligent, and the majority of the School Commissioners are well disposed. These good results are owing in a great measure to the establishment of the system of coercive taxation, and to the judicious choice of School Commissioners made by the Executive.

Ixworth.—This new municipality, which dates but from last year, has had two primary schools, where reading, writing, and the catechism are taught. It has been impossible to do more with the means at its disposal. The two female teachers who have taken charge of these little schools are not qualified according to the terms of the law, but are nevertheless able to teach what was required of them.

Rivière-Ouelle.—Has had four schools in operation during the former and five during the latter part of the year, exclusive of the Convent of the Ladies of the Congregation, which is attended by 80 pupils. The education given in this institution leaves nothing to be wished for either of the useful or the ornamental. It is to be regretted that the want of space in their building does not permit these excellent teachers to accede to all the applications made to them for admission. Every year they are compelled, from want of room, to refuse admission to a large number of pupils. The school of Mr. C. Tanguay, which ranks next to the convent, has been well attended, and the progress made by the pupils has fully justified the confidence which the parents have placed in this worthy teacher. The other schools, especially that kept by Mr. Gagnon, which has been open since the last period of the scholastic year has been kept on a good footing.

The system of voluntary subscriptions is still tolerated in this municipality, as the good will of a certain number of people makes up for the insufficiency of this mode of supply. The School Commissioners are educated men and pretty well informed on the subject of public education.

St. Denis.—Contains six schools of which three are good, two passable and one hardly that. This municipality shews a very great zeal and interest for everything relating to the education of children; indeed, I can say that education has attained a more than ordinary degree of advancement. This parish supplies teachers to many other larger parishes, and from the knowledge and intelligence of its inhabitants takes the lead of them. Out of a population of about 1650 souls

350 children attend the local schools, or one out of 45·7 of the total population, including those attending the colleges, convents and other houses of superior education. Need I add that J. C. Chapais, Esq., Member for Kamouraska, has contributed in no small degree to bring about this happy result. The accounts of the Corporation are not kept in a satisfactory manner. This is the only subject of serious complaint that I met in my visits to this parish.

Notre Dame du Mont Carmel.—This poor municipality, separated from St. Denis by a chain of mountains, which make it as picturesque as it is wild, contains two small schools, in which are taught reading, writing, the elements of arithmetic and the catechism. The establishment of these two schools is without doubt very little, and yet it is a great benefit to these people who are for the most part without any other means of religious instruction. I met with a child of distinguished talent; he has been taken from his native mountains; a generous protector has undertaken to develop talents of no common order: he enters this autumn into the College of St. Anne. We have but £40 to defray the expenses of these two schools, including rent, firewood, and percentage of the Secretary Treasurer.

Kamouraska—Contains seven schools, one model school under the direction of the Brothers of the Christian Doctrine, one superior school for girls, a third which is a good school, two that are tolerably good, although far behind the first and second two, and two passable, besides an independent school. The three first have given great satisfaction and the four others but little. Education is progressing in this municipality, but yet not in as great a degree as might be expected, amongst a population so rich and intelligent, and one which numbers so many educated men amongst its inhabitants. The school of the Brothers, and the convent, the classes of which will open in the course of next month, are two splendid edifices which reflect credit on the taste and talent of those who superintended the building of them.

The finances, thanks to the liberality of the Legislature, are in a flourishing condition.

St. Pacôme—Has five schools, of which two are good, two tolerably so; and one inferior. This new municipality is doing as well as can be expected, considering the means at the disposal of the School Corporation. I feel bound to mention with gratitude the name of the Reverend Mr. Bégin, the parish *Curé*, as being the soul of all the progress made in that parish.

The accounts are regularly kept, and all payments are made punctually.

St. Paschal—Has nine schools, all kept by female teachers, even that of the Fabrique; three of these schools are pretty well kept; three of them are passably so, and three more are poorly kept. There is no opposition made to the school law here, but neither is there much zeal shown in carrying it out. A little more activity on the part of the educated portion of the School Commissioners would dispel the apathy of a certain number of the population, and extend education beyond the narrow circle in which it has languished for nearly ten years with little profit to society. There are, however, school districts which it would not be fair to include in this unfavorable estimate. This parish has benefitted for several years by the services of Mr. and Mrs. Derochers, at present at St. Joseph de la Pointe Levy. They have been replaced by the Misses Ansbrew, whose zeal, activity and acquirements are a real advantage to St. Paschal.

The finances are in a satisfactory state, although slightly in arrears on account of the death of the former Secretary Treasurer, Mr. Ed. Parent. The building of a school house was commenced some years ago, but the work was suspended on account of want of means.

St. Helene—Contains five schools, all very inferior but tolerated because it has been found impossible to procure better qualified female teachers for the paltry salary offered. This municipality is one of those in which the progress of education is least felt. The reason of this state of things is the incompetence of the School Commissioners, the want of means sufficient to remunerate good teachers, and especially the want of persons able to place themselves at the head of a movement to reform. The accounts are well kept.

St. Alexander—Contains five schools, of which one is very good, two tolerably good and two inferior, tolerated on account of the backwardness of the pupils and the limited means at the disposal of the School Commissioners. I can foretell good results in this new municipality. The first mentioned school, conducted by young ladies, has given the greatest satisfaction.

There are, however, some difficulties to overcome in collecting the school taxes. Relying upon the hope of a grant from the Legislature a school house was erected, the building of which falls heavily on the school district obliged to bear the expense, and has caused some dissatisfaction.

St. André—Contains ten schools, all kept by female teachers: one of these may perhaps be called a model school; five of the schools are sufficiently good the other four are inferior. The majority of the School Commissioners evince great indifference. All the burthen of the work falls upon the chairman, the Rev. N. Doucet. The unfortunate disagreement relative to the changing of the school house of section No. 5 had not yet been finally settled at the time of my visit to this municipality; I used fresh exertions to prevent the offering for sale of this school house: it would be a shame.

The accounts, although in arrear, are regularly kept. A considerable sum is due for assessments of back years.

St. Patrick de la Rivière du Loup—Contains six schools, all inferior; five of these are kept by female teachers and one by a male teacher holding a diploma. The present state of things, although deficient in more respects than one, is still a notable improvement upon past years. The accounts have been regulated, and the former grounds of complaint have disappeared. The *Curé* of the parish is a person devoted to everything that can advance the interests of education, and I rely a good deal upon his influence.

St. George de Kakouna—Contains four schools, kept under the vigilant and paternal eye of the *Curé* and active School Commissioners. Purely elementary instruction is general here, and I do not know of any municipality where more interest is shewn for the cause of education. The accounts are well kept, and the finances are in a prosperous condition. A model school is much wanted here, and the people were thinking seriously on the subject at the time of my visit.

A building destined for the Ladies of the Congregation is in process of erection, and will be ready in the course of next summer. A portion of the funds requisite was furnished by B. Dionne, Esq., member for Temiscouata; the Legislature has given them a grant, and generous persons will be found to come forward and assist the founders.

The beauty and famed salubrity of this parish, and the concourse of strangers during the fine season, will cause this house to be a sort of refuge where the scholars of other houses and the good Sisters themselves may come to recruit their wasted strength.

St. Arsene—Contains five schools, one of which may be termed a model school; three are good, and one passable. This parish, next to that of St. Denis, has the greatest number of children attending school; in proportion to its population, the average being 1 out of 6.

There is besides in this parish a remarkably benevolent man, and one who is a friend to his country: this gentleman has imposed upon himself the noble task of being protector to the children of remarkable talents in his parish. Several of the most clever young men in the Seminary of Quebec are indebted to him for the benefits of their education and the development of their talents, which, were it not for his active aid, would have remained unknown and lost to society. Why should not the Government have a fund to do on a greater scale over the whole country what one single individual has done here?

Two female teachers have particularly distinguished themselves: I allude to Misses Clarisse Roy and Elize Blanchet.

Isle-Verte—Has ten schools: one model school which is well kept; one superior school for girls, and two others that are tolerably good; the remainder are inferior, and badly furnished. The salaries of the female teachers are exceedingly small. Two of the latter are about to be discharged, as having been declared incompetent. In this municipality it has been found necessary to establish a great number of school districts in order to provide as well as possible for the wants of a population scattered over so large an extent of land. Education has made but little progress in the six schools I have mentioned as being inferior ones. The Commissioners for the most part are neglectful, and only do as much as is requisite to shield themselves from the penalties imposed by law. A splendid house, destined for a convent, is in course of erection, and will be opened during the course of next year.

St. Eloi—Has two tolerable schools and two which are absolutely inferior. The Commissioners are neglectful, and the teachers are badly paid, and are not superintended or encouraged.

Trois-Pistoles—Contained nine schools during the first part of the year, and eight during the latter, as one of the teachers has been discharged; there are two good, four tolerable, and two very inferior schools; they have been regularly attended, and the teachers, who are all female, have shewn great assiduity in discharging their duties, and the scholars equal them in attention to their studies. Two of them are very young, being scarcely fifteen. The accounts are well kept. There is a house in course of erection which is intended for an academy for girls.

St. Simon.—This municipality has, during the scholastic year just elapsed, been a source of constant trouble to me. I have had continually to struggle against the malevolent spirit of the majority of the School Commissioners, who seemed to have made it their business, under cover of their legal omnipotence, to commit as much injustice as possible. Two female teachers were engaged for the same school district by the majority of the Commissioners, one of whom afterwards disavowed the engagement, and sided with the minority, which, thus changed into a majority, rescinded the first resolutions; the two teachers continued their schools, one with 12 and the other 34 children. Several of these ill disposed persons have now been replaced by men animated by a better spirit.

Of seven schools two may be considered good, three middling, and two inadequate. I have no hesitation in saying that part of the funds destined for the support of schools in this municipality have been utterly thrown away.

The accounts are in pretty good order.

St. Fabien.—There are here three schools, of which one is good, one passable, and the third below mediocrity. It would require two more to supply the wants of the population of this municipality, scattered over a large space; but those already in existence are supported with great difficulty.

Everything is done with considerable regularity, and the Registers are carefully kept.

Bic.—There are three schools, of which one is a model school and the two others are good elementary schools. This is one of the municipalities in which education is making the most steady progress. The teacher unites in a high degree the talents for teaching with the acquirements necessary to make a good preceptor. The Commissioners do their duty well.

Rimouski.—There are eleven schools, of which one is a model school for boys, one a superior school for girls, four are good elementary schools, and the five others are passable. Education is here encouraged by all the people of note and respectability in the place.

The convent is to open its classes next month. An industrial college is in process of construction. In the mean time there is a model school under the charge of an excellent teacher. This parish has just shown its readiness to adopt anything calculated to disseminate knowledge amongst its children, by founding an institute where persons of education come every week to debate or lecture on some historical, philosophical, or mechanical subject, before an audience which is always pretty numerous.

Mr. Taché, the member for Rimouski, has given proof of a liberality rarely equalled, by presenting the institute with 700 volumes out of his own library, amongst which are several valuable manuscripts.

The institute subscribes to eight or ten home and foreign journals.

The schools are attended by over 500 pupils, exclusive of those attending colleges, convents, &c., whose number is comparatively great.

Lessard.—There are seven schools, two good, one which may be considered a model school, and four middling. Attendance is satisfactory, the finances prospering, and the Commissioners are both zealous and intelligent. Upon the whole, this municipality is progressing since assessment has been carried out.

Lepage.—There are five schools, of which one is good and four only middling; two are well attended and the three others are almost deserted. The Rev. Mr. Duguay, the *Curé*, is zealous and active, but is poorly supported by the majority of the Commissioners. This municipality, though not doing as much as I could wish, has, however, within the last two years made considerable progress. The principle of assessment has been adopted, and is carried out without opposition.

The books are regularly kept, and I hope that the next scholastic year will see further improvement.

The schools are badly provided with furniture.

Métis.—Three inferior schools were in operation during six months only; these schools were supported by voluntary contributions from the Scotch inhabitants, who alone used them. Difference of faith and of origin prevented the French Canadians from sending their children to these schools, which besides were a great distance from them. A new parish formed in most part of the 3rd and 4th ranges of Métis and of the township of McNider, has just been erected canonically; a pretty chapel has also been built. I thought it best to await this occasion to constitute a new municipality under the name of St. Octave.

Matane.—There are four schools, all only middling, but still good enough for the first year. In this locality, thanks to the energy, activity, and zeal of the Rev. Mr. Boucher, the *Curé*, the progress is rapid. It is at present behind no other in the same local circumstances, since the inhabitants have given up lumbering and fishing to attend to the cultivation of their fine lands. Their isolation from the neighbouring settlements contributed greatly for a long time to keep them in a state of inferiority. I am happy to add that education is there as much appreciated as in other places of more importance.

A powerful auxiliary to the cause of education and the dissemination of useful knowledge is the establishment of public libraries in this district, of which we have eleven, forming altogether about 6000 volumes of an interesting and useful character; being continually in circulation amongst the youth, they maintain and add to the knowledge acquired at school.

Extract from the Second Report of Mr. Inspector TANGUAY.

If I were called upon to give an account of the progress of education in my district, I should do it in the following manner, and say that there are :

137 elementary schools, attended by.....	5040 pupils.
9 schools which cannot be considered as such, attended by.....	467 “
7 superior schools for girls, attended by.....	410 “
48 school houses built and in use.	
7 “ “ in course of construction.	
1 college, attended by.....	200 pupils.
2 convent schools, attended by.....	120 “
1 independent school.....	32 “
Total.....	6269 pupils.

Besides all those of the district who attend institutions of education, such as colleges, convents, academies, without the limits of the district.

The progress of the children is shown in the following statistics :

Pupils reading from A B C to fluent reading.....	2479
“ reading fluently.....	1716
“ “ well.....	2076
“ writing.....	4118
“ having learnt the four simple rules.....	1126
“ “ “ compound rules.....	695
“ studying book-keeping.....	23
“ “ orthography, by spelling.....	2722
“ “ geography.....	563
“ “ French grammar.....	1467
“ “ parsing.....	1000
“ “ English grammar.....	197
“ “ history.....	365

Expenses in the district of Kamouraska, for primary schools, during the current year, including the monthly rate, voluntary subscriptions, firewood, furnishing of books, &c., £4894, more or less. This sum, divided among the 6266 pupils who have attended the different schools and educational institutions in the district of Kamouraska, gives 15s. 4½d. as the mean cost for the education of each child.

The following is a brief summary of the principle obstacles to the carrying out of the educational law in the district of Kamouraska, viz: the incompetency of the present School Commissioners in more than half of the municipalities, incapacity on the part of the teachers, and want of articles requisite for schools, want of an adequate remuneration to induce persons to teach who might distinguish themselves in that line, want of control on the part of the Inspector, too much power vested by the law in the School Commissioners, who in many instances abuse it.

When schools are carried on well, it is generally owing to a good Secretary Treasurer, and also to an active President of the Board, who is most frequently the

Curé of the parish; there is no necessity then of having five persons to do what is in fact accomplished by two.

I have the honor to be, Mr. Superintendent,
With the most profound respect,
Your obedient servant,

GEORGE TANGUAY,
School Inspector.

Extracts from the Report of F. X. VALADE, Esq., Inspector of Schools.

City of Montreal.—Model school kept by Mr. Doran: pupils reading well, 30; a still greater number write beautifully, and are learning arithmetic and geography. The pupils also learn English grammar, mental arithmetic, book keeping, drawing, literal English and French translation. Mr. Pierre Garnot is French teacher. The result of the examination was entirely satisfactory.

Mr. and Mrs. M'Quillan's School: the instruction is what is prescribed for elementary schools.

Mrs. Byrne's school: several pupils answered in a very satisfactory manner questions in parsing and geography.

Miss Gougeon's school: eight pupils out of thirty-four, read well, write passably, and recite the multiplication table.

Miss Godere's school: twenty-six out of fifty pupils write; reading in French and English is taught.

There has been progress made in the schools of the Misses Poitras and Dubord, as also in the orphans school of La Providence, and in that of the Convent of the Good Shepherd.

The schools of the Congregation of Notre Dame are attended by 180 pupils; the French and English languages are successfully studied.

School Municipality of Hochelaga.—Miss Girouard's school is attended by 50 scholars on the highway of progress. That kept by Mr. Ploughman is a good school, and is attended by many pupils of high talent. The Secretary Treasurer's accounts are well kept.

Long Point.—Miss Irving's Protestant school is very interesting, from the progress and application of her pupils: spelling, reading, writing, geography and mental arithmetic, are carefully and skilfully taught.

Here are also more Sisters of the Providence Convent; new as is this establishment the progress of the pupils is highly satisfactory: they learn reading, etymology, mental arithmetic, &c. Instruction is also given to young deaf and dumb girls; several of them express their thoughts in a very lively manner in both French and English, the letters are well made and the construction of the sentence is grammatical.

There is besides in this municipality a school under the conduct of Mr. Pigeon, which is well worthy of attention.

Rivière des Prairies.—The boy's school is attended by about 50 pupils, of whom 30 read and spell extremely well; 15 write dictation easily; 7 are parsing, and some study English. Mental arithmetic and geography are taught.

In the girls school several pupils read well. Although inferior to the boys school this is also improving.

St. Henry, (the Tanneries.)—The school under the control of the dissentient Trustees is well kept and making progress. A great part of the pupils of this school spell, read, write and cypher extremely well.

Lachine.—The dissentient school numbers 70 pupils, of whom 50 read, spell and write well, 40 are advancing in arithmetic, 40 parse the parts of speech with

tact and intelligence ; 20 are learning geography ; and a great many drawing. The result of the examination is very satisfactory.

Petite Cote.—The Protestant school under control of the Commissioners is attended by 50 pupils, of whom 20 read, spell and write from dictation ; 12 understand grammar and parsing. Mental arithmetic is taught, as also is geography.

Iste Perrot.—There are two schools, one attended by boys and the other by girls ; the progress of the scholars is not very satisfactory.

Rigaud, (Village.)—The instruction given by the Clerks of St. Viateur at the College of Rigaud is excellent ; the institution is conducted with the greatest zeal and assiduity. The course pursued is the ordinary classical.

The school kept by Miss Methot is a good one ; her method of teaching is excellent.

Rigaud, (Parish.)—The schools kept by Mrs. Landriau and Miss O'Callaghan are good. The last mentioned teacher is extremely active. The schools of Upper la Chôte and of Petit Brulé are also pretty successful.

Vaudreuil—Possesses a convent, at which girls receive a good sound education.

Mr. Moffat's school upon the whole is well kept.

The school at Quinchien is newly established ; it is kept by a female teacher equal to all her duties.

The school of "*La Cote des Francais*" is very well kept. The progress made by the pupils of the schools of *La Petite Cote*, *la Cote St. Louis* and *la Grand Cote*, is not altogether satisfactory ; the state of the accounts is far from being so.

St. Marthe.—Mr. Chartrand's school is kept with strict discipline, and is very successful. Out of about 30 scholars, 15 spell and read well, learn mental arithmetic, and write correctly from dictation.

Of the three other schools under control, one is good, the other passable, and the last is shut up on account of the sickness of the mistress.

The dissentient school is excellent.

St. Polycarpe—Has eight schools, of which three are kept in a satisfactory manner ; those of Messrs. Chartrand and Kennedy are successfully conducted, the three others are middling.

St. Clet—Possesses four schools. In that kept by Miss Valois 25 pupils out of 50 read well ; 30 recite the multiplication table readily ; 20 do the simple rules, and 10 the compound ; 15 write from dictation and learn orthography ; 8 are learning the conjugations of the verb, the rules of the participle, and parsing.

Miss Quierrier's school is pretty good : out of 30 pupils, 20 read passably ; 15 learn mental arithmetic ; 9 do the simple rules, 3 the compound ; 8 write from dictation ; 2 conjugate the tenses of the verb and participles, and parse. The two other schools are middling.

The Cedars.—There are in this municipality four schools and one convent. The school kept by Mr. Joassim is excellent : out of 43 pupils attending it, 30 read well, write on paper, and practise mental arithmetic ; 20 write from dictation ; 10 do the compound rules, and know the rules of the participle, the formation of the verb, and are learning analysis. This is one of the best schools of the county of Vaudreuil.

The boys school at St. Dominique is middling : out of 30 pupils attending it, 15 read well, 4 spell correctly, 5 do the simple rules ; as many write from dictation, and 15 from copies. The girl's schools of that place gives about the same statistics and for similar branches.

At the convent, reading, writing from dictation, the rules of the participle parsing, and reckoning, are taught. This institution renders the parish great service

St. Zotique—Has three schools. The first, Mr. Beaudry's, is conducted with order, discipline and activity: out of about 50 pupils attending it, 25 read well, the same number say the multiplication table with ease, 20 learn simple arithmetic, 10 do the compound rules, learn the formation of the verbs, parsing and the rules of the participle, and from 20 to 30 write from copies.

The second, under the charge of Mr. Manseau, numbers 10 pupils, who read well, 20 who can say the multiplication table, 10 who can do the simple rules, and 5 who write from dictation.

Lastly the third, conducted by Mr. Scanlan, is numerously attended; it is rather an English than a French school. Reading and writing are both good, and arithmetic is successfully taught.

Rivière-à-Delisle.—The dissentient school of this place is extremely well conducted: reading, spelling and arithmetic are successfully taught; out of 56 scholars at present attending it, 40 read and write well, 14 learn simple arithmetic, and 10 compound.

Côteau Landing.—The examination of the dissentient school of Côteau Landing was satisfactory.

I have the honor to be,

Sir,

Your obedient servant,

F. X. VALADE,

School Inspector.

STATISTICAL TABLE showing Number of Pupils, &c.—(Continued.)

	Boys.	Girls.	Reading French well.	Reading English well.	Spelling well by heart.	Writing from dictation.	Formation and Conjugation of Verbs.	Knowing first 4 rules of the Participle.	French Parsing.	Saying Multiplication Table.	Geography.	Simple Arithmetic.	Compound Arithmetic.	Writing on paper.	English Parsing.	English Verbs.	Total.	
COTE VISITATION.																		
27 Miss Lussier.....		25	10	10	10	8				10		5		10			25	Elementary French School.
28 Mr. Lamb, (Dissenting School.)...	27	27	10	24	24					24	20	20	14	34	12	12	54	Superior English do Municipalities..... 47 Teachers..... 12
Parish of Montreal, including Hochelaga, St. Henry, St. Pierre, Côte des Neiges, St. Louis and Cote Visitation; Pupils attending regularly, 623.																		
RIVIERE DES PRAIRIES.																		
1 Mr. Robillard, (Village).....	50		30	15	30	15	5	5	7	30	4	15	15	30			50	Superior Model School.
2 Miss Arpin, (do).....			30	15	15	10			5		10			15			30	Elementary School.
80																		
POINTE-AUX-TREMBLES.																		
3 Mr. Pierre Grenier, (Village.).....	58		30	20	25	10	10	10	40	40	20	20	10	40			58	Superior School.
4 Convent of Notre Dame, (Day Sch.).....			40	20	20	10	5	5	5	20	10	10		20			40	Elementary School.
5 Miss Lafranchise, (St. Leonard.)...	15		15	15	15	10	3	3	3	10		4	4	15			30	Do do
128																		
SAULT AU RECOLLET.																		
6 Mr. Martin, (Village.).....	55		30	20	30	30	6	6	20	30	20	15	10	30			55	Superior School.
7 Miss Strause, (do).....			40	25	25	25	16	16	16	25	16	10	5	20			40	Do do
8 Miss Larchevesque.....	25		25	20	17	17	17	20	8	8	10	24	20	10	30		45	Do do
9 Mr. Dagenais, (St. Michel.).....	50		20	10	20	20	5	5	8	20	10	15	10	26			50	Elementary School.
10 Girl's School, do.....			40	15	15	15	3	3	5	15	8	8	8	15			40	Do do
11 Miss Gravelle, (Haut du Sault.)...	15		15	10	10	8				10	4	4		10			30	Do do
260																		
ST. LAURENT.																		
12 Academy of Brothers of St. Joseph.....	110		48	35	30	46	26	15	26	29	26	19	14	50	40	40	110	Superior Academical School.
13 Convent of St. Croix, (Village.).....			110	42	25	30	36	19	14	19	23	19	14	45	20	20	110	Superior School.
14 Mr. Kays, (Protes. Dissen. School.).....	20		10	15	10	6				15		6	6	10			30	Elementary do
15 Mrs. Decelle, (Cote de Liesse.).....	15		20	4	2	4				3				5			35	Do do
16 Miss Verdan, (Cote de Vertu.).....	11		12	10	5	7				8		8		5			23	Do do
17 Miss St. Jean, (Cote de Bois Franc.).....	14		10	9	2	4				4		7		6			24	Do do
18 Miss Latour, do.....	12		12	14	10	4				2	6	6		12			24	Do do
19 Mrs. Theoret, (St. François).....	15		8	6		2				4							23	Do do
379																		
STE. GENIEVE.																		
20 Mr. Martineau, (Village.).....	40		20	20	8	3	3	3	20	3	12	8		20			40	Elementary School.
21 Convent St. Anne, (do).....			60	20	20	19	10	10	10	20	10	8	8	30			60	Superior do
22 Miss Tassé, (Taraguay).....	20		20	15	10	8	3	3	3	15		6	8	15			40	Elementary do
23 Miss Marie Pigeon, (Cap).....	14		14	8	4	1				6				2			28	Do do
24 Miss Stéphanie Pigeon, (Sources)...	14		14	8	3	3	1	3	8	1	5			6			28	Do do
196																		
POINT CLAIRE.																		
25 Academy of Brothers of St. Joseph.....	80		39	39	38	16	16	16	40	10	16	10		40			80	Superior School.
26 Convent of N. D., (D. Sch. & Bros.).....			55	20	8	20	20	8	6	8	16	5	9	6	30		55	Do do
27 Miss Clément, (St. Charles).....	16		14	9	9	10	3	4	4	10		8	4	15			30	Elementary School.
28 Miss Perrier, (St. Jean).....	11		12	12	12	8	6	6	6	12	2	4	8	12			23	Do do
29 Miss Lefebvre, (Sources).....	12		12	8		5						6		10			24	Do do
Municipalities..... 12 Teachers..... 44																		

STATISTICAL TABLE showing number of Pupils attending in, &c.—(Continued.)

		Boys.	Girls.	Reading French well.	Reading English well.	Spelling well by heart.	Writing from dictation.	Formation and Conjugation of Verbs.	Knowing first 4 rules of the Participle.	French Parsing.	Saving Multiplication Table.	Geography.	Simple Arithmetic.	Compound Arithmetic.	Writing on paper.	English Parsing.	English Verb.	Total.		
COTEAU LANDING.																				
35	Fortune, (Prof. Diss. School, Vil.)	30	30	40	40	25	8	.....	.....	40	30	20	20	.....	40	10	20	60	Superior School.
36	Mr. McKinnon, (Village)	17	5	10	4	10	8	.....	.....	15	.....	3	4	.....	10	.....	.....	82	Elementary School. Municipalities..... 14 Teachers..... 42
ST. POLYCARPE, (Riv. à Delisle.)																				
1	Miss Lewis, (Village)	.....	40	10	.....	5	10	4	4	4	10	1	3	3	20	.....	.....	40	Elementary School.
2	D. Kennedy, do	50	.....	24	24	24	16	.....	.....	6	30	4	4	20	25	6	.....	50	Superior School.
3	Mr. Doray, (St. Mary)	23	7	8	.....	8	6	.....	.....	10	6	2	3	10	.....	.....	.....	30	Elementary School.
4	Mr. Picotte, (Upper River)	27	.....	8	.....	8	3	2	2	2	10	2	8	3	7	.....	.....	27	Do do
5	Mr. McCuaig, (P. D. School, St. G.)	27	27	.....	40	40	10	.....	.....	20	.....	14	10	30	14	10	.....	54	Superior School.
6	Miss Caron, (St. George)	14	14	6	.....	3	1	.....	.....	1	4	.....	.....	.....	5	.....	.....	28	Elementary School.
7	Mr. Charlan, (St. Catherine)	2	25	25	.....	20	15	10	6	6	30	10	15	20	.....	.....	.....	50	Superior School.
8	Mr. Laeroix, (Lower River)	21	.....	10	.....	6	6	4	4	4	10	2	5	5	8	.....	.....	20	Elementary School.
No School at the Côte St. Philippe																			299	
ST. ZOTIQUE.																				
9	Mr. Manseau, (St. Catherine)	15	15	10	.....	6	5	.....	.....	4	25	4	10	.....	20	.....	.....	30	Elementary School.
10	Mr. Beaudry, (Village)	25	25	30	.....	30	10	10	10	10	30	10	20	10	36	.....	.....	50	Superior School.
11	Mr. Scanlan, (Rivière au Baudet)	20	18	10	20	15	10	.....	.....	5	20	.....	10	10	15	6	6	38	Elementary School.
																		118		
ST. IGNACE, (Coteau du Lac.)																				
12	Miss Valois, (Ruisseau de St. Clet)	25	25	25	.....	20	20	8	8	8	30	4	20	10	30	.....	.....	50	Superior School.
13	Miss Scanlan, (Riv. à Delisle)	16	10	6	.....	6	.....	.....	.....	2	.....	.....	.....	.....	6	.....	.....	26	Elementary School.
14	Mr. Brabant, (Ruisseau)	20	.....	5	2	4	2	2	2	2	4	.....	2	4	10	.....	.....	20	Do do
15	Mrs. Marchand, (do)	20	16	4	.....	1	.....	.....	.....	6	.....	3	1	6	.....	.....	.....	16	Do do
16	Miss Charest, (St. Emmanuel)	30	18	26	.....	15	8	.....	8	8	15	10	8	12	.....	.....	.....	49	Do do
17	Mr. Tassé, (Village)	40	25	25	.....	20	20	6	6	10	40	.....	20	10	40	.....	.....	65	Do do
																		225		
ST. CLET.																				
18	Mr. Gareau	12	12	12	.....	6	6	3	3	5	10	4	5	1	5	.....	.....	24	Elementary School.
19	Miss Quiérier	12	22	20	.....	15	9	2	2	6	15	.....	9	3	20	.....	.....	34	Do do
20	Miss Emond, (St. Emmanuel)	25	25	.....	.....	2	.....	.....	.....	10	.....	.....	8	2	12	.....	.....	50	Do do
																		108		
SOULANGES.																				
21	Mr. Beaulnes, (St. Dominique)	30	.....	12	.....	4	5	.....	.....	5	.....	5	.....	.....	15	.....	.....	30	Elementary School.
22	Mrs Beaulnes, (do)	.....	30	12	.....	4	5	.....	.....	10	.....	5	.....	.....	15	.....	.....	30	Do do
23	Convent of N. D., (Vil., ex. et pen.)	60	30	.....	15	12	8	8	8	20	8	15	22	30	.....	.....	.....	60	Superior School.
24	Mr. Joassin, (Village)	45	.....	30	.....	20	20	10	10	12	30	.....	10	12	30	.....	.....	45	Do do
25	Mr. Grassier, (St. Féréal)	25	15	16	.....	12	8	6	8	8	10	8	8	8	15	.....	.....	40	Elementary School.
																		205	Municipalities..... 7 Teachers..... 26	

RECAPITULATION.

Total Number of municipalities	44
“ “ “ Schools, Colleges, Academics and Convents under control of Commissioners..	118
“ “ “ Teachers.....	164
“ “ “ Pupils attending the schools regularly.....	4822

In this total is not included the number of Pupils attending the independent schools, nor yet the Pupils who are registered on the roll of the Commissioners, but who attend school only irregularly, or not at all; which numbers, added to the 4822 before mentioned would make the total amount nearly equal to that given by the Report in the month of July, 1854.

NOTE RESPECTING THE REPORTS OF THE INSPECTORS.

The Superintendent does not consider himself responsible for all the remarks contained in the preceding extracts from Reports. On the contrary, it is easily seen that there are to be found in them, several suggestions in direct opposition to those which the Superintendent has taken the liberty of making.

While suppressing everything calculated to wound seriously the feelings of individuals, and striking out repetitions, he has considered it his duty scrupulously to give the views of the Inspectors. In fact, the actual state of the question of Public Instruction requires that the Government, the people, and the representatives of the people, should be fully aware of the opinions of all those entrusted with the supervision of schools, upon the subject.

It is unnecessary to add that several of these reports give proof of much zeal and considerable powers of observation, and that altogether they form an impartial, nay, a severe criticism upon the present state of affairs

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ERRATA.

- Page 78—Bishop's College, at Lennoxville, placed in the second section of the division of the Superior Schools, ought to have been placed in the first section, with the other Universities. It has, by its charter, the power of conferring degrees in the four Faculties. That power has been exercised with regard to the Faculties of Theology and of Arts. The Faculties of Law and Medicine are not yet organized. The Professors are not all Clergymen; three of them are Laymen. Its library numbers above 1500 volumes, instead of 1000.
- Page 78—2nd line—for "education" read "educational."
- Page 91—1st line—for "Appendice" read "Appendix."
- Page 129—3rd line—for "slow" read "low."
- Page 129—33rd line—for "text" read "test."
- Page 130—13th line—instead of "Of the 12 the school districts into which Chatham is divided, in 5 of these districts, can it be said that education is advancing very slowly," read "in five school districts only can it be said that education is advancing in this township."
- Page 133—34th line—instead of "and all English about" read "and all English. About."
- Page 135—2nd line from bottom—instead of "road" read "rut."
- Page 136—13th line—instead of "with the advantage of the having" read "with the advantage of having."
- Page 137—3rd line—instead of "rational" read "rationale," and 15th line, instead of "awkward" read "outward."
- Page 141—42nd line—for "tha" read "that."

ANNUAL REPORT

Of the NORMAL, MODEL, GRAMMAR, and COMMON SCHOOLS, in
Upper Canada, for the year 1855, with an Appendix: by
the Chief Superintendent of Education.

Department of Public Instruction for Upper Canada.

[No. 1291, R.]

EDUCATION OFFICE,

TORONTO, 31st May, 1856.

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 1855, 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 Grammar and Common Schools, and the establishment of Public Libraries, throughout Upper Canada.

I have the honor to be,

Sir,

Your obedient servant,

E. RYERSON.

The Honorable

T. LEE TERRILL,

Secretary of the Province.

Toronto.

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ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1855.

PART I.—GENERAL REPORT.

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

MAY IT PLEASE YOUR EXCELLENCY,

In presenting to your Excellency my Report of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1855, I am happy to be able to state that there is no abatement in the progress of our system of Public Instruction, but a larger increase in the number of pupils attending the schools and in the amount of moneys provided for their support by local self-imposed rates on the part of the people, than has been reported during any preceding year.

Hitherto, from motives of economy in printing the reports, I have reported the statistics of *Townships* only once in five years—limiting myself during the four years out of five to the statistical returns from Counties. The last being the fifth year since I included Townships in my returns, my present report contains the school statistics of 359 Townships, as well as those from 42 Counties, 5 Cities, 16 Towns, 5 Towns with Municipalities only, and 20 incorporated Villages of Upper Canada. The copious extracts which I have given (Appendix A.) from the Reports of Local Superintendents, present, with intelligent and anxious faithfulness, the darker as well as lighter shades in regard to the provisions and operations of our whole school system. The same remark applies to the first Reports of the Inspectors of Grammar Schools in Appendix B.

The examination of the Statistical Tables and extracts of local Reports is the best means of learning, or forming a correct and enlightened opinion of the principles and working of the system of Public Instruction, its obstacles, its progress, its success, its defects, and excellencies. It may, however, be proper for me to make a few references and remarks.

1. COMMON SCHOOL MONEYS—TABLE A.

This table shows that while the Legislative Grant apportioned to Municipalities last year, amounted to £24,474, the local Municipal assessment for School purposes amounted to £45,123, nearly twice the amount of the Legislative Grant, and being an increase of £12,126 on the Municipal assessment of the preceding year.

The aggregate amount of the local *Trustees' School* assessments last year, was £109,711, being (after deducting the equivalents not charged against it last year, amounting to £41,682,) an increase over that of the preceding of £16,045.

The amount of *rate-bills* on children and *subscriptions* last year, was £30,807—a decrease of £5,092 on that of the preceding year.

The amount expended for *Maps* and other *School Apparatus*, was £2,064—an increase on the preceding year of £169.

The amount expended on *School Sites and Buildings*, was £34,272—an increase on the preceding year of £12,115.

The amount expended in the payment of *Teacher's Salaries*, was £170,027—being an increase on the preceding year of £25,309, or more than *one hundred thousand dollars!* The increase in the sums for the payment of *Teachers' salaries*, and the erection of *school-houses*, is the truest and most practical test of the progress of a school system; and under both these heads the returns are most satisfactory and encouraging.

The *total amount* expended for *Common School* purposes last year was £224,818—being (after deducting £12,533, not before charged,) an increase on the expenditure of the preceding year of £23,700;—the largest increase which has ever taken place in one year in this branch of public instruction.

2 SCHOOL POPULATION AND COMMON SCHOOL PUPILS—TABLE B.

According to this table, the school population between the ages of 5 and 16 years, was 297,623, being an increase on the preceding year of 19,711

The number of children between those ages attending the schools was 211,629—increase on the preceding year of 18,292. The number of pupils of other ages was 16,235—an increase of 5,404. The whole number of children attending the schools was 227,864*—being an increase on the preceding year of 23,696.

The number of boys attending the schools was 125,678, an increase of 12,793; the number of girls attending the schools was 102,186, an increase of 10,903.

The number of indigent children reported as attending the schools was 3,059, being a decrease of 808.

This table exhibits also the classification of pupils, and shows a very gratifying increase in the more advanced classes of reading, and in the higher subjects of Common School education, such as grammar, history, book-keeping, mensuration, algebra, geometry, elements of natural philosophy, vocal music and drawing.

3. NUMBER OF COMMON SCHOOLS, AND WHEN ESTABLISHED—TABLE C.

It appears from this table that there were 3,525 School Sections, being an increase of 113; that there were 3,325 schools opened, being an increase of 81. There

* To these may be added, 12,410 pupils attending the Grammar Schools and other Educational Institutions See Table R., pages 204-5, *post*.

were, therefore, 200 School Sections in which there were no schools, or from which no reports were received.

This table also shews that the number of Free Schools was 121! an increase of 34. The number of schools, partly free, was 1665, an increase of 496. Of these 544 were schools in which the rate-bills were less than one shilling and three pence per month for each pupil. Thus 1755 out of the 3325 schools reported, were more free than the law requires; showing the result of experience and the tendency of the public mind in favor of free schools.

This table likewise contains all the information which I have been able to collect as to the number of schools which have been established in each Municipality during each year since 1816.

4. TEXT BOOKS AND APPARATUS USED IN THE COMMON SCHOOLS—TABLE D.

Of the 3,325 schools reported, the national series of text books are used in 3126. Thus this excellent series of books may be considered as the school text books of Upper Canada—printed in the country, approved and used by the country, as well as recommended by public authority. The books not recommended or sanctioned according to law are fast disappearing from the schools.

There were maps in 1728 schools—increase 150; and blackboards in 2399 schools—increase, 32.

The number of schools which were opened and closed with prayer was 1003—increase 520; and the number in which the Bible and Testament were read was 1963—increase, 152.

5. COMMON SCHOOL TEACHERS. THEIR RELIGIOUS FAITH, SALARIES, &c.—TABLE E.

The whole number of teachers employed during the year was 3565, of whom 2568 were males—increase, 5; and 997 females—decrease, 34. Members of the Church of England, 716—increase, 14. Roman Catholics, 396—decrease 25. Presbyterians, 998—increase, 18. Methodists, 957—decrease, 52. Baptists, 183—decrease, 44. Congregationalists, 57—decrease. 5. &c. The highest salary of a teacher in a city, £350; in a town, £200; in a village, £130; in a county, £160. For variations of salaries, see the table.

6. SCHOOL HOUSES, SCHOOL VISITS, LECTURES, TIME OF KEEPING THE SCHOOLS OPEN—TABLE F.

The returns of school houses for 1854 or 1855, or for both years, seem to be very imperfect, as there are several discrepancies between them. According to this table the number of school-houses built during the last year was 195, of which 31 were of brick, 10 of stone, 49 frame, 46 log, 59 not reported. The whole number of school houses reported, was 3362.

The whole number of visits to schools made during the year was 40,704—increase, 986. Of these visits 6916 were made by Local Superintendents—increase, 50; by Clergymen, 3335—increase, 305; by Municipal Councillors, 1396—decrease, 13; by Magistrates, 1399—increase, 34; by Judges and Members of Parliament, 365—increase, 192; by Trustees, 15,899—increase, 362; by other persons, 11,394—increase, 56. Total, 40,704.

The number of school lectures on education delivered by Local Superintendents during the year was 2082—decrease, 71; and not more than two-thirds as many lectures as there were schools opened, or as the law required. Lectures by other persons, or voluntary lectures, 260—increase, 185.

The average time during which the schools were kept open was 9 months and 20 days—increase, 4 days.

7. GRAMMAR SCHOOLS—TABLES H. I. AND K.

These tables contain the statistical returns as to the receipts and expenditures of moneys in support of the Grammar Schools, the whole number of pupils in them, and the number of pupils studying each of the several branches taught, the text books used, &c.

The amount apportioned from the Grammar School Fund last year was £6549, being an increase on the preceding year of £1064. The amount received from fees was £5122—increase £748. The amount of Municipal aid was only £1630; from other local sources, £1625; balance from the preceding year, £559, being an increase under these heads of £910. The whole amount received from all sources was £15,486, being an increase on the receipts of the preceding year of £2,722. Of this sum £11,563 were expended in paying the salaries of masters—increase, £691; and the balance in the building, rent, repairs and furnishing of school-houses.

The whole number of pupils in the schools during the year was 3726, being a decrease of 561, arising from the introduction of the new programme of studies and new regulations which do not permit the admission or continuance of A B C pupils in the schools, but which require an entrance examination in the elements of Common School instruction.

Of the 3726 pupils in the Grammar Schools, the number reported as studying Latin was 1039; Greek, 235; French, 365. It will thus be seen that a very small proportion of the pupils in the Grammar Schools are pursuing the studies which constitute the distinguishing characteristic of those schools.

In my last report a minute analysis of the statistical returns was made to show the actual state of the Grammar Schools before the new regulations, or rather system came into force; but as these regulations only took effect in July last, it is too soon to institute a comparison between the state of the Grammar Schools under the old and new regime.

In regard to the general state of the Grammar Schools the last year, and on the introduction of the present regulations and programme of studies, I need add nothing to the very excellent reports of the two Inspectors who were appointed last year, and from whose annual inspection of the schools I anticipate the most salutary results. For their reports see Appendix B.

From these reports it will be seen how great is the need in many places of better buildings for the Grammar Schools, with proper furniture and apparatus, and how inadequate the law for these purposes is to enable Boards of Grammar School Trustees to erect and furnish good buildings, as well as to provide for the certain and adequate remuneration of masters and teachers.

S. NORMAL AND MODEL SCHOOLS—TABLE L.

The table shews attendance at the Normal School during the last year to be in advance of that of the preceding year. In regard to the Model School—the school of practice for students in the Normal School—the number of pupils in each of the two (male and female) branches, is limited to 210 pupils—420 in all. Though there are hundreds of applications on the books, that number cannot be exceeded, and new applicants are admitted in the order of their application, unless they are from without the City of Toronto.

The desks and chairs, which have been in constant use during four years by children from 5 to 16 years of age, are without blots or marks, showing the practicability, under a government strict, mild and parental, to inculcate upon children order, neatness and care as to the objects of their daily use. The whole system of organization, government and teaching, together with the maps, charts and other apparatus, is such as exemplifies what a Common School should be, and such as has elicited the unqualified admiration of great numbers of visitors from various countries. Student-teachers witnessing such models, and employing a portion of each week, during their attendance at the Normal School, in teaching in such Model Schools, cannot fail to possess peculiar advantages in going out as instructors of youth. In the Normal School they attend lectures and perform severe exercises in the whole course of instruction; in the Model Schools they reduce to practice the knowledge thus acquired and matured.

The efficiency of the Normal School has, in every respect, been maintained, and in some respects, I think, improved. The practical and thorough character of the mode of teaching, as far as the limited period of attendance on the part of student-teachers generally admits, favorably compares with that which I have witnessed in any other country; as also the energy and zeal of the able masters. The demand for teachers from the Normal School, and the remuneration offered them, have increased in proportion as they have become known, and much more rapidly than it is possible to train them. Indeed, but a small proportion of the schools can as yet be provided with teachers from the Normal School; but the influence of the methods of organization, instruction and government inculcated and illustrated in the Normal and Model Schools, is felt throughout Upper Canada, and has already produced a most beneficial change in the character of school teaching and government, and a much higher standard of character and qualification on the part of teachers, and of comfort and convenience in regard to school-houses, furniture and apparatus. The school-houses in the majority of the cities and towns and in many country places, are built and furnished after the plan of the Provincial Model School; and some of them are more spacious and elegant. When the appreciation of the education of the youth of the country is such that the school-house shall be the ornament of the neighborhood, village or town, and not its disgrace, and when the schools shall become objects of attraction to visitors, as well as matters of lively interest to both parents and children, then may we hope to see our country approaching its high destination in its sources of productiveness and the elevation and advancement of its population.

9. THE FREE PUBLIC LIBRARIES.—TABLE M.

In my last report, an explanation was given of the steps which had been taken for the establishment of a system of Public Libraries in Upper Canada, and the objections which have been made to the establishment of such a system were sufficiently answered. The year 1854 presented the results of three years' preparation; of a personal visit to the various counties, and an appeal to them on the subject; of the first applications for a supply of books from all the municipal and school corporations that were prepared to establish libraries on the favorable conditions proposed. In most cases, there was more or less opposition to the imposition of a new tax upon the people, and that opposition was generally in proportion to the largeness of the sum proposed to be expended in the purchase of books. In several instances, the councillors and trustees who took the noble responsibility of taxing their municipalities for the establishment of libraries were rejected for such alleged extravagance, by a majority of their constituents at the ensuing elections. Some time was necessary to allay this opposition and to produce a healthful reaction by the circulation of the books purchased, and the pleasure and profit experienced in their perusal.

Under these circumstances, it could not be expected that the following year would witness the applications for many additional books. It is, however, gratifying to observe that 16,598 volumes have been purchased and put into circulation during the year. The whole number of volumes sent out by this Department is 116,762, on the following subjects: History, 20,169 volumes; Zoology, 9,226; Botany, 1,630; Natural Phenomena, 3,615; Physical Science, 2,555; Geology and Mineralogy, 1,074; Natural Philosophy, 1,843; Chemistry, 976; Agricultural Chemistry, 591; Practical Agriculture, 5,507; Manufactures, 5,653; Ancient Literature, 705; Modern Literature, 10,975; Voyages, &c., 8,367; Biography, 12,274; Tales, Sketches, &c., 30,379; Teachers' Library, 1,222. It cannot be expected that the operations of the libraries would be equally successful in all cases. But the Extracts from the Reports of Local Superintendents, (see Appendix A), show that, with few exceptions, the books are highly appreciated and largely read. No language can overrate the importance of rendering accessible to the inhabitants, both old and young of all classes, in each municipality and section, the *companionship* (through their biographies and works) of the wise and good of all ages and nations;—to the students of science and literature, works on every branch and subject of their favorite pursuits;—to the students of history, the lives of nations and individuals;—to farmers, manufacturers, and mechanics, practical works on agriculture, manufactures and trades;—to heads and members of families, works on practical life; to the lovers of travel, of nature, of the marvellous, voyages, natural history, natural phenomena; to the old, books specially written and selected for their entertainment and consolation; to the young, counsels, biographies, histories, tales, sketches, &c., for their amusement and instruction. It has been my object, in providing for the establishment of these libraries, to render accessible to the remotest township and school section in Upper Canada the choicest treasures of human knowledge. The circulation already of so large a number of volumes on so great a variety of useful and entertaining subjects, must be productive of salutary effects. Yet, only 179 municipal libraries,

embracing about 509 school sections divisions of them have been established ; leaving more than 2,500 school section libraries, or sections of libraries, to be established. This great work has but commenced. It will be one special object of my next tour of the province, to call public attention in the various municipalities to this vast interest, as I did on the eve of commencing the operations of 1854.

10. SCHOOL MAPS, GLOBES, AND OTHER APPARATUS.—TABLE N.

It was not until the middle of the year that legal provision was made to aid trustees to furnish their schools with maps, globes, and other apparatus upon the same terms as those on which they were provided in regard to supplying them with libraries—namely, by apportioning one hundred per cent upon whatever sums they might advance for these requisites of school instruction. The collection of these requisites in the Depository of this Department is the most extensive and complete that I have ever seen. Illustrations to the eye in all possible cases render the attainment of knowledge easy and agreeable, and facilitates its communication. Under this new arrangement, schools have been provided with maps, &c., to the amount of \$4,655—comprising 1304 maps, 48 globes, and several hundred articles of other school apparatus and requisites. The number of schools whose trustees have availed themselves of these facilities, is 159—namely, 143 common schools, 3 grammar schools, 4 union grammar and common schools, and 4 separate schools.

11. SUPERANNATED TEACHERS AND FUND FOR THEIR RELIEF.—TABLE O.

In 1853, a legislative grant of £500 per annum was made "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 teacher shall be permitted to share in said fund, who shall not contribute to it, at least at the rate of one pound per annum, for the period of teaching school, or receiving aid from said fund, and who shall not furnish to the Council of Public Instruction, satisfactory proof 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."

In pursuance of these benevolent provisions of the law, the Council of Public Instruction proceeded to adopt regulations and forms according to which applications would be received and pensions granted.* In 1854, the grant was increased to £1,000 per annum. The number of worn-out teachers who have received aid from this fund is 85; of whom 7 are deceased. Two of the first of the worn-out teachers aided from this fund died the day the cheque for the first instalment reached their Post Office. The youngest pensioner upon the fund is 44 years of age; the oldest is 83; the average age of the pensioners is 65. Eighty-five applications have been made since January 1856. No pains have been spared in the investigation of the cases of applicants, in order that the liberality of the legislature might be beneficially

* See Appendix L., in the Annual Report for 1854, p. 231.

applied. To meet the circumstances of those worn-out teachers, to whom pensions have been granted, the amount of subscriptions required by law has been *deducted* from the pension granted them, instead of requiring them to advance it. Thus, if a pension were granted for forty years service—the subscriptions payable, as required by law, would be £40, or rather £41, including the first year of receiving the pension, while the highest sum permitted by law to be paid him, would be £60—leaving a balance of £19 payable to him for the first year. During each subsequent year, one pound only would be deducted from his pension. The sums thus deducted, are credited as subscriptions paid.

From the limited amount of the fund and the large number of claimants, the sum annually payable to each is small, and must diminish as the number of claimants increases. Yet, small as this grant is, it has relieved and is now relieving a considerable number of men, poorly remunerated in their day, for their useful labours, and affords no small encouragement to meritorious teachers who are devoting their health, strength and lives to the noble work of forming the minds and, to a large extent, the future character of the youth of the land.

It is honorable to Upper Canada to be the first Province or State in America in which any public provision whatever is made in aid of the support of common school teachers, when they shall have become worn-out in the service of their country.

12. LEGISLATIVE SCHOOL GRANTS AND LOCAL ASSESSMENTS.—TABLE P.

This table exhibits the distribution of the Grammar and Common School Funds to the various Counties and Cities of Upper Canada, and the extent to which each has participated in them. The principle of distribution in regard to the grants for libraries, maps, and school apparatus to all the municipalities, and the principle of redistribution of the Common School grants in all the Municipalities, is according to the sum raised or work performed in each. The principle of developing and rewarding local effort, but in no case superseding it, is proved by all past experience to be the most, and indeed the only effectual means of instructing and advancing a free people. The business of the State is not so much to educate the people, but to aid them to educate themselves; and it will have performed its duty just in proportion as it adopts the best means by diffusing information and providing machinery for prompting, encouraging, assisting, and calling forth enlightened local effort for the instruction and education of the young, and the spread of useful knowledge amongst all classes.

13. COLLEGES, ACADEMIES AND PRIVATE SCHOOLS.—TABLE Q.

According to this table, the statistics of which are very imperfect, there were 10 *colleges* (4 with University powers), teaching 1,100 students and pupils. The amount of public aid received by them was £22,833,—increase, £6,412. The number of *private academies* was, 29—increase, 10. The number of pupils attending them was, 1,053—increase, 187. There were also *private schools*, 278—increase, 92. The number of pupils attending them was, 6,531—increase, 1,924.

14. GENERAL EDUCATIONAL SUMMARY FOR THE YEAR—TABLE R.

This table exhibits a complete summary of the educational work of Upper Canada during last year. According to it there were 3710 educational institutions, teaching 240,817 pupils, for which the people of Upper Canada expended

the large sum of £288,998 13s. 8d., or nearly *one million one hundred and fifty-six thousand dollars.*

15. JOURNAL OF EDUCATION.

About 5,000 copies of this publication are issued monthly, and furnished gratuitously to the Trustees of each of the Grammar, Common, and Separate Schools, and each of the local superintendents throughout Upper Canada. Apart from original articles and official instructions, notices, &c., it is made the repository of a careful selection of the best articles and passages which appear in the educational works and periodicals of Europe and America, embracing every branch and almost every topic of the vast science and art of educating the young; also, a digested summary of literary, scientific, and educational intelligence, at home and abroad, with occasional illustrative engravings of public institutions, school-houses, and apparatus for instruction. Great and varied benefits have resulted from the monthly issue of this periodical during the last eight years.

16. MODELS AND OBJECTS OF ART.

A commencement has been made during the past year towards adding to this Department a collection of school apparatus, objects of art, and models of agricultural implements, &c., &c. But as only few of these objects have yet arrived, and no arrangement of them has yet been made in the educational museum of this Department, I will defer all remarks on the subject until next year.

17. GENERAL OBSERVATIONS.

The law requires me, in presenting my Annual Report, to make "such statements and suggestions for improving the Common Schools, and the Common School Laws, and promoting education generally, as I may deem useful and expedient;" and as unprecedented efforts have been and are being made to destroy the character, and uproot the foundations of our system of public instruction, I think it expedient to explain and vindicate its principles at some length in regard to the attacks made upon it, and pretensions put forth by advocates of Separate Schools, and in reference to the question of Religious Instruction.

I. *Separate Schools.*

1. While the general success of the school system during the year has been an increase over that of preceding years, the people of Upper Canada have evinced an unprecedented unanimity and determination to maintain it in all its integrity. It secures to all what all have a right to claim—equal and impartial protection. It provides equally for all classes of the community. No example of proselytism under its operations has ever occurred; and no charge of partiality in its administration has ever been substantiated. No less than 396 Roman Catholic teachers are employed in teaching the public schools, and a corresponding or larger proportion of the superannuated teachers to whom pensions have been granted, are Roman Catholics.

2. A system of public instruction being founded upon the principle, that it is the duty of the State to provide for the school instruction of all its citizens, it follows, that none should be excepted from its advantages or obligations. If all do not need it, or do not desire to avail themselves of it, they are not the less obliged to support

it, the same as all are required to contribute to provide court houses and the payment of the salaries of Judges, although many may never enter a court house nor seek the decision of a Judge.

3. In such a system, where there are diversities of religious opinion, the method is to have *combined secular* instruction, and *separate religious* instruction,—the State providing the former, and leaving the latter to the respective parents and religious persuasions of the pupils. In most cases, especially in America, the religious instruction (when given at all) is given at home, in Sunday schools, and in Churches. In other cases, religious instruction is also given in the school houses or elsewhere by the clergy or catechist of each persuasion at appointed times, such as will not interfere with the ordinary exercises of the school. This last is the national system in Ireland, and it is, for the most part, the system in Upper Canada, and will probably be so altogether. In such a system there is no interference with the religious convictions of any pupils in the schools, and therefore no reasonable pretext for separate schools. If public schools are founded at public expense and for the public good, no citizens can be separated from them without injury—injury in some degree to the public schools on the ground of support—but much greater injury to the parties separated, as being deprived of the advantages of the public schools and compelled to support other schools at greater expense and generally less efficient, and with the additional disadvantage of being severed and alienated from other classes of the community with whom their interests, position and future prospects are largely associated. It is only, therefore, for very grave causes that the State can be justified in allowing any portion of the population to be isolated from a system of public instruction. But where this is claimed with the avowed view to the interests of a religious persuasion, the answer is, “the State has nothing to do with the peculiar interests of sects, but has everything to do with the school education of its youth.” The State equally tolerates and protects the former, but it largely provides for the latter. As, therefore, a system of public schools is based upon public interests, the members of no sect or religious persuasion can claim on constitutional or public grounds, that any of such schools should be made sectarian, or that public funds should be expended for the support of sectarian schools at all—much less that such schools should be placed upon the same footing as public schools. The sole object of public schools is secular education; the leading object of sectarian schools is sectarian interests—with which the state does not interfere where there is “no semblance of union between Church and State.” If, therefore, the State does so far depart from the principle of a national system of instruction, as to permit any members of a religious persuasion to separate themselves from it, and to even give them public aid for a sectarian school, it is a favor granted them on the ground of indulgence, but upon no ground of constitutional right; since no sect has a constitutional claim to more than equal and impartial protection in the enjoyment of access to the public institutions of the country. It was on the ground of toleration or indulgence that separate schools were first sanctioned by law both in Upper and Lower Canada; but with this difference, however, that in Canada East, where the union of Church and State exists, the schools of the majority are for the most part denominational schools, while those of the minority are non-denominational—the reverse of what exists in Upper Canada.

4. It is only since 1850 that any persons pretended to demand separate schools as a right, and not as a favor. But when corporate powers and privileges are once granted to persons, they then acquire legal rights which cannot and ought not to be lightly taken from them, however unadvised and to be regretted may have been the act of conferring them in the first place. And it is upon this ground that I have stated in former reports, and repeat here, that I think the clauses of the school law providing for separate schools ought to be allowed to remain on the statute book. I found clauses in the school law for that purpose when I assumed the charge of the department in 1845; I have since successively submitted the re-enactment and extension of them, as far as I could consistently with the efficiency of the public school system, and the rights of individuals and Municipalities, and so as to place the parties supporting separate or "dissentient" schools in both Upper and Lower Canada on perfectly equal footing; but the separate school clauses of the law as prepared and recommended by me were complained against by some leading advocates of separate schools, and a bill was prepared on their part, and brought into the Legislature in 1854, without any knowledge respecting what I had done, and substituting, for my clauses, the provisions of the Separate School Act now in force. But though I have had nothing to do in preparing the provisions of this Act, and though I doubt whether they are as beneficial to the parties of separate schools as the provisions for which they have been substituted; yet I think they should be allowed to remain undisturbed. They were prepared and accepted by the complaining parties themselves as a settlement of the question; they have not affected, nor do I think they will affect, the general working and efficiency of our school system; they leave not the shadow of pretext for the complaint that Roman Catholics in Upper Canada are less liberally treated than Protestants in Lower Canada, and especially since providing in a Lower Canada School Act during the recent session of the Legislature that Protestants in Lower Canada must levy and collect themselves whatever sums they may require for school purposes, and taking away from the Municipal Councils even the power to levy and collect any rates for "dissentient" schools.*

5. But if the parties for whom separate schools are allowed, and aided out of the Legislative School Grants, according to the average attendance of pupils (which is the principle of distributing the school grants among the common schools in all the townships of Upper Canada) shall renew agitation upon the subject, and assail and seek to subvert the public school system, as they have done, and endeavor to force legislation upon that subject against the voice and rights of the people of Upper Canada, by votes from Lower Canada, and the highest terrors of ecclesiastical authority, then I submit that the true and only alternative will be, to abolish the separate school law altogether, and substitute the provisions of the national system in Ireland in relation to united secular and separate religious instruction, and extend it to Lower as well as Upper Canada. To the principles of that system in relation to national schools no party can object. It has been in successful operation

* Yet I see in the columns of the ultra-advocates of separate schools, statements to the effect that: there are several essential particulars in which the case of the supporters of separate schools in Upper Canada is bad in comparison of the supporters of "dissentient" schools in Lower Canada—statements which are groundless and delusive, and put forth to justify the high-handed hierarchical proceedings which have been adopted to subvert our school system, or make it the ally of one particular church against the great majority of the people of Upper Canada.

in Ireland for more than twenty years, and has been recently re-affirmed after the fullest discussion, by the unanimous vote of the British House of Commons. It is too much that the people of Upper Canada, like the Israelites in their work of rebuilding, as mentioned in the 4th chapter of Nehemiah, should be compelled to stand constantly on guard for the protection of their school system, to labour at the erection and completion of their educational edifice "every one his sword girded by his side," and "he that soundeth the trumpet by him." There can be little doubt as to the result of an attempt, by means of external votes, at systematic legislation against the voice of the great majority of the people of Upper Canada and their representatives, on the vital question of public instruction. No such attempts have been made to repeal and change school laws in Lower Canada by bills brought in by Upper Canada members of the legislature, and carried by votes of an Upper Canada majority against the voice and remonstrances of a majority of Lower Canada members. I believe the leading members of the legislature from both sections of United Canada, are satisfied that the clauses of the laws in regard to separate schools in Upper Canada are, upon the whole, more favorable to their supporters than are the corresponding clauses of the laws in regard to dissentient schools in Lower Canada.

6. It is true there are difficulties attending the establishment and support of separate schools in Upper Canada that are not experienced in establishing and supporting dissentient schools in Lower Canada. But that difference arises from social causes, and not from partiality in legislation. In Lower Canada what are legally the national schools, are, as a general rule, church schools, the ceremonies and religious teachings being such as are directed by the authorities of the Roman Catholic Church. Where this is the case, there can be little difference or reluctance on the part of the Protestant minority to establish and support a dissentient school. But in Upper Canada the national schools are non-denominational; the religious convictions of all classes are equally protected,—as much so as in the mixed schools in Ireland; they are equally open to all classes—are altogether or nearly free; and in cities and towns are, for the most part in good buildings, well furnished taught by able teachers.

7. Under such circumstances, it is extremely difficult to compel or persuade any considerable number, much less the whole, of any class of religionists to separate themselves from such schools, and erect separate ones at greater expense and less efficient; and that upon the ground, not that the public schools interfere with their faith or attempt to proselyte them, but that Roman Catholics associate with Protestants and acquire personal feelings of respect and affection, which precludes the opportunity of constantly inculcating, and blunts the edge of the teaching, that Protestantism is a species of infidelity, that Protestants are a species of infidels, and should be loved, and pitied and prayed for, not even as nominal Christians, but as heretics and infidels,—that any other feeling in regard to either Protestantism or Protestants, is a dangerous "*indifferentism*," only a shade better than infidelity itself—that, therefore, the public schools supported by Protestants are infidel schools, and the whole school system, created under the auspices of successive administrations and parliaments, and developed and sustained by the people of Upper Canada with unparalleled unanimity and liberality, is an infidel system! We have only to read episcopal circulars and their newspaper organs, to see that I have fallen far below

the reality in thus epitomizing this foreign element which has been imported into Upper Canada since 1850, and which is as foreign to the spirit and feelings that Roman Catholics have in all past times cultivated and cherished, and which the great majority of them still cherish, in regard to their fellow subjects and the educational institutions of their country, as it is alien to the spirit of truth, and the progress of Canadian civilization. I have reason to believe that it is by extreme exertions of ecclesiastical authority that many Roman Catholics can be made to endorse such teaching against the character and cherished institutions of the great majority of the people in Upper Canada, and assume or continue the support of separate schools. Hence the efforts to deprive them of their exercise of choice, by not leaving it to them to express their individual wishes from year to year, but endeavouring to include them as a body, placing the power of exemption from the public schools in the hands of trustees. Hence also the efforts to make municipal councils the imposers and collectors or rates for the support of separate schools, on account of the reluctance of many of the rate payers concerned to pay the rates for the support of such schools, and in order to avoid the contact of church authority with them. Hence likewise the efforts to get apportionments for the support of separate schools, not according to average attendance (which is the principle of apportionment adopted in regard to all the public schools) but according to the population of a whole religious persuasion. It therefore becomes every friend of general education and knowledge to protect our system of public instruction against these open and covert attempts to weaken and subvert it; and it becomes every friend of religious and civil liberty to aid in protecting individuals from all abridgement or invasion of their right of choice and action—an invasion which has assailed the highest personages in the legislature for the parliamentary exercise of their judgment and for the discharge of their duties as the responsible advisers of government for the whole people.—an invasion which would prostrate the government and legislation of the country at the feet of hierarchical assumptions.

8. As it is the duty of the state to provide for the education of all the youth of the country, it ought not to permit the legal exclusion of any portion of them from the fullest advantages of that provision without their having the benefit of teachers equally well qualified to teach as the teachers of the public schools, and schools and instruction equally efficient. But while teachers of the public schools have to be examined and licensed by a county board according to a programme prepared by the council of public instruction, the teachers of separate schools are subject to no such test of their qualifications, but are licensed by each set of trustees that employ them; and from the inferior qualifications of some of the teachers employed in them, and which must be the case more and more from their inadequate remuneration, and from their exemption from the examinations required of other teachers, it is to be feared that many children set off and assigned to the separate school suffer serious disadvantages in comparison with other children residing in the same neighbourhoods;—apart from the disadvantage of their isolation, the salutary influence of the emulation and energy which arises from pursuing the same studies in connection with the youth of other classes in the community, and with whom they are to act and associate in future life. I think that adequate protection and security are not provided for the school education of the youth separated from the public schools without any choice or responsibility of their own: and

it may yet be the duty of the legislature to look carefully into this subject. In the mean time, I believe there are some separate schools in which full justice is done to the secular branches of the education of the pupils.

9. The provision permitting the establishment of these schools in the School Act of 1841, was doubtless dictated by liberal and benevolent intentions; and from 1841 to 1850, it was attended with no discord and little or no evil, but was scarcely ever acted upon except in neighbourhoods where the imported feelings of transatlantic religious hostility prevented Protestants and Roman Catholics from availing themselves of the same schools. But since 1850, what was before requested as a favor and acted upon as an exception, has been demanded as a right and insisted upon as a system; and though the provisions of the law in regard to Separate Schools have been extended since 1850, every concession has been followed by a new demand, and every demand has been accompanied by a proposed measure, essentially different from the demand on which it was professedly founded, and which would, if acceded to, (as I have shown in my printed reports and correspondence of past years,) have subverted our whole system of common school instruction. Had even the present separate school Act introduced near the end of the session at Quebec in 1855, been passed as it had been prepared, our public school system would now be broken up. Nor would the consequences be less fatal were the short Bill introduced into the Legislative Assembly this session, and entitled, "An Act to amend the Upper Canada Separate School Act of the year 1855," to become a law. This bill is still pending; and it is authoritatively stated that the ecclesiastical authorities under whose auspices it was prepared and introduced, persist in demanding the passing of it under pain of the highest penalties they can inflict. Under such circumstances, it becomes my duty to notice this bill, that all parties may be aware of its character and tendency before the next session of the legislature. This bill consists of two sections, the first of which repeals the *twelfth* section of the Separate School Act;—the section which contains the conditions on which supporters of separate schools are exempted from the payment of municipal school rates,—conditions which both Protestant and Roman Catholic members of two successive administrations, felt to be the most easy and just on which any persons could be allowed exemption from what is common to all classes of their fellow subjects. This twelfth section of the Separate School Act is as it was prepared and introduced by the Roman catholic section of the administration, and was accepted by the parties concerned without the slightest objection or hesitation; but within a few months past episcopal commands have been issued for its repeal! The second and principal section of the bill required to be passed by the legislature, (and for not voting for which this session, episcopal denunciations have been officially pronounced against several members of the legislature,) is as follows:

"II. Notwithstanding any thing in the above named [Separate School] Act, or in any School Act or Acts to the contrary, every person paying rates, whether as a proprietor or tenant, who, when required to pay his school taxes or rates, shall present to the collector a certificate in duplicate from the secretary-treasurer of the trustees, or any board of trustees of any Roman catholic separate school or schools, that he has paid all school rates or taxes required by such trustees or board for the

then current year, shall be exempted from the payment of all rates or taxes imposed for the building or support of common schools, or common school libraries, for the same year; and it shall be the duty of such collector to retain one of the above named certificates, and sign his name to the other to be returned by him to the rate payer."

10. This section so imperiously demanded, but so wholly inadmissible in principle and detail, contains extraordinary provisions.

(1.) It relieves trustees of separate schools from imposing school rates themselves for their schools, imposes upon the municipality the obligation of *levying* rates for separate schools, the same as for public schools—an obligation which is imposed exclusively upon the trustees of "dissentient" schools in Lower Canada,—so much so that even the power (were it disposed to exercise it) to levy rates for the support of dissentient schools in Lower Canada is taken from the municipality.

(2.) It invests the secretary-treasurer of any separate school corporation with the enormous and unheard of power of interposing between a municipal council, and the collection of all school rates levied by it, and of exempting every rate-payer of every religious persuasion from payment of school rates; and this he can do by a variety of means, and throughout all Upper Canada, and that without the slightest restriction, the slightest liability to any penalty whatever, but with absolute impunity. To one rate-payer he can say, "if you will pay two thirds, or one half, or one quarter as much to support the separate school or schools, as the municipal council has taxed you to support the public schools, I will give you a duplicate certificate of exemption." In this way a *bribe* may be held out to every rate-payer to *support separate* schools. But to those who would not accept of this bribe, one of another kind could be offered. The secretary-treasurer, or his agent, might say to each rate-payer, who might refuse on any terms to support a separate school "if you do not wish to pay any rate to support the public schools, I will give you, a certificate that you have paid all the rates that the Roman catholic trustees require you to pay for the support of the separate school for the current year." In this way might a *bribe* be held out to *every* rate-payer, *not* to support the *public* schools.

(3.) But apart from the preceding considerations, such a provision would put it out of the power of any municipal council, to levy any rate for the erection or payment of school premises or buildings, or for the support of public schools, without levying such sum for separate schools as the trustees of such schools may succeed in diverting from those purposes, by the power of ecclesiastical authority and by a two-fold system of bribery. Nor could any trustees of public schools levy and collect any rate whatever, for the support of their schools, from persons who might be furnished with the said Roman catholic trustee certificate of exemption. Nor would it be possible for any municipal council to know how much per pound it would be necessary to levy in order to raise any sum or sums that might be required for the support of public schools, as it could not tell what amount might be obtained by trustees of separate schools; nor could trustees of public schools in any section, or town, or school division, know on whom to levy school rates, as they would have no means of knowing who had obtained, or who might obtain a certificate of exemption from the adverse trustees of a Roman catholic separate school.

(4.) It is perfectly clear, that should such a Bill become law, there would soon be an end of both free schools and public schools, and the Trustees of Roman Catholic separate schools would possess a direct and indirect power in each Municipality far greater than that of the Municipal Council and Trustees of public schools together. Yet such a Bill intact is demanded, under the pretext of placing the supporters of separate schools in Upper Canada upon the same footing with the supporters of dissentient schools in Lower Canada! The most vigorous attempts are made to force such a Bill upon Upper Canada against the almost unanimous voice of its representatives and their constituents; and ecclesiastical penalties are inflicted upon Members from Lower Canada who will not vote for this gross outrage upon the public school system, and the Municipal, and Protestant and individual Rights of the people of Upper Canada!

11. The passing of this Bill is demanded at the next session of the Legislature. The same influence which has been brought to bear upon Members of the Legislature, is exerted over each elector in each County, Riding and Municipality. The issue of the question is before the Country; it is imposed upon it by the authorities of one religious persuasion. It cannot be evaded. It is, therefore, with a view to this issue that I have felt it my duty thus to defend our school law and system from the attacks made upon it, and from the efforts to destroy it—efforts unprecedented in the annals of Canadian history. In the eventful issue of this question, it remains to be seen whether the people of Upper Canada are to be under the rule of episcopal circulars and mandates, or continue to be a free people—whether their own voice is to control legislation for themselves, or whether legislation is to be forced upon them from without—whether their school system which has been established and thus far matured with so much unanimity and at so large an expenditure of their labour and money, and which equally protects and consults the just rights and interests of all sects and parties, is to be subverted or perpetuated—whether the principle of equal rights and privileges is to be maintained among all classes and denominations, and “all semblance of Church and State union discontinued,” or whether that union in one of its worst forms is to be established, placing each Municipal Council, each corporation of public schools, each rate-payer of every religious persuasion, and each public school and library, in a maimed and humiliated position before the ecclesiastical and corporate authorities of separate schools.

12. I shall continue, as I have done, to give to separate schools all that the more than just, the indulgent provisions of the law, and the most liberal construction of it, will sanction; but I should be unfaithful to the trust reposed in me, and to the obligations of patriotic duty, not to maintain and defend the system of national schools against all attempts to weaken and destroy it.

II. *Question of Religious Instruction.*

1. It now remains for me to make some remarks on the question of Religious Instruction. In the mind of every enlightened philanthropist and Christian, there can be but one opinion as to the necessity and importance of religious instruction as a part of education,—indeed that there is no education, properly speaking, without religion, any more than that there is a man without a soul, or a

world without an atmosphere, or day without a sun. Religion is the soul of education, as it is the life of the soul of man, the atmosphere in which he inhales the breath of immortality—the sun-light in which he beholds the face of the glory of God. The promises of Christianity are to children as well as to their parents; and to neglect the religious instruction of children, is to deprive them of their divine birth-right—is to send them forth morally maimed and diseased among their fellow-men—is to inflict upon them the direst calamities, and make them a curse, instead of a blessing to others.

2. The question is not, therefore, whether children are to be religiously instructed and trained, but, who are thus to instruct and train them, and how it is to be done? In each of my preceding reports, during the last three years, I have shown from the Holy Scriptures, and the Canons, Formularies and Disciplinary Regulations of religious persuasions, that the training up of children “in the nurture and admonition of the Lord,” clearly devolves upon parents and the professed teachers of religion, and not upon civil government; that all countries where these laws of nature and religion have been violated, by transferring to the Government teacher of the day school what belongs to parents and pastors, have been characterised by both vice and ignorance; that, while it is the duty of the State to make provision for the instruction of each child in those branches of knowledge that are necessary for him to know in order to enter upon his duties as a citizen, it is the duty of each church or religious persuasion to provide for the religious instruction of its own; that the State is not to ignore the Churches of the land in its school system, any more than it is to be their servant, to teach their commands or collect their taxes to pay for teaching them. In countries where, by virtue of church and state union, the state is a tool of the church, or the church is a creature of the state, or both, the question of a system of public instruction is essentially a church question, and the consequences of it are apparent—ignorance of the masses, or the absence of constitutional liberty, or both. But in Upper Canada, no political union of church and state is acknowledged; and, therefore, the claim of any church to state support for its teaching, whether of the young or the old, is inconsistent with the avowed constitution of our government, and incompatible with the principles of equal rights and privileges amongst all religious persuasions and classes. This principle is now acknowledged and avowed by all Protestant denominations in Upper Canada, without exception. The few members of the Church of England that have hitherto demanded separate schools for themselves, supported by public funds and taxes, have at length acquiesced in the sentiments and views of the great body of the members of that church and of the country at large. So that all attempts to seize upon supposed differences of opinion among Protestants, and to promote them as much as possible, in order to break down or weaken the public school system, have thus far failed. As the system has become developed, public opinion in its support has gained in strength and energy; and the last year has witnessed a stronger and more united expression of it in Upper Canada, than during any former year.

3. Assuming that our system of public schools shall not only be maintained but maintained in all its integrity, and that it is the duty of the parents and pastors

of each religious persuasion to provide for the religious instruction of their own children, it only remains to be considered how far facilities shall be afforded for that purpose in the public schools. As the state has no right to give religious instruction itself; so it has no right to *compel* religious instruction or exercises of any kind. All it can do is to *recommend* and *provide facilities* for such instruction and exercises. What is common to all, is *recommended* and provided for the adoption of all. But in this, there can be no compulsion upon trustees; nor are they permitted to compel the attendance of any pupil at any religious exercises or instructions whatever against the wishes of his parents or guardians. The text books and the whole teaching and government of the school are required to be based upon and in harmony with christian principles, but the teaching any pupil to recite his catechism and his religious instruction (if desired at all at the school), must be matter of private voluntary arrangement between the parents and teacher, and must not interfere with the ordinary exercises of the school in regard to other pupils. The spirit of our school system is precisely that which the British House of Commons unanimously approved in the following words, as late as the 23rd of June, 1856, in regard to the system of National Schools in Ireland: "That this House has observed with satisfaction the progress made in the instruction of the poorer classes of Her Majesty's Irish subjects, under the direction of the Commissioners of National Education; and is of opinion that in the administration of that system, or in any modification of its rules, there should be maintained a strict and undeviating adherence to its fundamental principles, securing parental authority and the rights of conscience to pupils of all denominations, by excluding all compulsory religious teaching, this House being convinced that no plan for the education of the Irish poor, however wisely and unexceptionably conceived in other respects, can be carried into effectual operation, unless it is explicitly avowed and clearly understood, as its leading principle, that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or denomination."

4. The principal rule of the Irish National Commissioners, in regard to religious instruction is as follows: "Religious instruction must be so arranged that each school shall be opened to children of all communions; that due regard be had to parental right and authority; that accordingly, no child be compelled to receive, or to be present at any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords." Where the patrons (the same as the majority of electors or trustees of a school section in Upper Canada), are Roman Catholics, then the public religious exercises of the school are more or less of that character; but Protestant children are not required to attend them; and *vice versa*.

5. The mover and seconder of the resolution above quoted, made some references and statements in their speeches on the occasion which I may cite in this place. In alluding to the evidence of the Rev. Dr. Cooke, (Presbyterian), of Belfast, given before a recent Committee of the House of Lords, the seconder of the resolution (Mr. Kirk) remarked: "Dr. Cook stated that he was not in favor of any system of compulsion with regard to religious instruction, and he added, in answer to questions put by the Bishop of Ossory [the acting leader of the opposition to the National Schools]

that it would be a very dangerous principle, to say the least, to make the reading of the Scriptures obligatory upon children, because he held as a Protestant—that no one ought to force religion upon another contrary to his conscience. The Presbyterians in their negotiations with the National Board, had always shown an anxiety to maintain their own rights and to extend the same liberty which they enjoyed to other denominations. They were not less desirous that the Scriptures should be read than the members of the Church of England; but they did not wish that others should be compelled to think as they did. He (Dr. Cooke) held that the Bible would be rendered distasteful to children by being pressed upon them against their wish as well as by being altogether kept from them. A similar opinion [continues Mr. Kirk] was expressed by Dr. Chalmers in his evidence before the Committee upon the Irish Poor Law. Dr. Chalmers said that he would have no part of education made compulsory; that a child ought no more to be compelled to attend a Bible class than a reading or arithmetic class, and that compulsion tended to limit and prevent the spread of Scriptural education, and to establish in the minds of the people a most hurtful association with the Scriptures. He entirely concurred in these opinions, clearly sanctioned the principles now embodied in the rules of the National Board. With regard to the results of mixed education, although it had not succeeded to the extent once hoped, this he thought must be attributed to the opposition of the Church Education Society. The Rev. Mr. Woodward, for sometime Secretary to the Church Education Society, had published a pamphlet in which he stated, that in the first report of the Society, he had advocated opposition to the National Board upon two main grounds—first, that the rules of the commissioners ‘forbade the Church to instruct her children in her own holy faith;’ and, secondly, ‘that they withhold the Word of God from a class of our countrymen.’ But the Rev. Mr. Woodward, in a manly and candid manner, proceeded to retract these charges; he said—‘plain truth compels me to declare that I regard these two main objections as having been founded on assumption utterly unsupported by facts. Personal observation of Scriptural and Church instruction, actually given in schools connected with the Board, showed me that there was a discrepancy between my pre-conceived notions and the reality of the case. I was led to examine for myself. I found that I had wholly misconceived the truth. It seemed to me, as it now does, clearer than day, that the board is wholly guiltless of either of the charges upon which I founded my original opposition.’ ”

6. Similar opposition and upon similar grounds has in past years been made to the system of public schools in Upper Canada; but it has latterly been abandoned, the assumptions on which it was founded having been shown to be utterly unsupported by facts. Mr. Fortescue, the mover of the resolution, concluded his speech in the following words:

“The great body of the Roman Catholics and Presbyterians of Ireland were satisfied with the working of the present system; the only class which was discontented with it being a portion, and merely a portion of the adherents of the Established Church. He wished to know on what grounds an alteration in the present system was demanded? It seemed to be pretty generally avowed that the change was sought for (making the reading of the scriptures and instruction from them compulsory on all the children attending the schools) not with reference to

the religious education of children belonging to the established church, but with the view of affording religious instruction to children who did not belong to that communion. They were told that many of the clergy and members of the established church in Ireland could not conscientiously give secular education to any children unless, at the same time, they were permitted to impart religious instruction; and as they objected to any system from which the reading of the Scriptures were excluded, they disapproved the rules of the National Board. He believed the assertion that the Scriptures were excluded from the national schools in Ireland was altogether unfounded, for the Scriptures might be used in every national school in that country, provided their study was not enforced as a necessary condition of admission. In his opinion the opposition of clergy of the established church in Ireland to the national system of education was from false pride and from a feeling of annoyance at finding themselves placed, under that system, upon a footing of fair equality with clergymen of other denominations. That opposition arose from a sincere, but, as he thought, from a mistaken sense of duty, which led clergy of the establishment to refuse their countenance to any system of education which did not enable them to instruct the children in the doctrines of their own church. It could not be supposed that the great presbyterian body of Ireland, who almost equalled in numbers the established church, entertained less reverence for the Scriptures than any other body of protestants; yet they had fully and frankly accepted the national system of education. He had heard it said that special advantages had been afforded to presbyterians in order to secure their adherence to the system; but they possessed no privileges which were not equally extended to all other religious denominations. As soon as the presbyterians were satisfied that, under the rules of the Board, they could give full religious instruction to children of their own communion, they at once adopted the national system. He did not think, however, that the conduct of clergy and members of the established church had arisen from such conscientious scruples as that house would be disposed to regard, but rather from the false position in which the established church was placed, and from the unfounded claims to religious supremacy which were put forward on its behalf. He hoped, therefore, that the house, while it would be disposed to pay the utmost respect to conscientious scruples, would not listen to the claim urged on behalf of a portion of the clergy and laity of the Irish church by the right honorable gentleman opposite (Mr. Walpole.) He believed if there ever was a body of men who were able to make some sacrifices for their conscientious convictions, and to endure some privations on account of their religious scruples, it was the established church of Ireland which numbered among its supporters a large proportion of the landed proprietors, and enjoyed the whole of the ecclesiastical revenues of the country. He trusted the day would come when the clergy of the established church in Ireland would change their minds and co-operate in making the national system in Ireland a still greater blessing than it ever was. The house would see that the proposal made by the right honorable gentleman (Mr. Walpole) the other night, was a direct reversal of those fundamental principles which had been the salvation and essence of the national system of education in Ireland. Believing that those principles were incompatible with the proposition of the right honorable gentleman (Mr. Walpole), and that they would in effect exclude the adoption of his resolution, when he would, at all events, have the effect of quieting the mind of

the people of Ireland, he trusted that his (Mr. Fortescue's) motion would receive the support of the house, being assured that, as long as that house and the government acted upon the principles contained in his resolution, there would be no fear of the stability of that great system of education which had conferred such incalculable blessings upon Ireland. (Cheers.)”

The honorable gentleman concluded by moving the resolution above quoted, and which, after an elaborate discussion, was adopted by the House of Commons without a division,—thus approving in the strongest manner, by the vote of both the Protestant and Roman Catholic members of parliament, and after an experience of twenty-three years, the system of national schools in Ireland, and refusing any essential modification of it.

7. I have made these quotations in reference to the principles on which the national schools are conducted in Ireland, because they are the same as those on which the public schools in Upper Canada are conducted, with this difference that the hour or hours for denominational religious instruction for each week is not stated or provided for in the Canadian schools. In Ireland it is left to the local patrons to fix the time each week, either “during school hours or otherwise.” This can be easily provided for in our system by the Council of Public Instruction; but the practical utility of it is doubtful, as few clergy would be able to meet the children of their religious persuasion each week in each school, and the catechetical and other religious instruction which the clergy would thus give to the children of their persuasion in each school is, for the most part, otherwise provided to be given them in Sunday schools or in connection with Sunday services. In Ireland, the national schools are for the poor; in Canada they are for the whole population, and the patrons or trustees of Canadian schools are elected by all the landholders or resident householders. The clergy of all religious persuasions are visitors of the schools, and can visit them at their convenience. The teachers are examined and licensed by county boards, and must furnish satisfactory proof of good moral character. This is a better test than that of their merely being of particular religious persuasions, since they may be such, and yet not be either temperate or moral, much less otherwise qualified to teach; but if they are of good moral character, they will doubtless belong to some religious persuasion. The moral test is, therefore, better than that of sect, especially as one of the proofs required of a candidate for the teaching is the certificate of some clergyman, not that the candidate is of a particular sect, but that he is a good moral character. Again, it is the feeling and interest of the members of all religious persuasions (who constitute the large majority of every neighbourhood) that the moral character of the teacher be good, and the moral influences of the school, healthful. These feelings and interests of all religious persuasions combined on the single points of christian morals and efficient teaching, are stronger than those of any one persuasion developed in a *separate* school, where the peculiarities and partizanship of sect are the predominant object and interest. The people of Upper Canada, of all persuasions, have therefore the best guarantee possible, in the circumstances of the country, of sound morality, intellectual qualifications, and effective instruction in the public schools.

8. In a day school, the general christian character and spirit of the books, the teaching, the government, the social influences of the school, are of much greater

importance than any catechetical religious instruction that can be given to each pupil. To provide for such denominational instruction is the duty of each religious denomination and of each parent, in his denominational capacity; and does not devolve upon the public school fund to pay for, or the public teacher, as such, to impart. It is the undoubted business of each religious persuasion and its members to provide for the teaching of their own catechism and peculiar dogmas; and all attempts to weaken church and parental obligations by transferring to the day school what belongs to the church and the fireside, must have a demoralizing influence upon churches and parents, and divert the day school from its legitimate and appropriate objects of teaching reading, writing, arithmetic, grammar, geography, etc. The education of a child consists of all the habits of thought and feeling, of all the knowledge and views he has acquired, the manners he has cultivated, and the character he has formed from infancy to manhood. But a very small part of this education can be acquired during the few years, or parts of years, that a child is in a day school from 9 o'clock in the morning until 4 o'clock in the afternoon, during five days and a half of each week. The whole of Sunday, and two thirds of each week-day, and the whole of several weeks or months in the year, each pupil spends in the family, in the church, or in promiscuous society; and these are the chief educators of youth as to both morals and manners. Every child brings to the school a character formed under these influences—a character which they will probably maintain and develop, notwithstanding any efforts of the teacher of the day school. The teacher of the day school can do much to corrupt and demoralize by his example, and spirit, and teaching; and by the same means he can contribute much to elevate the moral feelings and taste, and improve the moral character of his pupils, especially if he is continued in charge of them a length of time; but this is done by the devout and consistent recognition of the Divine Being and authority, and the spirit and character of his whole department and teaching, based upon the Commandments of God, rather by his hearing recitations of a Catechism once a week—the latter being the special and appropriate duty of the parent, the Sunday-school teacher, and the pastor. One-seventh of the time (besides mornings and evenings) of children is, by Divine authority and appointment, at the disposal of pastors, parents and children, for the religious instruction of the latter, and other sacred purposes; and if the religious part of their education is neglected, the guilt lies with the parent and the pastor, and not with the teacher employed for the secular part of their education. Combined literary and separate religious education, is the true and only principle on which free, equal, and universal education can be provided for a people of various forms of religious faith. The state, or body politic, provides the former; pastors and parents individually impart the latter. The former is the peculiar work of the day school; the latter is the peculiar work of the church and the home fire-side. The former is imparted during one-third of five or six days out of seven; the latter should be imparted during some part of the two-thirds of six days out of seven, and the whole of the seventh day. Let not that be confounded which is distinct in the order of Providence and the nature of things, in any system of public instruction. Least of all, let not the teachings and influences and obligations of religious persuasions

which determine the moral character of a people, and form that of their offspring, be ignored or left out of the account. And I may be permitted to add, that every grown-up person is a moral educator of the young, as far as his example, sentiments and doings may influence them. No individual in a community is an isolated unit; he is linked to the community of individuals around him by laws of dependence and influence as sacred and imperative as those which mutually bind and control each member of the community of worlds. "No man *can* live or die to himself" *only*. As every child is being educated by all that he sees and hears and learns, so is every adult person an educator by all he does and says, and counsels. Yet, specially and preëminently, parents and pastors are the divinely authorised and appointed teachers of religious education, while teachers, licensed and appointed under the authority of state laws, and paid out of state funds and public taxes, are employed to impart to youth their secular education.

18. CONCLUDING REMARKS.

The fundamental principles of the school system, and the organic provisions of the school law, may be regarded as settled. Experience and the progress of the system have suggested, and may from time to time continue to suggest improvements and additional provisions in perfecting the details of the law. But very much remains to be done in reducing to practice and in bringing up to a proper standard of operation, all parts of the system in all the municipalities of Upper Canada. This is, at least, the task of a quarter of a century. But we have the strongest grounds of encouragement when we look at what has been accomplished during the ten years which have elapsed since, in 1846, the "*Report on a System of Public Elementary Instruction for Upper Canada*," was prepared and submitted to the government and the country; and when we compare what is already doing in Upper Canada with what is doing in neighbouring States, whose school systems date back to the commencement, or before the commencement, of the present century. During the last ten years, while the aggregate population of Upper Canada has increased about three-tenths, the actual attendance of pupils at the public schools, and the amount raised for the salaries of teachers, has considerably more than doubled; and a corresponding improvement has taken place in the character and qualifications of teachers, the methods of teaching, the character and condition of school-houses, and efficiency of the schools, besides the introduction of an uniform series of text books, maps, apparatus, and libraries. And when it is recollected that there is no state school tax in Upper Canada; that the school tax is imposed by each municipality for itself, and at its own option, under the influence of no other compulsion than that of public duty, and legislative aid to a limited amount is offered, it is most gratifying to know that this system of national organization, combined with voluntary local municipal action and co-operation, is successful beyond comparison—so much so, that the amount raised by local self-imposed taxation on the part of the people of Upper Canada for the salaries of school teachers, is larger, in proportion to population, than that raised for the same purpose in the older and larger State of New York, and the average time of keeping our schools open during each year, is one month more than that of keeping the public schools open in the

State of New York, and two months longer than the average time, each year, of keeping the public schools open in the State of Massachusetts.

From the organization and success which our school system has attained during the last ten years, from the enlightened spirit of enterprize and progress which is stirring to its depths the public mind of the country and developing its amazing resources, I anticipate a progress in education and knowledge during the next ten years beyond any thing we have yet witnessed or conceived. In the working of our admirable municipal system, on which the school system is engrafted, the inhabitants of Upper Canada are not only acquiring a practical knowledge of the principles of self-government, but are learning how much their united resources and action will enable them easily to accomplish in regard both to the education of their children and their various local improvements. When the conviction becomes universal and strong, and the feeling of enjoyment becomes identical with the conviction,—that one great earthly object for which a people, as well as individual parents, exist, is to impart to those who follow them the qualities of happiness, usefulness and greatness, and provide the largest facilities and widest possible field for their development and exercise,—then will our country stand out in proud comparison with other countries, as the home of a most happy, intelligent, free, and prosperous people. The erection of every new school-house, the education of every additional child, and the circulation of every useful book, is a contribution to this noble consummation of individual and national hope.

I have the honor to be,

Your Excellency's

Most obedient and humble servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, July, 1856.

PART II.—STATISTICAL REPORT,

For the Year 1855.

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PART II.—Table A.

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.						Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
<i>Glengarry.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Charlottenburgh	125 0 9	...	125 5 0	165 0 3	68 3 4	54 0 7	537 9 11
Kenyon	109 9 3	...	109 10 0	...	173 10 9	...	392 10 0
Lancaster	98 5 5	...	105 0 0	236 6 7	131 10 11	...	571 2 11
Separate School	6 14 7	...	...	...	...	68 0 0	74 14 7
Lochiel	125 4 6	...	130 15 0	6 0 0	13 0 0	0 3 1	275 2 7
Separate School	16 9 4	...	5 10 0	...	30 0 0	3 6 8	55 6 0
Total	481 3 10	...	476 0 0	407 6 10	416 5 0	125 10 4	1908 6 0
<i>Stormont.</i>							
Cornwall	129 10 0	...	129 10 0	147 2 7	163 8 7	56 4 4	625 15 6
Finch	31 4 9	...	31 13 9	79 3 3	41 16 5	...	183 18 2
Osnabruck	121 2 0	...	121 5 0	342 9 6	141 10 9	13 3 7	739 10 10
Roxborough	61 5 0	...	61 5 0	87 2 3	41 2 2	9 17 1	260 11 6
Total	343 1 9	...	343 13 9	655 17 7	387 17 11	79 5 0	1809 16 0
<i>Dundas.</i>							
Matilda	113 15 0	...	113 15 0	652 7 10	28 15 0	7 15 9	918 8 7
Mountain	74 16 3	...	74 16 3	307 9 3	40 3 5	78 18 6	576 3 8
Williamsburgh	107 5 6	...	107 7 6	227 5 5	131 1 4	169 7 4	742 7 1
Winchester	89 17 3	...	89 17 6	155 4 1	16 18 5	0 6 1	380 3 4
Total	385 14 0	...	385 16 3	1342 6 7	216 18 2	274 7 8	2305 2 8
<i>Prescott.</i>							
Alfred	4 7 6	...	39 0 0	11 12 4	...	26 4 0	68 9 10
Caledonia	22 16 9	...	55 0 0	15 4 0	26 2 10	...	119 3 7
Hawkesbury East	84 7 3	2 10 0	86 0 0	357 14 1	14 18 5	...	545 9 9
Separate School .....	...	...	3 6 5	14 10 0	...	5 4 7	23 1 0
Hawkesbury West	65 12 6	...	94 0 0	82 2 4	46 5 4	...	288 0 2
Longueuil	40 19 0	...	70 0 0	117 1 0	8 15 7	...	236 15 7
Plantagenet North	41 0 9	...	45 0 0	28 11 11	...	118 1 1	232 13 9
Plantagenet South	24 1 3	...	17 11 6	45 13 9	...	11 18 8	99 5 2
Total	283 5 0	2 10 0	400 17 11	672 9 5	96 2 2	167 14 4	1612 18 10
<i>Russell.</i>							
Cambridge and Russell	18 12 9	...	55 0 0	106 9 5	6 0 0	...	186 2 2
Clarence	11 0 6	...	30 0 0	72 1 6	10 2 1	15 19 3	139 3 4
Cumberland	42 1 9	...	42 1 9	171 3 8	5 6 3	10 8 8	271 2 1
Total	71 15 0	...	127 1 9	349 14 7	21 8 4	26 7 11	596 7 7
<i>Carleton.</i>							
Fitzroy	61 3 4	...	61 3 4	228 4 1	74 8 7	51 10 9	470 10 1
Gloucester	83 1 8	3 0 0	83 1 7	593 15 6	53 13 2	...	816 11 11
Goulbourn	75 3 5	...	75 3 4	405 16 10	158 1 8	...	714 5 3
Gover North	39 5 0	...	39 1 3	113 9 10	23 8 3	75 10 8	290 15 0
Huntley	62 10 6	...	62 10 6	41 19 3	77 5 5	33 15 7	278 1 3
March	11 11 8	...	11 11 8	...	19 10 7	4 6 1	47 0 0
Marlborough	60 1 8	...	60 1 8	62 10 0	63 5 0	...	243 18 4
Nepean	97 5 0	...	97 5 0	421 6 2	139 14 4	...	755 10 6
Osgoode	94 18 3	...	89 13 4	547 18 2	121 18 7	21 4 1	876 12 5
Torbolton	13 15 0	...	13 15 0	15 0 0	13 18 9	...	56 8 9
Total	598 15 6	3 0 0	593 6 8	2429 19 10	745 4 4	186 7 2	4556 13 6

OF UPPER CANADA, 1855.

PART II.—Table A.

EXPENDITURES.						
Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
411 9 6	...	...	11 6 5	34 14 0	537 9 11	...
392 10 0	...	...	...	...	392 10 0	...
534 13 0	4 15 0	...	26 18 7	...	596 6 7	4 16 4
30 0 0	...	31 0 0	6 0 0	1 0 0	68 0 0	6 14 7
263 4 10	...	...	...	...	263 4 10	11 17 9
50 6 0	...	...	5 0 0	...	55 6 0	...
1762 3 4	4 15 0	31 0 0	49 5 0	35 14 0	1882 17 4	23 8 8
562 3 0	...	5 10 6	27 10 10	30 11 2	625 15 6	...
181 6 8	...	...	...	...	181 6 8	2 11 6
637 5 8	...	19 17 10	52 7 4	17 8 7	726 19 5	12 11 5
260 2 6	...	...	0 9 0	...	260 11 6	...
1640 17 10	...	25 8 4	80 7 2	47 19 9	1794 13 1	15 2 11
650 5 0	...	180 5 0	35 8 7	15 16 7	881 15 2	34 13 5
442 3 9	1 10 0	16 10 4	115 19 7	...	576 3 8	...
653 4 3	1 2 6	45 0 0	6 3 1	6 17 3	742 7 1	...
370 3 4	...	...	...	...	370 3 4	...
2115 16 4	2 12 6	241 15 4	187 11 3	22 13 10	2570 9 3	34 13 5
43 19 10	...	15 10 0	9 0 0	...	68 9 10	...
113 10 0	...	...	...	...	113 10 0	5 13 7
458 0 0	5 0 0	45 15 0	8 6 0	9 11 3	526 12 3	18 17 6
20 0 0	...	...	3 1 0	...	23 1 0	...
282 12 8	...	...	5 7 6	...	288 0 2	...
211 5 4	...	...	25 10 3	...	236 15 7	...
198 17 5	...	29 19 6	9 5 0	4 11 10	232 13 9	...
96 19 4	...	...	...	2 5 10	99 5 2	...
1415 4 7	5 0 0	91 4 6	60 9 9	16 8 11	1588 7 9	24 11 1
145 7 10	...	15 19 2	2 16 3	...	164 3 3	21 18 11
119 3 4	...	...	20 0 0	...	139 3 4	...
237 4 0	2 10 0	30 0 0	...	1 8 1	271 2 1	...
501 15 2	2 10 0	45 19 2	22 16 3	1 8 1	674 8 8	21 18 11
395 15 6	1 6 0	26 7 9	14 8 1	33 12 9	476 10 1	...
734 0 0	0 0 0	...	16 13 7	23 19 11	780 13 0	35 18 5
598 19 8	...	...	...	...	598 19 8	115 5 7
231 15 0	5 0 0	...	4 0 0	...	290 15 0	...
265 10 0	...	0 12 6	3 16 7	8 2 2	278 1 3	...
47 0 0	...	...	...	...	47 0 0	...
243 0 0	...	...	...	...	243 0 0	2 18 4
622 3 10	...	...	4 17 6	...	627 1 4	128 9 2
691 3 5	...	160 0 0	24 5 7	0 3 5	875 12 5	...
37 17 6	...	...	2 1 6	0 4 0	40 3 0	16 5 9
3917 4 11	12 6 0	187 0 3	70 2 10	71 2 3	4257 16 3	298 17 8

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.						
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
<i>Grenville.</i>							
Augusta	115 4 9	...	115 4 9	666 18 9	177 15 7	38 7 3	1113 11 5
Edwardsburgh	119 3 6	1 5 0	119 3 6	180 12 8	63 0 8	20 10 10	563 16 2
Gower, South	22 8 0	...	22 8 0	45 12 5	22 7 11	114 14 3	227 10 7
Oxford	147 0 0	...	147 0 0	583 19 2	86 5 11	0 3 3	964 3 4
Wolford	88 11 0	...	88 11 0	171 16 10	96 15 7	...	446 3 1
Separate School	6 17 8	...	...	...	40 0 0	...	46 17 8
Total	492 7 3	1 5 0	492 7 3	1648 19 10	486 5 8	174 4 7	3202 7 3
<i>Leeds.</i>							
Bastard and Burgess South	109 18 0	1 11 3	109 18 0	103 7 7	62 9 2	258 12 7	645 16 7
Crosby, North	43 8 0	...	43 8 0	174 3 5	67 17 6	4 9 2	383 6 1
Crosby, South	31 18 3	...	31 18 3	64 19 11	33 8 6	21 14 4	186 0 3
Elizabethtown	115 15 3	...	115 15 3	436 9 7	235 4 9	35 7 10	988 12 8
Elmsley, South	32 0 6	...	32 0 6	81 6 5	37 0 4	11 17 2	194 5 11
Kitley	92 12 3	1 7 8	97 0 8	286 4 10	92 7 6	4 6 6	573 19 11
Leeds and Lansdown front	94 3 0	...	103 17 0	347 18 10	62 5 5	6 6 11	614 11 2
Leeds and Lansdown rear	40 8 6	1 5 0	40 8 6	102 0 10	89 11 1	180 18 9	424 12 8
Yonge and Escott front	70 0 0	...	70 0 0	217 10 2	53 16 7	41 3 10	452 10 7
Yonge and Escott rear	58 12 6	...	58 12 6	129 11 5	41 19 1	3 1 2	291 16 8
Separate Schools	3 15 0	...	...	...	...	...	...
Total	692 12 3	4 3 11	703 0 2	1943 13 0	745 19 11	567 18 3	4655 12 6
<i>Lanark.</i>							
Bathurst	62 15 10	...	62 15 8	176 19 0	115 4 5	44 18 5	462 13 4
Beckwith	67 14 10	...	65 11 0	335 17 6	14 5 10	75 4 7	558 13 9
Burgess, North	34 14 10	...	34 15 5	97 16 3	...	...	167 6 6
Dalhousie and Lanark	30 10 6	...	36 11 2	121 4 8	18 19 3	6 3 3	213 8 10
Darling	16 7 0	...	16 7 0	63 11 0	15 4 3	...	111 9 3
Drummond	52 5 0	...	52 5 0	103 1 0	148 3 0	...	355 14 0
Elmsley, North	42 3 5	...	46 0 1	150 10 5	6 17 5	4 4 0	249 15 4
Lanark	58 7 10	...	58 7 10	157 19 4	160 17 4	...	455 12 4
Montague	90 1 8	...	90 1 8	205 14 3	90 11 4	...	536 8 11
Packenhiam	43 16 4	4 0 0	43 16 4	170 15 4	30 9 7	164 17 8	454 13 3
Ramsay	96 16 0	...	96 16 0	279 18 2	47 0 2	121 5 3	643 15 8
Sherbrooke, North	6 12 7	...	6 12 7	13 2 8	13 15 0	4 14 8	44 17 6
Sherbrooke, South	12 0 8	...	12 0 8	73 0 0	10 0 0	...	107 1 4
Total	614 6 6	4 0 0	622 0 5	2009 7 7	673 7 7	418 7 10	4341 9 11
<i>Renfrew.</i>							
Admaston	27 2 6	...	27 2 6	78 5 8	84 15 11	...	167 6 3
Bogot and Blithfield	23 14 3	...	23 14 3	49 8 7	0 19 11	21 17 1	119 14 0
Bromley and Wilberforce	28 7 0	...	28 16 3	308 9 7	...	...	365 12 10
Brougham and Gratton .....	...	...	20 6 0	...	...	162 14 0	173 0 0
Horton	22 2 9	...	22 2 9	85 0 0	35 18 2	...	165 3 8
McNab	49 19 3	...	56 12 8	131 11 11	47 15 0	4 7 9	290 6 7
Pembroke and Stafford	20 16 6	...	20 16 5	246 1 8	24 18 6	2 8 0	315 1 1
Ross	10 12 6	...	15 4 6	83 12 9	12 0 8	42 16 4	164 6 4
Westmeath	29 8 0	...	27 10 2	399 9 3	29 13 10	...	486 1 3
Total	212 2 9	...	242 5 6	1381 18 11	186 1 7	224 3 2	2246 11 11
<i>Frontenac.</i>							
Bedford	30 16 0	...	30 0 0	20 9 6	...	2 2 1	92 7 7
Kingston	112 1 0	5 0 0	180 0 0	337 11 2	188 1 7	...	770 13 9
Loughborough	55 12 10	...	50 0 0	173 1 0	24 16 0	33 1 1	341 10 11
Pittsburgh & Howe Island	97 8 1	...	100 0 0	349 8 6	21 5 6	249 0 1	817 2 1
Portland & Hinchinbrooke	61 13 10	...	75 0 0	170 19 9	43 9 5	28 4 6	379 7 6
Storrington	52 9 4	...	55 0 0	46 0 0	24 2 5	41 15 4	219 7 1
Wolfe Island	36 13 6	...	75 0 0	57 7 5	230 15 1	399 18 0	399 18 0
Separate Schools	10 0 0	...	...	60 0 0	13 0 0	...	83 0 0
Total	456 14 7	5 0 0	515 0 0	1228 17 4	543 10 0	354 3 1	3103 4 11

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.						
Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
965 11 7	...	115 16 0	26 19 7	25 10 4	1073 17 6	39 13 11
446 9 4	3 0 0	...	0 15 4	8 9 3	453 13 11	45 2 3
227 5 7	...	...	0 5 0	...	227 10 7	...
702 7 10	...	196 19 7	27 12 1	1 3 9	928 3 3	36 5 1
388 14 2	1 12 6	...	3 13 8	1 5 0	395 5 4	50 17 9
33 6 8	...	...	...	...	33 6 8	13 11 0
2703 15 2	4 12 6	312 15 7	59 5 8	36 8 4	3116 17 3	185 10 0
<i>Leeds.</i>						
522 16 0	3 2 6	107 7 0	12 11 1	...	645 16 7	...
270 5 0	2 5 0	29 6 0	6 19 0	2 10 5	311 5 5	23 0 8
173 7 10	...	...	2 10 0	10 2 5	186 0 3	...
706 19 5	3 5 0	132 6 1	12 13 10	12 13 6	927 17 10	10 14 10
176 6 10	...	...	2 15 0	0 4 3	179 6 1	14 19 10
560 11 9	4 6 0	...	7 3 5	1 13 9	573 19 11	...
482 11 7	1 5 0	30 10 0	10 13 10	10 19 7	536 0 0	78 11 2
255 13 4	2 10 0	132 7 6	30 11 8	3 10 2	424 12 8	...
376 2 11	2 8 0	15 6 8	9 3 0	4 4 5	434 19 0	38 11 7
204 11 10	0 11 3	56 10 0	2 10 0	5 0 1	269 3 2	22 13 6
5789 6 6	22 19 9	503 13 3	97 10 10	51 3 7	4468 0 11	187 11 7
<i>Lanark.</i>						
410 8 4	...	46 9 8	1 1 6	4 13 10	462 13 4	...
536 0 0	...	...	22 13 9	...	558 13 9	...
188 0 0	...	...	...	...	188 0 0	...
107 0 0	...	24 15 0	0 9 7	0 4 3	213 8 10	11 15 1
322 9 6	...	...	...	...	107 0 0	4 9 3
249 0 0	...	...	2 14 0	...	325 3 6	30 10 6
418 4 4	5 2 7	2 2 4	3 5 6	3 9 10	249 15 4	...
309 11 8	...	...	0 7 6	0 15 9	421 12 6	13 19 10
219 5 12	8 0 0	206 0 0	8 7 8	8 10 0	517 19 4	18 9 7
598 8 4	3 15 0	15 0 0	8 10 0	13 17 4	454 13 3	...
42 16 0	...	...	3 7 3	28 5 0	643 15 7	...
55 10 0	...	16 5 5	...	2 7 6	44 17 6	...
3824 19 6	16 17 7	310 12 5	53 16 9	53 13 6	4259 19 9	81 10 2
<i>Renfrew.</i>						
148 0 0	...	...	17 4 0	0 10 0	165 14 0	1 12 2
114 1 5	...	...	5 12 7	...	119 14 0	...
290 19 3	...	...	20 0 0	...	316 19 3	43 13 7
115 0 0	...	13 0 0	40 0 0	...	173 0 0	...
108 0 0	...	31 5 0	1 6 4	2 10 0	143 1 4	22 2 4
269 6 8	0 1 10	...	11 12 3	12 5 10	290 6 7	...
313 0 0	0 10 0	...	1 11 1	...	315 1 1	...
120 10 0	...	15 2 6	13 11 0	15 2 10	164 6 4	...
191 9 2	...	144 10 0	...	5 1 10	341 1 0	145 0 3
1673 6 6	0 11 10	208 17 6	110 17 3	35 10 6	2029 3 7	217 8 4
<i>Frontenac.</i>						
57 0 0	...	...	4 12 1	0 15 6	92 7 7	...
652 6 3	10 0 0	...	1 18 2	49 12 3	715 16 8	56 17 1
285 8 7	...	...	7 2 6	6 9 7	293 0 8	72 10 3
624 15 0	...	137 0 0	13 19 8	41 7 4	817 2 1	...
363 19 1	...	0 14 10	12 8 1	2 5 6	379 7 6	...
210 4 9	...	...	4 7 7	4 14 9	219 7 1	...
357 3 4	...	16 8 1	8 1 3	9 5 2	360 17 10	8 18 2
60 0 0	...	16 8 1	...	...	76 8 1	6 11 11
2810 17 0	10 0 0	170 11 0	52 9 4	114 10 1	2958 7 6	144 17 5

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.						Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
<i>Addington.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amherst Island	17 8 3	...	40 0 0	186 9 4	16 16 0	4 3 5	264 17 0
Camden East	190 11 6	...	209 0 0	549 2 0	309 1 5	33 11 5	1282 6 4
Ernestown	108 11 3	...	123 0 0	411 11 7	272 12 10	189 10 3	1107 5 11
Sheffield	61 15 6	...	60 0 0	161 4 1	25 17 4	12 14 1	321 11 0
Total	378 6 6	...	423 0 0	1308 7 0	624 7 7	239 19 2	2976 0 3
<i>Lennox.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Adolphustown	14 1 9	...	40 0 0	42 15 0	23 1 3	2 11 9	122 9 9
Fredericksburgh	59 18 3	5 15 7	109 0 0	262 2 7	76 17 11	121 10 1	626 4 4
Richmond	78 4 6	1 10 2	75 0 0	209 14 7	41 14 0	70 14 6	476 18 3
Total	152 4 6	7 5 9	215 0 0	514 12 2	141 13 8	194 16 3	1225 12 4
<i>Prince Edward.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ameliasburgh	71 15 0	...	100 0 0	558 14 6	170 15 9	307 7 4	1206 12 7
Athol	45 18 9	...	60 0 0	137 19 3	69 0 10	0 3 0	312 12 10
Hallowell	68 15 9	...	120 0 0	371 15 8	148 5 2	39 11 10	748 8 5
Separate School	...	...	...	8 0 0	20 10 0	...	28 0 0
Hillier	87 13 6	...	100 0 0	611 8 9	176 9 3	138 19 5	1114 10 11
Marysburgh	100 3 9	...	105 0 0	330 0 0	87 13 6	9 17 1	632 14 8
Sophiasburgh	63 8 9	...	100 0 0	487 8 11	163 5 8	65 2 8	879 6 0
Total	437 15 6	...	383 0 0	2502 18 5	835 10 2	561 1 4	4922 5 5
<i>Hastings.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Madoc, Elzevir and Tudor	68 6 9	...	68 6 9	405 11 8	127 16 0	52 11 6	722 12 8
Athol	96 5 0	1 5 0	96 5 0	349 3 5	60 17 7	0 15 8	604 11 8
Huntingslow	51 5 6	...	51 5 6	262 12 9	33 2 5	7 1 5	405 7 7
Marmora	19 8 6	...	19 8 6	140 1 2	33 14 11	...	212 13 1
Rawdon	91 19 3	2 12 2	91 19 3	391 7 8	109 0 7	32 2 11	719 1 10
Sidney	102 4 0	...	102 4 0	534 7 4	189 12 9	...	928 8 1
Thurlow	120 15 9	4 5 0	126 15 9	685 1 9	90 6 3	...	1027 4 6
Tyendinaga	145 6 9	...	145 6 9	643 16 3	162 19 5	194 3 2	1291 13 4
Total	701 11 6	8 2 2	701 11 6	3412 2 0	807 9 11	236 14 8	5917 11 9
<i>Northumberland.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alnwick	14 12 3	...	14 12 3	47 6 11	16 13 11	7 3 5	100 8 9
Brighton	105 7 0	3 13 0	105 7 0	435 16 2	58 5 3	29 6 8	737 17 1
Cramahc	94 4 9	1 8 9	94 4 9	459 5 2	52 14 9	6 10 6	708 8 8
Haldimand	100 7 3	1 10 0	100 7 3	633 15 6	236 14 3	20 11 10	1093 6 1
Hamilton	120 19 3	2 16 3	120 19 3	588 4 7	276 14 8	7 1 7	1116 15 7
Monaghan South	31 15 3	4 5 0	31 15 3	81 2 6	134 3 7	20 19 3	307 1 0
Murray	76 2 6	...	76 2 6	310 19 5	51 0 7	109 17 3	624 2 3
Percy	76 9 6	...	76 9 6	321 12 0	47 6 7	59 14 1	557 11 8
Seymour	59 2 3	...	59 2 3	143 6 5	33 2 4	3 7 8	298 0 11
Total	679 0 0	13 16 0	679 0 0	3024 8 8	906 15 11	264 12 3	5367 12 10
<i>Durham.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cartwright	42 17 6	1 5 0	44 2 0	232 3 1	59 7 7	29 14 10	409 10 0
Cavan	99 8 0	4 11 10	99 8 0	480 11 3	280 7 5	...	964 6 6
Clarke	169 4 0	5 18 0	169 4 0	1400 17 4	237 6 8	66 6 6	2057 16 6
Darlington	153 4 6	10 9 4	155 4 6	908 0 8	252 12 2	5 5 6	1466 16 8
Hope	114 19 6	3 0 1	114 19 6	604 17 10	158 6 1	2 17 3	999 0 3
Manvers	80 1 6	1 11 3	80 1 6	374 7 6	42 1 5	4 4 10	582 7 6
Total	661 14 9	23 15 6	662 19 3	4009 17 8	1030 1 4	108 8 11	6499 17 5

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.						
Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
217 2 7	...	...	15 0 5	...	232 3 0	32 14 0
1018 18 2	...	241 9 10	6 1 4	15 17 0	1282 6 4	...
781 12 10	3 1 4	271 5 0	9 17 8	41 9 1	1107 5 11	...
220 3 10	...	95 0 0	5 2 2	1 5 0	321 11 0	...
2237 17 5	3 1 4	607 14 10	36 1 7	58 11 1	2943 6 3	32 14 0
105 2 6	...	...	8 11 0	8 16 3	122 9 9	...
593 9 4	11 11 3	...	6 11 10	14 11 11	626 4 4	...
427 18 11	3 2 8	16 0 0	16 9 0	13 7 6	476 18 3	...
1126 10 9	14 13 11	16 0 0	31 12 0	36 15 8	1225 12 4	...
531 8 4	1 2 6	642 15 8	...	31 6 1	1306 12 7	...
207 9 10	2 6 3	5 10 6	4 10 8	8 11 10	288 9 0	24 3 10
661 3 7	0 8 0	6 5 0	43 18 3	36 13 7	748 8 5	...
22 10 0	...	...	...	...	22 10 0	5 10 0
536 5 1	...	487 18 1	9 4 11	19 12 11	1113 1 0	1 9 11
560 12 6	4 1 2	...	9 14 9	3 10 0	577 18 5	54 16 3
450 18 1	1 7 4	326 14 7	...	15 11 5	794 11 5	84 14 7
3090 7 5	9 5 3	1469 3 10	67 8 6	115 5 10	4751 10 10	170 14 7
253 18 5	...	420 10 10	9 16 2	2 7 3	722 12 8	...
463 2 0	4 0 0	40 9 5	3 1 7	15 8 0	531 1 0	73 10 8
236 13 9	0 17 9	152 11 0	7 0 8	8 1 0	405 4 2	0 3 5
157 18 11	0 12 8	32 6 0	2 3 1	2 12 6	195 13 2	16 19 11
674 10 0	6 13 2	...	17 10 11	20 7 9	719 1 10	...
621 10 5	6 7 6	180 0 0	2 13 3	8 6 9	818 17 11	109 10 2
794 4 1	9 7 0	65 15 6	23 10 1	36 17 4	949 14 0	77 10 6
921 10 6	3 10 0	299 7 6	34 1 5	33 2 11	1291 12 4	...
4154 8 1	31 8 1	1217 0 3	99 17 2	127 3 6	5633 17 1	283 14 8
79 0 0	1 0 0	...	0 11 6	2 18 2	83 9 8	16 19 1
603 11 8	10 12 2	73 12 1	21 0 10	28 1 9	736 18 6	0 18 7
563 13 7	4 4 0	10 19 0	11 10 4	26 2 5	616 9 4	91 19 4
891 10 9	8 8 9	60 9 2	9 1 5	51 7 8	1020 17 9	72 8 4
984 6 0	7 5 0	...	13 6 11	29 2 0	1033 19 11	82 15 8
291 10 0	8 12 0	...	6 4 5	0 15 5	307 1 10	...
613 1 8	2 0 0	...	0 7 1	8 13 6	624 2 3	...
508 3 0	...	26 5 0	26 7 5	22 16 3	581 11 8	...
252 1 11	2 6 0	8 5 0	0 6 10	13 4 1	276 3 10	21 17 1
4784 18 7	44 7 11	179 10 3	88 16 9	183 1 3	5280 14 9	286 18 1
406 0 0	2 10 0	...	1 0 0	...	409 10 0	...
871 17 6	11 11 2	...	10 18 10	39 8 0	933 15 6	30 11 0
1310 10 8	16 1 0	637 19 7	9 16 0	83 7 5	2057 14 8	0 1 10
1346 1 8	20 18 8	...	33 4 1	...	1400 4 5	86 12 3
893 8 0	15 4 0	14 0 0	44 5 7	...	966 17 7	32 2 8
577 0 0	3 7 6	...	2 0 0	...	582 7 6	...
5404 17 10	69 12 4	651 19 7	99 4 6	124 15 5	6350 9 8	149 7 9

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.							Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
<i>Peterborough.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Asphodel	48 11 0	...	60 0 0	317 10 11	15 10 0	700 13 10	1142 5 9	
Belmont and Methuen	8 10 0	...	20 0 0	53 4 2	0 19 0	...	87 13 2	
Douro	60 11 0	...	70 0 0	262 0 0	29 16 3	...	422 7 3	
Dummer and Burleigh	51 3 9	...	55 0 0	195 4 6	...	...	319 16 8
Ennismore	23 12 6	...	25 0 0	71 2 6	...	...	119 15 0
Monaghan North	19 12 6	3 14 4	25 0 0	80 17 2	72 10 5	10 12 4	212 6 9	
Otonabee	111 14 9	...	125 0 0	350 12 8	140 3 0	11 5 1	738 15 6	
Smith and Harvey	32 5 9	...	70 0 0	249 18 11	101 17 3	89 0 5	543 2 4	
Total	356 1 3	3 14 4	450 0 0	1585 10 10	360 15 11	830 0 1	3586 2 8	
<i>Victoria.</i>								
Eldon	34 2 6	...	45 0 0	122 3 0	54 8 6	...	255 14 0	
Emily	92 6 3	...	100 0 0	394 7 1	30 16 0	21 4 0	639 13 4	
Fenelon	13 7 9	...	25 0 0	124 19 8	71 1 0	...	234 8 5	
Mariposa	109 0 6	1 13 1	112 10 0	290 7 6	73 7 9	310 3 0	897 6 10	
Ops	70 1 9	9 1 0	25 0 0	403 4 11	10 5 10	...	517 13 6	
Verulam	15 1 0	...	20 0 0	130 0 0	...	...	165 1 0
Total	333 19 9	10 19 1	327 10 0	1465 2 2	239 19 1	331 7 0	2708 17 1	
<i>Ontario.</i>								
Brock	100 16 9	...	62 2 3	293 12 1	19 6 9	215 7 9	692 5 7	
Mara and Rama	31 17 0	2 10 0	23 14 0	268 12 11	9 16 3	0 5 2	336 15 4	
Pickering	177 17 9	13 12 10	253 9 1	1439 14 9	343 18 2	29 10 5	2258 3 0	
Reach	109 14 6	...	83 18 0	647 17 0	152 3 10	...	993 13 4	
Scott	28 14 0	...	22 9 2	221 17 9	10 10 8	1 5 0	234 16 7	
Scugog Island	7 19 3	...	...	96 7 8	10 8 7	...	114 15 5
Thorah	31 6 6	...	23 2 0	87 12 0	57 15 2	20 11 2	220 6 10	
Uxbridge	45 4 9	...	59 8 9	263 4 1	67 19 6	5 15 7	441 12 8	
Whitby	203 19 4	8 8 1	234 12 6	1196 4 11	250 7 4	258 19 3	2152 11 5	
Total	743 9 9	24 10 11	762 15 9	4515 3 2	922 6 3	526 14 4	7495 0 2	
<i>York.</i>								
Etobicoke	71 11 9	1 18 9	71 11 9	383 2 4	116 9 0	...	644 13 7	
Separate School	12 10 0	...	...	164 3 9	12 14 1	...	25 4 1
Georgina	29 6 3	5 4 0	29 6 3	164 3 9	25 3 9	18 19 9	272 8 10	
Gwillimbury North	31 1 3	...	31 1 3	49 10 5	53 12 7	29 6 6	190 12 0	
Gwillimbury East	83 14 9	...	83 14 9	41 11 5	225 8 4	1 4 6	835 13 9	
King	160 9 6	2 12 6	160 9 6	813 10 5	316 16 8	200 3 0	1651 7 8	
Markham	151 4 0	4 15 0	151 4 0	1020 3 4	309 10 3	153 4 0	1790 5 7	
Scarborough	109 4 9	4 12 0	109 4 9	474 14 10	229 1 5	8 5 9	935 2 6	
Vaughan	185 17 0	7 0 7	185 17 0	824 0 1	401 2 4	8 11 1	1072 8 1	
Whitechurch	132 16 6	8 18 10	132 16 6	849 5 6	107 15 2	135 10 11	1427 3 5	
York	217 0 0	11 16 1	217 0 0	1144 14 1	234 12 1	0 19 1	1826 1 4	
Total	1184 15 0	46 18 8	1172 10 8	6162 2 2	2154 5 8	556 4 6	11276 15 10	
<i>Peel.</i>								
Albion	114 17 9	6 16 0	114 17 10	477 14 6	169 17 0	3 3 2	887 6 3	
Caledon	102 12 9	...	102 12 9	490 11 11	82 13 10	7 8 7	783 10 10	
Chinguacousy	197 15 0	7 0 7	197 15 0	1003 5 1	337 17 7	134 6 6	1877 19 9	
Gore of Toronto	33 17 3	...	37 12 3	77 8 9	75 12 5	55 9 3	279 19 11	
Toronto	174 14 9	...	174 14 10	1003 1 4	402 11 4	...	1755 2 3	
Total	623 17 6	13 16 7	627 12 8	3052 1 7	1083 12 2	200 7 6	5586 8 0	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.						
Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
509 5 0	...	580 0 0	53 0 9	...	1142 5 9	...
62 10 2	...	...	0 2 0	3 12 10	66 14 0	20 19 2
310 7 4	6 3 3	30 0 0	...	2 0 0	348 10 7	73 16 8
295 0 0	2 18 9	...	17 13 0	4 4 11	319 16 8	...
84 15 0	...	15 0 0	20 0 0	...	119 15 0	...
200 2 3	8 10 9	...	0 6 9	3 7 0	212 6 9	...
696 3 5	4 7 6	...	26 0 0	5 17 3	732 8 2	6 7 3
476 10 0	4 8 9	50 0 0	3 9 7	8 14 0	543 2 4	...
2635 2 2	26 9 0	675 0 0	120 12 1	27 16 0	3484 19 3	101 3 1
243 17 6	...	...	...	...	243 17 6	11 16 6
556 11 2	1 17 6	...	6 0 0	2 13 8	567 7 4	71 6 0
110 0 0	...	...	...	...	110 0 0	124 8 5
845 1 3	4 6 2	21 11 9	23 4 8	3 3 0	897 6 10	...
466 11 0	18 2 0	...	14 19 1	17 7 1	516 19 2	0 14 4
180 0 0	...	...	...	...	180 0 0	35 1 0
2352 0 11	24 5 8	21 11 9	44 3 9	23 8 9	2425 16 10	243 6 3
675 15 0	...	3 10 0	9 8 6	3 12 1	692 5 7	...
262 10 0	5 0 0	...	30 10 4	10 14 7	308 14 11	23 0 5
1629 10 6	28 3 3	208 5 0	57 12 6	48 3 0	1899 14 3	388 3 9
890 12 11	5 7 6	118 10 3	8 10 3	10 16 2	948 17 1	49 16 3
225 13 6	...	...	...	...	232 13 6	52 3 1
91 0 0	1 5 0	...	...	...	92 5 0	22 10 5
202 10 0	...	...	13 0 10	...	215 10 10	4 16 0
383 0 0	...	...	1 13 9	2 18 9	387 12 6	54 0 2
1367 17 9	19 17 1	609 15 10	93 12 3	61 8 6	2162 11 5	...
5538 9 8	59 12 10	945 1 1	214 8 5	137 13 1	6895 5 1	599 15 1
570 16 2	3 17 6	...	7 14 0	42 10 0	624 17 8	19 15 11
19 7 10	...	...	...	...	19 7 10	5 16 3
167 10 0	10 8 0	23 15 3	7 16 4	24 19 11	269 9 6	2 14 4
178 5 0	...	4 15 0	3 5 0	10 7 0	196 12 0	...
714 0 10	...	...	0 17 6	31 11 4	755 12 1	80 1 8
1341 6 6	...	...	5 2 6	50 19 0	1649 17 1	1 10 7
1382 13 9	...	...	11 1 8	39 19 7	1788 7 3	1 13 4
947 9 2	...	...	9 8 9	76 12 2	894 7 1	40 15 5
1420 10 0	...	...	17 2 2	15 15 4	1522 4 7	150 3 6
923 9 10	...	...	19 7 5	37 16 3	1227 3 5	...
1541 10 0	...	...	25 9 6	2 6 9	1740 6 2	85 15 2
9136 19 6	102 6 0	1001 5 7	281 11 2	366 2 6	10888 4 8	388 11 2
802 10 0	13 17 0	16 11 3	6 15 3	29 16 10	869 10 4	17 15 11
732 13 2	...	...	1 0 6	34 5 0	767 18 8	18 1 2
1573 19 4	15 11 3	170 17 6	62 1 1	65 9 9	1877 18 11	0 0 10
230 0 0	...	...	33 8 10	16 11 0	279 19 11	...
1538 5 10	9 5 3	45 7 1	43 7 5	36 7 1	1672 12 8	82 9 7
4877 8 4	38 13 6	232 15 10	136 13 2	182 9 8	5468 0 6	118 7 6

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.						Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				
	For Teachers' Salaries.	For Maps and Apparatus (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
<i>Simcoe.</i>							
Adjala	22 14 10		72 0 0	143 18 10	53 9 1	12 7 3	330 10 0
Essa	42 19 5	1 16 8	50 0 0	195 14 0	54 13 11	19 17 9	365 1 8
Flos	15 4 7		18 13 6	5 0 0		1 9 3	90 7 4
Gwillimbury West	113 2 10	1 13 7	130 0 0	528 16 6	207 12 8	0 6 11	991 6 6
Innisfil	51 9 1		59 0 0	265 5 7	10 9 11	3 12 7	389 17 2
Medonté	18 16 5		22 0 0	73 7 1	14 3 2	0 2 11	128 9 6
Mono	75 5 2		75 5 4	116 12 10	19 17 5	141 18 4	428 19 0
Mulmur	23 10 7		28 10 8	44 15 7	5 8 0		107 4 10
Nottawasaga	34 9 6	14 7 2	53 5 5	656 5 5	4 0 0	26 0 11	783 11 5
Orillia and Matchedash	22 7 1	2 16 6	25 0 0	102 1 8	170 3 3	148 2 9	469 11 3
Oro	78 15 1		78 15 4	164 17 4	13 3 5	1 15 7	337 6 7
Sunnidale	7 19 4		10 0 0	85 0 0			124 19 4
Tay and King	23 9 1		29 0 0	89 5 10	6 0 0	2 2 2	149 17 1
Tecumseth	110 3 5		147 0 0	1350 4 0	105 6 10	23 8 4	1736 9 6
Tossorontio	18 11 1		10 15 4	51 3 4	3 0 0		83 12 9
Vespra	19 10 4	3 17 6	22 0 0	181 2 6	3 2 6	0 7 11	208 0 9
Total	716 17 11	24 11 5	831 8 7	4103 10 6	670 10 0	372 10 3	6719 17 8
<i>Halton.</i>							
Esquesing	156 9 0	17 10 9	125 8 7	721 1 2	301 9 5	216 10 0	1573 3 11
Nassagaweya	39 18 0		53 11 10	269 18 10	75 16 8	5 0 8	444 6 8
Nelson	105 17 6	1 10 11	135 17 3	672 9 7	256 7 7	9 3 3	1181 5 6
Trafalgar	146 11 3	20 19 11	250 0 0	791 18 2	871 7 2	41 8 6	1623 5 0
Total	448 15 9	40 0 9	584 12 11	2455 7 9	1635 0 10	272 2 5	4826 0 5
<i>Wentworth.</i>							
Ancaster	116 4 0	5 1 5	10 4 0	505 2 1	266 6 8	4 11 3	1014 3 3
Barton	29 2 9		29 2 9	119 11 8	30 16 3		377 12 2
Beverly	146 14 6	3 15 0	140 14 6	414 6 1	188 19 4	389 6 6	1283 15 11
Blainbrooke	42 8 9		42 8 9	355 9 11	63 15 2	8 14 2	507 16 9
Framborough East	66 6 6	4 5 0	66 6 6	835 13 4	105 3 3	0 18 4	1087 12 11
Framborough West	39 15 6		83 15 6	211 1 3	110 11 11	43 4 7	344 8 9
Glanford	40 3 9	3 11 10	46 3 9	225 15 11	97 0 1		419 8 4
Saltfleet	61 17 3	8 1 3	61 17 3	433 14 1	89 5 2	9 12 7	805 5 7
Total	598 15 0	24 14 4	593 15 0	3251 14 4	937 18 10	619 7 3	6031 4 9
<i>Brant.</i>							
Brantford	143 3 0	8 7 3	151 10 0	1030 6 8	238 1 9	4 7 1	1575 15 8
Burford	110 6 9		119 6 9	827 8 0	299 18 3	0 15 9	1320 10 0
Dumfries South	104 6 0		104 6 0	500 4 7	253 13 3	95 0 10	1057 10 8
Oakland	17 19 0		21 15 0	169 5 4	59 11 2	3 2 6	211 11 0
Onondaga	55 6 0		55 6 0	272 1 4	62 17 6		445 10 10
Total	431 0 9	8 7 3	443 3 9	2700 4 5	914 1 11	105 6 2	4611 4 8
<i>Lincoln.</i>							
Caistor	33 13 9		65 0 0	182 3 11	94 9 4		376 7 0
Clinton	74 12 0		75 0 10	397 15 9	125 3 8	42 1 8	714 12 8
Gainsborough	65 18 0	2 15 0	95 0 0	463 19 3	48 13 6	140 5 3	819 11 0
Grantam	98 1 0		250 0 0	491 8 3	193 7 11		1034 17 11
Grimsby	66 6 6		80 0 0	317 13 3	123 0 1		591 19 10
Louth	38 13 6		75 0 0	438 3 3	117 2 7		689 19 4
Niagara	57 16 0		75 0 0	264 10 10	96 2 5	78 2 3	571 11 6
Total	438 2 3	2 15 0	715 0 10	2555 12 6	804 19 1	260 9 2	4777 19 1

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

Paid Teachers' Salaries.	EXPENDITURES.						Total Expenditure for Common Schools, 1855.	Balances.
	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
325 10 0				4 0 0	339 10 0			
340 1 9	5 8 2		2 12 8	16 19 1	365 1 8			
65 0 0			1 0 0	0 15 8	66 15 8	23 11 8		
890 2 10	7 11 0		2 13 9	61 0 1	761 8 5	19 18 1		
541 17 1	1 0 0		1 0 4	25 13 3	369 11 8	20 5 6		
104 3 6		14 17 0	2 12 8	5 2 6	126 16 2	1 13 4		
418 7 8			4 10 0	6 1 4	428 19 0			
80 12 6			2 18 0		83 10 6	23 14 4		
442 10 10	33 7 0	301 18 0	9 13 8	0 7 6	788 3 0	0 8 5		
82 10 0	5 13 0	359 19 0	1 9 10	19 10 5	469 11 3			
312 5 8	1 18 10		11 15 5	10 16 11	336 16 10	0 9 9		
90 5 6				1 8 6	81 13 6	43 5 10		
197 1 8				8 17 1	115 18 9	33 18 4		
675 3 7	2 7 6	777 3 9	6 7 6	115 10 2	1576 17 0	169 5 6		
62 11 2		20 11 1	0 2 6	0 8 0	83 12 9			
150 5 0	10 16 11		1 0 5	12 11 3	174 13 7	33 7 3		
479 14 3	68 3 2	1474 14 4	47 17 3	289 10 9	6359 19 9	359 17 11		
1151 8 1	37 17 0	214 10 3	122 17 8	51 4 11	1573 3 11			
399 18 6			2 7 2	12 7 5	414 13 1	29 12 11		
800 1 8	3 0 2	247 12 6	60 12 6	48 16 0	1160 2 10	21 2 8		
1185 18 5	63 15 6	200 0 0	65 2 11	121 2 11	1615 19 9	6 5 3		
537 6 8	94 12 8	662 8 9	941 0 3	233 11 3	4769 19 7	57 0 10		
730 3 10	11 14 6	224 14 6	4 18 10	34 6 7	1006 3 3	8 0 4		
250 13 1		121 10 2	5 10 0		377 13 3			
1115 4 1	10 0 0	129 0 0	5 10 10	24 1 0	1288 15 11			
326 13 4	4 0 0	70 0 0	3 7 1	19 9 4	429 9 3	84 7 9		
210 14 11	8 15 0	736 3 10	2 8 5	120 10 0	1078 12 11			
514 3 4	1 5 0		0 15 0	23 0 3	544 8 9			
349 16 1	7 9 2	12 17 7	7 11 9	5 3 5	382 19 9	35 8 7		
518 8 9	16 2 6	182 9 8		51 3 5	708 4 4	37 1 3		
4016 7 5	69 6 2	1476 15 9	50 1 10	282 16 9	5885 7 11	165 10 10		
1073 6 4	26 3 8	97 0 0	14 8 9	84 7 8	1295 6 3	280 9 6		
1102 3 6	1 18 9	150 17 5	9 13 11	43 19 6	1313 12 1	7 3 11		
978 6 11	2 10 0	15 15 0	22 14 9	38 4 0	1057 10 5			
163 4 4	4 6 10	3 5 0	7 17 2	7 16 11	191 10 3	20 0 5		
406 0 0					406 0 0	39 16 10		
3728 1 1	34 19 1	266 17 5	54 13 7	179 8 1	4363 10 3	347 5 0		
268 11 8	0 12 6	52 0 0	0 12 6	4 18 9	326 15 5	49 11 7		
514 2 5	3 10 0	148 17 9	18 2 4	5 0 0	714 12 6			
331 18 3	5 10 0	236 1 10		46 0 11	819 11 0			
688 19 2		186 10 0	47 12 5	39 15 2	942 16 9	92 1 2		
825 5 5	1 17 8		7 3 5	28 13 9	564 8 1	27 16 9		
362 3 6	0 15 0	218 15 0	5 2 0	35 2 3	621 17 3	47 1 7		
622 6 6	3 0 0		1 19 4	44 5 8	571 11 6			
3444 6 11	15 5 0	822 4 7	75 12 0	203 19 6	4561 8 0	216 11 1		

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

RECEIPTS.

TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
	£ s d	£ s d	£ s d	£ s d	£ s d	£ s d	£ s d
<i>Welland.</i>							
Bertie	78 2 9		105 0 0	206 3 6	171 4 10	78 10 2	729 1 3
Crowland	50 13 3		52 0 0	174 7 3	103 11 8	56 7 8	436 19 10
Humberstone	43 1 0		80 0 0	277 17 5	87 12 8	5 10 0	404 1 1
Pelham	62 4 3		75 14 5	203 14 2	131 0 11	133 14 11	606 8 8
Stamford	87 3 0	3 9 2	95 17 8	702 4 0	105 6 8	7 5 9	1001 6 3
Thorold	70 15 9	2 15 0	100 0 0	702 14 0	174 2 8	.....	1050 8 5
Wainfleet	36 8 0		45 0 0	204 6 10	80 12 5	0 5 6	591 12 9
Willoughby	28 15 9		75 0 0	125 5 0	34 17 3	8 17 9	292 15 10
Total	457 3 9	6 5 2	763 12 1	2686 12 3	888 9 1	290 11 9	5692 14 1
<i>Haldimand.</i>							
Canborough	31 6 6	2 10 0	40 0 0	279 1 11	.....	28 19 7	381 18 0
Cayuga North	58 9 0		100 0 0	271 11 8	117 3 9	175 0 0	722 4 5
Cayuga South	18 14 6		24 0 0	186 5 4	32 17 5	2 5 6	264 2 11
Dunn	19 0 3		25 0 0	217 8 8	28 1 2	.....	289 10 1
Oueda	29 12 8		65 0 0	276 9 11	41 10 2	13 9 2	425 1 11
Separate School							
Rainham	47 0 0		70 0 0	505 6 5	51 17 4	5 13 7	679 18 10
Seneca	69 18 3	2 2 6	100 0 0	504 11 5	172 13 0	0 6 4	911 11 6
Moulton and Sherbrooke	64 13 3		100 0 0	394 0 10	174 0 6	92 7 10	827 8 5
Walpole	89 19 0		125 0 0	524 6 2	112 4 6	2 16 7	854 6 3
Total	432 4 11	4 12 6	649 0 0	3266 6 11	743 17 9	349 7 8	5445 9 9
<i>Norfolk.</i>							
Charlottetown	70 12 3		70 1 0	254 4 8	151 10 16	115 1 0	661 9 9
Houghton	47 17 3	1 0 7	48 0 0	183 5 5	52 8 3	102 1 1	434 12 7
Middleton	42 15 9		43 0 0	191 4 7	100 13 1	107 17 5	485 10 10
Townsend	148 6 3		140 0 0	989 0 11	176 10 5	2 12 7	1465 10 2
Walsingham	83 18 3		84 0 0	869 2 3	18 7 5	.....	895 7 0
Wintham	68 8 6		69 0 0	482 12 8	128 14 0	0 0 8	748 16 10
Woodhouse	67 7 6	1 15 7	68 0 0	449 14 5	34 19 4	6 11 0	627 7 10
Total	629 5 9	2 16 2	531 1 0	3359 5 11	662 3 2	334 3 9	5418 15 9
<i>Oxford.</i>							
Blandford	34 16 5		36 11 2	98 18 10	63 3 1	0 12 0	234 1 7
Blenheim	102 9 3	3 0 0	105 13 1	684 2 4	245 9 2	9 17 5	1150 12 3
Dereham	99 4 3		97 10 1	663 16 5	58 3 3	200 13 6	1119 7 8
Nissouri East	62 9 0		64 13 10	411 11 5	37 17 7	0 4 1	676 16 7
Norwich	133 13 9	5 10 0	138 2 6	804 18 1	269 6 11	27 12 7	1879 3 10
Oxford North	29 9 9		30 10 11	217 18 9	27 13 9	3 6 10	30 0 0
Oxford East	59 15 3		61 16 10	617 9 8	134 4 7	2 3 4	879 9 8
Oxford West	48 2 6		49 14 11	301 8 9	76 5 7	3 2 4	479 4 1
Zorra East	70 8 9		72 17 6	492 2 4	179 9 2	8 13 1	823 10 10
Zorra West	89 8 6	1 15 3	92 8 11	426 19 2	149 16 2	46 5 11	806 13 11
Total	729 18 0	10 5 3	749 19 9	4719 17 1	1245 9 3	302 11 1	7758 6 5
<i>Waterloo.</i>							
Dumfries North	80 4 3	8 7 0	120 0 0	674 14 2	324 9 7	8 6 7	1216 2 1
Waterloo	184 7 0	2 10 6	200 0 0	1603 5 3	195 2 4	118 10 1	2403 14 8
Wellsey	34 13 9		150 0 0	1112 5 7	112 12 2	.....	1509 11 6
Separate School							
Wilnot	90 5 0		100 0 0	565 8 4	38 5 4	2 4 9	796 3 5
Separate School							
Woolwich	89 6 9	2 0 0	125 0 0	672 3 10	78 13 10	17 5 3	934 8 10
Total	600 2 6	12 17 6	635 0 0	4643 3 2	704 3 3	153 11 9	6888 18 2

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s d	£ s d	£ s d	£ s d	£ s d	£ s d	£ s d
667 19 10	5 4 5	.....	18 6 1	37 10 11	729 1 3	.....
404 6 4	.....	.....	9 6 1	23 7 5	436 16 10	.....
389 17 6	.....	.....	9 3 10	33 19 10	413 0 2	81 0 11
564 0 2	0 11 10	1 10 0	15 5 7	22 1 1	606 8 8	.....
715 2 11	11 0 5	53 17 6	51 6 5	44 7 4	886 15 0	114 11 3
644 4 2	10 5 10	210 5 10	15 11 8	28 1 11	899 3 7	152 4 10
334 3 1	.....	.....	12 6 7	20 19 7	367 9 3	134 3 6
212 8 11	1 10 0	.....	1 12 2	11 7 8	226 18 9	45 17 1
3912 2 11	29 7 1	203 13 4	135 18 5	221 14 9	4564 16 6	527 17 7
253 13 6	5 3 9	76 10 0	0 5 6	41 7 6	377 0 3	4 17 9
516 5 2	6 4 2	164 15 2	8 4 11	26 15 0	722 4 5	.....
136 3 2	.....	109 0 7	3 1 2	9 11 8	257 16 7	0 6 4
210 0 0	1 0 0	.....	34 12 7	9 2 5	254 15 0	34 15 1
357 15 3	.....	.....	3 4 4	7 12 0	371 0 4	54 1 7
76 10 0	2 8 9	.....	.....	12 17 5	89 7 5	.....
399 15 0	3 14 4	259 9 5	1 9 5	664 7 2	15 11 8	.....
808 11 3	6 18 5	59 0 0	8 6 0	26 9 3	904 4 11	3 6 7
423 3 8	.....	364 13 3	29 1 4	10 5 2	827 8 5	.....
745 19 1	1 5 0	40 5 0	18 0 1	40 11 6	806 0 8	48 15 7
5887 16 1	28 14 5	1072 18 5	106 4 4	184 11 11	5278 5 2	167 4 7
559 6 3	.....	.....	90 19 7	11 3 11	661 9 9	.....
405 10 3	2 9 8	23 5 10	.....	3 6 10	434 12 7	.....
411 14 8	.....	26 0 0	43 16 2	.....	485 10 10	.....
1076 10 2	.....	243 4 0	67 0 0	44 11 0	1431 5 2	34 5 0
825 7 9	.....	49 10 0	37 17 11	0 10 0	913 5 8	82 2 1
609 10 0	2 3 9	24 0 0	6 15 1	16 19 1	659 6 11	0 9 11
575 12 8	4 16 0	29 15 0	3 8 5	13 11 10	627 3 11	73 3 11
4403 11 9	9 9 5	394 14 10	254 17 2	90 1 9	5228 14 10	100 0 11
209 10 0	0 6 3	.....	7 3 8	4 0 0	219 19 11	14 1 8
935 5 11	6 10 0	81 14 2	59 12 1	67 1 2	1150 3 4	0 8 11
802 1 7	5 5 4	150 0 0	26 6 0	75 14 0	1119 7 8	.....
414 17 6	1 7 6	.....	23 10 9	12 18 4	432 14 1	124 2 6
1169 18 5	15 11 3	27 6 3	13 15 8	32 7 4	1258 18 11	120 4 11
275 8 6	.....	.....	6 7 6	1 2 0 0	282 18 0	26 2 0
488 18 9	.....	324 8 6	14 8 9	26 2 7	833 18 7	25 11 1
447 0 0	0 12 0	.....	9 11 2	20 2 2	477 5 4	1 18 9
622 15 10	2 11 5	75 0 0	27 1 9	25 1 5	732 10 5	71 0 5
769 14 10	6 16 10	39 10 0	45 5 4	5 6 11	806 13 11	.....
6134 11 4	39 0 7	697 18 11	233 3 5	269 15 11	7374 10 2	383 10 3
726 0 1	18 1 3	334 1 4	6 18 0	95 8 1	1180 8 9	35 13 4
1377 13 7	19 16 0	761 13 0	40 9 1	103 12 7	2303 4 9	0 9 11
1098 18 1	6 1 6	28 8 4	27 4 0	41 8 8	1202 0 7	307 19 11
18 3 3	.....	.....	.....	.....	18 3 3	.....
678 6 2	3 5 0	14 6 7	13 7 9	0 4 7	709 10 1	86 13 4
37 10 0	.....	.....	.....	1 15 0	39 5 0	1 9 6
626 2 7	9 16 3	222 10 0	21 14 7	23 14 2	993 17 7	80 11 3
4562 13 9	57 0 0	1360 19 9	100 13 5	266 1 1	6356 10 0	512 8 2

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

OF UPPER CANADA.

PART II.—Table A.—(Continued.)

TOWNSHIPS.	RECEIPTS.						
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Wellington.							
Amaranth	7 12 9	.....	50 0 0	40 0 0	15 11 9	4 3 10	97 8 4
Arthur, Luther, & Minto } Separate School	21 13 0	.....	40 0 0	77 15 0	.....	2 17 6	142 5 6
Eramosa	16 5 0	.....	.....	12 10 0	.....	134 13 3	154 17 9
Erin	64 16 9	10 13 8	70 0 0	273 10 0	143 1 0	12 10 0	574 16 0
Garafaxa	101 18 9	.....	109 0 0	446 0 8	54 14 1	.....	833 14 1
Guelph	34 0 9	.....	50 0 0	250 10 0	51 19 0	.....	386 1 5
Maryborough	63 5 3	4 17 9	80 0 0	320 8 9	36 17 6	25 11 6	531 0 9
Nichol } Separate School	41 18 9	.....	40 0 0	42 9 3	.....	68 4 6	152 13 9
Peel	8 15 0	.....	100 0 0	204 9 3	74 8 4	.....	420 16 4
Pilkington	70 10 0	.....	.....	24 10 5	17 0 7	58 16 0	65 12 0
Pushinch	58 3 9	.....	60 0 0	192 0 0	45 11 1	.....	308 1 7
Total	102 0 3	8 15 7	125 0 0	346 4 6	89 7 9	129 11 8	794 10 2
Total	591 0 6	21 11 7	825 0 0	2431 18 2	600 14 5	440 11 1	4673 7 11
Grey.							
Artemesia	36 6 3	.....	40 0 0	225 18 5	3 14 6	3 7 10	309 6 6
Bentick	50 2 9	.....	55 0 0	216 17 4	0 2 0	33 9 8	355 11 9
Collingwood	14 0 0	.....	16 0 0	50 0 0	.....	0 1 0	80 1 0
Egremont	26 5 0	1 5 0	30 0 0	181 18 6	8 0 0	.....	247 8 0
Euphrasia	16 17 9	.....	16 17 9	109 8 5	16 8 8	8 16 11	168 9 6
Glencle	21 5 3	.....	25 0 0	61 0 0	.....	.....	107 5 3
Holland	23 2 0	.....	25 0 0	18 18 2	9 13 11	.....	239 14 1
Melancthon and Proton	14 19 3	.....	19 1 9	67 8 11	8 16 6	.....	110 6 5
Normanby	6 2 6	.....	10 0 0	80 15 9	.....	29 3 11	128 2 2
Osprey	12 13 9	.....	15 0 0	62 7 0	7 7 0	.....	97 7 9
St. Vincent	42 1 9	1 18 5	62 10 0	4 5 14 5	4 8 3	1 7 5	538 0 9
Sullivan	10 17 0	.....	15 0 0	85 16 6	11 12 1	2 1 0	125 7 3
Derby and Sydenham	70 3 6	3 4 2	70 0 0	356 7 3	33 9 1	183 9 5	716 14 0
Total	344 16 9	6 7 7	309 9 6	2105 10 10	103 13 1	231 17 2	3221 14 11
Perth.							
Blanchard	53 17 9	.....	53 17 9	672 10 3	43 15 10	.....	824 1 7
Downie	65 19 6	1 5 0	65 19 6	275 12 6	49 2 5	.....	457 18 5
Easthope South	46 6 0	.....	46 6 0	216 9 10	42 17 6	50 18 3	402 18 7
Easthope North	34 5 0	.....	34 5 0	356 7 9	.....	105 10 4	570 8 1
Ellice	34 7 9	.....	34 7 9	193 8 10	11 8 9	10 9 3	284 2 4
Fullarton	49 17 6	.....	49 17 6	276 17 9	85 4 9	.....	461 17 6
Hibbert	12 5 0	.....	12 5 0	99 5 0	0 15 0	128 10 0	251 0 0
Logan	23 0 3	.....	23 0 3	147 0 1	.....	129 4 11	322 6 6
Mornington	8 11 6	.....	8 11 6	223 3 7	.....	69 2 7	309 9 2
Total	348 10 9	1 5 0	348 10 9	2440 15 1	233 4 3	402 18 4	3884 1 8
Huron.							
Ashfield	19 3 3	.....	19 3 3	222 19 4	4 10 0	23 16 8	289 12 6
Biddulph	47 3 3	.....	47 3 3	251 7 2	23 18 6	7 16 9	326 8 11
Colborne	34 18 3	.....	34 18 3	300 2 11	17 8 0	37 12 2	390 1 4
Goderich	73 3 0	.....	73 3 0	383 0 6	38 17 8	10 2 11	578 7 1
Hay	20 1 6	1 5 0	20 1 6	99 19 8	3 5 0	16 18 8	161 11 4
Hullett	21 19 3	.....	21 19 3	237 19 4	10 0 0	24 3 9	318 1 7
McGillivray	36 13 3	.....	36 13 3	271 0 0	10 3 2	38 13 3	339 5 11
McKillop	60 13 6	.....	67 10 10	125 17 3	12 5 1	23 3 11	295 10 7
Stanley	37 17 9	1 5 0	37 17 9	246 5 0	69 7 5	17 12 4	450 5 3
Stephen	24 10 0	.....	24 10 0	210 12 1	.....	4 15 6	264 7 7
Truckersmith	45 6 6	.....	45 6 6	221 1 11	78 16 5	6 17 0	397 8 4
Usborne	27 2 6	.....	27 2 6	349 14 0	.....	2 10 0	406 9 0
Wawanosh	48 5 9	1 5 0	48 5 9	161 6 4	.....	47 19 2	303 2 0
Total	465 19 6	3 15 0	501 18 1	3121 5 6	276 11 3	263 2 1	4031 11 5

EXPENDITURES.						
Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationary, Fuel, and other expenses.	Total Expenditure for Common Schools 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
62 8 4	.....	35 0 0	.....	.....	97 8 4	.....
131 5 0	.....	.....	.....	9 0 6	142 5 6	.....
100 0 0	.....	36 5 0	.....	3 12 9	154 17 9	.....
425 6 4	27 2 0	42 8 0	15 8 9	54 10 2	574 16 0	25 17 7
620 16 1	2 17 6	1 0 0	13 7 8	19 15 3	657 16 0	71 2 8
309 1 8	.....	.....	5 2 3	0 14 10	314 18 9	.....
483 4 10	9 15 6	.....	12 7 9	15 13 8	531 0 9	.....
107 15 0	.....	42 9 3	.....	2 9 6	152 13 9	.....
354 15 0	1 10 0	.....	0 12 10	37 10 9	394 13 7	26 7 9
49 2 8	.....	.....	.....	16 9 4	65 12 0	.....
327 1 3	.....	.....	5 17 3	8 7 9	341 6 8	26 14 11
309 18 6	6 15 0	23 0 5	29 2 5	78 4 11	501 1 3	.....
724 3 7	21 8 0	.....	10 8 9	38 18 10	794 19 2	.....
4083 17 3	63 8 0	190 3 5	92 8 1	230 3 3	4723 5 0	150 2 11
169 6 8	.....	133 18 6	0 13 0	.....	303 18 2	5 8 4
318 18 0	5 0 0	.....	14 10 3	15 3 9	353 12 5	1 19 4
42 5 0	.....	.....	.....	10 0 0	52 5 0	27 16 0
220 16 2	2 10 0	.....	1 15 6	12 18 3	247 0 4	0 8 2
140 1 8	0 18 1	.....	.....	1 2 5	142 2 2	26 7 4
96 0 0	.....	.....	1 15 0	.....	97 15 0	9 10 3
189 4 7	0 12 5	.....	3 8 11	2 7 11	205 13 10	34 0 3
83 9 3	.....	2 3 4	.....	.....	85 12 7	24 13 10
111 19 0	.....	1 15 6	.....	12 7 2	126 2 2	.....
80 0 0	.....	.....	.....	15 6	90 0 0	7 7 9
473 17 4	5 10 2	.....	17 13 0	31 11 9	518 12 3	19 8 6
113 6 8	.....	.....	2 10 1	4 13 2	120 9 11	4 17 4
564 7 6	11 7 9	34 7 6	11 10 0	47 6 11	668 19 8	47 14 4
2932 12 4	25 19 5	170 9 4	55 11 8	127 11 0	3012 3 6	200 11 5
629 17 8	1 11 10	115 2 2	16 4 4	22 2 11	784 18 11	30 2 8
436 17 6	2 19 4	.....	8 9 3	9 7 9	457 13 10	0 4 7
314 10 0	.....	57 13 0	11 12 8	19 2 11	402 18 7	.....
327 15 0	.....	100 15 0	115 4 2	26 13 11	570 8 1	.....
233 5 0	0 19 9	0 5 0	2 18 11	21 13 8	284 2 4	.....
305 12 6	.....	0 6 3	1 6 10	6 13 1	373 18 5	87 13 10
110 0 0	.....	141 0 0	.....	.....	251 0 0	.....
150 0 0	0 8 0	163 18 6	18 2 0	.....	322 5 6	.....
188 15 0	1 7 6	113 4 11	.....	6 1 7	309 9 2	.....
2781 12 8	7 3 5	682 4 10	173 18 2	111 16 0	3756 15 1	127 6 1
235 10 0	.....	.....	.....	37 15 5	289 12 6	.....
355 0 0	2 12 1	.....	.....	8 13 2	308 16 10	17 12 1
236 0 0	2 0 3	133 11 0	.....	2 11 7	375 18 8	14 2 8
493 1 11	0 15 4	.....	.....	1 15 8	540 0 5	38 6 8
137 10 0	4 10 6	.....	.....	35 18 4	154 2 11	7 8 5
269 2 6	1 5 0	11 2 11	.....	8 11 4	299 19 8	16 1 11
320 10 1	0 4 4	17 10 0	.....	18 10 0	360 11 0	31 14 11
260 10 0	.....	.....	.....	10 13 4	295 10 7	.....
393 10 0	2 10 0	.....	.....	17 0 0	438 7 6	11 17 9
178 0 0	3 10 0	82 17 7	.....	4 13 0	204 7 7	.....
353 3 10	3 12 0	.....	.....	2 1 1	371 2 8	26 5 8
281 3 4	.....	85 12 5	.....	7 19 0	393 3 7	10 5 5
227 1 8	2 10 0	22 11 10	.....	27 10 7	233 14 1	19 7 11
3754 3 4	23 9 0	378 8 3	170 11 0	102 15 11	4433 8 0	183 3 5

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.							Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
<i>Bruce.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Arran.....	.....	.....	.....	.....	.....	.....	214 15 5
Brant.....	14 17 3	.....	46 10 0	142 8 6	10 19 9	.....	3 12 4
Bruce.....	3 12 4	.....	.....	.....	.....	.....	3 12 10
Carrick and Culross.....	3 12 10	.....	.....	.....	.....	.....	.....
Elderslie.....	.....	.....	.....	.....	.....	.....	.....
Greenock.....	7 4 8	.....	.....	123 8 3	1 7 6	3 15 1	135 15 6
Huron.....	.....	.....	.....	55 0 0	5 0 0	6 3 8	66 3 8
Kincairdine.....	10 17 0	1 12 6	16 10 8	257 12 10	24 1 3	128 8 0	439 2 3	
Kinloss.....	3 12 4	.....	1 13 10	50 0 0	.....	.....	55 6 2
Saugeen.....	10 17 0	2 10 0	.....	248 12 4	11 0 0	28 10 0	301 9 4
Total.....	54 13 5	4 2 6	64 14 6	877 1 11	52 8 6	166 16 9	1219 17 7	
<i>Middlesex.</i>								
Adelaide.....	63 5 3	2 10 0	63 5 3	299 16 4	42 13 3	2 13 0	274 3 1	
Caradoc.....	79 10 9	.....	79 10 9	397 19 6	39 6 1	8 2 8	603 9 9
Delaware.....	28 17 6	.....	28 17 6	243 2 4	16 0 0	54 7 0	371 4 4
Dorchester North.....	51 19 6	.....	53 0 0	368 0 9	118 3 11	68 8 0	659 12 2
Ekfrid.....	54 19 0	.....	54 19 3	147 8 8	92 11 4	51 19 7	401 17 10
Lobo.....	74 9 3	.....	74 9 3	397 0 0	109 18 4	1 14 8	637 11 6
London.....	133 12 3	.....	200 0 0	1276 8 8	250 3 10	119 15 1	1985 19 10
Metcalf.....	28 0 0	.....	28 0 0	264 10 5	24 6 3	49 17 1	384 13 9
Moss.....	61 3 3	.....	62 0 0	263 6 4	149 6 5	14 15 1	550 11 1
Nissouri West.....	58 12 6	.....	58 12 6	651 12 7	61 14 2	6 9 3	837 1 0
Westminster.....	124 14 3	.....	124 14 3	1067 18 5	220 10 9	9 3 7	1487 1 3
Separate School.....	7 10 0	.....	.....	.....	.....	.....	7 10 0
Williams.....	48 12 4	.....	62 9 2	340 16 9	41 13 3	6 10 8	508 10 7
Separate School.....	7 8 5	.....	.....	12 10 0	12 5 0	.....	32 5 9
Total.....	821 14 3	2 10 0	880 17 11	5670 10 9	1183 12 7	393 15 8	8962 1 3	
<i>Elgin.</i>								
Aldborough.....	28 15 5	.....	53 0 0	200 15 6	51 17 6	13 3 10	345 12 3
Bayhan.....	90 4 3	5 5 0	77 5 0	675 14 1	126 15 9	371 11 7	1346 15 8	
Dorchester South.....	35 15 0	.....	36 5 0	144 3 10	57 1 5	2 2 9	275 8 0
Dunwich.....	59 12 6	.....	59 10 0	332 2 11	82 5 5	3 0 9	536 11 5
Malahide.....	109 12 10	3 15 0	95 5 0	931 11 8	328 7 3	194 16 3	1663 7 10	
Southwell.....	128 10 0	5 12 0	115 0 0	795 0 5	219 0 3	74 0 9	1337 10 0	
Yarmouth.....	133 12 3	4 15 0	159 0 0	1742 4 0	236 12 2	313 8 9	2589 12 1	
Total.....	584 8 3	19 8 2	595 5 0	4921 12 5	1101 19 9	972 3 8	8094 17 3	
<i>Kent.</i>								
Camden and Zone.....	45 8 6	.....	45 8 6	513 16 8	36 15 11	51 10 11	683 0 6
Chatham.....	45 8 0	4 0 0	45 8 0	508 13 7	.....	1 14 1	605 3 8
Duver.....	39 19 9	.....	39 19 9	332 10 9	0 10 0	12 2 6	415 2 9
Harwich.....	60 12 9	.....	60 12 9	764 3 11	99 8 3	0 12 2	904 9 10
Howard.....	86 5 6	2 5 0	86 5 6	514 16 1	123 14 8	11 14 1	825 0 10	
Oxford.....	40 13 9	.....	40 13 9	128 12 0	94 3 11	28 2 10	332 6 3
Ra'igh.....	78 15 0	.....	78 15 0	749 13 8	206 17 5	.....	1114 1 1
Romney.....	12 8 6	.....	12 8 6	149 4 10	16 6 9	5 1 2	195 9 9
Tilbury East.....	9 17 9	.....	23 17 0	161 13 0	14 14 1	36 18 10	247 0 8
Total.....	419 9 6	6 5 0	433 8 9	3813 4 0	592 11 0	156 16 7	5421 15 4	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

Paid Teachers' Salaries.	EXPENDITURES.						Balances.
	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
127 10 0	1 5 0	46 7 0	9 18 3	12 8 6	197 8 9	17 6 9	
.....	.....	.....	.....	.....	.....	3 12 4
.....	.....	.....	.....	.....	.....	3 12 10
37 10 0	.....	90 9 6	.....	7 17 0	135 15 6	.....
43 2 0	.....	.....	1 8 9	1 12 7	46 3 4	20 0 4
180 10 10	3 5 0	253 13 8	7 10 0	2 18 2	427 17 8	11 4 7	
55 0 0	.....	.....	.....	.....	55 0 0	0 6 3
137 10 0	5 0 0	125 0 0	.....	54 0 10	301 9 4	.....
581 2 10	9 10 0	496 10 2	18 17 0	58 17 1	1163 14 7	56 3 0	
404 16 6	5 8 9	.....	12 18 0	30 0 9	453 3 6	20 19 7
524 4 8	0 12 0	39 18 8	23 7 8	15 6 9	603 9 9	.....
308 9 2	.....	42 1 9	0 17 9	19 15 8	371 4 4	.....
595 13 6	10 5 0	.....	37 17 4	15 16 4	659 12 2	.....
323 16 7	.....	71 10 0	2 11 9	3 19 6	401 17 10	.....
490 2 9	.....	93 17 3	28 17 5	15 8 3	628 5 8	29 5 10
1609 15 9	2 12 6	267 15 8	41 5 8	64 10 3	1985 19 10	.....
234 19 6	7 4 8	141 8 6	3 7 3	7 13 10	394 13 9	.....
465 8 4	1 5 0	59 11 4	6 2 11	16 16 5	549 4 0	1 7 1	
527 9 1	.....	239 12 3	7 2 6	15 11 4	787 15 2	49 5 10
1232 0 9	3 10 0	73 0 0	.....	99 13 6	1425 15 9	61 5 10
7 10 0	.....	.....	.....	.....	7 10 0	.....
459 3 9	.....	15 1 1	7 15 4	.....	482 0 2	17 2 0
32 5 0	.....	.....	.....	.....	32 5 0	3 13 5
7211 19 10	30 17 11	1041 16 6	189 14 9	304 12 7	8779 1 7	182 19 7	
307 9 11	.....	.....	32 2 0	.....	339 11 11	6 0 4
724 13 2	19 10 3	519 11 7	50 18 4	32 2 4	1346 15 8	.....
227 0 2	.....	.....	1 5 9	3 19 6	232 5 5	43 3 7
408 11 6	.....	.....	.....	.....	438 11 6	37 10 11
1118 15 2	9 5 0	444 9 0	22 6 11	68 11 9	1668 7 10	.....
1103 5 6	27 15 0	23 5 0	19 0 4	38 6 7	1211 12 5	125 17 7	
1317 3 1	14 13 8	1186 6 9	37 8 7	34 0 0	2589 12 1	.....
5296 18 6	71 3 11	2173 12 4	163 1 11	177 0 2	7881 16 10	213 0 5	
422 11 1	.....	236 10 0	2 10 9	27 11 3	689 3 1	3 17 5
541 11 4	10 0 0	198 2 0	22 8 1	27 15 8	599 17 7	5 6 1	
528 7 3	3 1 4	35 3 4	1 10 4	17 12 1	383 14 9	29 8 0	
692 15 0	6 15 0	192 19 2	0 12 0	21 14 4	914 15 6	79 14 4	
658 14 2	5 7 6	37 14 5	4 8 11	28 12 2	734 17 2	90 3 8	
507 10 4	.....	.....	2 3 0	.....	309 15 4	22 12 11
846 4 7	.....	117 12 6	24 1 7	32 1 2	1019 19 10	94 0 3
135 12 3	.....	28 16 10	4 2 6	2 10 0	171 2 7	24 7 3
193 11 9	.....	58 1 9	8 10 2	1 4 7	241 17 3	5 3 5
3926 18 2	25 3 10	885 1 6	70 10 4	159 1 3	5667 1 1	354 14 5	

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.							Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
<i>Lambton.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Bosanquet	34 4 3	.....	34 4 3	216 12 0	35 3 0	68 15 5	380 18 11
Brooke	6 11 3	.....	9 11 3	74 11 2	3 2 6	.....	93 16 2
Dawn	12 5 0	.....	12 5 0	225 15 0	.....	3 6 9	255 11 6
Kinniskillen	3 3 0	.....	5 3 0	21 6 8	.....	57 9 10	85 2 9
Euphonia	39 9 3	.....	39 9 3	483 16 7	8 15 6	.....	576 10 7
Moore	44 7 3	.....	44 7 3	261 17 1	.....	497 0 1	847 11 8
Plympton	50 11 6	4 0 0	50 11 6	860 15 4	38 4 4	294 3 2	725 5 10	
Sarnia	34 2 6	.....	34 11 1	436 17 1	8 15 6	.....	556 12 2
Sombra	38 3 6	3 0 0	38 3 6	296 5 0	0 0 4	105 15 9	481 7 1	
Warwick	52 10 3	.....	61 10 3	633 10 9	60 7 1	.....	807 18 4
Total	315 7 3	7 0 0	327 15 10	3016 6 8	174 8 3	930 17 0	4821 15 0	
<i>Essex.</i>								
Anderdon	11 12 9	.....	25 2 3	82 4 6	37 0 0	5 13 7	161 13 1
Colchester	46 0 6	.....	67 0 0	165 2 9	65 2 7	122 7 7	455 13 5
Gasfield	49 7 0	.....	65 3 4	276 4 10	40 19 3	.....	431 14 5
Maidstone	29 13 6	.....	29 18 6	114 13 11	69 7 10	.....	235 4 9
Malden	31 14 3	.....	31 14 3	27 10 1	25 15 9	.....	118 14 4
Separate School .....	.....	.....	2 10 0	40 0 0	29 10 0	31 14 3	103 14 2
Mersa	54 11 3	.....	84 15 3	198 2 7	8 5 0	6 8 9	282 2 10
Rochester	23 7 0	.....	30 0 0	110 7 1	.....	8 0 4	170 15 0
Sandwich	110 9 4	.....	142 6 1	694 3 1	22 2 9	2 10 5	871 11 8
Tilbury West	16 10 9	1 5 0	12 12 0	50 0 0	30 13 0	21 15 1	132 18 10	
Total	357 11 11	1 5 0	431 1 8	1658 14 10	319 16 2	294 13 0	2962 2 7	
<i>The Cities.</i>								
Toronto	542 10 0	51 1 8	4150 18 0	.....	.....	1402 17 2	6147 6 10
Separate Schools	250 0 0	.....	.....	.....	320 10 4	453 10 10	1024 1 2
Hamilton	393 10 6	7 6 10	1511 19 11	.....	432 5 6	3240 3 1	5575 5 10
Kingston	261 10 0	.....	1600 0 0	.....	.....	.....	1861 10 0
Separate Schools	108 4 7	.....	.....	275 0 0	5 0 0	10 0 0	393 4 7
London	200 10 0	31 10 11	1700 0 0	.....	5 15 0	.....	1937 15 11
Ottawa	210 0 0	.....	760 8 10	.....	214 5 9	100 10 5	1285 5 0
Total	1956 5 1	89 19 5	9723 6 9	275 0 0	977 18 7	5207 1 6	18229 9 4	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

Paid Teachers' Salaries.	EXPENDITURES.						Total Expenditure for Common Schools, 1855.	Balances.
	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
233 7 9	0 10 0	27 17 3	3 8 11	25 9 1	340 13 5	48 5 6		
57 0 0	.....	.....	2 17 1	2 13 0	63 10 7	31 5 7
159 0 0	0 10 0	72 0 0	0 5 0	20 0 0	251 15 0	3 16 9		
85 0 0	.....	.....	0 2 6	.....	85 2 6	.....	
292 15 10	5 0 0	202 16 5	3 5 7	37 4 6	595 2 4	71 8 3		
847 11 8	.....	.....	.....	.....	847 11 8	.....	
439 9 0	10 14 5	49 0 0	12 14 7	35 9 8	547 7 8	180 18 2		
286 15 6	7 7 0	.....	29 0 7	45 6 10	368 9 11	188 2 3	
368 8 1	6 3 9	32 0 0	33 0 3	41 15 0	481 7 1	.....	
483 18 7	3 7 6	189 19 11	16 3 8	17 17 11	711 7 7	96 10 9		
3273 6 5	33 12 8	573 14 0	100 18 8	219 16 0	4201 7 9	620 7 3		
161 13 1	.....	.....	.....	.....	161 13 1	.....	
397 8 11	.....	48 0 0	.....	10 4 6	455 13 3	.....	
384 19 0	.....	.....	40 0 9	.....	424 19 9	6 14 8
190 1 4	.....	.....	23 17 8	.....	213 19 0	21 5 9
100 12 0	.....	.....	.....	.....	100 12 0	16 2 4
62 10 0	.....	.....	1 15 0	4 10 0	68 15 0	34 19 3
222 13 9	.....	47 7 6	0 1 3	12 0 4	282 2 10	.....	
161 8 4	.....	.....	6 6 8	3 0 0	170 15 0	.....	
762 7 7	0 15 0	.....	1 10 0	24 11 9	779 4 4	92 7 4	
121 17 0	2 10 0	.....	6 9 9	2 2 1	132 18 10	.....	
2555 0 0	3 5 0	95 7 6	80 1 1	56 8 8	2790 13 3	171 9 4		
2347 13 5	105 8 5	.....	117 17 7	3576 7 5	6147 6 10	.....	
480 0 0	18 0 0	300 0 0	97 14 0	128 7 2	1024 1 2	.....	
2495 11 8	243 15 4	1756 9 8	158 12 4	750 16 10	5575 5 10	.....	
911 0 0	.....	.....	188 10 4	243 17 6	1348 7 9	513 2 3
116 10 0	.....	.....	124 1 11	10 15 9	200 7 8	137 16 11
1136 2 2	62 0 0	.....	.....	350 1 7	1544 3 9	383 12 3
1278 15 0	.....	3 0 0	3 10 0	.....	1285 5 0	.....	
6755 12 3	609 3 9	2059 9 8	690 6 1	5080 6 2	17194 18 0	1034 11 4		

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

RECEIPTS.

TOWNS. TOWN MUNICIPALITIES. AND VILLAGES.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
<i>The Towns.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Belleville.....	72 2 9	...	1194 3 9	...	4 19 6	...	1271 6 0
Separate School.....	37 10 0	...	...	...	...	108 0 0	145 10 0
Brantford.....	85 0 0	8 7 0	470 0 0	...	233 9 3	252 9 0	1049 5 3
Separate School.....	20 0 0	...	...	20 0 0	28 0 0	27 8 2	95 8 2
Brockville.....	71 5 0	...	1883 13 10	...	30 0 0	653 12 10	2638 11 8
Separate School.....	25 0 0	...	...	18 12 6	27 17 0	21 0 6	92 10 0
Chatham.....	53 2 6	...	370 0 0	...	...	123 6 3	528 8 9
Separate School.....	25 0 0	...	...	30 0 0	30 0 0	48 15 0	133 15 0
Cobourg.....	90 1 9	...	266 13 7	...	172 10 8	...	629 6 0
Cornwall.....	41 13 0	21 11 10	118 11 4	...	51 2 5	69 9 1	301 17 8
Dundas.....	83 12 6	...	49 8 7	...	105 4 4	148 1 6	338 6 5
Goderich.....	40 10 3	...	275 0 0	...	...	...	315 10 3
Niagara.....	58 4 6	...	163 12 3	...	101 12 9	...	323 9 6
Separate School.....	25 0 0	...	...	...	51 1 3	...	92 11 3
Perth.....	38 15 0	...	374 13 3	...	...	40 1 0	453 9 3
Separate School.....	15 0 0	...	...	...	89 8 11	104 8 11	148 8 11
Peterborough.....	37 10 0	6 2 3	250 0 0	...	163 0 9	12 0 0	403 13 0
Separate School.....	20 0 0	...	...	...	...	...	20 0 0
Pictou.....	34 19 6	1 5 0	180 0 0	...	67 4 2	29 1 8	312 10 4
Separate School.....	3 5 0	...	...	...	...	52 6 6	73 11 6
Port Hope.....	71 7 3	14 10 6	300 0 0	...	136 12 1	14 0 0	536 9 10
Prescott.....	32 10 0	3 15 0	250 0 0	...	140 3 4	8 0 0	434 8 4
Separate School.....	20 0 0	...	...	...	58 15 4	45 17 1	124 12 5
St. Catharines.....	110 15 3	2 10 0	650 0 0	...	188 5 0	5 0 0	956 10 9
Whitby.....	In County.	...	663 0 0	...	139 10 10	43 7 10	847 18 8
Total.....	1096 3 9	57 11 7	7495 6 7	68 12 6	1729 9 2	1791 5 4	12338 8 11
<i>The Town Municipalities.</i>							
Amherstburgh.....	34 0 0	1 5 3	150 0 0	...	17 17 6	...	203 2 9
Separate School.....	18 10 0	...	...	...	58 10 7	...	75 0 7
Barrie.....	35 0 0	...	175 0 0	...	...	...	210 0 0
Guelph.....	48 0 3	...	316 8 6	...	177 16 10	20 10 0	582 15 7
Separate School.....	12 10 0	...	42 9 0	...	47 11 3	66 5 0	168 15 3
Simcoe.....	41 2 6	13 3 3	275 0 0	...	...	...	329 5 8
Woodstock.....	57 16 9	3 0 0	669 1 5	...	100 12 4	...	830 10 0
Total.....	240 19 6	17 8 5	1627 19 11	...	400 8 6	86 15 0	2379 10 4
<i>The Villages.</i>							
Berlin.....	51 1 9	...	236 0 0	...	...	...	267 1 9
Bowmanville.....	37 7 3	...	159 17 1	...	94 9 10	...	301 14 4
Brampton.....	23 16 0	...	160 0 0	...	9 0 9	331 6 4	524 3 1
Caledonia.....	28 10 0	...	125 0 0	...	65 7 11	...	219 3 11
Chippewa.....	29 18 6	9 15 0	165 0 0	...	...	25 14 6	230 8 0
Galt.....	55 5 9	...	500 0 0	...	22 2 5	...	577 8 3
Ingersoll.....	36 13 6	...	175 0 0	...	29 11 3	60 15 11	292 0 8
Napanee.....	23 1 9	...	40 0 0	...	19 10 6	...	88 1 3
Oslawa.....	27 2 6	1 15 7	150 0 0	...	100 0 0	23 19 0	362 17 1
Paris.....	53 12 9	...	295 0 0	...	9 3 9	10 7 9	374 4 10
Preston.....	30 0 0	...	130 0 0	...	20 5 0	104 18 1	375 3 1
St. Mary's.....	23 1 6	...	...	...	154 4 9	...	177 6 3
St. Thomas.....	...	...	275 0 0	...	92 17 6	1800 13 7	2228 11 1
Smith's Falls.....	23 12 6	...	23 12 6	...	68 0 4	...	105 5 4
Stratford.....	21 17 6	...	515 0 0	...	36 9 3	1169 1 1	1742 7 10
Thorold.....	24 15 0	...	150 0 0	...	53 8 4	...	328 3 4
Separate School.....	8 10 0	...	...	...	20 0 0	133 5 0	175 15 0
Trenton.....	29 6 3	...	29 6 3	...	154 10 10	...	213 3 4
Vienna.....	27 1 0	3 10 0	125 0 0	...	...	41 18 9	197 9 9
Windsor.....	...	...	98 7 1	...	...	303 8 11	1001 16 0
Yorkville.....	84 15 0	5 4 9	166 7 0	...	...	10 10 10	210 17 7
Total.....	584 14 6	20 5 4	3518 9 11	14 0 0	785 6 9	4016 5 3	9839 1 9

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
580 7 1	...	...	28 12 5	178 1 4	785 0 10	486 5 2
120 0 0	...	...	8 0 0	5 0 0	133 0 0	12 10 0
767 1 8	16 14 0	159 1 8	...	106 7 11	1049 5 3	...
68 8 4	...	...	16 19 10	85 8 2	104 5 3	10 0 0
166 8 1	...	2443 12 4	10 0 0	23 11 3	2633 11 8	...
80 0 0	...	...	...	80 0 3	80 0 3	12 10 0
450 0 0	7 0 0	...	10 19 4	32 10 5	509 9 9	27 19 0
73 0 0	...	...	4 0 0	...	77 0 0	56 15 0
439 15 0	...	...	41 13 0	52 16 3	524 4 3	5 1 9
219 3 4	42 15 0	...	0 10 3	39 3 1	301 17 8	...
350 5 0	...	...	17 1 6	49 19 11	389 6 5	...
177 0 0	...	...	23 16 4	22 18 10	242 16 6	32 13 9
80 1 3	...	...	35 0 0	53 4 3	314 9 3	9 0 3
328 6 8	4 2 3	...	...	8 10 0	83 11 3	9 0 0
85 0 0	...	...	17 13 5	103 6 11	453 9 3	...
350 15 0	15 19 9	...	5 7 4	14 1 7	104 8 11	...
...	...	...	35 15 6	33 15 1	442 4 4	26 8 8
287 8 4	3 0 0	...	...	...	312 10 4	20 0 0
60 10 0	...	...	8 16 9	13 5 3	812 10 4	...
323 12 7	23 15 9	...	7 1 6	3 0 0	70 11 6	3 0 0
30 1 4	7 0 0	83 4 11	2 11 3	12 14 8	587 14 3	168 15 7
100 0 0	...	...	...	34 5 2	154 11 5	279 16 11
717 10 0	5 0 0	...	...	15 0 0	124 12 5	...
266 0 0	...	252 11 3	62 5 7	97 5 9	882 1 4	74 9 5
...	...	...	6 7 5	54 2 0	579 0 9	268 17 11
612 18 8	130 5 9	2937 11 6	355 17 0	938 12 1	10595 5 6	1543 3 5
160 16 9	3 0 0	10 9 5	24 1 8	2 10 8	200 18 6	2 4 5
32 0 0	1 5 0	...	11 2 10	...	44 7 10	30 12 9
130 0 0	...	30 17 0	10 0 0	22 10 10	193 7 10	16 12 2
347 6 7	...	116 0 0	23 1 3	23 17 8	515 6 0	47 9 7
147 10 0	...	...	...	2 10 3	150 0 3	18 15 0
195 0 0	28 3 3	...	13 8 10	16 17 4	251 9 5	77 16 3
520 0 0	6 6 0	110 1 10	24 10 0	111 12 8	772 10 6	58 0 0
1532 13 4	36 14 3	267 8 9	111 4 7	179 19 5	2128 0 4	251 10 0
188 9 10	...	...	30 18 5	15 4 1	234 12 4	32 9 5
267 10 0	...	...	9 4 2	18 3 3	294 17 5	0 16 11
96 1 8	...	374 8 9	27 12 1	26 0 7	524 3 1	...
175 0 0	...	...	...	26 19 1	201 19 1	17 4 10
182 3 4	19 15 0	...	26 6 6	52 3 2	230 8 0	...
443 0 0	...	...	36 2 1	54 3 3	533 5 4	44 2 11
298 10 0	...	...	...	83 10 8	292 0 8	...
50 12 6	...	...	50 12 6	10 11 8	93 14 2	14 7 1
250 0 0	3 10 0	19 0 4	11 7 6	19 0 0	392 17 10	...
305 2 6	13 2 7	...	19 0 1	36 18 11	374 4 1	...
261 5 0	...	96 3 4	...	17 14 9	375 3 1	...
149 2 7	...	...	10 0 0	18 3 8	177 6 3	...
276 9 7	1075 7 10	...	27 10 7	49 8 1	2029 11 1	200 0 0
60 0 0	...	...	...	19 10 1	79 10 1	25 15 3
113 10 3	...	1478 0 0	42 13 9	108 3 10	1742 7 10	...
184 0 8	...	...	9 0 0	11 3 7	204 4 3	23 19 1
47 10 0	...	112 0 0	...	...	159 10 0	16 5 0
180 0 0	...	...	6 5 0	24 18 4	211 3 4	2 0 0
180 0 0	7 0 0	...	...	10 9 9	197 9 9	...
91 13 4	...	93 10 10	...	6 11 10	1001 16 0	...
180 0 0	11 4 8	...	14 0 0	11 12 11	216 17 7	...
3860 1 3	54 12 3	4638 11 1	232 10 2	600 6 6	9456 1 3	383 0 6

PART II.—Table A.—(Summary.)

THE COMMON SCHOOLS

RECEIPTS.

COUNTIES.	FROM LOCAL SOURCES.						Total Receipts for Common Schools, 1856.
	FROM LEGISLATIVE GRANTS.						
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
<i>Counties.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Glengarry	481 3 10		476 0 0	407 6 10	416 8 0	125 10 4	1906 0 4
Stormont	843 1 9		345 13 9	655 17 7	387 17 11	79 5 0	1809 16 0
Dundas	385 14 0		385 16 3	1342 6 7	215 18 2	274 7 8	2605 2 3
Prescott	283 5 0	2 10 0	400 17 11	672 9 6	21 2 2	157 14 4	1612 18 10
Russell	71 15 0		127 1 9	549 14 7	21 8 4	26 7 11	596 7 7
Carleton	598 15 0	3 0 0	595 6 8	2429 19 10	745 4 4	186 7 2	4556 13 6
Grenville	492 7 3	1 5 0	492 7 3	1648 19 10	484 5 5	181 2 3	3293 7 3
Leeds	692 12 3	4 3 11	703 0 2	1945 13 0	745 19 11	564 3 3	4655 12 6
Lanark	614 6 6	4 0 0	622 0 6	2009 7 7	673 7 7	418 7 10	4341 9 11
Renfrew	212 2 9		242 5 6	1381 15 11	188 1 7	224 3 2	2246 11 11
Frontenac	456 14 7	5 0 0	515 0 0	1228 17 4	518 10 6	354 3 7	3103 4 11
Addington	878 6 6		423 0 0	1308 7 0	624 7 7	250 19 2	2976 0 8
Lennox	162 4 6	7 5 6	218 0 0	514 13 2	141 13 8	194 16 3	1225 18 4
Prince Edward	437 15 6		585 0 0	2562 18 8	836 10 2	563 1 4	4922 5 2
Hastings	701 11 6	8 2 2	701 11 6	3112 2 0	807 9 11	298 14 8	5917 11 9
Northumberland	679 0 0	13 16 0	679 0 0	3024 8 8	906 15 11	264 12 3	5567 12 10
Durham	661 11 8	28 15 0	662 19 3	4069 17 8	1030 1 4	108 8 11	6499 17 8
Peterborough	356 1 3	2 14 4	450 0 0	1635 10 10	360 15 11	830 0 1	3586 2 5
Victoria	333 10 9	10 19 1	327 10 0	1465 3 2	235 19 1	531 7 0	2788 7 7
Ontario	743 0 0	24 10 11	782 15 0	4516 3 2	922 6 2	526 14 7	7405 0 0
York	1184 15 0	46 18 2	1172 10 3	6162 2 2	2184 6 8	556 4 6	11276 8 10
Peel	623 17 6	13 16 7	627 12 8	3052 1 7	1068 12 2	200 7 6	5585 10 0
Simcoe	716 17 11	24 11 3	831 6 7	4103 19 6	670 10 0	372 19 3	6719 17 8
Halton	448 15 9	40 0 9	534 12 11	2455 7 9	1035 0 10	272 2 2	4326 0 6
Wentworth	598 15 0	24 14 2	598 15 0	3251 14 4	937 18 10	619 7 3	6031 4 9
Brant	431 0 0	6 7 3	443 3 9	2709 4 5	914 1 11	105 6 2	4011 4 3
Lincoln	438 2 3	2 15 0	715 0 10	2556 12 6	804 19 1	269 9 9	4777 19 1
Welland	457 3 9	6 5 2	763 12 1	2686 12 3	899 9 1	290 11 9	5092 14 1
Halifax	432 4 11	4 13 6	642 0 0	3208 6 11	743 17 9	349 7 9	5445 9 10
Norfolk	529 5 9	2 16 3	531 7 0	3359 5 11	682 3 2	334 3 0	5418 15 0
Oxford	709 18 0	10 5 3	749 19 9	4719 17 1	1245 9 3	302 11 1	7738 0 6
Waterloo	620 2 6	12 17 4	695 0 0	4543 3 2	764 3 3	153 11 9	6868 18 2
Wellington	501 0 6	24 11 7	480 2 3	2431 18 2	600 14 6	625 0 0	4873 7 11
Grey	344 16 9	6 7 7	399 9 6	2105 10 10	165 13 1	261 17 2	3321 14 1
Perth	319 10 0	1 6 0	348 10 9	2460 15 1	213 4 3	492 15 4	4631 1 2
Huron	468 19 6	3 15 6	501 18 1	3121 5 6	270 11 3	262 2 1	4631 1 2
Bruce	454 13 6	4 2 6	64 14 6	677 1 11	62 8 6	166 16 9	1219 17 7
Middlesex	821 14 5	2 10 0	889 17 11	5770 10 9	1183 12 7	303 16 8	8902 1 2
Elgin	584 8 3	19 8 2	595 5 0	4321 12 6	1101 19 9	972 3 8	8094 17 3
Kent	419 9 6	6 5 0	433 8 9	3818 4 6	592 11 0	166 16 7	5421 15 4
Lambton	318 7 3	7 0 0	327 15 10	3016 6 8	174 8 3	380 17 0	4821 15 0
Essex	357 11 11	1 5 0	431 1 8	1698 14 10	319 10 2	293 18 0	2962 2 7
Total	20390 9 1	389 18 8	22758 15 0	109363 12 10	26914 0 5	14269 0 3	194265 10 11
Grand Total for 1855	21474 11 11	575 7 6	45123 17 2	109711 5 4	30807 1 8	26259 17 9†	236952 1 3*
Grand Total for 1854	22622 13 7	N. R.	32997 7 7	51984 3 2	38589 8 5	8252 17 5	195624 8 11
Increase	1851 18 4		12126 9 7	67727 2 2		18007 0 4†	41397 18 4
Decrease					5093 6 9		

† This sum includes a large amount of Debentures issued for the building of new school houses during the year.

OF UPPER CANADA, 1855.

PART II.—Table A.—(Summary.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balance.						
							<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
							1762 3 4	4 15 0	31 0 0	49 5 0	56 14 0	882 17 4	23 8 8
1640 17 10		25 8 4	80 7 2	47 9 9	1794 13 1	15 2 11						
2116 16 4	2 12 6	241 15 4	187 11 3	22 18 10	2370 9 5	34 13 6						
1415 4 7	5 0 0	91 4 6	60 9 9	16 8 11	1588 7 9	21 11 1						
1501 15 2	2 10 0	45 19 3	22 16 3	71 2 3	574 8 8	21 18 11						
5917 4 11	12 6 0	187 0 3	70 2 10	36 8 4	4267 16 3	185 17 3						
2703 15 2	4 12 6	312 15 7	59 5 8	54 16 7	3116 17 3	185 10 0						
3780 6 6	22 10 9	503 13 3	97 10 10	4468 0 11	4229 19 9	81 10 2						
3824 19 6	10 17 7	310 12 5	53 16 9	35 13 6	3029 3 7	217 8 4						
1673 6 0	0 11 10	298 17 0	110 17 3	53 10 6	144 17 5	144 17 5						
2610 17 0	10 0 0	170 11 0	52 9 4	114 10 1	2968 7 6	32 14 0						
237 17 5	14 13 11	607 4 0	35 1 7	58 11 1	2843 6 3							
1125 17 0	9 5 3	16 0 0	81 12 0	30 15 8	1225 12 4							
3090 7 5	31 8 1	1499 3 16	67 8 6	115 5 10	4751 10 10	170 14 7						
4558 8 1	44 7 11	12 7 0	99 17 2	27 3 6	5633 17 1	280 18 1						
4784 19 7	69 12 4	179 10 8	88 10 9	155 1 3	5280 14 0	149 7 9						
5947 17 10	26 9 0	651 19 7	99 4 6	124 15 5	6350 9 8	101 3 1						
2635 2 2	24 9 0	675 0 0	120 12 1	27 16 0	3464 9 3	243 6 5						
2352 0 11	24 5 8	21 11 9	44 3 9	23 8 9	2465 10 10	509 15 1						
5538 9 8	59 12 10	945 1 1	214 8 5	137 15 1	6805 5 1	388 11 8						
9136 9 6	192 6 0	1001 5 7	251 11 2	366 2 5	10388 4 8	118 7 6						
4877 8 4	39 13 6	232 15 10	186 13 2	182 9 8	5493 0 8	359 17 11						
4479 14 3	68 3 2	1474 14 4	47 17 3	289 10 9	6350 19 9	37 0 10						
3587 6 8	0 12 8	692 8 9	241 0 3	283 11 3	4768 10 7	165 16 10						
4916 7 5	59 6 2	1476 15 9	30 1 10	289 16 0	5365 19 7	347 0 0						
3728 1 1	34 19 1	286 17 5	75 19 0	179 8 1	4263 19 5	216 11 1						
3444 6 11	15 5 0	822 4 7	135 16 5	221 4 9	4564 16 6	627 17 7						
3912 2 1	29 7 1	265 15 4	106 4 4	184 11 1	3278 5 10	167 4 7						
3897 10 1	20 14 5	1072 13 5	166 4 4	106 1 8	6229 14 2	190 0 11						
4435 11 9	9 0 5	394 14 10	274 17 3	269 15 3	7374 10 3	583 10 2						
6184 11 4	59 0 7	697 13 11	233 5 5	269 15 1	6356 10 0	512 8 2						
4582 15 9	67 0 0	1369 19 9	109 15 5	290 8 3	4723 5 0	150 2 21						
4886 7 3	63 8 0	190 3 5	92 8 1	127 11 9	3012 3 6	203 11 5						
2882 12 4	25 18 5	170 9 4	65 1 8	111 16 0	3756 15 1	127 6 1						
2781 3 4	7 3 5	682 4 10	173 18 5	102 15 11	4438 8 0	103 2 5						
3751 3 4	23 9 0	378 8 3	179 11 0	58 17 7	1163 16 1	56 3 6						
591 2 0	9 10 0	408 10 2	189 14 9	304 12 7	8770 1 7	182 19 7						
7211 19 10	30 17 11	1041 15 6	160 14 9	177 0 2	7881 16 10	2 3 0 6						
5296 18 6	71 3 1	2173 12 4	163 1 11	459 1 3	5067 7 1	354 14 8						
3626 18 2	95 11 8	895 1 6	170 16 4	219 15 0	4291 7 9	620 7 3						
3273 6 5	33 12 0	573 14 0	60 19 8	56 8 8	2790 13 3	171 0 4						
2555 11 0	3 5 0	95 7 6	80 1 1									
12250 2 0	1233 11 3	24920 10 7	448 1 4	5734 3 10	183544 8 7	8920 13 10						
7007 7 6	2064 7 3	34272 11 7	5920 19 10	12535 7 *	224918 15 3*	12133 8 6						
14171 10 9	1894 12 2	22156 19 5	6851 16 5	N. R.	183565 9 6	7038 10 6						
23309 10 9	189 15 1	12115 13 2	730 16 7		36233 3 9	5094 8 6						

* The sum of £12,533 7s. 1d. is included in these amounts which was not reported last year.

PART II.—Table B.

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE														
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending school.	Boys.	Girls.	SPECIAL.			NUMBER IN THE					
							Indigent Children.	Indian Children.	Colored Children.	Reading.					
										First or low-est class.	Second or next to low-est class.	Third or middle class.	Fourth or next to high-est class.	Fifth or highest class.	
<i>Glenbury.</i>															
Charlottenburgh	1518	710	43	753	405	348	14		105	135	149	153	108		
Kenyon	1320	607	60	667	387	280			126	140	172	154	86		
Lancaster	1207	730	32	762	396	366	10		101	124	137	180	155		
Separate School		33	1	34	16	18			19	24	29				
Lochiel	1587	827	63	890	473	417	12		215	183	164	185	190		
Separate School		68	48	116	116				10	15	20	27	44		
Total	5641	2975	247	3222	1793	1429	36		576	580	671	690	583		
<i>Stormont.</i>															
Cornwall	1472	1004	94	1098	599	499	17		198	162	195	192	15		
Finch	392	270	34	304	151	153			75	72	90	46	2		
Osnabrock	1470	1058	77	1135	618	517	31		241	251	277	232	13		
Roxborough	743	453	38	491	276	215	2		113	128	111	93	5		
Total	4077	2785	243	3028	1644	1384	50		627	613	673	563	363		
<i>Dundas.</i>															
Matilda	1221	900	54	954	484	470	3		253	227	213	171	90		
Mountain	1004	807	70	877	443	434	2		161	165	183	194	122		
Williamsburgh	1355	959	70	1029	541	488	16		165	185	225	167	145		
Winchester	958	783	64	847	446	401			171	163	174	220	113		
Total	4548	3449	258	3707	1914	1793	21		750	740	795	758	470		
<i>Prescott.</i>															
Alfred	300	80	4	84	42	42			17	13	22	25	7		
Caledonia	295	180	10	190	104	86			36	40	50	36	28		
Hawkesbury East	980	631	34	718	369	349	11		148	174	209	185	163		
Separate School		36	36	72	36	36			7	5	14	14			
Hawkesbury West	751	594	74	578	350	228	7		123	105	109	89	125		
Longueil	481	281	36	317	164	153			100	64	56	43	59		
Plantaganet North	538	291	9	300	180	120			76	61	59	61	14		
Plantaganet South	292	139	3	142	75	67			43	14	41	36	8		
Total	3643	2159	203	2365	1298	1067	18		550	476	546	489	404		
<i>Russell.</i>															
Cambridge and Russell	500	266	15	221	104	117			30	84	59	81	27		
Clarence	149	96	12	108	53	55	11		19	11	9	21	40		
Cumberland	547	314	15	329	158	171			66	65	67	78	44		
Total	1196	616	42	658	315	343	11		115	160	137	180	111		
<i>Carleton.</i>															
Fitzroy	731	582	7	589	323	266	2		85	127	116	87	89		
Gloucester	1051	835	40	875	451	394	1		182	177	177	161	93		
Goulbourn	908	551	30	584	290	184			52	62	81	65	56		
Gower North	568	468	38	504	235	279	12		78	56	120	75	52		
Huntley	708	417	26	444	241	202	7		72	89	140	72	65		
Mareh	145	90	1	91	57	34			2	10	79	19			
Marlborough	768	467	11	418	213	205			119	81	97	49	23		
Napan	1211	699		600	300	300			59	108	115	135	34		
Osgoode	1298	913	39	952	545	407	16		163	206	216	229	106		
Torbolton	170	41	5	46	24	22			12	10	7	9	8		
Total	7478	4707	195	4902	2609	2293	39		770	957	1138	929	515		

OF UPPER CANADA, 1855.

PART II.—Table B.

COMMON SCHOOLS.														OTHER INFORMATION.						
DIFFERENT BRANCHES OF EDUCATION.														No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	No. of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of Colored People.							
314	158	133	42	395	18		1	16		72	6		5								17	No
335	114	85	24	366	12								5	17	No					
364	125	116	69	450	10	6		11		1	1		5	20	No					
376	221	194	36	511	17	5	11	5		10		20		19	No					
96	22		30	96		3	3													
1491	640	550	201	1828	54	14	20	8	27	17	73	31	2	11	No					
380	197	182	21	451	10	4		1				2	18	5	No					
108	21	13		143	2								5	6	No					
492	146	149		565	6								5	1	No					
157	40	59	22	265	6	1	3		3				1	1	No					
1137	404	408	43	1424	24	5	3	1	3			2	18	17	No					
556	151	164	29	464	10	10	19	7					3	1	No					
307	108	148	83	30	3	4	8						10	11	No					
387	172	163	24	471	28	7	3	6		2			1	1	No					
369	135	156	4	398	2	3							1	1	No					
1419	566	631	140	1863	43	24	31	21	2			4	10	3	No					
34	5	6		43										1	No					
73	31	23	10	90										1	No					
283	192	159	20	344	33	9	4			3	7		8	1	No					
8	6			12										2	No					
323	107	83	63	349	23	2	14	2	20					1	No					
140	75	65	36	136	4			6	8					4	No					
97	24	11	113	4	4									1	No					
52	21	17	2	46	2	4								1	No					
1010	461	379	244	1024	65	15	24	8	39			3	7	9	No					
77	74	28	16	101	8	6	2	2	1	16			6		No					
65	37	43	8	64	2			2	5	20	46		3		No					
127	40	91	30	149	3	6	3	3	3	20			3	6	No					
269	151	162	54	314	13	12	7	9	56	46			9	6	No					
257	102	120	21	293	14	5	4	3	21			21		3	No					
314	114	324	26	397	12	7	8	9	23					1	No					
155	37	18	4	113		4									No					
129	17	37	8	160	16	3	4	3						2	No					
214	14	18		233	3	1								4	No					
13				17										5	No					
181	70	151	13	148	3	1	3	128				2		6	No					
216	72	47	3	229	2	1	2	1						14	No					
404	138	381	41	608	7	2	3	27						8	No					
34	24	22	8	33					1	1				1	No					
1884	550	1078	111	2153	54	23	22	17	71			2	25	8	No					

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

Table with columns for Townships (Grenville, Leeds, Lanark, Renfrew, Frontenac) and rows for various school categories. Columns include Children between 5 and 10 years of age, Pupils attending, Boys, Girls, Special (Indigent, Indian, Colored), and Number in the Reading class (First to Fifth).

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

Table with columns for Common Schools and rows for different branches of education (Arithmetic, Grammar, Geography, History, Writing, Book-keeping, Mensuration, Algebra, Geometry, Elements of Natural Philosophy, Vocal Music, Linear Drawing, Other Studies). Includes other information like No. of Indians, No. of Colored People, No. of Deaf and Dumb, No. of Blind, Cause or Prevalent Disease, and Mortality among children.

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS OF

TOWNSHIPS.	PUPILS ATTENDING THE														
	Children between 5 and 10 years of age.	Pupils between 5 and 10 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE					
							Indigent Children.	Indian Children.	Colored Children.	Reading.					
									First or low-est class.	Second or next to low-est class.	Third or middle class.	Fourth or next to high-est class.	Fifth or highest class.		
Addington.															
Amherst Island.....	226	283	6	289	145	144	4		72	47	64	29	29		
Camden East.....	1926	1479	247	1726	839	887	2		295	244	331	291	286		
Separate School.....		74	10	84	50	34			8	8	20	32	24		
Ernestown.....	1324	1083	159	1242	653	589	39		108	216	277	253	149		
Sheffield.....	725	498	16	514	254	230	7		125	114	125	77	58		
Total.....	4304	3417	438	5855	1971	1884	52		541	629	817	672	546		
Lennox.															
Adolphustown.....	170	153	10	163	138	25			13	21	29	25	34		
Fredericksburgh.....	853	737	76	813	448	363	16		133	149	196	142	164		
Richmond.....	886	729	95	824	410	414	7		146	158	148	151	166		
Total.....	1941	619	181	1800	926	804	28		292	321	373	318	364		
Prince Edward.															
Ameliasburgh.....	818	723	100	823	410	388	22		145	156	186	193	143		
Athol.....	518	417	97	514	288	226	3		110	114	104	112	74		
Hallowell.....	805	657	116	767	427	340	9		126	136	185	209	168		
Separate School.....		30	5	35	19	16			6	3	5	15	6		
Hillier.....	978	734	122	856	457	399	42		126	149	186	175	221		
Marysburgh.....	1151	930	147	1077	592	489	41		179	208	240	228	219		
Sophiasburgh.....	668	536	99	635	334	301	27		102	100	126	140	158		
Total.....	4938	4027	680	4707	2557	2150	144		788	875	991	1067	984		
Hastings.															
Madoc, Elzevir and Tudor.....	784	624	40	664	339	225			101	145	121	143	59		
Hungerford.....	1107	779	57	836	440	393	2		143	193	254	161	61		
Huntingdon.....	535	449	86	535	273	262	15		107	93	113	71	36		
Marmora.....	267	169	23	197	97	100			25	32	47	58	1		
Rawdon.....	1187	840	71	911	484	427	14		165	197	222	117	99		
Thurlow.....	1316	1054	75	1129	599	530	5		175	179	208	192	268		
Sydney.....	1189	903	107	1010	574	436			192	173	220	176	233		
Tyendinaga.....	1913	1324	73	1397	731	666	17		254	226	306	257	194		
Total.....	8358	6142	557	6679	3537	3142	51		1131	1338	1551	1278	877		
Northumberland.															
Albwick.....	254	85	2	87	49	38			33	32	41	25	8		
Brighton.....	1206	958	86	1044	555	489	5		214	222	234	183	191		
Cramahe.....	1045	896	161	1057	557	500	9		277	234	250	184	114		
Haldimand.....	1262	981	64	1045	569	476	12		234	242	259	224	166		
Hamilton.....	1351	956	77	1033	613	420	14		193	212	301	204	123		
Monaghan South.....	391	323	32	355	199	156	8		61	83	117	69	25		
Murray.....	931	759	95	854	435	419	4		174	178	222	172	161		
Percy.....	755	535	30	565	325	240	3		141	152	114	116	77		
Seymour.....	974	294	24	318	173	145	3		77	82	97	36	26		
Total.....	8172	5787	571	6358	3475	2883	53		1390	1437	1614	1209	765		
Durham.															
Cartwright.....	618	444	10	454	251	203			105	94	80	53	85		
Cavan.....	1205	948	97	1040	597	443	24		152	114	286	219	111		
Clarke.....	2033	1572	100	1672	938	734	41		199	290	310	334	259		
Darlington.....	1988	1478	144	1622	940	682	24		245	281	426	346	259		
Hope.....	1409	944	101	1045	597	448	13		221	214	240	171	118		
Manvers.....	942	716	7	723	371	352			123	160	198	131	37		
Total.....	8193	6097	459	6556	3694	2862	102		1048	1233	1540	1297	819		

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.													OTHER INFORMATION.						
DIFFERENT BRANCHES OF EDUCATION.													Cause or Prevalent Disease.						
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Drawing.	Other Studies.		No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read & write.	Any extraordinary Mortality among children.
127	31	21	9	129	3	11	2	2	3						13	1	1	5	No
733	384	371	87	711	19	11	37	25	28				8			1	14	No	Scarlet Fever.
24	2	6	24	50	1		18	10	40				20				3	6	Measles.
627	262	297	99	675	34		4	8	33								11	No	
207	44	68	4	98	4								23		13	3	8	6	
1718	729	703	223	1663	71	12	57	38	97	33									
60	39	54	16	61	1		2	2	6				12			1	20	No	
363	215	293	114	389	28		3	3	30				19			4	21	No	
348	146	222	68	407	21								31		5	5	2	21	No
771	409	504	198	857	50	5	11	11	63	14									
415	189	233	54	435	26		5	13	4	23	204	1					4	9	No
196	70	150	53	292	15		1	16	7				7			2	12	9	No
479	202	426	144	470	33		11	29	15	64	50						11	4	No
10	5	12	2	16														4	No
457	188	304	85	453	15		7	10	7	56	102	4				16	5	4	No
678	137	416	102	637	50		39	36	11	27			6			8	2	8	No
360	125	186	23	334	21		3	14	6	24								6	No
2495	937	1777	498	2637	160	69	118	50	194	356	8	29	27	10	15	6	7	No	
203	72	61	9	209												1	1	6	No
333	143	176	47	365														24	No
154	52	65	4	136	1													18	No
54	24	9		85														10	No
338	155	196	56	366	15		8	8	23	60	13						3	8	No
.....	309	531	317	595	21		16	46	5	136	95	38						17	No
584	284	446	162	592	24		5	45	23	53			12				11	276	No
514	133	250	62	372	18		1	7	4	36								7	3
2939	1277	1603	577	2783	107	19	81	31	351	784	10	38	276	7	4	4	15	No	Scarlatina do
37	4	15		45														4	7
495	146	212	12	446	9								36					1	19
537	182	331	37	539	18		1											5	3
533	151	357	40	555	23		2	4	3	10								3	1
559	184	245	18	551	18		2	2	11	2	9							1	14
210	46	61	4	243			5											2	4
401	135	210	17	436														3	2
220	68	92		254															1
117	25			146															2
3154	705	1511	123	3234	80	10	17	6	83	470			83		4	12	15	14	15
146	16	39	18	162	1		3	5	7	12	50	</							

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE															
											NUMBER IN THE					
	Children between the ages of 5 and 10 years.	Pupils between 5 and 10 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	SPECIAL.			Reading.						
							Indigent Children.	Indian Children.	Colored Children.	First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.		
<i>Peterborough.</i>																
Asphodel	690	440	39	479	240	239					129	110	94	44	161	
Belmont and Methuen	114	67	1	68	35	33	6				17	16	14	15	6	
Douro	730	487	17	68	254	250					59	96	96	79	97	
Dummer and Burleigh	505	443	40	503	265	238	2				63	95	115	103	93	
Ennismore	240	240		240	116	124					28	56	42	40	43	
Monaghan North	291	227	8	235	128	107					39	67	40	38	51	
Otonabee	1186	879	43	922	531	391	6				142	148	159	100	103	
Smith and Harvey	716	505	61	556	312	254	8				120	114	116	118	98	
Total	4132	3308	200	3517	1881	1636	21				603	702	676	542	552	
<i>Victoria.</i>																
Eldon	409	313	7	320	193	127					53	55	63	78	51	
Emily	1070	784	31	815	537	278					110	198	208	231	22	
Fenelon	157	81		81	50	31					12	26	17	14	12	
Mariposa	1222	854	152	1066	588	418	14				173	143	194	170	274	
Ops	900	635	40	675	355	320					177	120	153	105	104	
Verulam	176	93		93	63	30					49	20	24			
Total	3934	2760	230	2990	1786	1204	14				574	502	659	598	463	
<i>Ontario.</i>																
Brock	1158	875	61	936	474	462	13				175	182	218	135	97	
Mara and Rama	586	360	45	405	225	180	2				90	94	78	84	23	
Pickering	2336	2033	192	2225	1252	973	12				321	368	389	331	238	
Reach	1560	1104	103	1207	633	574	18				264	217	270	215	202	
Scott	372	271	10	281	163	118					58	72	68	57	34	
Seugor Island	101	56	11	97	47	50	14				26	18	32	17	7	
Thorah	380	339	18	357	191	166					80	82	71	66	49	
Uxbridge	688	452	38	490	266	224	16				118	110	133	80	29	
Whitby	1617	1346	133	1479	826	653					168	221	364	310	393	
Total	8398	6866	611	7477	4077	3400	75				1300	1364	1623	1295	1127	
<i>York.</i>																
Etobicoke	961	650	35	685	397	288	16				155	155	204	190	81	
Separate School		51		51	16	35	4				7	16	14	4	10	
Georgina	305	212	15	227	115	112	12				38	53	35	31	14	
Gwillimbury North	364	266	6	272	158	114					66	68	48	34	7	
Gwillimbury East	1108	873	74	947	538	409	40				170	192	197	201	107	
King	2809	1577	234	1811	1019	792	29				303	368	398	455	240	
Markham	2398	2079	204	2223	1016	1267	24				247	297	423	315	265	
Scarboro'	1433	789	63	852	340	506	20				125	151	236	184	133	
Vaughan	2126	1492	98	1681	955	626	60				411	294	364	316	243	
Whitechurch	1382	1045	133	1178	581	597	11				227	283	287	206	207	
York	2505	1441	97	1538	924	614	43				291	270	345	240	186	
Total	15391	10475	950	11425	6065	5360	261				2040	2147	2537	2115	1492	
<i>Peel.</i>																
Albion	1240	1024	67	1091	639	452	9				139	195	240	215	108	
Caledon	1070	755	75	830	470	399	12				148	159	225	123	110	
Chinguacousy	2045	1692	156	1848	1063	785	45				252	335	350	310	292	
Gore of Toronto	354	290	16	306	158	148	4				7	50	54	57	47	
Toronto	1781	1442	129	1571	919	652	64				270	286	341	321	250	
Total	6490	5203	443	5646	3249	2397	134				816	1022	1210	1026	801	

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.														OTHER INFORMATION.									
DIFFERENT BRANCHES OF EDUCATION.														No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read and write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.			
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.											
213	58	93	4	84	8	1	0	3	30				1	1	1	11	25	No					
38		4		25					18		10						37	No					
115	34	45		149	6	6			18		24			4	3	19	No						
152	56	58		164	12	2			15							5	No						
66	48	37		95	5	2		9	4	23			30			12	No						
120	51	55		146	12	2		1	3	57						3	No						
312	51	68		347	1	1		3	10	15				5	1		No						
236	73	114		22	2	5		12	16	3				6	6	5	16	No					
<hr/>																							
105	29	19		164					1	50	17				2	2	18	No					
271	89	100		289	1				1	50							13	No					
27		5		8	31												13	No					
408	118	151		77	483			6	1	4							48	No					
184	37	36		10	134			2	2								43	No					
38				44														No					
<hr/>																							
1033	273	311		105	1145	10		1	5	50	17				4	2	2	23	No				
<hr/>																							
340	79	130		451	4				2							1		18	No				
178	41	44		185	1													25	No				
887	352	606		103	927	36		6	35	13	73			9	6	1		5	No				
560	175	255		109	576	15		12	19	12	6			133	20	7	3		No				
99	20	12		40												1		25	No				
42	3	7		156	4	4		8	7							1		25	No				
125	55	49		11	156	4		2	2							8		4	No				
180	59	76		24	6	2		2	2							8		4	No				
767	276	533		205	798	47		20	43	31	137			218	53			1	No				
<hr/>																							
3187	1090	1695		451	3290	113		44	109	65	215			377	78	101	203	18	No				
<hr/>																							
358	171	237		168	474	12		2	9					29	20		41	2	22	Pever & Ague.			
24	10	10		2	30												2	1	10	No			
97	16	73		16	98	4		4	5	10								1	1	No			
99	35	23		97															14	No			
597	307	255		59	616	17		11	12	3	26								3	No			
982	282	616		82	998	23		13	16	8	34								9	No			
862	273	370		141	821	30		3	8	8	24								12	No			
484	185	326		40	521	17		14	16	9	32			89					2	No			
875	413	563		183	844	45		27	32	32	76			204	1				1	No			
629	208	348		106	609	64		23	14	6	10			153	6				3	No			
739	352	578		121	723	45		17	25	23	63			16					3	No			
<hr/>																							
5746	2252	3409		912	5921	272		114	135	99	265			524	44	99	1	199	25	22	15	12	No

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

Table of pupils attending common schools in Simcoe, Halton, Wentworth, Brant, and Lincoln counties. Columns include townships, age groups, gender, and various educational levels.

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

Table of common schools in Upper Canada, 1855, including other information such as different branches of education, number of students in various categories, and prevalent diseases.

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE															
	Children between 5 and 10 5 and 10 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE						
							Indigent chil- dren.	Indian children.	Colored children.	Reading.						
										First or low- est class.	Second or next to low- est class.	Third or middle class.	Fourth or next fourth- est class.	Fifth or highest class.		
<i>Welland.</i>																
Bertie	849	762	100	862	457	375		23	12	141	188	188	129	125		
Crowland	356	440	55	405	234	211		16		80	80	92	103	72		
Humberstone	464	342	53	395	221	174		7		56	39	53	64	88		
Felham	685	586	93	679	336	343		13		87	102	155	170	187		
Stamford	943	740	33	773	415	358		13		133	159	199	136	110		
Thorold	772	637	73	710	377	333		14		110	133	129	115	161		
Wainfleet	433	335	55	390	221	169		3		54	64	84	58	68		
Willoughby	306	272	19	291	197	94		7		40	41	69	44	65		
Total	5098	4114	481	4595	2538	2057		85		701	806	959	828	866		
<i>Haldimand.</i>																
Canborough	360	318	43	361	181	180		4		73	47	80	57	41		
Cayuga North	739	526	2	523	276	252		3	6 18	118	113	136	109	59		
Cayuga South	217	185	17	202	109	93		5 2		30	29	50	37	41		
Dunn	255	151	8	159	77	82		1		15	22	21	24	23		
Oncida	520	368	15	383	259	124		7		62	74	84	89	53		
Separate School		66		66	39	27				16	11	20	10	9		
Rainham	590	457	50	507	256	251		12		111	144	107	109	78		
Seneca	328	556	69	625	372	283		3 3		184	139	118	106	108		
Moulton and Sherbrooke	745	543	30	573	328	245		3		94	105	124	141	57		
Walpole	1101	853	47	930	526	404				187	194	193	134	93		
Total	5445	4033	281	4364	2423	1941		43		885	878	933	816	566		
<i>Norfolk.</i>																
Charlotteville	947	696	79	775	406	369				105	107	110	100	87		
Houghton	607	403	39	442	226	216		17		163	88	99	105	51		
Middleton	504	426	48	474	254	220		2		97	62	73	79	60		
Townsend	1816	1433	193	1626	836	790		20		296	285	387	351	323		
Walsingham	1004	897	101	998	537	461		9		143	225	193	182	186		
Windham	763	624	64	688	390	298		13		118	140	145	150	123		
Woodhouse	876	790	84	824	423	401		7 1 1		172	148	186	166	153		
Total	6517	5269	558	5327	3072	2755		66		1023	1083	1201	1184	963		
<i>Oxford.</i>																
Blandford	408	284	15	299	168	131		7		52	51	89	45	49		
Blenheim	1344	1218	111	1329	744	585		52		308	292	270	179	177		
Dereham	1240	1018	114	1132	599	533		6 10		160	216	246	139	153		
Nissouri East	700	503	69	572	321	251		15		107	132	144	139	94		
Norwich	1833	1316	101	1507	797	710		15		288	312	326	312	250		
Oxford North	347	295	28	323	181	142		4		42	69	73	70	68		
Oxford East	600	550	70	620	323	297		4		99	99	127	129	97		
Oxford West	603	457	36	493	247	246		4 1		66	87	139	108	104		
Zorra East	879	741	51	792	463	329		21		129	150	155	157	141		
Zorra West	1082	857	82	939	494	445		39		154	178	187	209	187		
Total	9126	7239	767	8006	4337	3669		163		1402	1536	1756	1557	1325		
<i>Waterloo.</i>																
Dumfries North	1028	892	64	956	557	399		37		165	179	207	194	211		
Waterloo	2570	2061	83	2144	1208	936		7		876	563	519	346	136		
Wellesley	1260	870	59	929	536	393		8		293	212	239	198	63		
Separate Schools		124	1	125	77	48				20	36	31	4	2		
Wilmot	1927	1826	42	1368	776	592		2		342	267	254	125	85		
Woolwich	1103	898	37	845	493	352		14		253	198	193	103	37		
Total	7888	6081	286	6367	3647	2720		68		1563	1455	1443	978	534		

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.																OTHER INFORMATION.						
DIFFERENT BRANCHES OF EDUCATION.																No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natu- ral Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.										
494	179	318	24	465	12	21	11	7	27	128	51	62	72	1	8	No						
232	119	151	4	238	5	7	7	10	3	1	15		5	2	3	No						
149	70	53	6	141	3	5	5	19	60	20	2	6	3	1	1	No						
334	113	144	6	319	15	9	9	5	89	20	2	6	3	1	2	No						
508	270	363	83	471	27	23	22	17	20	66	40	35	2	3	1	No						
370	141	214	76	371	25	21	26	11	57	105	40	35	2	3	1	No						
176	71	96	7	232	3	3	5	7				35	2	1	6	No						
134	20	81	22	135	6								27	2	1	6						
5337	1001	1420	284	2372	101	89	90	47	138	382	158	137	2	241	7	No						
154	57	63		150	2	4	1		26						18	No						
255	85	195	16	231	4		5		7				30	108	2	15						
89	24	41		110	1											4						
25	9	25	6	50					2							8						
173	178	6	3													No						
26	24															No						
217	69	95	30	247	15		14	6	17	12	1	12			3	7						
329	136	210	38	341	4	4	13	6	36				25			5						
357	98	115	13	270				5	51	8						No						
996	98	100	2	396	1		1		4				3		3	15						
1940	778	850	103	1845	23	8	34	11	71	129	9	15	39	139	3	6	10	No				
236	88	109	29	241	7	1	5	1	12				7			25						
190	61	180	15	238			3		3	147			3			11						
161	66	127	15	206	11		9	4	6							20						
796	321	420	175	746	61	6	25	8	102		44	9	13	5	1	2	2	No				
410	148	306	44	467	21	10	11	2	14	20	17	52				9	No					
343	142	205	42	397	13	10	14	1	32	16	1				1	36	No					
906	117	115	30	289	3	3	6	1	20				10	2	12	1	3	No				
2434	912	1880	847	2555	107	30	69	13	133	167	77	82	15	17	5	2	14	1				
147	48	104		141	4	7	4		32				13			9	No					
515	164	307	21	576	8		4		10	309	12	6		7	2	8	5					
476	157	154	25	521	8	8	18		28	65			12			2	3					
313	101	139	35	151	9	6	7	4	15						2	22	No					
696	205	412	37	696	18	9	6	13							1	6	No					
188	55	67	6	202	11	5	2									2	No					
324	152	237	42	327	12	10	1	14					20			3	No					
309	114	305	60	266	20	8	12	2	62	343			15		4	2	No					
391	182	324	118	448	19	21	11	3	10	1	1	2			6	3	No					
434	150	305	11	598	22	4	5		54						1	33	No					
5343	1328	2354	355	4090	131	69	82	16	238	793	13	73		86	5	3	9	8				
533	204	314	52	574	12	2	16	12	42						1	1	6	No				
1034	254	440	33	1217	7	4	8	3	27	492			184		1	5	12	No				
405	109	84		475			1	2					2		24		1	14				
55				51														2				
652	177	203	80	721	12	26			64	126			6			1	11	6				
395	148	238	13	440	6		2		23	252			48		2	2	1	15				
3124	802	1329	178	3478	37	32	22	19	156	870	8	229										

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

Table with columns for Townships, PUPILS ATTENDING THE, SPECIAL, and NUMBER IN THE. Includes sub-sections for Wellington, Grey, Perth, and Huron.

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

Table with columns for COMMON SCHOOLS, OTHER INFORMATION, and DIFFERENT BRANCHES OF EDUCATION. Includes various educational subjects and health-related statistics.

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

Table with columns for Townships (Bruce, Middlesex, Elgin, Kent), Children between 5 and 10 years of age, Pupils between 5 and 16 years of age, and PUPILS ATTENDING THE COMMON SCHOOLS (Special, Number in the Reading, etc.).

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

Table with columns for COMMON SCHOOLS (Arithmetic, Grammar, Geography, History, Writing, Book-Keeping, Mensuration, Algebra, Geometry, Elements of Natural Philosophy, Vocal Music, Linear Drawing, Other Studies) and OTHER INFORMATION (No. of Indians, No. of colored people, No. of Deaf and Dumb, No. of Blind, Per cent of population not able to read & write, Any extraordinary Mortality among children, Cause or Prevalent Disease).

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS & CITIES.	PUPILS ATTENDING THE											NUMBER IN THE			
	Children between 5 and 10 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children attending the schools.	Boys.	Girls.	SPECIAL.			Reading.					
							Indigent children.	Indian children.	Colored children.	Reading.					
										First or lowest class.	Second or next to lowest class.		Third or middle class.	Fourth or next to highest class.	Fifth or highest class.
<i>Lambton.</i>															
Bosanquet	476	364	57	421	232	189	1				81	117	91	75	28
Brooke	235	73	19	92	46	46					3	13	23	12	8
Dawn	204	164	20	184	99	85					36	35	29	20	36
Enniskillen	46	24	1	25	12	13					6	5	12	2	
Euphemia	561	394	61	455	229	226					95	93	99	102	61
Moore	587	350	10	360	205	155					73	88	101	60	34
Plympton	668	455	15	450	241	209					82	98	102	85	65
Sarnia	460	284	8	292	157	135					66	54	95	77	29
Sombra	534	380	39	419	218	201					68	72	125	96	37
Warwick	913	511	70	581	297	284	3				104	138	49	77	78
Total	4684	2970	300	3279	1736	1543	4				613	713	726	606	376
<i>Essex.</i>															
Anderdon	340	37	6	43	23	20					39	25	34	16	12
Colchester	529	473	50	523	288	235	21			112	82	91	116	101	69
Gosfield	576	520	75	595	320	275	4				80	129	164	135	74
Maidstone	348	290	5	295	181	114	3			1	63	88	65	45	41
Malden	659	179	8	187	147	40	4				9	22	27	17	2
Separate School		45	1	46	32	14					13	9	11	7	
Mersca	416	251	31	282	155	127					47	60	78	62	84
Rochester	416	199	1	200	102	98					83	72	56	7	3
Sandwich	1403	711	49	760	436	324	25				206	167	208	112	18
Tilbury West	207	131	6	137	88	54	2				45	40	48	4	
Total	4894	2727	231	2958	1708	1250	65				667	693	787	506	243
<i>The Cities.</i>															
Toronto	11000	4058	29	4087	2238	1848				89	1577	876	850	487	296
Hamilton	4800	3003	23	3026	1879	1147	16				833	973	616	478	126
Kingston	5800	1817	29	1846	883	468					243	244	336	290	272
Separate School		665	5	670	430	240	350				119	100	105	96	95
London	3600	1795	28	1823	1104	719					479	382	403	223	531
Ottawa	2800	1067	24	1091	642	449					208	190	270	212	96
Total	26000	11739	220	11959	7060	4899	366				2586	2475	2203	1569	1072

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.														OTHER INFORMATION.						
DIFFERENT BRANCHES OF EDUCATION.														No. of Indians.	No. of colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Drawing.	Other Studies.	No. of Indians.								No. of colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
173	89	103		206	2		3							1				13		
	10	7		37										3				15	No	
	49	16	22	4	77	3								80				4	No	
	3	1	2	10													3		No	
182	66	59		222	4									58	1			10		
	52	60	2	169	3						43	5		20	2					
200	68	73	15	332	3	5	5						6	1	2			12	No	
128	80	77	40	142	2			1						14				17	No	
184	71	61	18	308	1	1	1							2				9	No	
195	89	79	18	248	5	1		4	6	139								8	2	Dysentery.
1114	542	534	91	1851	22	7	9	5	5	182	5		6	177	7	3	11	2		
40	18	25	10	54	1	1							70	300					No	
244	75	123	23	236	14	1	1							500				23	No	
247	87	132		310	4					143				46	1	1		2	No	
82	30	48	17	93				1						80	1			26	No	
53	16	6		61	1									110				50	No	
18	18	7		27															No	
114	18	15		141	5							52						13	No	
68	23	51	10	97				1	1									12	No	
328	162	138	47	370	6			5			15							1	45	No
38				42										8	1			79	No	
1232	447	545	107	1481	31	1	2	8	1	143	17	52	70	1044	4	2	31		No	
2233	1666	3157	1457	1967	98	73	64	75	343	3562	1381									
2139	956	2090	630	3026	83	71	60	53	107	3020	4721	2320		275					No	
788	451	495	175	759	43	26	35	13	160	170	2	30							No	
373	208	223	226	298	24	20	30	17	30	308	14								No	
1689	951	1744	198	1253	43	127	153	29	450	1613	131	88								
690	161	142	78	428	33	15	3	6	23											
6736	3554	6545	1564	7041	331	339	304	149	1081	6253	5240	2644		275						

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

Table with columns: TOWNS, MUNICIPALITIES, AND VILLAGES; Children between 5 and 16 years of age; Pupils attending the schools; Boys; Girls; SPECIAL (Indigent children, Indian children, Colored children); NUMBER IN THE (Reading: First or lowest class, Second or next to lowest class, Third or middle class, Fourth or next to highest class, Fifth or highest class).

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

Table with columns: COMMON SCHOOLS; DIFFERENT BRANCHES OF EDUCATION (Arithmetic, Grammar, Geography, History, Writing, Book-Keeping, Mensuration, Algebra, Geometry, Elements of Natural Philosophy, Vocal Music, Drawing, Other Studies); OTHER INFORMATION (No. of Indians, No. of Colored People, No. of Deaf and Dumb, No. of Blind, Per cent of population not able to read & write, Any extraordinary Mortality among children, Cause or Prevalent Disease).

PART II.—Table B.—(Summary.)

THE COMMON SCHOOLS

Table with columns: COUNTIES, Children between 5 and 10 years of age, Pupils between 5 and 10 years of age, Pupils of other ages, Total No. of children attending school, Boys, Girls, SPECIAL (Indigent children, Indian children, Colored children), NUMBER IN THE (Reading: First or lowest class, Second or next to lowest class, Third or middle class, Fourth or next to highest class, Fifth or highest class), and OTHER INFORMATION (No. of Indians, No. of Colored People, No. of Deaf and Dumb, No. of Blind, etc.).

Summary table with columns: Increase, Decrease, and Total for 1855 and 1854.

PART II.—Table B.—(Summary.)

COMMON SCHOOLS.

Table with columns: COMMON SCHOOLS (Arithmetic, Grammar, Geography, History, Writing, Book-keeping, Mensuration, Algebra, Geometry, Elements of Natural Philosophy, Vocal Music, Linear Drawing, Other Studies), and OTHER INFORMATION (No. of Indians, No. of Colored People, No. of Deaf and Dumb, No. of Blind, etc.).

Summary table with columns: Increase, Decrease, and Total for 1855 and 1854.

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

Table with columns for Townships (Addington, Lennox, Prince Edward, Hastings, Northumberland, Durham), Number of school sections, and years from 1816 to 1856. Includes sub-headers for school types (open, closed, free, etc.).

OF UPPER CANADA, 1855.

PART II.—Table C.—(Continued.)

COMMON SCHOOLS.

ESTABLISHED.

Large grid table showing the number of common schools established per year from 1831 to 1855, with a final column for 'Not reported.' Rows correspond to the townships in the left table.

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	Number of school sections.		NUMBER OF YEARS WHEN																				
	No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-bill per month.	No. of schools at a less rate-bill than 1s. 3d. p. mo. before 1816.	YEARS WHEN																
							1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.		
Peterborough.																							
Asphodel	8	8	7	1		1																	
Belmont and Methuen	8	8	1	1		1																	
Douro	8	8	6	2		2																	
Dummer and Burleigh	8	8	6	6																			
Ennismore	3	3				1																	
Monaghan North	3	3		3		2																	
Otonabee	12	12	4	8		4																	
Smith and Harvey	8	8	2	6		4																	
Total	50	50	28	21	10	11																	
Victoria.																							
Eldon	6	6	4	1		1																	
Emily	13	12	1	8		9																	
Fenelon	12	2	1	1		1																	
Mariposa	19	17	1	7		6																	
Ops	11	2		8		1																	
Verulam	3	3	3																				
Total	54	49	5	20	12	7	4																
Ontario.																							
Brock	16	15	1	5		3																	
Mara and Rama	8	5		5																			
Pickering	28	23	7	16		13																	
Reach	15	15	3	12		8																	
Scott	4	4	4																				
Scougog Island	2	2	1	1		1																	
Thorah	5	5	5																				
Uxbridge	7	7	8	4		3																	
Whitby	19	19	5	12		13																	
Total	96	95	1	33	53	34	17																
Fork.																							
Etobicoke	9	0	3	5		6																	
Georgina	5	5	1	3		3																	
Gwillimbury North	12	12	2	1		11																	
Gwillimbury East	21	19	2	1		11																	
King	21	19	2	3		10																	
Markham	26	24	2	3		21																	
Scarboro'	11	11	2	4		5																	
Vaughan	18	18	1	16		17																	
Whitechurch	17	16	1	5		8																	
York	19	19	4	15		13																	
Total	141	135	6	25	105	74	26	3	2														
Peel.																							
Albion	13	13	4	9		6																	
Caledon	14	13	1	5		8																	
Chinguacousy	24	24	4	19		17																	
Gore of Toronto	3	3		2		3																	
Toronto	22	21	1	19		15																	
Total	76	74	2	15	57	41	14																

OF UPPER CANADA, 1855.

PART II.—Table C.—(Continued.)

COMMON SCHOOLS.

ESTABLISHED.

		1831.	1832.	1833.	1834.	1835.	1836.	1837.	1838.	1839.	1840.	1841.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	Not reported.
					1			1			1			1	1	1											1
									1		1	2	1	1		1								3	1	1	
										1	1	2												1			
		2	1					1	2	2	2	3		1	1	1		1	2				4				
		2	1		1		1	2	3	3	5			4	1	2	3	2	3				1	4	4	1	1
															2												
		1		1				2			1	1			1	2		1	1	2					2		1
			1												1	1	3					1	1	1	3	1	2
				1	2		1	1	1	1	1			1	1	2						1	1	1	1		
		1		1	2	2	1	4	1	2			2	2	4	3	4	2	4	2		2	2	6	1	2	1
											1	2	2		2		3	1	1	4	1	1				1	1
		1					1	1		1	1	2	1	2	2	1	1	1	1	2	2	1	1	1	1	1	
		1	1																								
		2		1	1	1	3	1		2	2	1	1	3	1	1	2	1	1	1	1	1	1	1	1	1	3
		2	5	5	4	5	4	5	3	3	11	6	7	6	13	5	5	3	6	5	2	3	2	2	4	4	5
		1	1		1						3	1	5		4	2	4	1	1	1							1
		1						3	1	1		2	3	3	4	4											
						1						2	2		1	1					3						
				2		1		1				2	2		1	1											1
		2	1	2	1	2	3	2	1	2	8	3	7	8	9	4	1	1	7	1							1

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	Number of school sections.	No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at its. (id. rate) (id. per month).	No. of schools in 1855 and 1856. (id. rate) (id. per month).	NUMBER OF YEARS WHEN														
								1810.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.
<i>The Towns.</i>																						
Belleville	5	5	5													1						
Brantford	5	5			5	5																
Brockville	4	4					4															
Chatham	3	3																				
Cobourg	4	4	1		5	5																
Corwall	4	4			4	4																
Dundas	1	1																				
Goderich	3	3		3																		
Niagara	2	2			2	2																
Perth	1	1																				
Peterborough	1	2		1																		
Pictou	4	4		1	4	1	3															
Port Hope	4	4			4	4																
Prescott	3	3			3	3																
St. Catharines	3	3			3	3																
Whitby	3	3			3	3																
Total	51	51	1	10	33	27	9								1							
<i>The Town Municipalities.</i>																						
Amherstburgh	2	2				2																
Barrie	1	1																				
Geolph	5	5			5	5																
Simcoe	2	2		2		1	1															
Woodstock	2	2			2	1	1															
Total	12	12		2	7	6	1															
<i>The Villages.</i>																						
Berlin	1	1		1																		
Bowmanville	3	3			3	3																
Brampton	2	2		2																		
Caledonia	2	2			2	2																
Chippewa	2	2			2	2																
Galt	2	2			2	2																
Ingersoll	1	1		1		1																
Napanee	2	2			2	2																
Oshawa	1	1		1		1																
Paris	2	2			2	2																
Preston	1	1			1	1																
St. Mary's	1	1		1		1																
St. Thomas	2	2			2	2																
Smith's Falls	1	1			1	1																
Stratford	1	1			1	1																
Thorold	3	3			3	3																
Trenton	2	2			2	2																
Vienna	1	1			1	1																
Windsor	1	1			1	1																
Yorkville	1	1			1	1																
Total	32	32		18	14	10	6								1							

OF UPPER CANADA, 1855.

PART II.—Table C.—(Continued.)

COMMON SCHOOLS.

ESTABLISHED.

1831.	1832.	1833.	1834.	1835.	1836.	1837.	1838.	1839.	1840.	1841.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	Not reported.
											1														5
																				3					4
																	1								5
																									4
1																									4
																									5
																									4
																									4
																									4
																									3
1											1									4					33
																									2
																									2
																									2
																									11
																									1
																									1
																									1
																									1
																									1
																									1
																									1
																									1
																									1
																									17

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

NUMBER OF SCHOOLS USING

BOOKS AND APPARATUS.

Table with columns for Townships, No. of Schools reported, Readers, Arithmetics, Grammars, Geogra- (National and Sullivan's, Walkingham's, Thompson's, Various, National, Lennie's, Kirkham's, Various, Sullivan's and National, Morse's).

Table with columns for Books and Apparatus (PHIES., SPELLING BOOKS, HISTORIES, BOOK KEEP'G., MENSURATION, ALGEBRAS, GEOMETRIES, OTHER BOOKS, APPARATUS).

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

BOOKS AND APPARATUS.

NUMBER OF SCHOOLS USING

TOWNSHIPS.	No. of Schools reported.		No. of Schools opened and closed with prayer.		No. of Schools using the Bible and Testament.		READERS.			ARITHMETICS.			GRAMMARS.			GEOGRA.		
	Opened.	Closed.	Opened.	Closed.	National.	English.	Various.	National.	Walkingham's.	Thompson's.	Various.	National and Silliman's.	Lennie's.	Kirkham's.	Various.	Miller's and National.	Morse's.	
<i>Peel.</i>																		
Albion.....	13	3	12	13				13	2			3	7			2	9	
Caledon.....	13	6	12	12				12	1			1	9	1		1	10	
Chinguacousy.....	24	11	21	23				23			2	9	4				23	
Gore of Toronto.....	3	1	2	2				3				2	1				3	
Toronto.....	21	17	19	21				18			3	2	17	2			19	
Total.....	74	38	66	71				69	3		5	6	52	8		5	64	
<i>Simcoe.</i>																		
Adjala.....	7	2	3	7				7	1				2		1		1	
Essa.....	7	7	6	6				6				4			2		3	
Flos.....	2	2	1	2				2				2						
Gwillimbury West.....	14	5	13	14				14	3			14			4		12	
Innisfil.....	8	9	5	7				8			3	3		1				
Medonte.....	3	2	2	3				3				2						
Mono.....	10	1	10	10				9	1			5		1	3		4	
Mulmur.....	3	3	3	3				3	1			1						
Notawasaga.....	9	4	8	9				9				4	5		3		6	
Orrilla and Matchedash.....	2	2	2	2				2				1	1				2	
Oro.....	7	7	7	6			1	6				3	4				6	
Summidade.....	2	1	2	2				2				1	1					
Tay and Ting.....	3	1	1	3				3				1					2	
Tecumseth.....	14	3	12	14				11	2			3	4		1		9	
Tossorontio.....	3	1	1	3				3				2					2	
Vespra.....	5	1	4	4				4				2	2		1		1	
Total.....	99	33	75	95	1			89	10		1	23	45		4		48	
<i>Halton.</i>																		
Esquesing.....	17	8	14	17				17	1		1	17					15	
Nassagweya.....	7	3	7	7				7				7					4	
Nelson.....	14	7	14	14				14				14					14	
Trafalgar.....	10	7	16	16				15	1	1	1	9	5				14	
Total.....	64	25	51	54				53	2	1	2	47	5		4		47	
<i>Wentworth.</i>																		
Ancaster.....	13	4	13	13				12	2			1	5	7			13	
Barton.....	3	1	3	3				3				3	2	1				
Beverly.....	18	4	14	17				16	1	1		16	5	2			15	
Binbrooke.....	6	1	5	6				6			4	5	2				6	
Flamborough East.....	6	3	4	5				5				2	3				5	
Flamborough West.....	9	7	10	11				9	1			16	8				7	
Glanford.....	6	2	5	6				6			2	1	5		1		3	
Saltfleet.....	11	1	7	10				10				2	8				9	
Total.....	72	23	59	71	1			74	3		7	3	42	23			58	
<i>Brant.</i>																		
Brantford.....	18			18				18	2				17	1			17	
Burford.....	23	3	12	22				21	1			3	9	10			20	
Dumfries South.....	16	2	15	13				13		1			12	1			13	
Oakland.....	3	1	1	3				3				2	1				3	
Onondaga.....	5	1	1	5				5				5					2	
Total.....	64	7	29	61				59	3	1		8	40	13			55	

PHIES.	SPELLING BOOKS.			HISTORIES.			BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.							
	Olney's.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greenland Rome.	Canada.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philo-phy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.		
.....				1	5	4																			
.....				2	10	2																			
.....				5	4																				
.....				2	12	2																			
.....				6	10																				
.....				10	8																				
.....				15	8																				
.....				30	9																				
.....				25	13																				
.....				15																					
.....				4																					
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.....																									

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

NUMBER OF SCHOOLS USING

Table with columns for Townships (Lincoln, Welland, Haldimand, Norfolk, Oxford) and rows for various school subjects: Readers, Arithmetics, Grammars, Geographies, etc.

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

Table with columns for various book categories (Fables, Spelling Books, Histories, etc.) and rows for different types of books and apparatus used in schools.

PART II—Table D.—(Continued.)

THE COMMON SCHOOLS

NUMBER OF SCHOOLS USING

Table with columns for Townships (Waterloo, Wellington, Grey, Perth) and sub-columns for Readers, Arithmetics, Grammars, and Geogra. Each row lists the number of schools using various subjects.

OF UPPER CADADA, 1855.

PART II—Table D.—(Continued.)

BOOKS AND APPARATUS.

Table with columns for various categories of books and apparatus (Fines, Spelling-books, Histories, Book-keep'g, Mensuration, Algebra, Geometries, Other books, Apparatus) and rows for different types of schools.

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

NUMBER OF SCHOOLS USING

Table with columns for Townships (Huron, Bruce, Middlesex, Elgin) and rows for various school categories: No. of Schools reported, Readers, Arithmetics, Grammars, Geographies, etc.

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

Table with columns for various book categories (Pries, Spelling Books, Histories, Book-keeping, etc.) and rows for different types of apparatus (Maps, Blackboards, etc.).

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

NUMBER OF SCHOOLS USING

TOWNSHIPS.	No. of Schools reported. Schools opened and closed with prayer. Schools using the Bible and Testament.		READERS.		ARITHMETICS.			GRAMMARS.			GEOGRA.			
			National.	English.	National.	Watkinson's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirham's.	Various.	Sullivan's and National.	Morse's.
<i>Kent.</i>														
Camden and Zone	10	3	8	10		9	1		3	1	2		5	
Chatham	7	1	3	6		6			1				6	
Dover	6	4	6	6		5				3			3	
Harwich	12	4	8	11		11			11				11	
Howard	14	1	14	14		14			13				13	
Oxford	7	1	2	7		7			7				7	
Raleigh	12	2	11	11		11			9				10	
Romney	3	1	2	3		3			1				3	
Tilbury East	4	2	1	4		4			3				4	
Total	75	18	26	65		70	1		14	47	2		54	
<i>Lambton.</i>														
Bosanquet	8		4	7	1	7	1		6				3	
Brooke	2	1	2	2		2			2				4	
Dawn	5		3	4	1	5	1		2		2		3	
Enniskillen	1	1	1	1		1			1				1	
Euphemia	7	2	6	6	1	7			4				5	
Moore	8		4	8		8		8	3	5			8	
Plympton	10	2	7	10		10			8				9	
Sarnia	5	2	4	4	1	4	1		4				2	
Sombra	10	2	5	10		10			2	2			5	
Warwick	11	5	7	11		10			2	7			5	
Total	67	15	42	63	2	56	2	1	8	12	39	4	44	
<i>Essex.</i>														
Anderdon	3	2	1	2		2		1					1	
Colchester	10	1	6	9		9		1	3	3			10	
Gosfield	7	1	6	7		6	1		3				7	
Maidstone	3		3	3		3			1			2	3	
Malden	2	2	1	2		2			2				2	
Morsea	4	1	3	4		4		1	2		2		3	
Rochester	3	2	2	3	1	3			1			1	3	
Sandwich	13	10	3	9	2	6	1		6	3		8	1	
Tilbury West	3	3	2	3		3			3				3	
Total	48	22	22	41	1	35	2	1	8	9	15	2	11	
<i>The Cities.</i>														
Toronto	14			11		6	2	1		11			2	
Hamilton	8			6		6			7				8	
Kingston	10	6	10	10		6	4	2	5	1	4		4	
London	2			2		2			2				2	
Ottawa	16	6	6	14	2	13		3	6	3		7	4	
Total	50	12	16	45	5	35	6	3	5	6	26	1	14	

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.	SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.					
	Olney's.	Various.	Mavor's.	Canada.	Sullivan's and National.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Dridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	
			3		2				2	1												7	8	1	1
			1						2	1												5	5	1	1
									2	1												12	14	3	4
									3	1												7	7		
									1	1												7	11		
			3		2				1	1												1	1	2	
			7	3	24	5	18		10	6	1				5					1	55	68	5	10	
			3	3	1				1					1								3	6	1	1
			1		3				1		1											1	2		
			1	1	2				1	1												5	5	1	
			1	1	2				1	1												3	3		
			1	1	2				1	1				1	1							3	3		
			1	2	11	7	9	14	7	5	7	6	4	3	1	2	3				1	23	43	2	2
			3	1	1	1																3	4		1
			1	2					1	1												2	4		2
									1	1												2	3		
									1	1												4	1		1
			1	5					1	1												4	2		1
			5		3				3	2				2								8	10	1	1
			1	6	5	6	11	13	2	1	6	2	7		3						3	22	27	1	4
			1																			8	14		7
																						8	8	1	7
			1	4	7	6	5															10	8	1	8
			1	3	2	9	5	2														2	2	2	3
			2	8	9	9	18	13	13		18	12	22	6	16	7	12	12	8	7	4	23	48	4	25

PART II.—Table E.

THE COMMON SCHOOLS

OF UPPER CANADA, 1855.

PART II.—Table E.

TOWNSHIPS.	COMMON SCHOOL																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	TOTAL.			RELIGIOUS FAITH.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro-Testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
<i>Glengarry.</i>																		Charlottenburgh.....	18	11	7	1	3	14												Kenyon.....	13	8	5		7	5		1										Lancaster.....	12	9	3	2	6	4												Separate School.....	1	1	1		1													Lochiel.....	17	11	6		4	10												Separate School.....	1	1	1		1													Total.....	62	40	22	3	22	33		1										<i>Stormont.</i>																		Cornwall.....	22	10	12	4	8	8	2											Finch.....	6	1	5			6												Osnabruk.....	24	11	13	12	1	6	3	1										Roxborough.....	10	7	3	2	2	3	1	1										Total.....	62	29	33	18	11	23	6	2										<i>Dundas.</i>																		Matilda.....	21	12	9	11	3	3	4											Mountain.....	18	9	9	5	1	7	4	1										Williamsburgh.....	22	9	13	5	1	4	6			5								Winchester.....	13	7	6	3	3	1	5	1										Total.....	74	37	37	24	8	15	19	2		5								<i>Prescott.</i>																		Alfred.....	4		4	2	2													Caledonia.....	4	4		1	1	2												Hawkesbury East.....	16	6	10	1	3	7	6											Separate School.....	7	1	1		1													Hawkesbury West.....	8	6	3	2	1	1	1											Longueuil.....	6	4	2	2	2	1	1											Plantagenet North.....	7	7		3	1	2					1							Plantagenet South.....	3	3		1	1	1						1						Total.....	49	23	26	6	13	17	10	1			1							<i>Russell.</i>																		Cambridge and Russell.....	6	4	2	3		2	1											Clarence.....	3	3		1	1	1	1											Cumberland.....	7	3	4	2		4	1	1										Total.....	16	10	6	6		7	2	1										<i>Carleton.</i>																		Fitzroy.....	9	8	1	3		1	2				1	1					1	Gloucester.....	14	13	1	3	8	2		1										Goulbourne.....	5	2	3	3	1	1												Gower North.....	6	5	1	3	1	1	2											Huntley.....	8	7	1	3	2	2												March.....	2	2		1		1											1	Marlborough.....	10	8	2	4	2	1	2										1	Nepean.....	10	10		4		1		1									1	Osgoode.....	15	14	1	2	3	7	1	2									1	Torbolton.....	1	1				1												Total.....	80	70	10	22	16	20	8	4			1	1					4
Charlottenburgh.....	18	11	7	1	3	14												Kenyon.....	13	8	5		7	5		1										Lancaster.....	12	9	3	2	6	4												Separate School.....	1	1	1		1													Lochiel.....	17	11	6		4	10												Separate School.....	1	1	1		1													Total.....	62	40	22	3	22	33		1										<i>Stormont.</i>																		Cornwall.....	22	10	12	4	8	8	2											Finch.....	6	1	5			6												Osnabruk.....	24	11	13	12	1	6	3	1										Roxborough.....	10	7	3	2	2	3	1	1										Total.....	62	29	33	18	11	23	6	2										<i>Dundas.</i>																		Matilda.....	21	12	9	11	3	3	4											Mountain.....	18	9	9	5	1	7	4	1										Williamsburgh.....	22	9	13	5	1	4	6			5								Winchester.....	13	7	6	3	3	1	5	1										Total.....	74	37	37	24	8	15	19	2		5								<i>Prescott.</i>																		Alfred.....	4		4	2	2													Caledonia.....	4	4		1	1	2												Hawkesbury East.....	16	6	10	1	3	7	6											Separate School.....	7	1	1		1													Hawkesbury West.....	8	6	3	2	1	1	1											Longueuil.....	6	4	2	2	2	1	1											Plantagenet North.....	7	7		3	1	2					1							Plantagenet South.....	3	3		1	1	1						1						Total.....	49	23	26	6	13	17	10	1			1							<i>Russell.</i>																		Cambridge and Russell.....	6	4	2	3		2	1											Clarence.....	3	3		1	1	1	1											Cumberland.....	7	3	4	2		4	1	1										Total.....	16	10	6	6		7	2	1										<i>Carleton.</i>																		Fitzroy.....	9	8	1	3		1	2				1	1					1	Gloucester.....	14	13	1	3	8	2		1										Goulbourne.....	5	2	3	3	1	1												Gower North.....	6	5	1	3	1	1	2											Huntley.....	8	7	1	3	2	2												March.....	2	2		1		1											1	Marlborough.....	10	8	2	4	2	1	2										1	Nepean.....	10	10		4		1		1									1	Osgoode.....	15	14	1	2	3	7	1	2									1	Torbolton.....	1	1				1												Total.....	80	70	10	22	16	20	8	4			1	1					4																		
Kenyon.....	13	8	5		7	5		1										Lancaster.....	12	9	3	2	6	4												Separate School.....	1	1	1		1													Lochiel.....	17	11	6		4	10												Separate School.....	1	1	1		1													Total.....	62	40	22	3	22	33		1										<i>Stormont.</i>																		Cornwall.....	22	10	12	4	8	8	2											Finch.....	6	1	5			6												Osnabruk.....	24	11	13	12	1	6	3	1										Roxborough.....	10	7	3	2	2	3	1	1										Total.....	62	29	33	18	11	23	6	2										<i>Dundas.</i>																		Matilda.....	21	12	9	11	3	3	4											Mountain.....	18	9	9	5	1	7	4	1										Williamsburgh.....	22	9	13	5	1	4	6			5								Winchester.....	13	7	6	3	3	1	5	1										Total.....	74	37	37	24	8	15	19	2		5								<i>Prescott.</i>																		Alfred.....	4		4	2	2													Caledonia.....	4	4		1	1	2												Hawkesbury East.....	16	6	10	1	3	7	6											Separate School.....	7	1	1		1													Hawkesbury West.....	8	6	3	2	1	1	1											Longueuil.....	6	4	2	2	2	1	1											Plantagenet North.....	7	7		3	1	2					1							Plantagenet South.....	3	3		1	1	1						1						Total.....	49	23	26	6	13	17	10	1			1							<i>Russell.</i>																		Cambridge and Russell.....	6	4	2	3		2	1											Clarence.....	3	3		1	1	1	1											Cumberland.....	7	3	4	2		4	1	1										Total.....	16	10	6	6		7	2	1										<i>Carleton.</i>																		Fitzroy.....	9	8	1	3		1	2				1	1					1	Gloucester.....	14	13	1	3	8	2		1										Goulbourne.....	5	2	3	3	1	1												Gower North.....	6	5	1	3	1	1	2											Huntley.....	8	7	1	3	2	2												March.....	2	2		1		1											1	Marlborough.....	10	8	2	4	2	1	2										1	Nepean.....	10	10		4		1		1									1	Osgoode.....	15	14	1	2	3	7	1	2									1	Torbolton.....	1	1				1												Total.....	80	70	10	22	16	20	8	4			1	1					4																																				
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Total.....	62	40	22	3	22	33		1										<i>Stormont.</i>																		Cornwall.....	22	10	12	4	8	8	2											Finch.....	6	1	5			6												Osnabruk.....	24	11	13	12	1	6	3	1										Roxborough.....	10	7	3	2	2	3	1	1										Total.....	62	29	33	18	11	23	6	2										<i>Dundas.</i>																		Matilda.....	21	12	9	11	3	3	4											Mountain.....	18	9	9	5	1	7	4	1										Williamsburgh.....	22	9	13	5	1	4	6			5								Winchester.....	13	7	6	3	3	1	5	1										Total.....	74	37	37	24	8	15	19	2		5								<i>Prescott.</i>																		Alfred.....	4		4	2	2													Caledonia.....	4	4		1	1	2												Hawkesbury East.....	16	6	10	1	3	7	6											Separate School.....	7	1	1		1													Hawkesbury West.....	8	6	3	2	1	1	1											Longueuil.....	6	4	2	2	2	1	1											Plantagenet North.....	7	7		3	1	2					1							Plantagenet South.....	3	3		1	1	1						1						Total.....	49	23	26	6	13	17	10	1			1							<i>Russell.</i>																		Cambridge and Russell.....	6	4	2	3		2	1											Clarence.....	3	3		1	1	1	1											Cumberland.....	7	3	4	2		4	1	1										Total.....	16	10	6	6		7	2	1										<i>Carleton.</i>																		Fitzroy.....	9	8	1	3		1	2				1	1					1	Gloucester.....	14	13	1	3	8	2		1										Goulbourne.....	5	2	3	3	1	1												Gower North.....	6	5	1	3	1	1	2											Huntley.....	8	7	1	3	2	2												March.....	2	2		1		1											1	Marlborough.....	10	8	2	4	2	1	2										1	Nepean.....	10	10		4		1		1									1	Osgoode.....	15	14	1	2	3	7	1	2									1	Torbolton.....	1	1				1												Total.....	80	70	10	22	16	20	8	4			1	1					4																																																																																																																														
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TEACHERS.

TRAINED IN			CERTIFICATES.								No. of schools in which teacher was changed during year.		No. of schools having more than one teacher.		AVERAGE ANNUAL SALARIES.					
Total.	Normal School.	Female.	Other Institu-tions.	Total holding Certificates.	Provincial Certi-ficates.	County Board.				Unquali-fied.	Certifices au-thorized.	No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.	
						First Class.	Second Class.	Third Class.	Unchasi-fied.											£ s.
1	1		2	18	1	2	11	5			1	1	85 0	32 10	23 16	49 18	19 10	25 7		
1	1		1	13		1	8	4			2	1	46 0	24 0	35 16	37 8	23 12	28 13		
1	1		1	12		1	8	3					100 0	35 0		55 7		36 4		
1			2	14		1	10	3	3				55 0	27 0	35 4	44 2	26 22	30 0		
1			1	1			1	1								80 0		10 0		
2	1		5	59	1	4	38	16	3		3	1	100 0	32 10	31 12	46 14	25 1	25 1		
1				22		2	6	14			6		90 0	30 0	31 0	90 0	18 0	32 4		
1				6		2	2	4			2		40 0	40 0		40 0	30 0	35 5		
1			1	11	1		10	14			5	1	54 0	33 0	44 10	25 10	33 0	35 0		
1				11	1		1	3					40 0	25 10	33 0	33 8	28 5	42 0		
2			1	63	1	2	19	40			13	1	90 0	40 0	37 17	54 9	25 9	36 7		
1				21		2	10	9					75 0	36 0	42 0	67 10	26 13			
1				17		3	7	7	1		6		68 0	30 0	37 5	54 0	23 4	36 0		
1			3	13		7	8	6	1		3	1	160 0	40 0	48 13	37 7	32 15	41 6		
1				13		2	7	4					55 0	27 0	35 0	54 0	22 5			
2			3	72		14	32	26	2		9	1	160 0	27 0	40 14	65 14	26 4	40 3		
				4		2	2						18 19				15 18			
				4		2	2						40 0	25 0	30 10	40 0	12 10			
				16		1	7	8			1		45 0	27 0	31 10	45 0	23 4	31 4		
1		3		8	1	1	2	4	1		3		60 0	24 13	37 10	58 5	14 6			
				7		1	1	4			2		72 0	36 0	36 0	72 0	21 0	30 0		
				7		1	1	6			1		70 0	34 0	36 0	52 0	25 0	31 0		
				3		2	1				1		65 0	36 0	36 0	56 10				
1		3		48	1	3	17	27	1		7		72 0	25 0	34 12	53 19	18 9	30 14		
1				6		3	3				1		58 0	25 0	30 10	40 6	18 0	36 0		
1				3	1	2					1	1	75 0	65 0		70 0		36 0		
1				7		1	4	2					58 0	24 0		44 3	28 0	29 19		
1				16	1	3	7	5			2	1	75 0	24 0	30 10	51 9	23 0	33 19		
1				9		2	5	2					75 0	80 0		51 19		33 0		
1				14		2	11	1			1		75 0	40 0		45 13		40 0		
1				5		3	2						48 0	36 0	23 15	40 9				
1				6		1	4	1					55 0	30 0	33 15	41 5	13 0	35 0		
1				7		5	2	1					55 0	30 0	31 10	40 10				
1				2		2							36 0	29 0		32 10				
2				8		6	1	2			1		65 0	20 0	22 2	42 15	20 0			
1				10		1	9						75 0	50 0		56 4				
1				15		1	10	4					65 0	26 0	33 0	49 8		32 0		
1				1		1	4						69 15	69 15		69 15				
3		1		77		8	47	22	3		2		75 0	36 0	28 16	47 1	16 10	35 0		

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL															
	TOTAL.			RELIGIOUS FAITH.												
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Associations.	Not reported.
<i>Grenville.</i>																
Angusta	25	14	11	5	4	2	14									
Edwardsburgh	19	7	11	1	2											
Gower South	4	4	4													
Oxford	21	14	7	7	1	1	1									
Wolford	12	8	4	6	2	1	6							1		
Separate School	1		1													
Total	81	43	38	19	10	16	27	4					2	1		2
<i>Leeds.</i>																
Bastard and Burgess South	18	15	3	4			10	3			1					
Crosby North	7	5	2	1	1											
Crosby South	7	2	5	4			2	1								
Elizabethtown	27	14	13	8		1	15				2					
Himsley South	5	5	1	1	2	1										1
Kitley	17	11	6	7	3	3	4									
Separate School	1	1		1												
Leeds and Lansdown Front	18	8	10	5	2	5	6									
Leeds and Lansdown Rear	10	5	5	5	1	1	3									
Yonge and Escott Front	18	4	14	3	1	5	9									
Yonge and Escott Rear	8	5	3	2		1	5									
Total	136	75	61	40	10	19	59	4			3					1
<i>Lanark.</i>																
Bathurst	12	9	3	1	3	8										
Bockwith	13	9	4	3	2	8		2								
Burgess North	3	3	2	1	2											
Dalhousie and Lavant	7	5	2	1	4	1		1								
Darling	3	3	2	1	1	1										
Drummond	11	6	5	4	2	2	1	2								
Himsley North	7	4	3	3	4	4										
Lanark	12	6	6	3	1	3	2	1	2							
Montague	16	12	4	5	4	4	2		1							
Pakenham	5	5	1	1	3		1									
Ramsay	13	11	2	3	1	6	3									
Sherbrooke North	1	1			1											
Sherbrooke South	3	2	1		2	1										
Total	106	78	30	24	15	44	11	8	4							
<i>Renfrew.</i>																
Admaston	4	3	1	1	3											
Bagot and Blithfield	4	3	1		2											
Bromley and Wilberforce	8	7	1	1	4											
Brougham and Grattan	3	2	1		2				1							
Horton	3	2	1	1	1											
McNab	6	4	2	1	1											
Pembroke and Stafford	5	5	1		4					1						
Ross	2	2	1	2		1							2			
Westmeath	7	2	5	2		2	1						2			
Total	42	29	13	12	10	15	1		1				3			

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

Total.	Male.	Female.	Other Insti- tutions.	CERTIFICATES.							No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
				Total holding Certificates.	Provincial Cer- tificates.	County Board.			Unqualified.	Certificates an- nulled.			Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
						First Class.	Second Class.	Third Class.											Unclassi- fied.
1			2	25	1	3	17	4			7		£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
1			2	18	1	11	4	6			3		75 0	27 0	31 4	64 10	22 14	43 0
1			2	21	3	13	5				4		35 13	24 0	17 0		17 0	32 4
1			2	12	2	7	3						100 0	27 0	30 0	64 5	19 1	30 7
1			2	12	2	7	3						35 0	30 0	32 0	54 10	22 10	40 0
1			4	80	1	9	52	18	1		14		100 0	34 0	29 9	59 2	21 18	36 14
			1	18		13	5				8		60 0	27 0	45 18		24 5	30 18
			1	7		3	3				2		90 0	36 0	36 0	54 8		30 13
			1	7	1	4	1				3		70 0	27 0	47 6		24 0	33 0
			2	27	1	22	3				1		75 0	35 0	39 0	57 10	25 15	43 6
			2	5	1	2	2				3		55 0	27 0	31 10	49 6		
			2	17	1	14	2				7		60 0	36 0	45 0	50 4	26 15	34 16
			1	18	1	4	13				1		56 0	33 10	35 6	49 5	22 8	25 3
			1	10		9	1				2		48 0	33 0	39 18		23 14	
			3	17		7	10	1			4		120 0	24 0	27 6	73 0	25 0	27 7
			3	8		6	1				4		66 0	41 0	44 15	68 0	16 12	21 0
5			7	134	2	7	84	41	2		24	10	120 0	24 0	39 4	57 2	23 11	30 10
				12		1	3	8					50 0	20 0	32 10	41 16		23 6
				13		1	5	7					100 0	20 0	31 0	43 15		35 0
			1	3		1	1	1					62 10	45 16		51 17		
				7		1	7	7					40 0	29 0		33 12		13 0
				3		1	2	2					42 10	30 0		40 10		
				10		7	3	1			1		50 0	30 0	30 0	41 15	33 7	36 13
				7		4	3						55 0	24 0		43 0		38 10
				12		2	10						46 0	35 0		41 0	20 0	29 12
			1	16		8	8						60 0	30 0	32 15	47 4	20 10	30 0
			1	5		2	3				3		75 0	40 0		52 10		
			1	13		7	5						65 0	36 0		49 3		30 7
			1	1		1							42 10	42 10		42 10		
			3	3		3							33 10	20 0	20 0	33 10		32 0
1			3	105	1	3	41	60	1		3	1	100 0	20 0	29 5	43 3	24 12	29 5
				4			4						60 0	36 0	38 0	49 10		40 0
			1	4			4						40 0	30 0		39 10		36 0
			1	7	1	1	5	1			1		56 10	15 0	27 4	51 10		30 0
			1	3	1		2						40 0	35 0	35 0	40 0	40 0	
			1	2		1	1	1			1		80 0	46 0		63 0		24 0
			1	6		1	5				1		63 0	42 10		51 7		39 0
			1	5		2	3						80 0	45 0		62 12		
			1	2		1	2						50 10	45 0	60 10	45 0	25 0	
			1	7		1	5						45 0	42 10	43 15		28 17	30 3
3			4	40	2	1	6	31	2		2	1	80 0	15 0	38 10	50 6	31 6	33 3

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOL

Table showing religious faith and teacher statistics for various townships including Frontenac, Addington, Lennox, Prince Edward, Hastings, and Northumberland.

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

Table showing teacher statistics including training, certificates, average annual salaries, and other details for the same townships as the first table.

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOL

Table with columns for Townships (Durham, Peterborough, Victoria, Ontario, York), Common School Teachers (Male, Female), Religious Faith (Church of Eng. land, Roman Catholics, Presbyterians, Methodists, Baptists, etc.), and Not reported.

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

Table with columns for Trained in Normal School, Other Institutions, Certificates (Total holding, Provincial, County Board, Unqualified), Average Annual Salaries (Highest, Lowest, Male teacher with board, etc.), and No. of schools in which teacher was changed during year.

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL																	
	TOTAL.			RELIGIOUS FAITH.														
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.	
Huron.																		
Ashfield.....	6	4	2															
Biddulph.....	2	1																
Colborne.....	4	3																
Goderich.....	4	3																
Hay.....	5	3																
Hullett.....	6	3																
McGillivray.....	6	4																
McKillop.....	4	3																
Stanley.....	4	3																
Stephen.....	3	2																
Tuckersmith.....	3	1																
Usborne.....	5	4																
Wawanosh.....	4	3																
Total.....	71	59	12	17	9	32	13											
Bruce.																		
Arran.....																		
Brant.....	4	1	3	1		1	1	1										
Bruce.....																		
Carriek.....																		
Culross.....																		
Elderslie.....																		
Greenock.....	2	2									2							
Huron.....	1	1																
Kincardine.....	4	4				4												
Kinloss.....	1	1				1												
Saugeen.....	3	3				3												
Total.....	15	12	3	2		8	2	1				2						
Middlesex.																		
Adelaide.....	10	9	1	4	1	5	4											
Carradoc.....	10	8	2	1		3	1	2										
Delaware.....	5	5		1		3												
Dorchester North.....	12	10		1														
Ekfrid.....	8	6				6						11						
Lobo.....	9	9				1												
London.....	27	23	4	11	1	2	5	2										
Metcalf.....	6	6				2												
Mosa.....	12	6	5	2		3	1											
Nissouri West.....	13	7	6	2		4	4											
Westminster.....	20	20		2		3	8	5	2									
Separate School.....	1	1		1		7	1											
Williams.....	10	7	3	1		1												
Separate School.....																		
Total.....	143	118	25	28	4	47	22	13	2			18					5	4
Elgin.																		
Aldboro.....	7	6	1			6		1										
Bayham.....	20	10	10	2		5	13											
Dorchester South.....	6	5	1				1						1	4				
Dunwich.....	10	10				7	3											
Malahide.....	22	16	6	1		16	4											2
Southwold.....	20	15	5	1		5	11	3										2
Yarmouth.....	26	18	8	5		10	5	6										
Total.....	111	80	31	9		33	49	14				1	4					2

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	TRAINED IN								CERTIFICATES.						AVERAGE ANNUAL SALARIES.									
		Normal School.			Other Institutions.					Total holding Certificates.	Provincial Certificates.	County Board.			Certificates an- nulled.	Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.				
		Total.	Male.	Female.	First Class.	Second Class.	Third Class.	Unclassi- fied.	Unqualified.			First Class.	Second Class.	Third Class.											
1										6	1				2	3				£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
																					60 0	32 0	44 0	47 10	
																					71 0	45 0	57 0		
																					64 0	50 0	59 0		
																					75 0	30 0	57 14		
																					80 0	50 0	65 6		
																					75 0	60 0	67 10		30 0
																					80 0	50 0	65 6		39 0
																					66 0	45 0	50 4		43 8
																					72 10	62 0	67 7		
																					70 0	50 0	61 12		
																					70 0	63 0	66 10		45 0
																					80 0	60 0	72 0		
																					100 0	54 0	76 15		45 0
																					75 0	55 0	62 10		
1		2								71	1	8	42	20							100 0	32 0	39 0	62 2	41 13
																					60 0	50 0	55 0	39 0	
																					55 0	50 0	52 10		
																					50 0	50 0	50 0		
																					75 0	48 0	62 12		
																					60 0	60 0	60 0		
																					82 10	40 0	64 3		
																					82 10	40 0	57 7		39 0

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOL

TOWNSHIPS.	TOTAL.		RELIGIOUS FAITH.														
	Common School Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalist.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Kent.</i>																	
Camden and Zone.....	11	10	1														
Chatham.....	7	7	1														1
Dover.....	6	6															
Harwich.....	15	12															
Howard.....	15	8	7														
Oxford.....	15	7	7														
Raleigh.....	12	9	2														
Rouncy.....	3	2	2														
Tilbury East.....	4	4															
Total.....	77	59	18	17	13	19	19	8									1
<i>Lambton.</i>																	
Bosanquet.....	11	3	8	2	1		2	1									3
Brooks.....	2	1	1														
Dawn.....	5	2	3	1													
Emiskillen.....	1	1															
Euphemia.....	2	6	2		1		2	1									
Moore.....	3	6	2				4	2									
Plympton.....	10	8	2	1	1		7	1									4
Sarna.....	6	4	2				3										
Sombra.....	14	8	6	3	3		4	2									1
Warwick.....	15	10	5	2	2		2	1									3
Total.....	73	49	29	12	5	23	14	5	2			1		1			7 3
<i>Essex.</i>																	
Anderdon.....	2	2	1														
Colchester.....	9	5	4					1									
Gosfield.....	7	5	2					1									
Maldstone.....	3	3						1									
Malden.....	3	2	1	1	1		1										
Separate School.....																	
Mersca.....	6	2	1					5	1								
Rochester.....	3	1															
Sandwich.....	13	11	2	1	11		1										
Tilbury West.....	4	3	1														
Total.....	43	37	12	9	23	4	9	4									
<i>The Cities.</i>																	
Toronto.....	34	18	18	5	16	3	3	2									3
Hamilton.....	51	8	23	4	6	11	7	1									
Kingston.....	11	6	5	7		2											
Separate School.....	7	5	2														
London.....	10	5	5	3	1	3	1	1									
Ottawa.....	16	10	6	3	10	8	1										
Total.....	109	50	59	20	40	21	14	4	5			2					8

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

Total.	Male.	Female.	Other Inhabitations.	CERTIFICATES.								No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
				Total (including Provincial Certificates).	County Board.				Unqualified.	Certificates annulled.	Highest Salary paid.			Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.	
					Provincial Certificates.	First Class.	Second Class.	Third Class.											
11	10	1		11	2	1	2				7			£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
1	1			1	1	1	1							80 0	60 0		57 7		34 10
1	1			1	1	1	1							84 0	53 10		71 14		43 0
1	1			1	1	1	1							84 0	60 0		71 10		
1	1			1	1	1	1							100 0	60 0		82 9		68 10
1	1			1	1	1	1							111 11	42 0	42 0	79 8	34 8	50 0
1	1			1	1	1	1							80 0	60 0		68 0	44 5	
1	1			1	1	1	1							110 0	64 10		92 6		63 10
1	1			1	1	1	1							68 0	57 0		62 13	43 0	
1	1			1	1	1	1							90 0	50 0		66 10		
2	2			2	2	2	2							111 11	42 0	42 0	73 11	42 4	53 6
<i>Essex.</i>																			
1	1			1	2	6	3							75 0	63 0		63 18		51 15
1	1			1	1	1	1							60 0	36 0	36 0	60 0		
1	1			1	1	1	1							69 0	60 0		64 10		43 6
1	1			1	1	1	1							90 0	54 0		66 14		44 5
1	1			1	1	1	1							66 0	54 0	57 0	60 0		58 10
1	1			1	1	1	1							110 0	60 0		76 18		67 0
1	1			1	1	1	1							100 0	45 0		69 8	37 6	49 10
1	1			1	1	1	1							84 0	52 0		63 0		51 0
4	4			4	2	6	31	33	3					110 0	36 0	46 10	68 3	37 6	52 4
<i>Essex.</i>																			
2	1			2	1	1	2							62 0	57 0		57 0		57 0
2	1			2	1	1	2							84 0	36 0		59 18		43 2
1	1			1	1	1	1							75 0	62 10		64 15		36 10
1	1			1	1	1	1							84 0	62 0		74 13		
1	1			1	1	1	1							63 15	63 15		63 15		39 0
1	1			1	1	1	1							62 10	62 10		62 10		
1	1			1	1	1	1							62 10	57 5		72 0		37 10
1	1			1	1	1	1							80 0	60 0		77 0		
1	1			1	1	1	1							125 0	54 0		69 5		46 5
1	1			1	1	1	1							65 5	60 0		62 11		60 17
2	6			2	3	21	23	3						125 0	36 0		66 15		45 13
<i>Essex.</i>																			
10	26	6	14	6	8									140 0			127 2		63 12
23	18	14	2	2	13									183 6	163 2		183 6		78 9
1	11	5	6											110 0	65 0		98 6		44 3
1	4		4	3															
5	10	1	9		4	3								200 0	125 0		137 10		66 13
1	16	10												95 0			87 15		65 0
45	85	21	46	14	4	24								200 0	65 0		135 14		63 11

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	COMMON SCHOOL																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
	TOTAL.		RELIGIOUS FAITH.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro-Testants.	Unitarians.	Universalists.	Other/Persuasions.	Not reported.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
<i>The Towns.</i>																		Bellefleur	4	4				1			1									Separate School	2	2	1															Brantford	9	5	4			2	4											Separate School	1	1	1															Brockville	4	2	2			1												Separate School	1	1	1														1	Chatham	5	3	2			1		1										Separate School	1	1	1															Cobourg	4	4				1												Cornwall	4	4				1												Dundas	4	4				1												Goderich	4	2	2			1												Niagara	3	1	2			1											1	Separate School	1	1	1															Perth	6	3	3			1	3	1	1									Separate School	1	1	1															Peterborough	7	4	3			1	2	1										Separate School	2	1	1														2	Pictou	4	3	1			1	3											Separate School	1	1	1															Port Hope	4	3	1			1	3	1										Prescott	3	2	1			1	2	1										Separate School	1	1	1															St. Catharines	6	5	1			1	2	1										Whitby	4	3	1			1	2	1										Total	85	57	28	19	17	23	15	5	1								5	<i>The Town Municipalities.</i>																		Amherstburgh	3	1	2			1			1									Separate School	2	1	1															Barrie	2	1	1			1												Guelph	4	2	2			1	2		1									Simcoe	4	3	1			1	2											Woodstock	6	4	2			1	2		2								1	Total	22	12	10	5	5	7	3	1									1	<i>The Villages.</i>																		Berlin	2	2				1											1	Bowmanville	2	1	1						2									Brampton	1	1	1			1	1											Caledonia	1	1	1			1											1	Chippewa	4	3	1			1	4											Galt	3	3	2			1	4											Ingersoll	1	1	1			2												Napanee	2	2				1			1									Oshawa	2	2				1	1											Paris	1	1	1			1	1		1									Preston	2	2	4			1	1											St. Mary's	2	2	1			1	1										2	St. Thomas	2	2	1			1	1											Smith's Falls	4	4	1			1	2	1										Stratford	1	1	1			1	1											Thorold	1	1	1			2			1									Separate School	1	1	1			1	1											Trenton	1	1	1			2												Vienna	1	1	1			1												Windsor	1	1	1			1	1											Yorkville	1	1	1			2												Total	55	35	20	14	5	14	11	3	5								2
Bellefleur	4	4				1			1									Separate School	2	2	1															Brantford	9	5	4			2	4											Separate School	1	1	1															Brockville	4	2	2			1												Separate School	1	1	1														1	Chatham	5	3	2			1		1										Separate School	1	1	1															Cobourg	4	4				1												Cornwall	4	4				1												Dundas	4	4				1												Goderich	4	2	2			1												Niagara	3	1	2			1											1	Separate School	1	1	1															Perth	6	3	3			1	3	1	1									Separate School	1	1	1															Peterborough	7	4	3			1	2	1										Separate School	2	1	1														2	Pictou	4	3	1			1	3											Separate School	1	1	1															Port Hope	4	3	1			1	3	1										Prescott	3	2	1			1	2	1										Separate School	1	1	1															St. Catharines	6	5	1			1	2	1										Whitby	4	3	1			1	2	1										Total	85	57	28	19	17	23	15	5	1								5	<i>The Town Municipalities.</i>																		Amherstburgh	3	1	2			1			1									Separate School	2	1	1															Barrie	2	1	1			1												Guelph	4	2	2			1	2		1									Simcoe	4	3	1			1	2											Woodstock	6	4	2			1	2		2								1	Total	22	12	10	5	5	7	3	1									1	<i>The Villages.</i>																		Berlin	2	2				1											1	Bowmanville	2	1	1						2									Brampton	1	1	1			1	1											Caledonia	1	1	1			1											1	Chippewa	4	3	1			1	4											Galt	3	3	2			1	4											Ingersoll	1	1	1			2												Napanee	2	2				1			1									Oshawa	2	2				1	1											Paris	1	1	1			1	1		1									Preston	2	2	4			1	1											St. Mary's	2	2	1			1	1										2	St. Thomas	2	2	1			1	1											Smith's Falls	4	4	1			1	2	1										Stratford	1	1	1			1	1											Thorold	1	1	1			2			1									Separate School	1	1	1			1	1											Trenton	1	1	1			2												Vienna	1	1	1			1												Windsor	1	1	1			1	1											Yorkville	1	1	1			2												Total	55	35	20	14	5	14	11	3	5								2																		
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OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN	CERTIFICATES.											No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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PART II.—Table E.—(Summary.)

THE COMMON SCHOOLS

COMMON SCHOOL

Table showing data for COMMON SCHOOLS by COUNTIES, including columns for TOTAL, RELIGIOUS DENOMINATIONS, and summary rows for 1855, 1854, and Increase/Decrease.

OF UPPER CANADA, 1855.

PART II.—Table E.—(Summary.)

TEACHERS.

Table showing data for TEACHERS, including columns for TRAINED IN, CERTIFICATES, AVERAGE ANNUAL SALARIES, and summary rows for 1855, 1854, and Increase/Decrease.

PART II.—Table F.

THE COMMON SCHOOLS

TOWNSHIPS.	Total No. of School Houses.	SCHOOL HOUSES.														
		KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not Reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Glengarry.																
Charlottenburgh	17			2	15					8	3	1				
Kenyon	15				15					11	3	1				
Lanaster	14			5	9					8	4	1				
Lochiel	17			1	12					10	4	1				
Total	63			8	51					37	14	4			1	
Stormont.																
Cornwall	22	2	3	6	11					20	2				1	
Pinch	6			1	5					5	1					
Osnabruk	12	3		8	11					16	3	2				
Knoxborough	11				11					9						
Total	61	5	3	15	38					50	8	2			1	
Dundas.																
Matilda	21	1	6	5	9					17	1			3	1	
Mountain	16			1	13					15	1				1	
Williamsburgh	12	1		4	12					13	3	2				
Winchester	11				11					13						
Total	60	2	6	12	45					58	6	2		3	2	
Prescott.																
Alfred	4				4					4					2	
Caledonia	4				4					4					2	
Hawkesbury East	17			3	12					15				2		
Hawkesbury West	8		1	4	5					6	1			1		
Longueuil	6	1		1	4					6						
Plantagenet North	7				7					7						
Plantagenet South	3				3					3						
Total	49	1	1	8	37					44	1	3		1	2	
Russell.																
Cambridge and Russell	6			1	5					5	1					
Clarence	2				2					2						
Cumberland	7				7					7					1	
Total	15			1	14					14	1			1	1	
Carleton.																
Fitzroy	9			2	7					6	1			2		
Gloucester	14			1	13					12		1		1		
Goulbourne	14				14					13						
Gower North	9				9					2			7			
Huntley	8				6					2				4		
March	2				1					2						
Marlborough	10			1	8					4				1		
Nepean	8				9					8						
Osgoode	15		1	1	13					15						
Torbolton	1				1					1						
Total	91		1	5	74					65	20	1		16		

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
													Total No.	Average No.	Total No.	Average No.
133	21	7	7	8		69	21	13	12	1	16	157	6	9	25
139	25	11	10	9		45	1	13	13	1	13	135	10	10	14
87	36	10	1	4		55	9	15	14	1	12	129	14	10	24
29	5	3				3	3				1	9		9	
29	6	8				17		3	3		14	139		9	25
443	109	36	18	21		213	51	44	42	2	36	570	20	10	6
127	33	18	3	8		89	76	6	3	3	22	186	15	8	14
62	14	11				27	7				6	59	9	9	26
223	56	5	4	7		119	107	12	12		23	220	5	9	17
64	23	2				34		24	14	14	10	87	4	8	21
651	131	39	7	15		209	196	46	29	17	61	533	1	9	2
498	48	45	26	6	103	21	249	22	21	1	21	198		9	13
198	32		5	1		70		8	8		15	148	8	9	26
210	19		2	5		99	84	1	1		17	150	7	8	23
183	35	18	1	1		59	24	20	16	4	13	131	1	10	2
934	134	73	34	13	103	240	337	51	46	5	60	627	16	9	15
44	11	1	13	8		15					4	31		7	24
45	9	5	6	5		20		7	5	2	4	39	20	9	27
104	41	38	1	5		8	15	14	13	1	15	165	13	11	1
6	2					2					1	7	17	7	17
89	16	4		6		24	30	13	13		9	96	15	10	21
31	11	7				10	3	0	4	2	6	65	11	10	26
74	9	4	2	9	1	41	8				7	57	15	8	6
39	6	2		5		17		2	2		3	25	9	8	13
422	105	63	22	38	1	137	56	42	37	5	49	488	10	9	29
63	15		5	2		34	0	8	8		6	56	12	9	19
49	3	3	4	4		7	25	2	2		2	21	15	10	22
75	9	6	8			48	4	5	1	2	7	72	21	10	12
186	27	9	17	6		89	38	13	11	2	15	150	118	10	1
69	22	2				30	8	6	6		9	93	4	10	10
136	45	9	14	6		99	15	15	15		12	160	15	11	27
115	32	8	12	9		54		14	14		11	144	12	12	
6	6					6		1	1		8	88	15	11	2
84	17	8	3	8		30	3	13	13		7	60	6	11	14
15	4	2	1			2					2	15		7	15
22	25	2				25					9	83	21	10	12
21	16		1			4		15	13	2	11	131		11	27
165	45	8	3	5		82	22	14	14		16	180	15	11	8
11	3	1	1			3	3	1	1		5	5	23	1	5
697	215	40	33	25		333	51	79	77	2	93	998	9	10	22

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Grenville.															
Augusta	2		14	4	7	24	1						1		1
Edwardsburgh	19		4	2	11	14	1	2	2						
Gower South	4		1	1		4									
Oxford	21		4		15	16		2	3						
Wolford	13		4		9	12	1								
Separate School															
Total	82		27	7	44	70	3	4	5			1			1
Leeds.															
Bastard, Burgess South	19	1	10	1	6	15			3						
Crosby North	1				4	6	1								
Crosby South	1				2	6	1								
Elizabethtown	27		12	6	7	19	1		7	1					1
Elmsley South	3				5	4	1								
Kitley	17		5		12	16			1						
Separate School															
Leeds and Lansdown F.	17		1	4	12	10		3	4						
Leeds and Lansdown Rear	10			4	6	5			3					5	5
Yonge and Escott Front	16	1	4	4	7	12	4								
Yonge and Escott Rear	8	1	1	5	1	7			1						
Total	132	6	37	27	62	100	10	3	19	1				5	6
Lanark.															
Bathurst	12			2	10	10							1	1	1
Beckwith	12		1	1	10	11	1						1		1
Burgess North	13			1	2	12			1						
Dalhousie and Lavant	3				3	6		1							
Darling	3				3	3									
Drummond	10		1	9	7	7	1		2						
Elmsley North	12			1	6	7									
Lanark	12			4	8	11	1						1	1	1
Montague	16	3	2	11	15	1							1	1	3
Pakenham	5			1	4	4			1		1				
Ramsay	13	1	1	11	10	1	1	1	1						
Sherbrooke North	1				1	1			1						
Sherbrooke South	3			3	3	3								1	1
Total	104		5	14	85	89	6	3	6			1	2	3	6
Renfrew.															
Adnaston	4				4	4									
Bagot and Blithfield	4			1	3	3			1						
Bromley and Wilberforce	4	1			3	9								3	3
Brougham and Gratton	2				2	1			2				1		1
Horton	4				2	2									
McNab	6				6	4			2						
Pembroke and Stafford	5				5	5					1				1
Ross	2				2	3					1				1
Westneath	7				7	7									
Total	43	1		1	41	33			5				4	3	7

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.					
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.		
												Mos.	Days.	Mos.	Days.	
247	74	14	3	16	1	106	33	27	24	3	21	Mos. 121	Days. 6	Mos. 5	Days. 24	
190	18	1	1	9		82	79	17	14	3	18	169	28	8	27	
39	15	4		6		14		4	4		4	38		9	15	
168	43	8	2	2		77	32	3	3		21	217	7	10	10	
163	23	24		6		70	44	2	2		12	116		9	20	
29	4	6		6		8	5				1	10		10		
836	177	57	6	45	1	357	193	53	47	6	77	663	11	8	18	
1855																
201	31	6		1		92	71	22	16	6	18	170	10	9	16	
51	14	9	2	4		15	17	7	7		7	70	11	10	1	
40	14	3	1	1		17	4	8	7	1	7	70	7	10	1	
271	47	11		10		166	37	31	29	2	25	223	24	8	24	
26	10	1				15		6	6		5	50	11	10	2	
143	47	6	4	5		77	4	11	11		16	154	15	9	13	
21		1		5		20					1	6	2	6	2	
223	36	12	3	1		103	68				17	139	20	8	6	
176	21	7	5	8		74	61	23	19	4	10	100	29	10	3	
157	33	8	1	4		70	41	2	2		17	147	24	8	21	
76	9	2	1	1		32		2	2		8	66	17	8	10	
1013	226	104	44	53	3	435	143	92	91	13	131	1200	20	9	5	
1856																
79	24	8	4	4	1	35		7	7		12	122	22	10	7	
63	32	6	2	3		31	7	11	11		12	133	13	11	4	
51	13	11	9	3		18		6	6		3	36		12		
59	12	1	1			25	19	5	5		7	73	13	10		
25	6	1	5			13		3	3		3	30	4	10	1	
45	19	3	2			20	19	11	10	1	9	92	15	10	8	
12	13	6	1			24		6	6		12	84		7		
105	24	2		2		45	32	11	11		12	135	11	11		
237	37	45	7	26		99	23	8	8		16	171	2	10	21	
96	12	13	8	10		30	23	5	5		5	47	20	9	16	
128	26	8	5	8		62	19	15	15		13	151		11	19	
9	2					4	3	2	2		1	12		12		
35	6					29		2	2		3	33	15	11	5	
554	114	61	31	19		227	102	47	42	5	42	408		9	21	

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Frontenac.</i>															
Bedford.....	3				2	1									
Kingston.....	19		10	4	2	14	1	1	3						
Loughborough.....	7		1	1	5	6	1	1							
Pittsburgh.....	17		4	4	7	15									
Portland & Hinchinbrooke.....	13		1	1	9	11									
Storrington.....	6		3	1	2	5			1						
Wolfe Island.....	11			4	7	6	3	2	1						
Total.....	76		19	15	34	8	59	5	4	8					
<i>Addington.</i>															
Archerst Island.....	5				5	2	3								
Camden East.....	26		5	11	10	26					1				1
Separate School.....															
Ernestown.....	25	2	5	17	1	21	3		1						
Sheffield.....	10			8	2	10									
Total.....	66	2	10	36	18	59	6		1		1				1
<i>Lennox.</i>															
Adolphustown.....	5			5		4		1							
Fredericksburg.....	19	1		15	3	16	2		1	1					
Richmond.....	10			11	5	13	1	1	1						
Total.....	40	1		31	8	33	3	2	2						
<i>Prince Edward.</i>															
Ameliasburgh.....	14		5	8	1	14								4	4
Athol.....	6		1	4	3	5	3								
Hallowell.....	16		1	15		8	5		3						
Separate School.....															
Hillier.....	17	2	2	13		13	1		3	1					1
Marysburgh.....	13		1	15	3	16	1		2						
Sophiasburgh.....	12	2	1	12		10	1	4		1	1				2
Total.....	84	4	11	67	7	66	11	4	8	2	1			4	7
<i>Hastings.</i>															
Elzevir, Madoc and Tudor.....	14	1		5	8	13			1	1					1
Hungerford.....	19		1	3	12	3	10		2	1					1
Huntingdon.....	16		1	5	2	8	2		2						
Marmora.....	8		1	7	2	3	2		1	1					
Rawdon.....	19		9	10		17			1						
Thurlow.....	24	3	3	9	1	14	2		8		1				1
Sidney.....	14	2		12	6	12			2	1					1
Tyendinaga.....	22			10	3	18					1				1
Total.....	136	6	6	62	43	13	95	10	4	21	2	1	2		5
<i>Northumberland.</i>															
Alnwick.....	2				2	2									
Brighton.....	21			15	6	18	1	2			3				
Cramahc.....	16			15	1	10									
Haldimand.....	20		1	14	5	15	2	1	2	1					1
Hamilton.....	16	1		11	4	15			1						
Monaghan South.....	6			3	2	3			2						
Murray.....	14			12	2	13									
Percy.....	12			6	6	9			2						
Seymour.....	5			1	4	1									
Total.....	111	1	1	77	32	95	8	3	5	1		2			3

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
25	4	1	2			13	5	3	2	1	2	21	5	10	15
177	28	5	1	3		78	62	24	19	5	17	154	5	9	2
170	21	9	13	13		25	39	7	5		7	72	19	10	11
177	22	7			1	74	23				15	144	12	9	19
74	9	9	3			48	5	2	2		11	97	21	8	27
75	18	3	4	3		30	18	8	8		6	65	24	10	29
50	21	1				48	10				9	73		8	3
678	123	35	23	18	1	316	162	44	36	8	67	628	21	9	12
<i>41</i>															
41	12	4	2	3		15	5				6	47	9	7	25
347	58	37	1	8		130	113	24	22	2	25	231	9	9	8
32	2	4	4	4		10	8				1	12		12	
312	47	23	5	32		97	108	32	25	7	25	199	27	7	29
154	23	20	5	4		74	30	10	10		10	91	22	9	5
886	142	88	15	51		326	264	66	57	9	65	582		8	29
<i>53</i>															
53	11	2	4	5		11	20	4	3	1	5	43	24	8	23
170	29	10		4		98	28				19	147	24	7	23
25	1	6				18		7	4	3	16	135	17	8	14
248	41	18	4	10		127	48	11	7	4	40	327	5	8	5
<i>190</i>															
190	34	9		3		67	77	10	9	1	14	118	18	8	14
112	28	5		5		64	12	9	9		8	80	27	10	3
268	40	9	9	15		83	107	18	16	2	14	128	3	9	4
9	3	1				5					1	9		9	
331	57	10	3	2		95	164	19	14	5	17	157	4	9	9
260	44	18	8	9	1	99	81	13	10	3	19	166	1	8	22
242	42	6	10	12		84	88	10	8	2	15	134	25	8	20
1410	252	55	30	46	1	497	529	79	66	13	88	794	18	9	1
<i>90</i>															
90	24	2	2	4		38	20	3	8		94	100	8	7	5
413	39	18	7	26		188	135	5	3	2	17	149	4	8	23
106	14	4	7	18		43	20	14	6	0	8	60	1	7	15
56	8			40		8		6	6	1	7	54		7	21
179	31	6	10	10		63	59	4	3		10	151	18	7	29
787	67	33	24	30	1	185	391	51	51	0	20	200		10	
580	30	20	13	22	1	102	392	21	7	7	15	126	14	8	13
142	17	5		3		80	81	9	3	6	22	212	12	9	19
2308	230	88	63	110	2	745	1056	118	92	26	122	1053		8	19
<i>13</i>															
13	4	1	2			6		1	1		2	17		8	15
225	31	6	3	8		110	67	1	1		19	160	10	8	13
185	27	8	5	4		67	74				16	143	25	8	29
183	36	13	4	3		69	58				10	177	26	9	11
134	31	13	1	2		51	36	5	3		16	181	2	11	9
51	10	2		5		30	4	2	2		5	60		12	
173	26	5	7	2	1	77	55	1	1		14	122	12	8	23
125	23	4	7	5		66	20				12	119	15	9	29
63	9	4	2			34	14				5	48	18	9	10
1152	197	56	31	29	1	610	323	8	8		103	1028	18	9	16

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Durham.</i>															
Cartwright	8			1	7	7	1								
Cavan	15			3	12	14		1							
Clarke	20	2		15	3	18		1	1					1	1
Darlington	19			13	4	15	4								
Hope	14	2		10	2	11	2		1						
Manvers	10			4	6	10									
Total	86	6		46	34	75	7	2	2					1	1
<i>Peterborough.</i>															
Asphodel	8			3	5	5		2	1					1	1
Belmont and Methuen	12			1	11	12									
Douro	12			2	10	12							1		1
Dummer and Burleigh	6		1	1	4	7	1								
Kinnismore	3			3	3	3								1	1
Monaghan North	3	1		2	3	3									
Otonabee	13	1		6	6	12	1								
Smith and Harvey	8			1	7	8									
Total	50	2	1	16	31	43	2	2	3				1	2	3
<i>Victoria.</i>															
Eldon	6				6	6									
Emily	12				12	11			1						
Fenelon	2				2	2									
Mariposa	16			6	10	16					1				1
Ops	11			1	8	8		1	2						
Verulam	3				3	3									
Total	50			9	39	46		1	3			1			1
<i>Ontario.</i>															
Brock	15			2	13	15									
Mara and Rama	5				5	4	1								
Pickering	23				17	14	5	3	1			1			
Reach	15			8	7	13			2						1
Scott	4				4	3	1								
Seugog Island	2			1	1	2									
Thorah	5				3	3	1	1							
Uxbridge	7			7	7	6	1								
Whitby	19	6		11	2	17	1		1						
Total	95	6		29	52	77	10	4	4			1			1
<i>Fork.</i>															
Etobicoke	9				9	9									
Separate School															
Georgina	5		1	3	1	5					1				1
Gwillimbury North	3			3		3								2	2
Gwillimbury East	12			7	5	6	3		3					2	2
King	15	1		1	9	11	6		1						
Markham	24	3		17	4	11	4	1	8	1		1			2
Scarborough	11	3		8		9	1		1						
Vaughan	18	2		4	12	18									
Whitechurch	15	1		5	9	10	4	1							
York	19		8	5	6	15	2	2		1					1
Total	134	10	10	70	44	96	21	4	13	2		2		4	8

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
80	15	6	5	2		30	22			8	84	10	15		
131	34	9	2	6		69	11	3	3	15	166	4	11		
189	49	15	3	1	1	90	30	7	7	21	228	7	10		
168	29	4		1		85	49	20	20	19	219	27	11		
138	30	4		13		64	27	6	6	14	152	5	10		
176	26	13	1			95	41			12	130		15		
882	183	51	11	23	1	433	180	36	36	89	980	13	11		
122	9	8	8	2		59	36	1	1	8	85	25	10		
11	3		3			5		2	2	1	3	8	3		
100	13	12	16	1		34	24	12	12	8	76	26	9		
62	8	7	2	2		22	21			6	63	10	17		
10	4			3		3		2		3	24		8		
39	7	2	1	1		22	6	3	3	3	35		20		
87	22	1		5		59		2	2	12	125	5	10		
97	16	7	9	2		63		7	7	8	83	4	13		
528	82	37	39	16		267	87	29	28	49	496	18	10		
36	7	3	3	1	1	17	4	6	6	6	59		9		
67	1	1		9		56				12	123	19	10		
6	2					2				2	19	15	9		
111	22	6	6	3		65	9			17	157	8	9		
64	16	1	4			40	3	15	15	9	72	28	8		
6	6									3	33		11		
290	58	11	13	13	1	173	16	21	21	49	465	10	9		
114	20	21	2	2		52	17	1	1	15	151	27	10		
144	6	5	10			106	17			5	55	10	11		
302	46	12	2	8		114	120	9	9	23	246	11	10		
70	24	3		2		32	9	13	12	14	129	28	9		
29	9	3				16	1			4	44		11		
17	3	1				5	8	2	2	2	24		12		
58	9	8	5	7		21	8	5	5	5	44	17	8		
67	13	5				24	25			7	70		10		
202	24	9	2	2		73	92	18	18	19	206	10	10		
1003	154	67	21	21		443	297	48	47	94	972	13	10		
73	16	5	5			43	4	6	6	8	87	24	10		
2	2									1	9		9		
26	8	1				17				5	40	13	8		
20	6	1	2	2		9				3	30		10		
289	39	11	4	1		89	145	4	4	12	117	20	9		
192	8		2	4		104	74	1	1	18	212	26	11		
368	85	16	2	9		103	153	23	23	24	236	10	9		
192	43	19	5	4		97	24	9	9	11	129	10	11		
185	38	11	11	9	5	56	55	17	16	18	208	8	11		
248	51	2	9	5	3	67	111			16	159	8	9		
382	40	37	11	5		140	149	23	19	4	213		11		
1977	336	103	51	39	25	708	715	83	78	5	135	1442	29	10	

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

TOWNSHIPS.	SCHOOL HOUSES.															
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.					Total.
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	
<i>Peel.</i>																
Albion	13			6	7	11		1	1							
Caledon	13			1	2	10			3							
Chinguacousy	23	4		12	7	17	4	1	12	1		1				
Gore of Toronto	23	1		1	1	13										
Toronto	23	6	1	11	3	17	4		1							
Total	75	11	1	33	26	58	8	2	7	1		1				
<i>Simcoe.</i>																
Adjala	7				7	5	2									
Essa	6				6	6										
Flos	2				2	2										
Gwillimbury West	14			6	8	12	1		1							
Innisfil	7			7	6	7										
Medonte	5				2	2			3							
Mono	11	1			10	8			1					1	1	
Mulmur	3				3	2	1							1	1	
Notawasaga	9			4	5	6	2	1						3	3	
Orillia and Matchedash	2				1	1			1							
Oro	9				7	7			2						1	
Sumidale	3				2	2										
Tay and Tiny	3				3	3										
Tecumseth	13	1		6	6	11	2			1		6			7	
Tossorontio	3				1	2		1							1	
Vaspra	6				4	5			1							
Total	102	2		22	71	79	11	4	8	2		6		6	14	
<i>Halton.</i>																
Esquesing	17	2		11	4	13	4			1				1	2	
Nassagaweya	6				6	5	1									
Nelson	14	3		10	1	11	3									
Trafalgar	16	4		9	3	11	5									
Total	53	9		30	14	40	13			1				1	2	
<i>Wentworth.</i>																
Ancaster	13	1	1	5	5	6	6					2			2	
Barton	3			1	1	2	1								1	
Beverly	14		2	8	3	17	1				1				1	
Binbrooke	6			4	2	6						1			1	
Flamborough East	5		1	3	1	2	1		2							
Flamborough West	9			8	1	6	2		1							
Glanford	6			5	1	6										
Saltfleet	9		1	8		8	1					2			3	
Total	68	1	6	42	19	47	18		3		1	7			8	
<i>Brant.</i>																
Brantford	18			18		15	2	1				1			1	
Burford	23	2		16	3	19	2	1	1							
Dumfries South	13			12	1	11	1		1							
Oakland	3			2		1	2									
Onondaga	5			2	3	3	1	1								
Total	62	2		50	7	49	8	3	2			1			1	

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.		
156	38	25	11			64	18			13	Mos. 145	Days. 23	Mos. 11	Days. 4	
133	45	17	4	5		59	6	14	14	13	139	23	10	23	
304	68	17	6	7		110	96	19	19	23	254	1	11	1	
23	8	1	1	2		11		2	2	3	35	17	11	26	
236	54	17	7	17		106	35	21	20	1	21	235	11	6	
855	213	77	29	31		350	155	56	55	1	73	809	11	3	
<i>Continued from previous page</i>															
55	13	3	2			33	4	11	11		7	81	15	11	19
42	12	2				23		6	6		6	65	18	10	23
10	2	3				5		2	2		2	15	7	15	
98	28	9	1		9	32	9	14	150	23	11	14	7	14	
53	11	2				26	14	7	68		9	21	9	21	
11	5	2	1	1		2		3	23		7	20	7	20	
70	13	5	8			36	8	9	9	10	92	17	9	8	
20	1	2	2			12	3	2	2	3	17	15	5	25	
96	15	14	7	1		31	28	8	4	4	8	45	20	5	
18	3					15	3	3	2	1	7	72	22	10	
42	13	2				25	2	4	4		2	14	2	7	
7	2	1				4					2	18		9	
23	5	1	2	1		8	6				3	21	15	7	
36	31					37	18	15	15		14	135	13	9	
22	4	1				14	3	3	3		3	22	22	7	
8	5					2					5	40	12	8	
651	163	48	23	3	9	310	95	55	50	5	96	894	14	9	
<i>Continued from previous page</i>															
187	39	21	1	15		78	33	30	26	4	17	175	17	10	9
45	15	7	1	1		21		7	6	1	7	69	21	9	24
176	40	11	7	3		84	29	15	15		14	126	1	9	
362	39	20	7	22	5	108	161	16	16		16	171	1	10	21
770	133	59	16	41	7	291	223	68	63	5	54	541	9	10	1
<i>Continued from previous page</i>															
114	26	1	6	6		46	29	6	6		13	129	25	9	29
58	5	3	3		2	18	7	4	3	1	3	29		9	20
168	33	8	4	4		52	57	20	20		18	187	2	10	12
30	11	2	1			13	3	11	11		6	56	22	9	14
30	10	6		1		8	5	1	1		5	50	9	10	2
78	17	2				31	28				8	87	4	10	27
63	10	6	2	3		22	20	8	6	2	7	64	23	9	8
81	16	5	6	8		29	17	16	16		10	88	6	8	25
592	128	33	22	22	2	219	166	66	63	3	70	693	6	9	27
<i>Continued from previous page</i>															
152	38	4	2	7	1	66	34	5	5		18	193	7	10	23
219	26	7		3		122	61	7	5	2	22	185	16	8	13
266	41	20	13	21		77	94	29	28	1	13	140	6	10	23
31	7	2	4			11	7	4	3	1	3	32	7	10	22
37	20		3	1		13		1	1		5	50	10	10	2
705	132	33	22	32	1	239	196	46	42	4	61	601	16	9	26

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.															
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Lincoln.</i>																
Caistor	7			6	1	5										
Clinton	11	4		7		6								1	1	
Gainsborough	13			10	3	10								1	1	
Grantham	10	4		6		6			3							
Grimsby	12			12		5										
Louth	7	3		4		5			1					1	1	
Niagara	6			7		2										
Total	68	11	5	48	4	42	22		4					3	3	
<i>Welland.</i>																
Bertie	14			13	1	14										
Crowland	9	1		7	1	5			2							
Humberstone	7		1	3	3	4										
Pelham	12	2		10		7			3							
Stamford	10	1	4	5		9			1							
Thorold	11	5		6		9			1							
Wainfleet	9			8	1	6			1							
Willoughby	5			3	2	2			1							
Total	77	9	5	55	8	52	17		7							
<i>Haldimand.</i>																
Canborough	5			5		4			1						1	
Cayuga North	9	1		2	6	3								1		
Cayuga South	4		1	2	2	3										
Dunn	4			2	2	4			1							
Oneida	10			1	7	3										
Separate School									1							
Rainham	5			2		5			3					1	1	
Seneca	12	1		7		10			1					1	1	
Moulton and Sherbrooke	7			2	5	5			2					1	3	
Walpole	16			14		7				2				1	1	
Total	75	2	1	42	28	56	14		4	2	2	2		1	7	
<i>Norfolk.</i>																
Charlotteville	15	2		8	2	5			5					1	1	
Houghton	11			9	2	6			2						1	
Middleton	11			3	8	5			7					1	1	
Townsend	25			21	2	17			0						2	
Walsingham	17	1		13	3	12			4						1	
Windham	13			12	1	10			3					1	1	
Woodhouse	10			9		6			4							
Total	102	3		75	11	13	29		14		3	1		1	5	
<i>Oxford.</i>																
Blandford	3			1	2	3										
Blenheim	16		1	15		3			2							
Derham	13			10	3	8			1							
Nissouri East	9			6	3	6			4					1		
Norwich	9			3	3	3			3							
Oxford North	20			19	1	14			4							
Oxford East	8			3	2	4			1							
Oxford West	5			3	2	8			1					1	1	
Zorra East	19	1		3	1	3			1					2	2	
Zorra West	11	2		6	3	10			1					2	3	
Total	102	3	1	47	47	79	16		2	5			1	3	4	

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
100	18		7			49	26	2	2	7	51	7	7	9	
233	23		11	8		97	92	8	8	11	101	17	9	7	
213	25	6	10	11		75	86	13	7	6	101	10	7	24	
140	14	2	18	6		48	52	9	9	10	99	20	9	29	
132	23	3	4	7		50	45	14	14	12	89	23	7	15	
73	15		5	5		30	18	1	1	7	62	11	8	27	
50	14	3		3		30				3	75	6	9	12	
941	132	16	55	40		379	319	47	41	6	68	581	3	8	16
291	31	15	2	11		88	144	8	8	14	115	16	8	7	
83	12	6	5	2		30	28	11	3	9	68	6	7	17	
156	19	1	9	2		47	80	14	6	7	59		8	13	
156		8	3	5		38	102			11	89	24	8	5	
390	20	14	6	8		42	210	2	2	10	96	4	9		
256	14	10	7	4		65	156	1	1	11	96	1	8	22	
79	10	7	1	1		36	24	8	8	9	63	22	7	7	
39	6	3				21	9	2	2	5	39	7	7	25	
1360	112	64	33	31		367	753	46	33	13	76	621	20	8	5
55	7	1		1		23	18	1	1	3	27	3	9	1	
144	34	3	3	2		46	56	4	4	9	91	14	10	5	
58	8	2		2		19	27	4	4	4	31	7	7	24	
29	2	2				24	1			4	36	15	9	4	
70	17	6	1	2		26	18			8	70	10	8	24	
7	2	1				4				1	12		12		
126	19	2	2	2		50	50	6	6	8	65	26	8	7	
189	18	15	6	9		83	58			12	126	14	10	16	
92	15	4	6	6		61		7	7	7	64	28	9	8	
106	13	8	5	3		61	16			15	125	16	8	11	
876	135	44	23	27	1	402	244	18	17	1	71	651	13	9	5
161	25	34	2	8		42	50			13	107	16	8	7	
82	16	6	4	1		42	13	6	4	2	78	6	7	3	
110	4	5	9	10	1	49	32	3	3	8	53		6		
175	26	14	7	14		84	30	5	5	24	227	11	9	14	
201	42	23	9	13		71	43	26	23	3	171	7	8	9	
93	27	7	1			50	8	14	14	13	117	19	9	1	
102	23	5	2			58	14	10	10	9	96	1	10	20	
924	163	94	34	46	1	396	190	64	59	5	95	821	11	8	17
75	12	6	3			17	37	7	7		4	42	9	10	17
156	31	8		2		53	62	1	1	16	150	9	9	12	
103	23	18		3		59	59	5	5	14	138	14	9	27	
100	11	1	1			82	5	2	2	8	74	22	9	10	
186	31	12	1	3		72	67	9	7	23	202	24	8	25	
44	9	3	1			28	3			5	50		10		
76	21	5	1	2		47		13	11	2	8	83	6	10	12
73	11	8	1			18	35	12	7	5	51	26	10	11	
135	23	8				58	48	9	8	11	118	5	10	24	
55	11	6	3			3	32	13	10	3	12	131	12	10	28
1062	183	75	11	7	3	437	346	71	58	13	106	1043	7	9	25

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.			BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Waterloo.															
Dumfries North.....	7	1	2	2	2	7				1					1
Waterloo.....	24	5	6	9	3	24				4					4
Wellesley.....	16		1	15		12	4								
Separate School.....															
Willmot.....	20	3	2	6	9	20				1	1				2
Woolrich.....	10	2	2	3	3	10									1
Total.....	77	11	12	21	32	73	4			6	1				7
Wellington.															
Amaranth.....	2			2	2	2							1		1
Arthur, Luther and Minto, Separate School.....	6		2	4		2	2		1						
Eramosa.....	6		2	4	1	6									
Erin.....	13		1	7	5	12	1								
Garraha.....	143		1	2	4	6	1								
Guelph.....	7		1	7		7									
Maryborough.....	2		1	3	2	5	1							1	1
Nichol Separate School.....	7														
Peel.....	7			9	7	7	1								
Pilkington.....	7		1	2	4	5		1	1						
Pushinch.....	11		1	3	7	10	1								
Total.....	78	1	5	29	41	65	7	1	5				1	1	2
Grey.															
Artemesia.....	6			6		5			1						
Bentick.....	6		1	5		6									
Collingwood.....	1		1	1		1									
Egremont.....	5		1	4		5									
Euphrasia.....	4		1	4		4									
Glenclegh.....	2		2	2		2									
Holland.....	6		6	3		3		3							
Melancthon and Proton.....	3		3	3		3									
Normanby.....	3		3	3		3									
Osprey.....	2		2	2		2									
St. Vincent.....	9		3	6		7	1	1							
Sullivan.....	3		1	2		3									
Derby.....	2		1	1		2									
Sydenham.....	8		1	6		8									
Total.....	59		2	7	50	53	1	1	4						
Perth.															
Blanchard.....	12			12		10	2						2		2
Dowrie.....	4		1	8		8		1							
Easthope North.....	6		1	3		6	1								
Easthope South.....	6	3		3		4		1					1		1
Ellice.....	4			4		4									
Fullarton.....	6		6	6		6									
Hibbert.....	2		2	2		2							2		2
Logan.....	3		2	1		2	1						3		3
Mornington.....	4			4		2		2					3		3
Total.....	52	5	4	43		44	3	1	4				10	1	11

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.					
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other Persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.		
												Mos.	Days.	Mos.	Days.	
159	15	3	7	13	1	92	29	10	9	1	9	11	25	11	8	24
353	35	36	3	14		179	118	14	12	2	9	89	216	11	8	20
182	20	8	13	4		96	32	19	19		14	212	15	15	4	
35	4	4				16	11				14	14	14			
256	41	12	3		7	106	87	3	3		20	188	19	9	13	
248	19	12	5	13		75	124	14	10	4	10	103	10	10	9	
1288	143	75	31	44	8	564	491	60	53	7	80	833	14	10	12	
16	1		7	3	5						2	15	15	7	7	22
89	5	6	11	10		23	23	20	20		4	99	30	11	9	
33	3	6	7	7		12					2	26	26	10	12	
51	11	9	1	3		22	5	5	5		6	63	4	9	15	
115	15	7	4			56	33				13	122	4	10	23	
143	6	21	11	8	8	37	54	1	1	1	7	75	12	11	15	
59	14	2	3	8		31	1	1			7	88	15	8	11	
8	4					1					3	25	4	10	12	
53	7	8	8	9		16	6				5	52	5	11		
75	2	4				59		4	4		1	11	11	10	8	
75	29					35	12				7	72	9	10	13	
88	9	12	6	2		35	24				5	52	3	10	13	
37	13	7	5	12		43	12	6	5	1	11	116	9	10	16	
887	110	89	63	62	16	372	175	33	31	2	73	747	2	10	7	
26	10		2			14		3	2	1	5	45	15	9	3	
75	8	13	10	1		43					6	59	28	9	29	
2	2					1					2	10	17	10	17	
75	9	1	7	5		45	3				5	48	24	9	23	
29	7	1				17	4				4	36	2	9		
12	5					7					2	22	9	11	4	
4	2					22	3	3			3	26	18	8	26	
43	9	2		2		8					3	24	15	8	5	
12	4					18		3	3		3	24	22	8	7	
30	4	4	3	1		7	4				3	22	7	10		
11						32	35	2	2		9	88	6	9	24	
104	18	14	3	2		10	4				3	25	3	8	11	
86	4	1	52	12	3	17	5	1	1		2	15	18	7	21	
35	5	5		2		20					8	67	19	8	18	
57	15	20	2													
597	96	56	79	26	4	250	86	12	11	1	56	518	23	9	3	
185	18	8	7	1		55	46	12	10	2	10	108	6	10	24	
89	17	4	1	6	21	20	20	10	9	1	8	83	5	10	11	
95	11	10	7	7		28	32	8	7	1	5	50	7	10	1	
91	12	1		3		58	17	2	2		5	58		11	18	
61	10	7	5	2		21	6	6	6		3	36		12		
83	11	3	7		47	11	9	7	7		5	67	25	11	17	
12	3	1	1			7		2	2		1	12		12		
46	3	3	4	1		18	17				2	70		10		
90	6	4	2	2		41	35	3	3		4	33	12	8	18	
697	91	41	34	22	69	259	182	50	46	4	43	458	25	10	20	

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Huron.</i>															
Ashfield.....	6					5	1								1
Biddulph.....	7					5	2						1		1
Colborne.....	4					4									
Goderich.....	6			1		7	1								
Hay.....	2					2									
Hullett.....	6	1				5	1						1		1
McGillivray.....	6					7	1								
McKillop.....	4					4									
Stanley.....	7					5	2						1		1
Stephen.....	3					3							1		1
Tuckersmith.....	5	1		1		4	1			1					1
Ushorne.....	5	1				4							2		2
Wawanosh.....	4			1		3							1		1
Total.....	70	3		7	60	60	10			1			6		7
<i>Bruce.</i>															
Arran.....	4					3		1							2
Brant.....	1		1	3		3									2
Bruce.....	1														
Carrick.....	1														
Culross.....	1														
Elderslie.....	1														
Greenock.....	2			2		2									2
Huron.....	4			1		1									2
Kincardine.....	1			1		1							1		2
Kinloss.....	1			1		1				1		1			2
Saugen.....	3			1		2	1								2
Total.....	15			3	12	13	1	1				2	2	4	8
<i>Middlesex.</i>															
Adelaide.....	10			3		7		3							
Carradoc.....	10			1		9		1							
Delaware.....	5	1	1	1		2		1					1		1
Dorchester North.....	15			9	3	3			3						
Elkfrid.....	8			1		6		1							
Lobo.....	2			2		2									
London.....	27	2		4	15	5	4					1			1
Metcalfe.....	6	1		2	3	3		1					2		2
Mosa.....	11			2	3	3		2					3		3
Nissouri West.....	12			2	3	3		4	1	3					
Westminster.....	21	1		7	9	10		1		1		2			4
Separate School.....	1			7	3	10		3			1	2			4
Williams.....	9				9	5		4							3
Total.....	143	17	1	35	80	109	23	6	10	1	1	3	4	5	14
<i>Elgin.</i>															
Aldboro'.....	8			5	2	1		6		1					
Bayham.....	10	2		17		18		1		1					1
Dorchester South.....	6			5	1	4		2							
Dunwich.....	12			2	8	2	6	3		3					1
Malahide.....	21			20		17		4			1				2
Southwold.....	19			12	7	13		6							1
Yarmouth.....	24	3		17	4	14		3		2	5				2
Total.....	109	5		78	22	4	78	20	2	9	1		2		6
<i>Kent.</i>															
Camden and Zone.....	11			6	4	1	5	1	1	4			2	1	3
Separate School.....															
Chatham.....	7			5	2			4							
Dover.....	6			1	5		4	3		1			1		1
Harwich.....	12			5	7		4	1		2					2
Howard.....	12			5	7		7	5					2		2
Oxford.....	7			4	3		7	1					1		1
Raleigh.....	14			6	6		2	2		3	2				1
Romney.....	2			3		2		1					1		1
Tilbury East.....	4			1	3		2	1		1					1
Total.....	70			33	40	2	36	26	4	10		4	2	4	10

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

Total.	SCHOOL VISITS.							LECTURES.			TIME OPEN.				
	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other Persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
90	8	4	2			31	45	8	8	6	52	16	8	23	
124	7	13	2			41	63	9	7	7	73	24	10	16	
44	7	7	7			17	17	6	6	2	47	11	11	22	
104	17	15	15	12	4	53	12	15	15	3	105	11	11	20	
43	6	5	3	1		18	6	4	3	1	30	10	10	5	
49	6	3	2	1		21	15	6	6	6	55	9	9	16	
38	6	3	1	1		23	7	7	7	8	84	9	10	28	
70	4	6	15	11		32	2	4	4	4	43	23	10	12	
33	3	3	3	3		18	1	3	3	3	36	7	7	10	
52	11	5		3		28	7	11	10	1	75	10	10	26	
29	7	3		1		19	7	6	6	6	60	12	9	12	
41	4	3	2	2		23	5	4	4	5	47	9	12	13	
40	6	1	1			28	4	6	6	4	43	11	10	25	
762	91	67	50	36	4	354	160	89	85	4	71	753	23	10	19
53	7	6		1	1	20	18	3	3	4	34	5	8	16	
17	2	3				5	7	2	1	2	9	10	4	20	
3	2					4	2			1	9	26	9	26	
20	6	2	1			11				4	36	4	9	1	
5	1					4				1	11	11	11		
32	5	9	3	2		13		5	5	3	22	8	8		
135	23	20	4	3	1	57	27	10	9	1	15	124	15	8	9
92	15	3	1	1		51	21	6	6	10	85	27	8	22	
74	18	8	1	1		34	13	11	11	10	90	27	9	3	
43	7	9		3		23	3	3	3	5	45	27	9	5	
117	23	6	4	2		48	34	21	21	12	107	6	8	28	
69	13	4	3			23	17	11	11	8	62	11	7	24	
58	16	4	3	2		27	3	13	12	1	9	92	17	10	9
93	68	17	15	8		130	97	23	22	1	27	269	9	22	
43	9	2	2			24	11	6	6	6	43	28	7	10	
63	13	8	1	2		36	5	4	4	4	74	9	9	7	
82	23	3	4			45	7	16	16	13	113	5	8	21	
153	36	1	13			73	30	21	21	19	181	9	9	16	
6	1					3	2			1	11	11	11		
62	18	2	7			35		11	10	1	9	85	22	9	16
1195	260	67	55	19		552	242	146	139	7	137	1262	29	9	6
84	9	5		3	21	4	42	5	5	7	59	26	8	17	
135	26	6				59	44	4	4	13	126	2	7		
69	10					23	36	3	3	6	42	17	7	3	
103	17	4	3	4	2	45	29	10	10	10	95	7	9	16	
341	24	11	1	6		115	184	13	8	5	22	178	12	8	3
265	43	13	10	1	3	96	99	23	19	4	18	169	14	9	28
216	52	2	1	2		91	68	3	3	24	235	11	9	24	
1213	181	41	15	16	26	433	501	61	52	9	105	906	29	8	19

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.															
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Lambton.</i>																
Bosanquet	11			5	3	3	5	1	2	3					3	3
Brooke	7			4	2	2	3		2							2
Dawn	1			1	1	2	3					1	1			2
Enniskillen	1			1	1	1	1									1
Euphemia	8			4	3	3	4		1	1		1				1
Moore	45			3	3	5	3		1			1				1
Plympton	10			4	6	6	7	1				1		3		3
Sarnia	5			2	3	3	3		3				1			1
Sombra	10			3	7	7	7		1			1				1
Warwick	12			2	10	7	5		1					2		2
Total	78			24	44	5	42	13	10	8		4	5	5		14
<i>Essex.</i>																
Anderton	3				3		1	1	1							
Colchester	11			4	7		5	4	2						1	1
Gosfield	7	1		2	4		7									
Maidstone	3			2	2	1	3									
Malden	3			3	3		1	1		1						
Separate School																
Mersea	5			1	4		3	2					1			1
Rochester	3			3	3		1	2								
Sandwich	13	2		5	6		11		2							
Tilbury West	3				3		2		1							
Total	51	3		12	35	1	34	10	6	1			1	1		2
<i>The Cities.</i>																
Toronto	13	6		7			6	3	4							3
Hamilton	7	4		2	1		7									
Kingston	10	1	5	4			1	2	6	1						
Separate School																
London	2	2					2									
Ottawa	16	1	5	10					16							
Total	48	14	12	22			16	5	26	1	3					5

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

	SCHOOL VISITS.								LECTURES.		TIME OPEN.						
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.		
													Total.	mos.	days.	mos.	days.
1	84	15	6	8	3		32	20	3	3	8	58	12	7	9		
2	11	4						7			2	16		8			
3	30	5		4	4		15	2	1	1	5	36	2	7	6		
4	4	2					2	1	1	1	1	6		6			
5	65	10		3			23	7	2	1	1	53	5	7	18		
6	20	2	1				17		2	2	1	8	7	8	19		
7	96	35	3	3	1		44	10	15	15	10	69	5	7	22		
8	60	9	3	5	1		33	5	5	5	5	87	12	8	4		
9	81	16	3	5	2		44	16	3		3	40	4	7	18		
10	155	31	16	16	7		60	25	14	14	13	111	20	8	18		
Total	588	129	39	39	18		272	91	41	37	4	69	554	23	8	1	
1	38	6	8	8			10	6			3	34	22	11	17		
2	93	20	9	2	3		50	9			10	81	16	8	4		
3	56	10	10	1			29	6	5	5	7	78	13	11	6		
4	24	6					10	8	4	3	1	39	5	9	24		
5	16	4	5				3	4	2	2	2	23	1	11	15		
6	23	2	12	3			6							6	29		
7	43	10	6	4			18	5	5	4	1	42	3	10	15		
8	24	6	1	1			8	8	6	6		3	22	7	17		
9	92	17	27	4	3	3	32	6	2	2	13	127	28	9	25		
10	42	6	5	6			22	3	3	3	3	23	9	7	23		
Total	451	85	90	32	6	3	191	51	27	25	2	49	472	29	9	19	
1	426	136	104	7	8		118	53	10	10		11	132		12		
2	748	84	20	51	19	11	185	423	2	2		1	10		10		
3	864	194	17	2	1		131	19	12	12		10	120		12		
4	100	4	34				46	16	11		11	2	24		12		
5	60	5	5	3	4		39		2	2		2	22		11		
6	54	8	12	6	4		24					16	186		11		
Total	1752	385	192	69	36	11	543	516	37	26	11	42	494		11	23	

PART II—Table F.—(Continued.)

THE COMMON SCHOOLS

Table with columns: TOWNS, MUNICIPALITIES, AND VILLAGES; SCHOOL HOUSES (KIND, TITLE, BUILT DURING THE YEAR); and various building materials and counts.

OF UPPER CANADA, 1855.

PART II—Table F.—(Continued.)

Table with columns: SCHOOL VISITS (Local Superintendents, Clergymen, etc.); LECTURES (Total, Local Superintendents, etc.); and TIME OPEN (Total No. of Months and Days open, Average No. of Months and Days open).

PART II.—Table G.

THE ROMAN CATHOLIC

Table with columns: MUNICIPALITIES, No. of Separate Schools, Amount of the Legislative School Grant, Amount raised from Local Tax supporters, Amount raised by Rate-bill from supporters, Amount subscribed by supporters, Total Amount received, Amount Paid to Teachers, Amount Paid for other purposes. Includes sub-sections for Cities, Towns, Town Municipalities, Villages, and School Sections.

SEPARATE SCHOOLS.

PART II.—Table G.

Table with columns: PUPILS AND TIME, TEACHERS (Male, Female, Christian Brothers, Sisters of St. Joseph), RELIGIOUS EXERCISES, STUDIES (Writing, Arithmetic, Grammar, Geography, History, Book-keeping, Algebra, Geometry, Natural Philosophy, Music, Maps, Apparatus, Blackboard, Library), MAPS, APPARATUS, ETC. Includes a Grand total row at the bottom.

PART II.—Table H.

THE GRAMMAR SCHOOLS

Table with columns: COUNTIES, THE GRAMMAR SCHOOLS, RECEIPTS (LOCAL SOURCES: From Fees, Municipal Grants, From Other sources, Balances from last year), Total Receipts for Grammar School purposes, 1855. Rows list various counties like Stormont, Dundas, and Glengarry, Prescott and Russell, Carleton, etc.

† Senior Grammar Schools. * Balances not correctly carried forward from last year's Report.

OF UPPER CANADA, 1855.

PART II.—Table H.

Table with columns: EYS., EXPENDITURES (For Masters' Salaries, For Building, Rent and Repairs, For Maps and Apparatus, For Contingencies and Books, Total Expenditure for Grammar Schools, 1855), Balance over, NAMES OF THE HEAD MASTERS. Rows list names like William Kay, A.M., Queen's College, Kingston, etc.

* Appointed under the old Law. † Certificates from the Committee of Examiners.

PART II.—Table I.

THE GRAMMAR SCHOOLS

NUMBER OF

ENGLISH.

Table with columns: THE GRAMMAR SCHOOLS, Total number of Pupils, Not able to read, Not able to write, and various English classes (Total in English, English Grammar, English Composition, Elementary Reading classes, Advanced Reading classes, Spelling classes, Elementary Rhetoric and Logic, Christian Morals and Evidence, Outlines of English Literature, Elementary Political Economy, First class, Second class, Third class, Fourth class, Fifth class).

† Senior Grammar Schools.

OF UPPER CANADA, 1855.

PART II.—Table I.

PUPILS IN—

LATIN.

GREEK.

FRENCH.

Table with columns: PUPILS IN— (Latin: Total in Latin, Latin Grammar, Latin Prose Composition, Latin Verse Composition, Cornelius Nepos and Caesar, Ovid and Virgil, Cicero and Horace, First class, Second class, Third class, Fourth class, Fifth class; Greek: Total in Greek, Greek Grammar, Greek Composition, Xenophon and the Iliad, Iliad and the Odyssey, Greek Testament, Second class, Third class, Fourth class, Fifth class; French: Total in French, French Grammar, French written Composition, French oral Composition, Leconte & Molière, Third class, Fourth class, Fifth class).

PART II.—Table L.

THE NORMAL SCHOOL

Abstract No. 1.—GROSS ATTENDANCE OF STUDENTS—

Table with columns: THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA, Applicants for admission, Rejected, Admitted, Admitted by Fees, Who had been Teachers for admission. Rows include sessions from 1847-48 to 1855-56 and a Total row.

Abstract No. 2.—COUNTIES FROM WHENCE

Table with columns: THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA, and columns for various counties like Stormont, Dundas and Glengarry, Prescott and Russell, Carleton, etc. Rows include sessions from 1847-48 to 1855-56 and a Total row.

NOTE TO ABSTRACT No. 2.—In explanation of the apparently large number reported as attending the following observations. Taking, for instance, the whole number in attendance this Session (1855-56) seem to indicate a disproportionate attendance from other counties;

FOR UPPER CANADA.

PART II.—Table L.

WEEKLY AID GRANTED—CERTIFICATES, &c.

Table with columns: Who received weekly aid, Total aid granted, Attended formerly, Left for good cause, Left for bad cause, Received certificates from Masters, Received Provincial Certificates. Rows include sessions from 1847-48 to 1855-56 and a Total row.

THE STUDENTS OF THE NORMAL SCHOOL CAME.

Table with columns for various counties: Simcoe, Wentworth, Halton, Brant, Lincoln and Welland, Haldimand, Norfolk, Oxford, Waterloo, Wellington, Grey, Perth, Huron and Bruce, Middlesex, Elgin, Kent, Lambton, Essex. Rows include sessions from 1847-48 to 1855-56 and a Total row.

the Normal School from the United Counties in which the Institution is situated, it may be proper to offer at 137, and deducting 43, the number registered from the United Counties of York and Peel, it would ers generally are a nomade class, reporting their last place only when they propose to return to it, and that County of York, the matter for surprise will be that the number who seek to profit by the proximity of named, the number registered as from the City is 26; of these, 5 are from Scotland, 3 from Ireland, 4 1855 as from the County of Victoria. So that from the United Counties in which the Normal School and premises are established, only 10. While, of the 93 registered from other Counties, Lincoln and

PART II.—Table L.—(Continued.)

THE NORMAL SCHOOL

Abstract No. 3.—RELIGIOUS DENOMINATIONS OF THE

No.	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Total No. of Students Admitted.			Church of England.			Roman Catholics.			Pres-byterians.			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	10	10	22
2	Second Session, 1848	125	98	27	30	24	6	29	21	8	25	21	4	33	27	6
3	Third Session, 1848-49	108	76	32	21	9	12	6	6	.....	20	12	8	43	33	10
4	Fourth Session, 1849	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11
5	Fifth Session, 1849-50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18
6	Sixth Session, 1850-51	74	49	25	10	8	2	6	6	.....	10	9	1	31	20	11
7	Seventh Session, 1851-52	80	60	20	8	7	1	5	5	.....	16	16	.....	37	26	11
8	Eighth Session, 1852	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13
9	Ninth Session, 1852-53	144	74	70	22	10	12	6	5	1	28	18	10	69	39	30
10	Tenth Session, 1853	161	97	64	26	18	8	4	3	.....	22	16	6	55	32	23
11	Eleventh Session, 1853-54	160	5	102	17	6	11	6	1	5	52	16	36	34	20	24
12	Twelfth Session, 1854	111	52	59	13	5	8	9	3	.....	17	13	4	44	20	24
13	Thirteenth Session, 1854-55	101	39	62	17	7	10	1	1	.....	32	17	15	33	11	22
14	Fourteenth Session, 1855	86	41	45	12	5	7	4	2	.....	22	11	11	27	16	11
15	Fifteenth Session, 1855-56	137	55	82	10	3	7	2	1	.....	42	15	27	46	18	28
	Total.....	1695	1016	682	261	160	101	91	59	32	392	228	164	632	371	261

Abstract No. 4.—STATEMENT OF THE RECEIPTS AND EXPENDITURES OF

1855.	RECEIPTS.	AMOUNT.	AMOUNT.
		£ s. d.	£ s. d.
1	To Balance.....		1980 5 4
2	" Warrants issued Quarterly in full of the current Expenses of the Normal and Model Schools.....	1500 0 0	
3	" Warrants issued Quarterly to facilitate the attendance of Students at the Normal School.....	1000 0 0	
4	" Proportion of sum granted under the authority of the Act 16 Vict., ch. 185, sect. 23.....	550 0 0	3050 0 0
5	" Model School Fees.....		545 4 6
6	" Cash for damaged Books.....		1 2 5
			£ 5576 13 3

FOR UPPER CANADA.

PART II.—Table L.—(Continued.)

STUDENTS ATTENDING THE NORMAL SCHOOL.

Total.	Male.	Female.	Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
			4	4	5	5
9	7	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	4	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	6	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	5	9	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	6	2	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	8	2	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	11	7	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	5	5	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	6	10	7	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	5	7	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	7	6	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	1	7	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	10	11	10	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
159	89	70	73	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

ACCOUNT OF THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA, FOR 1855.

1855.	EXPENDITURES.	AMOUNT.	AMOUNT.
		£ s. d.	£ s. d.
1	By Salaries and Wages.....		1812 13 4
2	" Books, Apparatus, and school requisites.....		219 6 9
3	" Agriculture, Chemistry, and Natural Philosophy Department.....		91 12 4
4	" Advertising and Printing.....		28 3 2
5	" Repairs and Contingencies.....		132 2 2
6	" Light, Water and Wood.....		756 11 11
7	" Insurance.....		64 0 0
			3104 14 8
8	" Aid granted to facilitate the attendance of Students at the Normal School— Five shillings each per week.....		519 5 0
9	" Balance.....		1952 12 7
			£ 5576 12 3

PART II.—Table M.

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.	MONIES.					VOL.	
	Amount of Local Appropriation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.	Total number of Volumes in Library.	History.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
<i>Glenarry.</i>							
1 Charlottenburgh, No. 12.....				50 0 0	50 0 0	454	40
<i>Stormont.</i>							
1 Cornwall, No. 15				40 0 0	40 0 0	350	43
2 Osnabruck				100 0 0	100 0 0	794	127
Total				140 0 0	140 0 0	1144	170
<i>Dundas.</i>							
1 Matilda.....				200 0 0	200 0 0	1401	216
<i>Prescott.</i>							
1 Caledonia, No. 1.....				13 0 0	13 0 0	136	27
2 Hawkesbury West				50 0 0	50 0 0	467	84
3 Longueuil.....				100 0 0	100 0 0	1149	228
Total				223 0 0	223 0 0	1752	339
<i>Russell.</i>							
1 Clarence, No. 1				20 0 0	20 0 0	184	56
<i>Carleton.</i>							
1 Gloucester, No. 8	3 0 0	3 0 0	6 0 0		6 0 0	38	17
2 Goulbourn				40 0 0	40 0 0	348	83
3 Marlborough				100 0 0	100 0 0	840	146
4 Nepean				100 0 0	100 0 0	872	213
5 Osgoode				70 0 0	70 0 0	588	118
Total	3 0 0	3 0 0	6 0 0	310 0 0	316 0 0	2692	577
<i>Grenville.</i>							
1 Augusta, No. 4				24 0 0	24 0 0	157	50
2 Edwardsburgh				100 0 0	100 0 0	925	131
3 Oxford, No. 4	25 0 0	25 0 0	50 0 0		50 0 0	362	63
Total	25 0 0	25 0 0	50 0 0	124 0 0	174 0 0	1444	234
<i>Leeds.</i>							
1 Elizabethtown, No. 21.....				25 0 0	25 0 0	152	41
2 Yonge and Escott Rear, No. 6.....				51 0 0	50 0 0	409	49
3 Yonge, No. 10.....	2 10 6	2 10 6	5 1 0		5 1 0	59	5
Total	2 10 6	2 10 6	5 1 0	75 0 0	80 1 0	620	95
<i>Lanark.</i>							
1 Drummond				100 0 0	100 0 0	761	169
2 Lanark and Darling.....				120 0 0	120 0 0	1113	185
3 Paackenham				80 0 0	80 0 0	609	127
4 Ramsay	40 0 0	40 0 0	80 0 0	130 0 0	210 0 0	1480	337
5 Ramsay, No. 10.....				20 0 0	20 0 0	161	39
Total	40 0 0	40 0 0	80 0 0	450 0 0	530 0 0	4124	807
<i>Renfrew.</i>							
1 Bagot, No. 1	4 0 0	4 0 0	8 0 0		8 0 0	91	14
2 Bromley				23 17 5	23 17 5	147	30
3 Penbrooke, No. 2				42 10 0	42 10 0	352	107
4 Ross				30 0 0	30 0 0	291	48
5 Westmeath				100 0 0	100 0 0	623	154
Total	4 0 0	4 0 0	8 0 0	196 7 5	204 7 5	1709	368

OF UPPER CANADA, 1855.

PART II.—Table M.

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

VOLUMES.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	MISCELLANEOUS INFORMATION.	
																	No. of times vols. taken out.	No. of inhabitants reading.
1	21	2	1	2	2	2	13	1	33	27	40	.....	22	36	211	1	1103	75
1	42	12	21	3	3	6	1	1	17	23	16	.....	18	32	105	7	N. R.	N. R.
2	50	5	28	15	5	7	2	5	22	31	82	3	50	94	261	7	2196	549
	92	17	49	18	8	13	3	6	39	54	98	3	68	126	366	14		
1	88	17	35	30	12	20	8	7	70	84	170	17	82	177	361	7	N. R.	N. R.
1	15	4	3	.....	3	1	.....	2	18	12	4	.....	4	11	31	1	150	23
2	18	6	23	2	3	2	2	5	20	14	11	.....	9	34	223	10	N. R.	N. R.
3	94	17	37	22	7	14	7	9	62	50	88	20	65	130	295	4	N. R.	N. R.
	127	27	63	24	13	17	9	16	100	76	103	21	78	175	549	15		
1	22	2	22	2	3	3	.....	1	3	2	13	.....	9	23	19	4	216	60
1	4	.....	.....	1	1	.....	.....	.....	1	.....	4	.....	7	1	2	.....	41	14
2	13	5	26	2	5	3	1	3	19	17	24	4	17	65	51	10	N. R.	N. R.
3	56	14	37	28	10	27	5	3	41	38	42	7	71	119	196	6	N. R.	N. R.
4	57	12	35	12	6	9	4	3	46	63	37	4	21	94	251	5	N. R.	N. R.
5	27	6	8	22	8	3	1	4	14	18	27	3	37	52	231	9	N. R.	25
	157	37	106	65	30	42	11	13	121	136	134	18	153	331	731	30		
1	13	.....	3	4	.....	2	.....	.....	32	13	3	.....	1	8	34	4	200	12
2	72	19	37	31	6	17	16	4	39	64	59	3	35	74	306	12	577	222
3	21	2	18	3	2	3	3	1	10	7	43	3	33	55	96	12	N. R.	N. R.
	103	21	58	38	8	22	19	5	71	84	105	3	69	137	436	28		
1	28	5	.....	3	3	3	3	2	9	6	16	.....	10	9	11	3	N. R.	N. R.
2	34	2	12	4	5	1	1	2	36	14	19	.....	43	18	166	4	400	218
3	10	.....	.....	.....	.....	.....	.....	1	5	1	4	.....	.....	.....	32	1	48	all.
	71	7	12	7	8	4	4	5	50	21	39	.....	53	27	209	8		
1	30	1	24	11	5	11	8	1	25	11	83	.....	84	88	206	4	N. R.	N. R.
2	82	20	38	40	4	19	11	5	31	60	75	6	34	91	450	12	N. R.	N. R.
3	42	4	9	10	7	7	1	1	22	31	84	.....	30	16	218	.....	1912	198
4	138	18	39	22	10	10	6	3	79	47	257	2	126	118	204	4	N. R.	N. R.
5	24	2	5	11	2	1	1	1	7	6	15	1	3	23	15	4	3039	362
	316	45	115	94	28	48	27	12	164	155	514	9	277	336	1153	24		
1	10	.....	1	.....	.....	1	.....	.....	9	1	1	.....	.....	3	51	.....	N. R.	N. R.
2	4	.....	1	4	3	.....	.....	.....	13	6	22	.....	6	18	31	.....	N. R.	N. R.
3	47	3	25	1	5	4	3	1	14	28	24	.....	.....	.....	.....	.....	N. R.	N. R.
4	21	4	12	.....	1	1	2	1	15	11	44	.....	1	3	61	4	40	30
5	86	13	27	20	4	21	15	3	45	45	45	.....	1	68	113	.....	40	30
	168	20	66	25	13	27	20	5	96	89	196	2	83	122	467	8	N. R.	N. R.

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.		MONIES.					VOL.	
		Amount of Local Appropriation for 1855.	Amount of Legislative Apportionment for 1855	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.	Total number of Volumes in Library.	History.
THE FREE PUBLIC LIBRARIES								
<i>Frontenac.</i>								
1	Pittsburgh	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	572 124	
<i>Lennox.</i>								
1	Fredericksburgh			80 0 0	80 0 0	677	112	
2	Richmond			100 0 0	100 0 0	879	123	
Total				180 0 0	180 0 0	1556	235	
<i>Prince Edward.</i>								
1	Athol			100 0 0	100 0 0	811	113	
2	Sophiasburgh			200 0 0	200 0 0	1331	232	
Total				300 0 0	300 0 0	2192	345	
<i>Hastings.</i>								
1	Sidney			100 0 0	100 0 0	912	121	
2	Thurlow			200 0 0	200 0 0	1426	267	
Total				300 0 0	300 0 0	2338	388	
<i>Northumberland.</i>								
1	Brighton			150 0 0	150 0 0	1322	160	
2	Haldimand			100 0 0	100 0 0	835	119	
3	Hamilton			120 0 0	120 0 0	907	144	
4	Murray			150 0 0	150 0 0	1353	167	
5	Scymour			400 0 0	400 0 0	2927	371	
Total				920 0 0	920 0 0	7344	961	
<i>Durham.</i>								
1	Cavan, No. 7	4 18 11	4 18 11	9 17 10	9 17 10	106	13	
2	Clarke			100 0 0	100 0 0	889	137	
3	Darlington			100 0 0	100 0 0	631	125	
Total		4 18 11	4 18 11	9 17 10	209 17 10	1626	275	
<i>Peterborough.</i>								
1	Asphodel			50 0 0	50 0 0	433	79	
2	Asphodel, No. 10			10 10 0	10 10 0	102	35	
3	Douro, No. 9	8 0 0	8 0 0	16 0 0	16 0 0	147	19	
4	Dummer and Burleigh			20 0 0	20 0 0	243	43	
5	Monaghan North			60 0 0	60 0 0	412	99	
6	Smith			80 0 0	80 0 0	674	119	
Total		8 0 0	8 0 0	16 0 0	226 10 0	2010	394	
<i>Ontario.</i>								
1	Brock, No. 8			15 0 0	15 0 0	139	43	
2	Pickering, No. 1	10 0 0	10 0 0	20 0 0	20 0 0	135	26	
3	Pickering, No. 2			30 0 0	30 0 0	483	87	
4	Pickering, No. 7	15 0 0	15 0 0	30 0 0	30 0 0	625	96	
5	Mara and Rama			50 0 0	50 0 0	382	87	
6	Reach, No. 4	21 0 0	21 0 0	42 0 0	42 0 0	346	82	
7	Thorah			30 0 0	30 0 0	437	87	
8	Waity	200 0 0	200 0 0	600 0 0	600 0 0	3570	724	
Total		246 0 0	246 0 0	692 0 0	925 0 0	6372	1213	

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

T.M.S.		Zoology.	Botany.	Natural Phenomenon.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	MISCELLANEOUS INFORMATION
		No. of times vols. taken out.	No. of inabitants reading.															
1	74	12	32	3	3	12	1	2	43	31	23	3	45	75	85	4	370	370
1	73	12	25	26	5	11	6	3	44	33	66		54	77	122	3	N. R.	N. R.
2	72	21	41	22	10	25	8	4	49	52	98	5	57	121	151	14	472	209
	151	33	66	48	15	36	14	7	93	90	164	5	111	198	273	17		
1	85	8	14	16	5	7	5	4	43	27	65	8	63	100	234	14	500	233
2	87	21	34	23	8	19	7	5	67	78	169	36	64	154	359	18	748	344
	172	29	48	39	13	26	12	9	110	105	234	44	127	254	593	32	1338	597
1	71	14	31	23	9	15	5	3	37	57	49	7	51	88	317	14	N. R.	N. R.
2	107	16	36	30	12	31	8	6	64	69	138	14	80	195	331	22	N. R.	N. R.
	178	30	67	53	21	46	13	9	101	126	187	21	131	283	648	36		
1	84	14	36	13	7	40	16	4	62	53	42	3	64	88	627	9	N. R.	N. R.
2	79	16	24	18	4	18	3	7	42	62	71	3	76	82	201	10	N. R.	N. R.
3	61	10	35	16	7	11	12	6	34	40	135	27	66	82	215	6	227	231
4	111	21	41	23	13	8	4	5	47	80	95	36	93	127	463	14	N. R.	N. R.
5	187	27	49	61	17	38	28	8	112	156	276	8	209	314	1044	22	N. R.	N. R.
	522	88	185	136	48	115	63	30	297	391	619	77	508	693	2550	61		
1	1			3				1	1	6			6	18	56	1	112	88
2	39	16	37	23	6	11	3	3	33	49	73	7	66	68	109	9	N. R.	N. R.
3	49	9	26	18	5	6	6	3	32	19	76	17	54	91	282	12	170	190
	89	25	63	44	12	17	9	6	66	69	155	24	126	177	447	22		
1	37	11	27	5	16		3	1	37	37	21	1	19	39	93	7	N. R.	N. R.
2	26		9	1	1	1		1		2	9		3	6	8		N. R.	N. R.
3	8		5		1				6	2	1		1	9	94	1	N. R.	N. R.
4	47	9	16		3	9		1	9	12	6		13	20	55		N. R.	N. R.
5	27	3	25	3	5	3	1	4	16	8	28	2	46	86	52	4	184	83
6	45	7	26	18	6	7	3	2	15	21	34	30	21	71	240	8	455	191
	190	30	108	27	32	20	7	9	83	82	99	33	103	231	542	20		
1	8		6	1	2			1	44	4	4		12	9	5		63	15
2	33		5	14	2	2		1	1	4	45		2	5	21		32	13
3	31	11	23	4	6	7	6	4	19	15	54	1	46	23	87	9	275	130
4	44	21	4	12	3	8	4	3	46	46	35		40	23	218	7	N. R.	N. R.
5	24	3	3	4	4	6	4	2	30	9	54	1	20	31	99	1	N. R.	N. R.
6	39	9	21	2	2	4	3	2	22	13	41		22	24	77	3	368	100
7	30	4	11	14	7	2	3	2	19	5	25		12	56	159	1	N. R.	N. R.
8	358	41	60	194	48	55	29	9	197	119	476	22	325	532	604	79	1246	350
	572	89	133	245	74	84	40	24	377	215	704	24	488	712	1270	100		

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.	MONIES.					VOL.			
	Amount of Local Appropriation for 1855.	Amount of Legislative Apportionment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.	Total number of Volumes in Library.	History.		
								£ s. d.	
								£ s. d.	£ s. d.
<i>York.</i>									
1 Etobicoke.....				140 0 0.	140 0 0.	1030	147		
2 Georgina.....				40 0 0	40 0 0	332	49		
3 Gwillimbury East, No. 3.....	9 0 0	9 0 0	18 0 0			159	15		
4 Gwillimbury East, No. 8.....				17 15 0	17 15 0	179	45		
5 Kinc.....				37 10 1	262 9 11	300 0 0	2218		
6 Scarborough, No. 9.....	2 17 6	2 17 6	5 15 0		5 15 0	21	3		
7 Vaughan.....				523 12 9	523 12 9	3673	809		
8 Vaughan, A. B. C.....				50 13 0.	50 13 0.	763	132		
9 Vaughan and Markham, No. 1.....	6 0 0	6 0 0	12 0 0		12 0 0	213	6		
10 Vaughan and Markham, No. 1.....	4 0 0	4 0 0	8 0 0		20 0 0.	261	35		
11 Whitchurch, No. 1.....				87 10 0	87 10 0	699	94		
12 Whitchurch, No. 2.....				40 0 0	40 0 0	287	35		
13 Whitchurch, No. 12.....				16 10 6	16 10 6	146	43		
14 York.....				400 0 0	400 0 0	2921	380		
Total.....	21 17 6	21 17 6	81 5 1	1598 11 2	1679 16 3	12802	2092		
<i>Peel.</i>									
1 Albion.....				180 0 0	180 0 0	1408	237		
2 Caledon.....				200 0 0	200 0 0	1559	278		
3 Chinguacousy.....				600 0 0	600 0 0	3818	513		
4 Toronto.....				150 0 0	150 0 0	1234	165		
Total.....				1130 0 0	1130 0 0	8019	1213		
<i>Simcoe.</i>									
1 Gwillimbury West.....				200 0 0	200 0 0	1369	241		
2 Innisfil, No. 1.....				30 0 0	30 0 0	279	45		
3 Mulmur.....				53 10 0	53 10 0	493	110		
4 Medonte.....				50 0 0	50 0 0	462	111		
5 Orillia.....				40 0 0	40 0 0	300	75		
6 Oro.....				40 0 0	40 0 0	385	66		
7 Tecumseh.....				50 0 0	50 0 0	342	66		
8 Vespra.....	30 0 0	30 0 0	60 0 0		60 0 0	450	95		
Total.....	30 0 0	30 0 0	60 0 0	463 10 0	523 10 0	4040	809		
<i>Halton.</i>									
1 Nassagaweya.....				100 0 0	100 0 0	840	155		
<i>Wentworth.</i>									
1 Ancaster, No. 6.....				20 0 0	20 0 0	215	45		
2 Barton, No. 4.....				28 0 0	28 0 0	260	51		
3 Beverley, No. 17.....				50 0 0	50 0 0	344	60		
4 Binbrooke.....	50 0 0	50 0 0	100 0 0		100 0 0	770	68		
5 Plamboro' East.....				100 0 0.	100 0 0	822	72		
6 Plamboro' West, No. 4.....				30 0 0	30 0 0	273	42		
7 Glanford, No. 3.....				27 0 0	27 0 0	265	39		
Total.....	50 0 0	50 0 0	100 0 0	255 0 0	355 0 0	2949	377		
<i>Brant.</i>									
1 Dumfries South, No. 13.....	11 5 0	11 5 0	22 10 0		22 10 0	170	24		
2 Onondaga.....				60 0 0	60 0 0	450	112		
Total.....	11 5 0	11 5 0	22 10 0	60 0 0	82 10 0	620	136		
<i>Lincoln.</i>									
1 Louth.....				100 0 0	100 0 0	784	128		
2 Clinton.....	90 0 0	90 0 0	180 0 0		180 0 0	1248	159		
Total.....	90 0 0	90 0 0	180 0 0	100 0 0	280 0 0	2032	287		

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

SUMES.																	MISCELLANEOUS INFORMATION.	
Zoology.	Botany.	Natural Philosophy.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teacher's Library.	No. of times vols. taken out	No. of inhabitants reading.	
1 79	14	17	15	7	6	7	4	59	32	97	11	68	95	357	15	349	141	
2 26	4	11	4	2	2	2	3	14	12	23	2	16	53	101	3			
3 11	3	11	1	2	1	2	7	7	2	15	2	6	10	73	2	130	53	
4 16	3	11	3		1			8	6	12		9	17	45	1	105	120	
5 185	29	71	46	23	41	14	10	78	126	246	14	147	190	678	21	2800	609	
6 7																		
7 292	19	120	107	54	84	31	65	200	154	301	3	397	438	664	35			
8 44	16	23	16	6	21	6		33	58	80		73	69	180	6			
9 18																3505	899	
10 31	1	1	16	1	12	2		2	2	33		10	9	100	1			
11 57	17	32	16	7	24	5	2	14	59	94	3	40	59	168	8	541	100	
12 19	1	13	6	4	4	1	1	10	11	40	1	14	45	59	3	79	79	
13 16	3	1	10	2	2	4	1	2	11	18	1	1	12	18	1	147	13	
14 211	34	52	82	20	47	18	5	127	167	321	10	217	421	784	25	1701	152	
1007	144	363	322	129	247	90	93	555	640	1309	45	998	1348	3298	122	9417	2166	
1 136	26	37	34	17	16	9	7	121	60	166	4	144	135	227	12	1016	353	
2 161	22	44	41	16	24	11	3	96	66	115	6	69	164	449	4	189	67	
3 253	38	56	53	26	53	35	11	186	170	448	24	252	437	1233	25	1085	416	
4 83	18	33	28	15	23	12	5	48	76	107	4	61	105	443	8	1112	682	
698	104	170	156	74	116	67	26	421	372	836	38	526	841	2372	49	3402	1468	
1 94	27	33	16	10	18	22	6	68	76	151	25	86	147	234	15	448	150	
2 21	2	10	13	2	3	2	2	9	5	19	3	12	31	98	2	N. R.	45	
3 52	15	31	15	6	10	5	5	22	23	24	2	37	49	84	4	N. R.		
4 39	5	25	14	5	15	7	1	9	35	11	2	30	35	135	3	N. R.		
5 33	15	21		2	1	3	1	11	38	11		36	32	81		N. R.		
6 31	8	13	5	6	4	2	5	14	18	21		21	69	103	4	N. R.		
7 47	4	18	6	3	6	2	1	22	24	52	2	29	33	90	2	N. R.		
8 37	13	34	7	3	7	4	1	19	25	75	8	74	12	36		N. R.		
347	87	185	76	39	64	44	22	174	246	367	43	315	389	803	30			
1 78	8	25	22	5	10	6		53	54	44		46	86	246	9	1907	337	
1 24	1	13	2	2	5	1	2	6	13	7	2	7	14	69	2	253	50	
2 41	2	23	6	1	2	3	3	11	12	19	1	23	29	34	2	126.	41.	
3 24	1			4	21	2		21	20	52		29	35	70	4	1180	173	
4 37	12	23	12	4	4	7	3	31	41	62	1	51	84	311	9	277.	115	
5 67	15	34	8	9	4	5	4	38	47	66	23	50	111	258	11	N. R.		
6 27	8	11	2	4	5	3	1	23	23	12		25	17	70		226	105	
7 20	3	13	12		3		3	9	4	29	2	23	56	49		291	49	
240	42	117	42	24	44	29	16	139	160	247	29	208	346	861	28	2353	532	
1 15		15			1			7	11	21		19	18	39		172	69	
2 17	1	23	3	5	16	4	4	14	2	24		69	42	114		N. R.		
92	1	38	3	5	17	4	4	21	13	45		88	60	153				
1 50	9	15	14	6	18	5	2	43	60	76	2	54	69	227	6	816	79	
2 80	18	9	6	5	26	21	5	55	74	147	1	105	184	336	17	N. R.		
130	27	24	20	11	44	26	7	98	134	223	3	159	253	563	23			

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.	MONIES.					VOL.	
	Amount of Local Appropriation for 1855.	Amount of Legislative Apportionment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total value of Books sent.	Total number of Volumes in the Library.	History.
<i>Welland.</i>							
1 Bertie	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	636	74
2 Thorold	25 0 0	25 0 0	50 0 0	50 0 0	100 0 0	791	702
Total	25 0 0	25 0 0	50 0 0	132 0 0	182 0 0	1427	176
<i>Haldimand.</i>							
1 Cayuga, North				200 0 0	200 0 0	1215	214
2 Walpole				100 0 0	100 0 0	793	100
Total				300 0 0	300 0 0	2008	314
<i>Norfolk.</i>							
1 Townsend				100 0 0	100 0 0	657	152
2 Walsingham				68 0 0	68 0 0	583	99
Total				168 0 0	168 0 0	1240	251
<i>Oxford.</i>							
1 Blandford	5 0 0	5 0 0	10 0 0	80 0 0	90 0 0	708	97
2 Blenheim				250 0 0	250 0 0	1822	236
3 Dereham				200 0 0	206 0 0	1394	253
4 Norwich				125 0 0	125 0 0	976	189
5 Oxford, North				25 0 0	25 0 0	252	59
6 Oxford, East				93 15 0	93 15 0	816	123
7 Zorra, East	10 0 0	10 0 0	20 0 0	80 0 0	100 0 0	776	132
Total	15 0 0	15 0 0	30 0 0	833 15 0	833 15 0	6742	1088
<i>Waterloo.</i>							
1 Dumfries, North, No. 17				34 0 0	34 0 0	297	63
2 Waterloo, No. 17				30 0 0	30 0 0	269	80
3 Wilmot			20 0 0	80 0 0	100 0 0	629	76
Total			20 0 0	144 0 0	164 0 0	1195	219
<i>Wellington.</i>							
1 Eramosa				50 0 0	50 0 0	448	60
2 Guelph, No. 4	3 3 9	3 3 9	8 7 0	6 7 6	6 7 6	65	18
3 Guelph, No. 5	5 12 6	5 12 6	11 5 0	25 0 0	36 5 0	348	31
4 Guelph, No. 6	9 8 9	9 8 9	18 17 0	25 0 0	45 17 6	415	65
5 Guelph, No. 7				25 0 0	25 0 0	195	43
6 Nichol				40 0 0	40 0 0	301	88
7 Puslinch, No. 9				26 0 0	26 0 0	176	63
8 Puslinch, No. 12				40 0 0	40 0 0	336	70
Total	18 5 0	18 5 0	36 10 0	231 0 0	267 10 0	2284	436
<i>Grey.</i>							
1 Artemesia				50 0 0	50 0 0	495	64
2 Bentinck and Glenolg, No. 1	5 0 0	5 0 0	10 0 0	20 0 0	30 0 0	214	23
3 St. Vincent				120 0 0	120 0 0	1120	138
4 Sydenham, No. 6				10 0 0	10 0 0	90	25
Total	5 0 0	5 0 0	10 0 0	200 0 0	210 0 0	1928	248
<i>Perth.</i>							
1 Blanchard				100 0 0	100 0 0	689	132
2 Blanchard, No. 7				25 0 0	25 0 0	154	74
3 Downie				60 0 0	60 0 0	504	105
4 Downie and Elice, No. 2	5 5 0	5 5 0	10 10 0	10 10 0	170 38	170	38
5 Easthope, North				100 0 0	100 0 0	758	155
6 Fullarton				62 0 0	62 0 0	488	119
7 Logan				50 0 0	50 0 0	630	61
8 Easthope, North, No. 1	10 0 0	10 0 0	20 0 0	20 0 0	224	51	
Total	15 5 0	15 5 0	30 10 0	397 0 0	427 10 0	3459	700

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

UNES.	MISCELLANEOUS INFORMATION.																	
	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Fables, Sketches, &c.	Teachers' Libraries.	No. of times vols. taken out.	No. of inhabitants reading.
1	60	12	14	5	7	5	4	5	31	56	73	2	29	76	174	9	412	389
2	55	14	21	16	8	6	4	3	35	30	79	2	68	60	278	19	N.	F.
1	115	26	35	21	15	11	8	8	66	86	152	4	97	136	452		N.	F.
2	96	17	24	13	10	20	20	6	61	70	177	13	121	196	130	18	N.	F.
1	47	7	23	19	1	15	1	2	35	19	185	1	44	112	228	6	N.	F.
2	143	24	53	32	11	35	21	8	96	89	312	14	165	308	359	24	N.	F.
1	57	8	29	17	5	3	5	4	40	23	97	8	52	80	44	3	N.	R.
2	43	6	27	11	5	3	4	3	10	22	39	2	39	41	214	4	N.	R.
1	103	14	56	28	10	6	9	7	56	45	136	10	91	121	258	7	N.	R.
2	24	6	25	23	6	11	4	5	17	12	100	3	77	67	221	8	N.	R.
1	126	26	35	29	12	23	21	4	137	123	182	105	105	178	501	8	N.	R.
2	107	28	34	31	16	27	10	7	68	89	139	19	101	200	266	9	N.	R.
3	98	20	30	24	9	9	9	5	66	66	91	1	33	85	180	2	N.	R.
4	36	4	23	4	4	4	4	4	8	14	6	1	24	23	34	3	N.	R.
5	79	16	37	13	4	13	5	7	72	60	59	3	59	65	221	8	N.	R.
6	52	5	23	17	6	9	7	7	20	12	64	1	80	107	217	8	N.	R.
7	522	105	207	141	57	105	58	34	393	381	644	60	479	725	1690	48	N.	R.
1	15	5	26	26	6	5	2	3	14	2	26	1	17	36	36	5	N.	R.
2	18	1	7	1	1	6	5	5	14	19	24	1	25	16	59	5	N.	R.
3	42	5	19	14	5	6	2	5	44	16	74	2	37	40	184	58	N.	R.
1	77	11	52	41	12	11	4	8	71	37	124	3	83	100	279	63	N.	R.
2	45	8	18	15	5	5	4	3	16	8	21	1	38	19	177	5	N.	R.
3	16	1	8	2	2	1	1	1	3	3	5		26	8	18	1	N.	R.
4	27	1	7	2	2	4	3	2	22	13	30		41	19	162	1	N.	R.
5	15	12	4	2	2	7	1	1	22	19	31		25	24	84	2	N.	R.
6	49	5	10	14	2	2	2	2	8	2	12		15	35	32	5	N.	R.
7	13	6	1	5	5	3	2	2	19	11	11		29	24	71	4	N.	R.
8	29	10	12	6	3	2	1	3	10	12	19		29	54	71	4	N.	R.
1	194	43	61	59	27	28	14	13	107	67	150	3	194	207	656	25	N.	R.
2	31	7	14	13	4	14	2	1	36	22	17	2	20	36	210	2	N.	R.
3	47	2	5	1	4	5	1	2	14	11	35	1	16	14	74	2	N.	R.
4	53	11	33	2	2	6	5	5	59	40	47	2	65	72	570	12	N.	R.
1	141	20	62	19	16	23	8	7	114	78	103	5	132	136	811	16	N.	R.
2	61	9	12	18	7	8	5	4	18	25	81	3	65	112	124	5	N.	R.
3	17	2	13	12	4	3	1	6	7	2	10	3	31	3	22	2	N.	R.
4	32	3	21	12	4	5	5	1	34	22	30		39	50	140	2	N.	R.
5	10	30	13	6	2	20	2	2	1	2	13		4	6	41	2	N.	R.
6	95	16	30	13	6	30	3	3	46	64	78		4	43	77	14	N.	R.
7	53	10	33	14	2	16	3	1	25	52	46		4	23	47	15	N.	R.
8	27	4	13	4	5	3	1	1	16	26	22		1	23	22	5	N.	R.
1	12	1	3	2	1	3			1	4	30		28	24	64		N.	R.
2	291	54	121	75	28	53	27	17	151	187	310	15	247	363	790	30	N.	R.

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.	MONIES.					VOL.	
	Amount of Local Appropriation for 1855.	Amount of Legislative Apportionment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.	Total number of Volumes in the Library.	History.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
<i>Huron.</i>							
1 Biddulph				100 0 0	100 0 0	810	141
2 Colborne			6 10 0	48 0 0	48 0 0	453	58
3 Goderich, No. 5	3 5 0	3 5 0		25 0 0	31 10 0	233	67
4 Morris South				3 10 0	3 10 0	44	11
5 Stephen				80 0 0	80 0 0	656	99
6 Usborne, No. 2				15 0 0	15 0 0	171	30
Total	3 5 0	3 5 0	6 10 0	271 10 0	278 0 0	2417	406
<i>Middlesex.</i>							
1 Adelaide				100 0 0	100 0 0	702	125
2 Delaware				60 0 0	60 0 0	496	82
3 Dorchester North				100 0 0	100 0 0	784	164
4 Dorchester North and Westminster, Nos. 6 and 10				24 0 0	24 0 0	241	46
5 Ekfrid				19 0 0	19 0 0	197	21
6 London	9 10 0	9 10 0	19 0 0	100 0 0	100 0 0	753	144
7 Nissouri West				100 0 0	100 0 0	915	184
8 Westminster, No. 5	2 10 0	2 10 0	5 0 0	8 0 0	13 0 0	114	13
9 Williams	5 0 0	5 0 0	10 0 0	80 0 0	90 0 0	656	146
Total	17 0 0	17 0 0	34 0 0	572 0 0	606 0 0	4858	905
<i>Elgin.</i>							
1 Elgin	15 8 5	15 8 5	30 16 10		30 16 10	163	22
2 Southwold				150 0 0	150 0 0	1093	210
3 Southwold, No. 12				16 17 9	16 17 9	181	14
4 Southwold, No. 13	2 15 0	2 15 0	5 10 0	16 10 0	22 0 0	191	48
Total	18 3 5	18 3 5	36 6 10	183 7 9	219 14 7	1634	294
<i>Kent.</i>							
1 Camden and Zone	50 0 0	50 0 0	100 0 0		100 0 0	684	167
2 Dover East and West				60 0 0	60 0 0	516	62
3 Harwich				225 0 0	225 0 0	1847	422
4 Howard, No. 13				24 0 0	24 0 0	230	45
5 Howard and Harwich, No. 12	12 7 6	12 7 6	24 15 0		24 15 0	237	34
6 Romney, No. 3				10 0 0	10 0 0	113	29
7 Tilbury East				50 0 0	50 0 0	417	55
Total	62 7 6	62 7 6	124 15 0	369 0 0	493 15 0	4044	814
<i>Lambton.</i>							
1 Plympton				100 0 0	100 0 0	802	138
2 Plympton, No. 8				7 10 0	7 10 0	78	28
3 Sarnia, No. 4				50 0 0	50 0 0	485	93
4 Sombra, No. 10				5 15 10	5 15 10	78	6
Total				163 5 10	163 5 10	1443	265
<i>Essex.</i>							
1 Anderdon, Nos. 1 and 4	12 10 0	12 10 0	25 0 0		25 0 0	195	72
2 Colchester				200 0 0	200 0 0	1391	243
3 Gosfield	6 5 0	6 5 0	12 10 0	50 0 0	62 10 0	583	131
Total	18 15 0	18 15 0	37 10 0	250 0 0	287 10 0	2169	446

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U. M. S.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tracts, Sketches, &c.	Teachers' Libraries.	MISCELLANEOUS INFORMATION.	
																	No. of copies vols. taken out.	No. of pupils reading.
1	64	21	36	7	6	21	8	4	46	48	67	4	85	85	163	4	N. R.	N. R.
2	38	7	11	10	5	5	3	4	18	10	35	1	24	45	170	3	364	140
3	17		11	3	3	4		1	8	8	9		28	24	101	1	162	63
4	5		23	3	4	4	3	4	20	20	5	3	2	17	3	1	N. R.	N. R.
5	49	7	13	1	2	1			12	9	12	3	51	69	233	8	N. R.	N. R.
6	22	1								101	179	9	108	257	709	21	80	41
Total	195	37	94	30	20	35	14	13	101	99	179	9	108	257	709	21		
1	48	18	25	14	5	6	6	3	36	29	93	4	42	73	171	4	382	156
2	22	4	13	14	4	7	5	2	22	13	30		25	55	170	3	N. R.	N. R.
3	69	8	20	20	9	5	2	25	34	71	53	22	08	192	184	7	N. R.	N. R.
4	17	2	13	2	2	5		3	7	3	12		4	13	109	3	200	71
5	14		27	2	1	19	4	6	27	3	6	9	43	119	132	6	N. R.	N. R.
6	61	8	37	14	10	13	6	5	39	45	47		88	120	196	5	N. R.	N. R.
7	82	19	33	19	7	1	1	6	51	47	60	2	24	17	29	2	N. R.	N. R.
8	19	2	7	1	18	9	18	5	5	32	68	5	38	55	80	10	N. R.	N. R.
9	40	11	28	28					65	236	246	380	40	352	1020	42		
Total	362	72	172	112	56	64	42	51	236	246	380	40	352	1020	42			
1	33		3	20	9	31	11	3	6	6	15		57	124	279	10	N. R.	N. R.
2	94	17	23	28	9	10	11	1	50	40	116	6	18	50	44	16	N. R.	N. R.
3	21	7	13	3	2	1	3	1	5	4	11	1	3	6	56	2	N. R.	N. R.
4	22	5	11	13	1	6	3	1	6	4	5	2	3	8	56	2	N. R.	N. R.
Total	178	29	50	64	21	48	26	11	61	54	147	9	78	160	379	30		
1	44	7	18	2	7	30	3	2	39	27	69	2	48	74	135	19	N. R.	N. R.
2	49	4	9	5	4	3	3	4	24	27	46	2	24	43	204	3	N. R.	N. R.
3	152	32	52	48	23	66	62	26	162	66	52	1	193	121	857	12	N. R.	N. R.
4	13	2	5	11	3	4	1	1	5	4	5		20	20	88	3	N. R.	N. R.
5	15	1	13	1	1	2	2	2	26	3	15		43	20	52	3	N. R.	N. R.
6	22	3	8	1	1	1	1	1	4	1	3		18	3	19	2	N. R.	N. R.
7	41	3	11	12	2	6	3	1	14	9	37	2	28	40	151	42		
Total	336	62	116	80	40	112	73	37	274	144	225	7	374	321	997	42		
1	88	19	34	22	7	27	9	4	45	63	52	1	60	73	163	1	1104	215
2	13			12			1	2	5	2	9		2	4	7	4	960	100
3	36			12	6	2	2	2	18	21	4	1	42	51	163	2		
4	17	2	22	2	1	1			4		4		8	17	11	7	2064	315
Total	151	25	56	48	14	30	10	10	72	86	66	2	112	145	344	7		
1	23	4	5		2	3	2	1	7	5	7	6	4	29	22	3	103	63
2	109	27	37	16	12	22	15	7	21	73	148	5	118	167	214	17	N. R.	214
3	27	5	5	6	1	9			6	19	34	6	67	29	215	4	N. R.	N. R.
Total	159	38	47	22	15	34	17	8	91	97	189	17	189	225	551	24		

PART II.—Table M.—(Summary.)

THE FREE PUBLIC LIBRARIES

Table with columns: CITIES, TOWNS, MUNICIPALITIES, MONIES (Local, Legislative, Value of Books sent in 1855, Value of Books sent in 1854, Total Value of Books sent), VOL. (Total number of Volumes in library, History, Zoology, Botany, Natural Phenomena). Rows include Toronto, Hamilton, London, Ottawa, Belleville, Brantford, Brockville, Chatham, Cobourg, Cornwall, Dundas, Goderich, Niagara, Perth, Peterborough, Picton, Port Hope, Prescott, St. Catharines, Whitby, Amherstburgh, Barrie, Guelph, Simcoe, Woodstock, Berlin, Bowmanville, Brampton, Caledonia, Chippewa, Galt, Ingersoll, Napanee, Oshawa, Paris, Preston, St. Marys, St. Thomas, Smith's Falls, Stratford, Thorold, Trenton, Vienna, Windsor, Yorkville. Total for 1855 and 1854, and Increase/Decrease.

* 179 Common School Libraries, sub-divided into 599 Libraries at least.
† In addition to the above, the sum of £113 9 9 was expended for book-cases and the salaries of librarians.
‡ This is the total amount for 1856 and 1855.

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

Table with columns: U. M. S., MIS-CELLANEOUS, SUNDAY SCHOOL LIBRARIES, OTHER PUBLIC LIBRARIES, COMMON SCHOOL LIBRARIES, TOTAL SCHOOL AND PUBLIC LIBRARIES IN UPPER CANADA. Rows include Physical Science, Geology and Mineralogy, Natural Philosophy, Chemistry, Agricultural Chemistry, Practical Agriculture, Manufactures, Modern Literature, Ancient Literature, Voyages, Biography, Tales, Sketches, &c., Teachers' Libraries, Applications for books during yr., Not applicants for books, Libraries, Volumes, Librarians, Volumes, Librarians, Volumes. Total for 1855 and 1854, and Increase/Decrease.

Mcm.—Sunday School Libraries were much more fully reported for 1855 than formerly, which accounts for the apparently large increase.

PART II.—Table N.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS							
	Local Contribu- tion.	Legislative Appor- tion- ment.	Total.	MAPS				
				The World.	Europe.	Asia.	Africa.	America.
	\$ c.	\$ c.	\$ c.					
<i>Huron:</i>								
Hay, No. 4 ...	5 0	5 0	10 0	1	1	...	1	1
Stanley, No. 6 ...	5 0	5 0	10 0	1	1	1	1	1
Wawanosh, No. 3... ..	5 0	5 0	10 0	1	1	...	...	...
<i>Bruce:</i>								
Kincardine and Bruce, U. S. S., No. 2 ...	6 50	6 50	13 0	1	1	1	1	1
Saugeen, No. 3	10 0	10 0	20 0	1	1	1	1	1
<i>Middlesex:</i>								
Adelaide, No. 8	10 0	10 0	20 0	1	1	1	1	...
<i>Elgin:</i>								
Bayham, No. 7	10 0	10 0	20 0	1	1	1	1	...
Bayham, No. 13	11 0	11 0	22 0	1	1	1	...	1
Malahide, No. 5	5 0	5 0	10 0	1	1	...	...	...
Malahide, No. 7	10 0	10 0	20 0	1	1	1	1	1
Southwold, No. 12 ...	22 53	22 53	45 6	1	1	1	1	1
Yarmouth, No. 8	19 12½	19 12½	38 25	1	1	1	1	1
<i>Kent:</i>								
Chatham, No. 2	16 0	16 0	32 0	1	1	1	1	1
Howard, No. 6	9 0	9 0	18 0	1	1	1	1	1
<i>Lambton:</i>								
Plympton, No. 2	16 0	16 0	32 0	1	1	1	1	1
Sombra, No. 8	12 0	12 0	24 0	1	1	1	1	1
<i>Essex:</i>								
Tilbury, West, No. 1 ...	5 0	5 0	10 0	1	1	1	1	...
<i>Cities:</i>								
Toronto	133 84	133 84	267 68	6	7	3	1	5
Toronto, R. C., Sep. School	70 50	70 50	141 0	8	4	4	2	2
Hamilton	29 38	29 38	58 76	...	...	...	6	6
London	7 0	7 0	14 0	...	...	...	...	3
London, Union School ...	119 19	119 19	238 38	3	2	2	2	2
<i>Towns, Town Municipalities, and Villages:</i>								
Brantford	28 24	28 24	56 48	1	2	1	1	1
Brantford, R. C. Sep. School	5 17½	5 17½	10 35	...	1	1	1	1
Cornwall, Grammar School	34 37½	34 37½	68 75	1	1	1	1	1
Cornwall, Common School	50 0	50 0	100 0	2	2	1	1	1
Peterborough, U. School ...	17 83	17 83	35 66	...	...	...	...	...
Peterborough, R. C. Sep. School	6 63	6 63	13 26	2	2	...	...	...
Pictou	5 0	5 0	10 0	...	...	...	...	...
Port Hope, U. School	58 10	58 10	116 20	1	5	2	2	2
Prescott	15 0	15 0	30 0	...	1	1	1	1
St. Catharines	10 0	10 0	20 0	1	1	1	1	1
Amherstburgh, R. C. Sep. School, No. 1	5 6½	5 6½	10 13	1	...	...	...	...
Simcoe	52 64	52 64	105 28	2	2	2	2	2
Woodstock	12 0	12 0	24 0	3	...	...	...	...
Chippewa	39 0	39 0	78 0	4	2	2	2	2
Gananoque, Grammar School...	20 0	20 0	40 0	1	2	1	1	1
Oshawa	7 12½	7 12½	14 25	1	1	...	...	...
Vienna	8 0	8 0	16 0	1	...	...	...	...
Vienna	6 0	6 0	12 0	1	1	1	1	1
Yorkville	20 94½	20 94½	41 89	...	1	1	1	1
Total	2327 76½	2327 76½	4655 53	135	142	108	94	106

SUM.

Total Schools supplied during year, 159; viz. :—Common Schools, 148; Separate Schools, 4;

OF UPPER CANADA, 1855.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF—	APPARATUS.								OBJECT AND TABLET LESSONS.							Various articles.		
	Canada.	British Isles.	Classical Maps.	Other Maps.	Globes.	Complete sets of Holbrook's Apparatus.	Orreives.	Tellurians.	Numerical Frames.	Geometrical Forms & Solids.	Other Apparatus.	Natural History.	Scripture History.	Other Object Lessons.	National Tablet Lessons.		Other Tablet Lessons.	Prints, &c.
1	...	...	...	1	...	...	...	...	1	...	...	...	...	...	...	1	1	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	3	...
1	...	...	...	...	1	...	...	...	...	...	...	1	2	...	...	3	2	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	6	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	6	...
1	3	2	2	2	1	1	1	1	1	1	1	1	...	...	...	6	2	...
1	...	...	1	2	1	...	...	...	...	...	...	2	...	...	2	4	5	...
1	...	1	2	...	...	...	...	...	...	...	...	1	...	...	...	1	2	...
1	3	...	1	1	...	...	...	...	...	...	1	...	...	...	1	1	1	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	5	4	...	...	...	...	...	...	1	...	...	...	...	1	1	...	...
2	3	...	6	...	1	...	...	...	1	1	...	...	...	...	2	1	1	1
1	...	...	10	2	...	...	...	...	...	...	...	...	...	...	4	2	2	...
4	...	3	6	...	...	...	...	...	...	...	...	...	...	...	2	21	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	4	6	...	...
2	3	...	20	...	...	...	...	...	3	...	...	...	...	...	3	3	...	6
1	1	2	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	5	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...
2	1	...	4	2	...	...	...	...	...	...	2	4	...	...	45	2	10	2
2	5	4	2	...	...	...	...	...	...	...	...	...	...	4	3	2	1	...
1	3	3	8	...	...	...	...	...	...	...	1	...	...	2	2	2	2	...
1	1	...	2	...	...	...	...	...	...	...	1	2	...	1	1	1	1	2
1	1	...	7	...	...	...	...	...	...	...	1	1	...	...	1	5	...	1
116	95	41	467	48	14	5	8	26	14	33	89	38	1	82	238	260	162	...

MARY.

Grammar Schools, 3; United Grammar and Common Schools, 4,=159.

PART II.—Table O.

THE SUPERANNUATED

STATEMENT IN DETAIL OF THE SUPERANNUATED COMMON SCHOOL

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
								£ s. d.	£ s. d.
1	John McAuley ...	Ch. Scotland.	Ireland	Innisfil	Age & Infirmity	73	22	1 0 0	27 10 0
2	<i>Dead, see last rep.</i>								
3	Robert Mason	Presbyterian.	Scotland	Lanark	Age & Infirmity	75	28	1 0 0	35 0 0
4	Magnus Swanson	Baptist	Scotland	Markham	Age & Infirmity	72	18	1 0 0	22 10 0
5	<i>Dead, see last rep</i>								
6	Donald Currie	Ch. Scotland.	Scotland	Aldboro'	Age & Infirmity	67	18	1 0 0	22 10 0
7	James Baird	Baptist	Scotland	Lanark	Age & Infirmity	83	16	1 0 0	20 0 0
8	John O'Connor ...	Rom. Catholic	Ireland	Charlottenburgh	Age & Infirmity	82	35	1 0 0	43 15 0
9	Anthony Lewars..	Baptist	Scotland	Augusta	Age & Infirmity	74	32	1 0 0	40 0 0
10	<i>Dead, see last rep.</i>								
11	Thos. J. Graffe ...	Universalist..	Ireland	Arthur	See Abstract ...	48	18	1 0 0	22 10 0
12	Don'd McDermid	Ch. Scotland.	Scotland	Cornwall	Age & Infirmity	78	26½	1 0 0	33 2 6
13	James Benton	Ch. Scotland.	Scotland	Finch	See Abstract ...	59	25	1 0 0	31 5 0
14	Henry Gough	Ch. England..	Ireland	Barton	Age & Infirmity	70	30	1 0 0	37 10 0
15	Jas. Breakenridge	W. Methodist	U. Canada..	Rawdon	See Abstract ...	51	32	1 0 0	40 0 0
16	John Gillon	Ch. Scotland.	Scotland	Ramsay	Age & Infirmity	73	25½	1 0 0	31 17 6
17	Robert C. Mills ...	Ch. England..	Ireland	Packenham.	Age & Infirmity	69	23	1 0 0	28 15 0
18	John W. Leonard	Ch. England..	England	Chatham	Age & Infirmity	62	22	1 0 0	27 10 0
19	Peter Stewart	Ch. Scotland.	Scotland	Perth	Age & Infirmity	72	22	1 0 0	27 10 0
20	Resumed teaching								
21	John Price	Ch. England..	Ireland	Brockville..	Age & Infirmity	63	24	1 0 0	30 0 0
22	Wm. Gordon	Presbyterian.	Ireland	Horton	Age & Infirmity	68	30	1 0 0	37 10 0
23	Crawford Rainey.	W. Methodist	Ireland	Ernestown.	See Abstract ...	44	17	1 0 0	21 5 0
24	Benj. Warren	Ch. England..	Ireland	Augusta	Age & Infirmity	71	27	1 0 0	33 15 0
25	Thos. McMaster...	Ch. England..	Ireland	Grey	See Abstract ...	59	20	1 0 0	25 0 0
26	Ronald Smith	Ch. England..	Scotland	Lanark	Age & Infirmity	71	20	1 0 0	25 0 0
27	Wm. McEdward..	Ch. Scotland.	Scotland	Lancaster..	Age & Infirmity	65	26½	1 0 0	33 2 6
28	Wm. Dowling	W. Methodist	Ireland	Augusta	See Abstract ...	56	20	1 0 0	25 0 0
29	Geo. Fieldhouse...	Soc'y Friends	England	Murray	Age & Infirmity	69	30	1 0 0	37 10 0
30	Olmsted Gates ...	Ch. Scotland.	U. States ..	Longueuil..	Age & Infirmity	78	11	1 0 0	13 15 0

COMMON SCHOOL TEACHERS.

PART II.—Table O.

TEACHERS IN UPPER CANADA FOR 1855, WITH THE PENSIONS PAID.

No.	For the year.	Abstract of Case.	Certificates signed by
1	1855 ...	Was a Teacher 50 years. Taught in West Gwillimbury, Tecumseth, Essa and Innisfil. Holds also a certificate from the 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.
3	1855 ...	Taught the same School in the Village of Lanark for 28 years.	J. A. Murdock; J. Shaw, M. P.; M. Lock, J. P.
4	1855 ...	Was a Teacher for 35 years. Taught in Scotland, Lower Canada, and for 18 years in Markham.	Rev. W. Case; J. King; G. Buchanan.
6	1855 ...	Was a teacher for 50 years; 22 years in Scotland, and 18 years in Aldboro', Oxford, Howard, Chatham and Mosa, U. C.	Rev. R. Burns, D. D.; Rev. D. McMillan; G. Gardiner, J. P.; G. Duck, junior.
7	1855 ...	Commenced in 1825 and ceased teaching in 1842 from age and lameness; taught the same school 16 years.	Rev. M. Harris; J. Robertson, J. P.
8	1855 ...	Was a Teacher for 33 years; 18 years in Ireland, and 35 in Glengarry, Stormont and Prescott.	Rev. J. McLaurin; Rev. H. Urquhart; J. Grant, M. D.; A. Chisholm.
9	1855 ...	Taught in the County of Grenville 32 years.	Rev. R. Blakely; H. W. Morton, M. D.; J. Clapperton; J. Jessup; G. Malloch.
11	1855 ...	Commenced in 1832. Taught in Grenville 18 years. "His health failed from excessive mental labour, which induced a predisposition to apoplexy and spinal disease."	B. R. Church, M. D.; E. H. Whitmarsh; R. Waugh.
12	1855 ...	Commenced in Scotland in 1794, and ceased in Upper Canada in 1843. Taught in Stormont and Glengarry 26½ years.	J. Pringle; Reference to Hon. Justice McLean; R. McDonald, M. D.; affidavit before H. Cline, J. P.
13	1855 ...	Commenced in 1822 and ceased 1850. Taught for 25 years in Township of Lochiel; was afflicted with Epilepsy and compelled to desist.	Rev. J. R. Meade; J. Stirling, M. D.; D. Cattanaoh, J. P.; J. Murray.
14	1855 ...	Was a Teacher for 33 years; 3 years in Nova Scotia, and 30 in various parts of Upper Canada.	P. Spaun, J. P.; B. P. Spohn. Former certificates signed by Bishop Strachan, &c.
15	1855 ...	Commenced in 1815. Taught in 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 as to be compelled to desist.	Rev. W. Smart; Hon. H. Pinhey; J. Garvey, M. D.; J. McAtthew, J. P.; J. A. Stuart, J. P.; T. Brady, A. Sherwood; S. Hart; J. Keays; W. Henderson.
16	1855 ...	Commenced in Ramsay in 1821, opened the first school at Carleton Place in 1825. Taught also in Beckwith and Pakenham.	Rev. J. McMorine; D. Campbell, J. P.; Rev. A. Mann; Rev. M. Harris; J. Wylie.
17	1855 ...	Commenced in 1824. Taught in Huntley, Fitzroy, Pakenham, Ross and Bromley.	Rev. J. Thompson; A. Fowler, M. D.; Rev. M. Harris; Rev. A. Mann.
18	1855 ...	Commenced in U. C. in 1817. Taught in the Counties of Frontenac, Lennox, Addington, Kent and Lambton, as he states subsequently to his application being approved, 30 years. Ceased in 1853.	Hon. S. Washburn; Thos. Cross, M. D.; A. Lazier, J. P.; T. McRea, J. P.; O. Ingalls, J. P.; E. H. Carlat, J. P.; C. Pier, J. P.
19	1855 ...	Taught in county of Lanark from 1831 to 1853. "Has done a good deal of good in his day."	Rev. M. Harris; J. A. Murdoch; J. Young.
21	1855 ...	Commenced in 1827. Taught in Leeds and Grenville 24 years.	Rev. E. Denroche; Rev. W. Smart; G. Sherwood, M. P.; T. Reynolds, M. D.; T. F. McQueen, M. D.; A. Sherwood; W. Euell; J. Jessup.
22	1855 ...	Commenced in 1823, and taught in Lanark and Renfrew for 30 years.	Rev. G. Thompson; D. Evans, M. D.
23	1855 ...	Taught in Kingston, Ernestown, Camden and Portland. Disease of the heart and liver renders him unfit for teaching.	Rev. P. Shirley; R. McLean, M. D.; J. Scouten, M. D.; J. Miller, J. P.; J. Asseltine, J. P.; J. J. McDonald; S. Warner.
24	1855 ...	Commenced in 1824, and taught school in Leeds and Grenville 27 years.	Rev. W. Smart; G. Sherwood, M. P.; T. Reynolds, M. D.; J. Brouse; R. Waugh; J. Reynolds, J. P.; N. Horton, J. P.; R. Eise, J. P.
25	1855 ...	Commenced in 1825, and taught in various parts of U. C. Deafness and disease of lower extremities compelled him to desist.	Rev. E. Patterson; Rev. D. McPherson; D. Waugh, M. D.; A. Monteith, J. P.; W. P. McCullough, J. P.; J. Hyde; W. Bath; A. McGregor; J. Stewart. Former certificate signed by Bishop Strachan.
26	1855 ...	Commenced in 1832, and taught in the county of Lanark 20 years.	Rev. M. Harris; A. Munro, M. D.; J. Robertson, J. P.; J. McDonald, J. P.; T. McCaffry, J. P.; E. Byrne.
27	1855 ...	Commenced in 1812. Was a teacher 38 years; 11 years in Scotland, 26 in Lancaster, and 6 months in Williamstown, U. C.	Rev. J. McKenzie; Rev. D. McPherson; Rev. J. McLaurin; A. Beattie, M. D.; R. S. McDonald, J. P.
28	1855 ...	Commenced in 1822. Taught in Leeds and Grenville for 20 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.
29	1855 ...	Commenced in 1819, and taught in Prince Edward and North Cumberland 30 years.	P. Gross, M. D.; B. Franklin, J. P.; J. Bettes, J. P.
30	1855 ...	Commenced in the U. States in 1796, in Lower Canada in 1810, and in Longueuil in 1816. Taught in L. C. 4 years, was assistant in a public school 22 years, and teacher of a common school 11 years. Ceased in 1840.	Sheriff Treadwell; A. Murray, M. D.; J. Higginson, J. P.; Jos. C. Waters.

PART II.—Table O.—(Continued.)

THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
								£ s. d.	£ s. d.
31	John McKenzie...	Presbyterian.	Scotland	Lancaster.	Age & Infirmity	64	17½	1 0 0	21 17 6
32	Patrick Benson ...	Rom. Catholic	Ireland	Plantagenet North.	Age & Infirmity	74	30	1 0 0	37 10 0
33	Francis Sharp.....	Congregation- alist.	England	Asphodel	Age & Infirmity	77	18½	1 0 0	23 8 8
34	John McDonell ...	Rom. Catholic	Scotland	Charlotten- burgh.	Age and debility	64	30	1 0 0	37 10 0
35	Francis Foster ...	Ch. England.	England	Chinguac- ousy.	Age & Infirmity	74	18	1 0 0	22 10 0
36	Donald McDonald	Rom. Catholic	Scotland	Lochiel.....	Age & Infirmity	69	13	1 0 0	16 5 0
37	John Ker	Ch. England.	Ireland	Winchester.	Age & Infirmity	64	14	1 0 0	17 10 0
38	Jas. Brenan.....	Rom. Catholic	Ireland	Ennismore.	Age & Infirmity	71	35	1 0 0	43 15 0
39	Thos. Hudson.....	Ch. England.	England	Markham	See Abstract	59	19½	1 0 0	24 7 0
40	Wm. M. Hynes ...	Presbyterian.	Ireland	Brockville.	Age and debility	61	34	0 16 8	35 8 4
41	Jane Johnston ...	Ch. England.	Ireland	Thorold.....	See Abstract	51	21	22 10 0	44 12 6
42	W. R. Thornhill...	Ch. England.	Ireland	Kitley	See Abstract	57	22	23 10 0	46 15 0
43	Wm. Irvine.....	Ch. England.	Ireland	Kingston	Age & Infirmity	73	17½	18 18 4	37 1 3
44	W. C. McMillan*	Ch. England.	Scotland	Mountain	Age & Infirmity	62	22	23 0 0	33 0 0
45	John Fletcher.....	Presbyterian.	Scotland	Tilbury E.	See Abstract	47	18	19 10 0	38 5 0
46	John B. Emons ...	Ch. England.	U. Canada.	Escott	See Abstract	59	27	28 10 0	57 7 6
47	John Nowlan	Ch. England.	Ireland	Montague.	Age & Infirmity	64	24	25 10 0	51 0 0
48	W. P. Huston.....	Presbyterian.	Ireland	Mountain	Age & Infirmity	71	23	24 0 0	34 10 0
49	George Reynolds.	Rom. Catholic	Ireland	Camden E.	Age & Infirmity	60	28½	29 5 0	32 1 3
50	Wm. Martin*	Presbyterian.	Ireland	Gower S.	Age & Infirmity	80	8	0 0 0	12 0 0
51	Wm. Martin	Presbyterian.	Ireland	Oxford	Age & Infirmity	64	14	15 10 0	29 15 0
52	John Blek		Ireland	Ross	Age & Infirmity	76	15	16 5 0	28 2 6
53	Michael Koen.....	Rom. Catholic	Ireland	Kingston	Age & Infirmity	64	25½	26 10 0	38 5 0
54	Alex. Miller.....	Presbyterian.	Scotland	Walford	Age & Infirmity	69	28½	29 18 4	60 8 9
55	John Donald	Presbyterian.	Scotland	Dalhousie.	See Abstract	56	20½	21 10 0	30 15 0
56	Angus McDonell..	Rom. Catholic	Scotland	Kenyon.....	Age & Infirmity	60	33½	35 0 0	71 3 9
57	James Forde	Ch. England.	Ireland	Elmsley N.	See Abstract	53	16	17 10 0	34 0 0
58	John Livingston..	Presbyterian.	Scotland	Dalhousie.	Age & Infirmity	64	25½	26 10 0	38 5 0
59	Gilbert McAulay..	Ch. Scotland.	Scotland	Sunnidale	Age & Infirmity	75	18	19 0 0	27 0 0
60	Gideon Gibson ...	Ch. England.	Ireland	Emily	Age & Infirmity	70	19	20 5 0	34 8 9

* Now dead.

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the year.	Abstract of Case.	Certificates signed by
31	1855	Taught 2 years in Lower Canada, and 17½ in Glengarry.	Rev. J. McKinnon; D. E. McIntyre. M. D.
32	1855	Commenced in 1810, and continued teaching in Stormont and Prescott for 30 years. Ceased in 1845.	C. Johnson, Junior; G. Presley; J. Belloro
33	1855	Commenced in 1835, and continued teaching in county of Peterboro' for 18½ years.	Rev. T. Searight; W. Scott, J. P.; H. Fowlds; J. Foley; R. C. Humphries.
34	1855	Commenced in 1810, and continued teaching in 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.
35	1855	Commenced in 1832, and continued teaching in the Gore of Toronto and Chinguacousy for 18 years.	Rev. J. G. Armstrong; T. Deasey, M. D.; J. M. Chafee; R. Wright; J. Price. Former certificate signed by Bishop Strachan.
36	1855	Commenced in 1806. Taught in Dundas, Stormont and Glengarry. Is unable to procure certificates of teaching for more than 13 years. Ceased in 1853.	O. Quigby, J. P.; C. McDonald, M. D.; J. Murray; A. McMillan.
37	1855	Commenced in 1835, and taught in Stormont and Dundas for 1½ years.	Rev. J. G. B. Lindsay; Rev. H. E. Plees; 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. & G. & E. Brouse, M. P.s.; W. Bell, J. P.; P. Carman.
38	1855	Was a teacher for 50 years; 35 years in Glengarry, Prince Edward and Victoria.	Rev. J. J. Chisholm, D. D.; Rev. J. Bourke; Rev. J. M. Roker; Rev. R. Harding; W. Cluxton, J. P.; P. S. Sullivan, J. P.; W. T. Boate; B. McDonnell; E. Burnham; T. Hay; B. S. Gory, M. D.
39	1855	Commenced in 1832, and taught in the County of York for 19½ years. Ceased in 1851, hernia and general debility having forced him to desist.	Rev. J. G. Armstrong; Rev. D. E. Blake; R. Paget, M. D.; G. Pexton.
40	10 m. '55	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.; J. S. Reynolds, J. P.; W. Dowling, J. P.; W. Buel; G. Malloch.
41	1854-55	Commenced in 1833, and taught in Dundas, Ancaster, Cayuga and Thorold 21 years. Disease of the chest compels her to desist.	Rev. F. B. Fuller; G. Keefer, J. P.; R. Ironside, M. D.; Dr. H. Rally; J. Keefer; D. D'Everardo; H. James.
42	1854-55	Commenced in 1829, and taught in Leeds 22 years. "Sight so imperfect that he cannot follow the profession any longer."	Rev. J. B. Worrell; J. Atchison, M. D.; Rev. P. Tromazne; S. Saper, J. P.; J. O'Neill; H. B. Washburn; R. Johnson, J. P.; W. Webster, J. P.
43	1854-55	Was a teacher 52 years; 17½ in Upper Canada	Ven. Archdeacon Stuart; Rev. E. C. Bower; J. Marks, J. P.; G. Rutledge.
44	1854-55	Commenced in 1816, and taught 16 years in Scotland and 22 in Glengarry, Dundas and Prince Edward.	Rev. B. Blakely; D. Skinner, M. D.; Rev. J. Harris, J. Pringle; D. Rose; P. Keefer; J. Keefer, J. P.; S. Skinner, J. P.; J. L. Bigger; D. McLeod.
45	1854-55	Commenced in 1830. Taught 6 years in Scotland, and 18 in Elgin and Kent. Is afflicted with hip joint disease, and quite unable to do duty.	Rev. J. Fraser; J. R. Robertson, M. D.; A. McGregor; J. Coult.
46	1854-55	Commenced in 1827. Has taught in the Counties of Frontenac, Glengarry, Prescott and Russell. Is afflicted with general debility and partial paralysis.	F. Codd, M. D.; J. Stewart; J. Keays; J. Conway, J. P.; J. Mattice, J. P.
47	1854-55	Commenced in 1812. Taught 18 years in Newfoundland and 24 years in Lanark and Carleton.	Rev. J. B. Worrell; G. Nisbet, M. D.; J. Shaw, M. P.; Rev. E. Morris; G. Gully, J. P.
48	1855	Commenced in 1832. Taught in Mountain and South Gower 23 years.	Rev. J. Anderson; D. Brown, M. D.; J. Cleland, P. M.
49	1855	Commenced in 1826, and taught 28½ years in Brockville, Lennox and Addington, &c.	Rev. P. Shirley; F. V. Cary, M. D.; R. McLean, M. D.; D. Roblin, M. P.; J. Stevenson, J. P.; T. Miller, J. P.; D. C. Smith, J. P.; W. Whelan, J. P.; S. Reynolds, J. P.; F. Murray, J. P.; J. P. Hawley, J. P.; C. H. Miller, J. P.
50	1855	Commenced in Ireland 1791, and in Canada 1827. Taught in Counties Grenville and Dundas 9 years.	Rev. Jos. Anderson, and others.
51	1854-55	Commenced in 1817 in Nova Scotia. Taught in Grenville 14 years.	Rev. W. D. McDonell; E. B. Sparham, M. D. Former certificate, authorising to teach in Nova Scotia, signed by Earl of Dalhousie.
52	1854-55	Commenced 1806. Taught 33 years in Ireland, and 15 in Lanark and Renfrew.	G. Brown; D. M. Evans, M. D.; J. M. Ross; H. Fitzpatrick; M. Mulligan, P. McPeak.
53	1855	Commenced in Ireland in 1814, and taught 25½ years in Frontenac.	R. S. Henderson; W. Bennish, M. D.; J. W. Brown, J. P.; Peter McKinn, J. P.; J. Irvine. Formerly by Archdeacon Stuart.
54	1854-55	Commenced in 1802. Taught 24½ years in Scotland and 28½ in Lanark, Leeds and Grenville.	Rev. W. Bell; B. R. Church, M. D.; Rev. E. Morris; E. H. Whitmarsh; G. McKwen, P. M.
55	1854-55	Taught in Dalhousie. Chronic inflammation of the liver obliged him to desist.	Rev. J. B. Duncan; A. Munro, M. D.; J. S. Nichol, M. D.
56	1854-55	Commenced in Scotland in 1814, and taught in Glengarry, U. C. 33½ years.	D. A. McDonald; J. Simpson, M. D.; A. Chisholm; A. McDonell.
57	1854-55	Commenced in 1827, and ceased 1850. Taught in Lanark and Frontenac 16 years. Defective eyesight compelled him to desist.	Rev. M. Hains; J. A. Neilson, M. D.; J. Young.
58	1855	Commenced in Scotland in 1810. Taught School No. 6, Dalhousie, 25½ years.	Rev. M. Harris; J. S. Nichol, M. D.; Rev. J. B. Duncan; J. A. Young; J. A. Murdoch; A. McMues; H. McLean; A. McDonald.
59	1855	Commenced in Scotland in 1812, and in Upper Canada, 1833. Taught in Peel and Simcoe 18 years.	Rev. S. B. Ardagh; Judge Gowan; Rev. J. Gray; H. A. Clifford; G. Lount; A. Pass.
60	1854-55	Commenced in Ireland in 1817, and in Upper Canada in 1833. Taught 19 years in Durham and Peterboro'.	Rev. W. Hooper; T. Ray, M. D.; E. Ingram; J. Tate.

PART II.—Table O.—(Continued.)

THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence (Municipality.)	Cause of discontinuing teaching	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
								£ s. d.	£ s. s.
61	Wm. Begg	Presbyterian	Scotland	Goderich	Age & Infirmary	81	17	17 0 0	25 10 0
62	John Bradley	Episcopalian	Ireland	Plantagenet	Age & Infirmary	76	20	21 10 0	42 10 0
63	Not fully approved								
64	Henry St. Leger	Ch. England	Ireland	Adelaide	Age & Infirmary	71	21	22 0 0	31 10 0
65	Robt. Thompson	Ch. Scotland	Scotland	Cornwall	See Abstract	51	20	21 10 0	42 10 0
66	Johnston Neilson	Presbyterian	Ireland	Drummond	General debility	58	18	18 0 0	27 0 0
67	Orin Blodgett		U. Canada	Gower N.	Nervous debility	59	28	29 10 0	59 10 0
68	Pa rick McKee	Rom. Catholic	Ireland	Osnabrock	Age & Infirmary	82	17	18 10 0	36 2 6
69	John Brennan	Ch. England	Ireland	Walford	Deafness and debility.	57	24	25 10 0	36 15 0
70	Margaret Jessop	Ch. England	Ireland	Elmsley	Loss of sight & hearing.	67	16	17 10 0	34 0 0
71	Thos. White	Congregation- alist	England	Hawkesb'ry West.	Debility	65	23	24 10 0	26 14 4
72	Joshua Webster	Methodist	U. States	Brighton	Age & Infirmary	61	22	23 10 0	46 15 0
73	Norman McLeod	Presbyterian	Scotland	Lochiel	Age & Infirmary	63	16	17 10 0	34 0 0
74	Samuel P. Stiles	Methodist	U. States	Carradoc	Age & Infirmary	71	40	41 0 0	60 0 0
75	M. Kineborough	Ch. England	Ireland	Ernestown	Age & Infirmary	75	51	32 10 0	65 17 6
76	Wm. Dutton	Presbyterian	Ireland	Puslinch			11	11 0 0	15 0 0
77	Arch'd Campbell	Presbyterian	Scotland	Charlotten- burgh.	Age & Infirmary	72	7	8 0 0	10 10 0
78	Wm. Kearns	Ch. England	Ireland	Augusta	Age & Infirmary	63	25	24 0 0	37 10 0
79	D. McKenzie	Presbyterian	Scotland	Westmins'r	Affection of the lungs.	56	20	21 14 2	51 5 0
								882 2 6	2615 0 1

N. B.—For statement of account see page 210.

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the year.	Abstract of Case.	Certificates signed by
61	1855	Commenced in Scotland in 1813, where he taught 20 years. Commenced in Upper Canada in 1837, and taught school in Goderich 17 years.	Rev. A. McKid; Dr. Cole; G. Elliott, J. P., and others.
62	1854-55	Commenced in 1830, and taught 20 years in the County of Prescott.	Col. J. Kearnes, J. P.; D. O'Neill; J. Hagar, J. P.; T. H. Johnson, J. P.
63		Further certificates required.	
64	1855	Commenced in Ireland 1823, and in U. C. 1832. Taught in Welland, Middlesex, Cornwall, Drummond and Oakland 21 years. Afflicted with Paralysis.	Rev. T. Creen; H. Hanson, M. D.; Rev. A. Mortimer; J. B. Strathy; W. Elliot; W. Miller; S. A. Scoon.
65	1854-55	Commenced in 1831, and taught for 20 years in Stormont and Glengarry. Chronic inflammation of the eyes unfits him for duty.	B. McDonald, M. D.; B. G. French; A. Johnston, J. P.; J. Aitken; W. Poley; A. E. McDonald; S. Sheets.
66	1855	Commenced in Ireland in 1813, and U. C. 1836. Taught 18 years in Lanark, Leeds and Grenville.	Rev. J. McMorine; Rev. J. Pyne; Rev. J. Padfield; Rev. A. Mann; A. Fowler, M. D.; J. Shaw, M. P., &c., &c.
67	1854-55	Commenced in 1817. Taught 28 years in Lanark, Carleton and Grenville.	W. McMicken, M. D.; D. Eastman.
68	1854-55	Commenced in 1823, and has taught 25 years in County of Stormont.	Rev. G. A. Hay; W. H. Wagner, M. D.; W. McIntosh, J. P.; D. Chisholm, J. P.; J. Archibald, J. P.; O. Fugh, J. P., &c. &c.
69	1855	Commenced in Ireland in 1823, and in U. C. in 1830. Has taught in the County of Leeds 24 years.	Rev. J. H. Andrews; B. R. Church, M. D.; S. Soper, J. P.; R. W. Ferguson; J. A. Brown.
70	1854-55	Commenced in 1829 and ceased in 1846. Has taught in Perth, Smith's Falls and Kitley, 16 years.	Rev. M. Harris; J. A. Ichison, M. D.; Rev. J. Padfield; C. H. Scribe; E. S. Weeks.
71	1855	Commenced in 1821, and has taught in Hawkesbury 23 years.	Rev. W. Abbott; W. Erving, M. D.; Rev. W. Mair; Rev. J. T. Byrne; J. Hamilton, J. P.; H. Loub, J. P., &c.
72	1854-55	Commenced in 1812 and ceased 1847. Taught 3 years in U. S. and 22 in P. Edward and Northumberland.	J. W. Eryderman, J. P.; P. Gross, M. D.; J. P. Powers, M. D.; J. A. Keeler, J. P.
73	1854-55	Commenced in 1807 and ceased in 1849. Taught 10 years in Scotland and 16 in Glengarry.	Rev. T. McPherson; J. Sterling, A. M. & M. D.; John McLennan, J. P., and others.
74	1855	Commenced in Delaware 1806, and ceased 1854. Taught 40 years in Middlesex.	Rev. R. Flood; G. Billington, M. D.; Elijah Gregory; E. Handy, &c.
75	1854-55	Commenced in 1817 and ceased in 1850. Taught in Frontenac and Addington 31 years.	Ven. Archdeacon Stuart; H. Yates, M. D.; D. P. Yeomans, M. D.; S. Clark, J. P.; M. Palmer, J. P., &c.
76	1854	Commenced in Nassagaweya in 1843, and taught there 11 years.	Rev. G. Graham; Rev. T. Green; J. Cobban, M. D.; C. Freeman, M. D.; A. C. Verver, &c.
77	1855	Has taught 57 years. 50 years in Lower Canada, and 7 in U. C. under appointment of Sir J. Craig.	Rev. T. McPherson; J. Grant, M. D.; W. Macrae, J. P.; Col. Marchand; J. Delagrave, Mayor, &c.
78	1855	Commenced 1822. Taught 25 years in Counties Stormont, Dundas and Glengarry.	Rev. D. Morris; W. D. Scott, M. D.; J. W. Ridley, Supt.; D. Berging, M. D.; E. Ross, Supt.; W. Fraser, Supt.
79	1855	Commenced in 1849, and has taught 20 years in Middlesex, Elgin and Oxford.	Rev. M. Burnham; G. Southwick, M. D.; H. W. McIntyre, J. P.; J. Strathy, Supt., and others.

PART II.—Table P.

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE 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, 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
<i>Countries.</i>							
1 Glengarry.....	481 3 10	100 0 0	...	...	5 10 0	202 13 9	789 7 7
2 Stormont.....	343 1 9	100 0 0	...	...	...	68 17 6	411 19 3
3 Dundas.....	385 14 0	100 0 0	...	18 0 0	...	37 0 0	540 14 0
4 Prescott.....	285 15 0	137 10 0	...	...	5 10 0	...	519 4 4
5 Russell.....	71 15 0	...	...	18 0 0	...	72 9 4	89 15 0
6 Carleton.....	601 15 0	90 0 0	3 0 0	...	...	...	730 15 0
7 Grenville.....	493 12 3	20 0 0	25 0 0	6 0 0	...	168 5 5	706 17 8
8 Leeds.....	696 16 2	60 0 0	2 10 6	...	...	68 12 6	827 19 2
9 Lanark.....	618 6 6	33 8 0	40 0 0	22 0 0	22 0 0	207 12 6	943 7 0
10 Renfrew.....	212 2 9	33 8 0	4 0 0	18 0 0	...	48 7 6	315 18 3
11 Frontenac.....	461 14 7	...	...	...	...	11 15 0	473 9 7
12 Addington.....	375 6 6	170 0 0	...	...	...	56 8 9	604 15 3
13 Lennox.....	159 10 3	...	...	10 0 0	...	...	169 10 3
14 Prince Edward.....	437 15 6	101 0 0	...	...	...	...	565 5 6
15 Hastings.....	709 13 8	30 0 0	...	12 10 0	...	33 0 0	791 3 8
16 Northumberland.....	682 16 0	110 0 0	...	...	...	11 0 0	873 11 0
17 Durham.....	688 10 3	...	4 18 11	...	5 5 0	...	698 14 2
18 Peterborough.....	359 15 7	50 0 0	8 0 0	...	...	65 3 8	482 19 3
19 Victoria.....	344 18 10	...	...	...	5 10 0	14 3 9	364 12 7
20 Ontario.....	768 0 8	60 0 0	346 0 0	10 0 0	16 10 0	...	1200 10 8
21 York.....	1231 13 3	220 0 0	21 17 6	5 0 0	11 0 0	44 17 6	1534 8 3
22 Peel.....	637 14 1	100 0 0	...	...	...	21 10 0	759 4 1
23 Simcoe.....	741 9 2	80 0 0	30 0 0	6 0 0	...	34 10 0	891 19 2
24 Halton.....	488 16 6	180 0 0	...	...	...	...	674 1 6
25 Wentworth.....	623 9 4	100 0 0	50 0 0	...	...	36 10 0	809 19 4
26 Brant.....	439 8 0	...	11 5 0	...	...	27 10 0	478 3 0
27 Lincoln.....	440 17 3	70 0 0	90 0 0	...	...	19 15 0	611 12 3
28 Welland.....	403 8 11	...	25 0 0	5 0 0	...	5 5 0	22 2 6
29 Halimand.....	436 17 5	...	...	12 10 0	...	...	520 16 5
30 Norfolk.....	532 1 11	...	...	5 0 0	...	...	449 7 5
31 Oxford.....	740 3 3	...	15 0 0	...	...	...	537 1 11
32 Waterloo.....	613 0 0	...	...	...	...	...	755 3 3
33 Wellington.....	615 12 1	90 0 0	18 5 0	...	...	...	613 0 0
34 Grey.....	351 4 4	...	5 0 0	...	5 10 0	25 10 0	744 17 1
35 Perth.....	349 15 9	...	15 5 0	8 0 0	...	...	344 4 4
36 Huron.....	469 14 6	...	3 5 0	...	...	...	373 0 9
37 Bruce.....	56 15 11	...	...	77 10 0	...	24 0 0	575 9 6
38 Middlesex.....	824 4 3	...	17 0 0	...	...	...	134 5 11
39 Elgin.....	603 18 5	...	18 3 5	...	...	58 0 10	899 5 1
40 Kent.....	425 14 6	...	62 7 6	6 0 0	5 10 0	...	654 9 10
41 Lambton.....	322 7 3	120 0 0	18 15 0	...	...	...	518 7 0
42 Essex.....	358 16 11	75 0 0	...	...	...	...	442 7 3
Total.....	20960 5 7	2120 6 0	834 12 10	372 0 0	179 10 0	1457 10 6	25924 4 11
<i>Cities.</i>							
1 Toronto.....	843 11 8	250 0 0	...	...	70 5 0	...	1163 16 8
2 Hamilton.....	390 17 4	100 0 0	25 10 0	...	29 10 0	...	545 17 4
3 Kingston.....	303 14 7	150 0 0	150 0 0	...	...	18 2 11	637 17 6
4 London.....	232 0 11	220 0 0	...	...	...	...	462 10 11
5 Ottawa.....	210 0 0	150 0 0	...	...	...	...	360 0 0
Total.....	2046 4 6	670 0 0	175 10 0	...	110 5 0	18 2 11	3220 2 5

SCHOOLS OF UPPER CANADA.

PART II.—Table P.

WITH THE SUMS RAISED AS AN EQUIVALENT THERE TO, AND OTHER MONIES RAISED BY TRUSTEES, &c.

	AMOUNT RAISED FROM LOCAL SOURCES.				TOTAL	
	AS AN EQUIVALENT.					Grand total from Legislative and local sources, 1855.
	For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' fund, including those deducted from pensions.	Total from local sources as an equivalent.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1	476 0 0	...	4 7 6	480 7 6	975 3 2	
2	343 13 9	...	1 0 0	344 13 9	1467 14 3	
3	385 16 3	...	2 0 0	387 16 3	2355 2 0	
4	400 17 11	...	...	400 17 11	1368 1 4
5	127 1 9	...	1 0 0	128 1 9	525 12 7	
6	593 6 8	...	3 0 0	601 6 8	3487 10 4	
7	492 7 3	25 0 0	1 0 0	518 7 3	2331 7 9	
8	703 0 2	2 10 6	5 5 0	710 15 8	3304 14 1	
9	622 0 5	40 0 0	11 2 6	673 2 11	3213 0 8	
10	242 5 6	4 0 0	...	248 5 6	1838 15 8	
11	515 0 0	...	3 0 0	518 0 0	2128 10 5	
12	425 0 0	...	3 0 0	428 0 0	2335 3 1	
13	215 0 0	...	...	215 0 0	851 2 1
14	555 0 0	...	...	555 0 0	3985 6 11
15	701 11 6	...	...	701 11 6	4535 17 0
16	679 0 0	...	...	679 0 0	4303 1 10
17	662 19 3	4 18 11	4 0 0	671 18 2	6148 7 11	
18	450 0 0	8 0 0	...	458 0 0	2810 6 10	
19	402 10 0	...	...	402 10 0	2036 8 3
20	763 15 9	346 0 0	...	1109 15 9	6035 6 3	
21	1172 10 3	21 7 6	7 0 0	1201 7 9	9140 17 3	
22	627 12 8	...	5 0 0	632 12 8	4456 8 4	
23	846 2 5	30 0 0	6 0 0	876 2 5	6204 1 7	
24	534 12 11	...	...	534 12 11	3785 8 6
25	598 15 0	50 0 0	4 0 0	652 15 0	4846 17 0	
26	443 3 9	11 5 0	1 0 0	455 8 9	3728 13 6	
27	715 0 10	90 0 0	...	805 0 10	3650 12 1	
28	763 12 1	25 0 0	...	788 12 1	3865 13 1	
29	649 0 0	...	1 0 0	650 0 0	4359 12 4	
30	531 1 0	...	...	531 1 0	4365 12 10
31	749 19 9	18 0 0	1 0 0	769 19 9	6267 17 5	
32	695 0 0	2 0 0	...	697 0 0	5560 18 2	
33	784 12 2	18 5 0	...	802 17 2	3542 3 8	
34	399 9 6	5 0 0	1 0 0	405 9 6	2471 1 1	
35	348 10 9	15 5 0	...	363 15 9	3166 14 8	
36	501 18 1	3 5 0	...	508 8 1	3625 0 7	
37	64 14 6	...	1 0 0	65 14 6	1075 9 3	
38	839 17 11	17 0 0	2 0 0	868 17 11	7247 19 0	
39	595 5 0	18 3 5	1 0 0	614 8 5	6995 15 10	
40	432 8 9	62 7 6	1 0 0	496 16 3	4562 12 1	
41	327 15 10	...	...	327 15 10	4221 3 7
42	431 1 8	18 15 0	...	449 16 8	2394 15 6	
Total	22882 11 0	834 12 10	76 15 0	23793 18 10	152207 9 1	
1	4150 18 0	...	...	4150 18 0	2992 19 3
2	1511 19 11	25 10 0	...	1537 9 11	8234 18 6	
3	1600 0 0	160 0 0	...	1760 0 0	537 4 9	
4	1700 0 0	...	...	1700 0 0	236 11 0
5	760 8 10	...	...	760 8 10	599 19 1
Total	9723 6 9	175 10 0	...	9898 16 9	8144 2 8	
Total					18042 19 5	
Total					21263 1 10	

PART II.—Table P.—(Continued.)

THE GRAMMAR AND COMMON

THE 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, 1855.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
<i>Towns.</i>								
1	Belleville	109 12 9	150 0 0	...	...	...	259 12 9	
2	Brautford	113 7 0	149 0 0	...	...	...	253 7 0	
3	Brookville	96 5 0	150 0 0	...	...	5 10 0	315 6 8	
4	Chatham	60 2 6	150 0 0	...	...	...	238 12 6	
5	Cobourg	90 1 9	120 0 0	12 10 0	...	...	222 11 9	
6	Cornwall	63 4 10	150 0 0	...	...	25 0 0	270 7 4	
7	Dundas	85 12 0	25 0 0	...	...	...	110 12 0	
8	Galesburg	49 10 3	180 0 0	...	...	8 10 0	229 0 3	
9	Niagara	83 4 6	160 0 0	...	...	...	243 4 6	
10	Perth	53 15 0	130 0 0	...	...	26 10 0	110 5 0	
11	Peterborough	63 12 3	150 0 0	...	...	...	123 12 3	
12	Pictou	39 9 6	50 0 0	...	...	...	89 9 6	
13	Port Hope	85 17 9	90 0 0	...	...	...	175 17 9	
14	Prescott	56 5 0	80 0 0	...	...	...	136 5 0	
15	St. Catharines	113 5 3	110 0 0	...	...	...	223 5 3	
16	Whitby	In County.	150 0 0	...	...	...	150 0 0	
Total		1154 5 4	1985 0 0	37 10 0	...	5 10 0	157 4 2	3339 9 6
<i>Town Municipalities.</i>								
1	Amherstburgh	53 15 1	...	...	...	...	53 15 3	
2	Barrie	35 0 6	150 0 0	...	...	...	185 0 0	
3	Georgetown	60 10 1	170 0 0	...	...	...	230 10 3	
4	Simcoe	54 5 8	180 0 0	75 0 0	...	...	309 5 8	
5	Woodstock	60 16 9	180 0 0	...	...	...	240 16 9	
Total		264 7 11	680 0 0	75 0 0	...	...	...	1019 7 11
<i>Villages.</i>								
1	Berlin	31 1 9	25 0 0	...	...	...	56 1 9	
2	Bowmanville	47 7 3	80 0 0	...	...	...	127 7 3	
3	Brampton	23 16 0	60 0 0	...	...	...	83 16 0	
4	Caledonia	28 16 0	...	...	...	...	28 16 0	
5	Chippewa	39 13 6	...	...	...	...	39 13 6	
6	Felt	55 5 9	100 0 0	...	...	...	155 5 9	
7	Lugersoll	36 13 6	50 0 0	20 0 0	...	...	106 3 6	
8	Napanee	28 1 9	80 0 0	...	...	...	108 1 9	
9	O-hawa	25 18 1	...	50 0 0	...	...	75 18 1	
10	Paris	53 12 9	85 0 0	...	...	...	138 12 9	
11	Preston	30 0 0	...	...	...	...	30 0 0	
12	St. Marys	23 1 6	...	...	...	...	23 1 6	
13	St. Thomas	...	100 0 0	...	...	...	100 0 0	
14	Smith's Falls	23 12 6	40 0 0	25 0 0	...	...	88 12 6	
15	Stratford	21 17 6	120 0 0	...	...	...	141 17 6	
16	Thorold	33 5 0	...	...	...	...	33 5 0	
17	Trenton	29 6 3	64 10 0	...	...	...	93 16 3	
18	Windsor	...	...	...	...	...	...
19	Vienna	30 11 0	90 0 0	...	...	...	120 11 0	
20	Yorkville	39 19 9	...	...	...	...	39 19 9	
Total		604 19 10	894 10 0	95 0 0	...	...	...	1594 9 10
1	Total Counties	20960 5 7	2120 6 0	834 12 10	372 0 0	179 10 0	1457 10 6	25924 4 11
2	" Cities	2046 4 6	870 0 0	175 10 0	...	110 5 0	18 2 11	3220 2 5
3	" Towns	1154 5 4	1985 0 0	37 10 0	...	5 10 0	157 4 2	3339 9 6
4	" Town Municipalities	264 7 11	680 0 0	75 0 0	...	...	...	1019 7 11
5	" Villages	604 10 10	894 10 0	95 0 0	...	...	...	1594 9 10
								2558 7 0
1	Grand Total 1855	25030 3 2	6549 16 0	1217 12 10	372 0 0	2853 12 9	1632 17 7	37656 2 4
2	Grand Total 1854	22622 13 7	5484 19 10	6515 14 10	391 5 0	2301 17 2	836 2 6	38652 12 11
1	Increase	2407 9 7	1064 16 2	...	...	51 15 7	796 15 1	...
2	Decrease	...	...	5298 2 0	19 5 0	...	...	998 10 7

SCHOOLS OF UPPER CANADA, 1855.

PART II.—Table P.—(Continued.)

AMOUNT RAISED FROM LOCAL SOURCES.							TOTAL		
AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1855.	Grand total from Legislative and local sources, 1855.			
For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' fund, including those deducted from pensions.	Total from local sources as an equivalent.	£ s. d.	£ s. d.	£ s. d.			
1	1194 3 9	...	1194 3 9	371 3 9	1565 7 6	1825 0 3			
2	470 0 0	1 0 0	471 0 0	688 15 7	1159 15 7	1413 2 7			
3	1883 13 10	...	1883 13 10	3097 17 6	5097 17 6	3413 4 2			
4	370 0 0	...	370 0 0	385 11 0	755 11 0	992 3 6			
5	266 13 7	2 0 0	268 13 7	485 18 10	767 2 5	989 14 2			
6	118 11 4	25 0 0	143 11 4	295 7 7	348 18 11	619 6 3			
7	49 8 7	...	49 8 7	276 5 10	325 14 5	486 6 5			
8	275 0 0	...	275 0 0	438 1 11	711 1 11	940 2 2			
9	163 12 3	1 0 0	164 12 3	285 12 8	430 4 11	673 9 5			
10	374 13 3	1 0 0	375 13 3	294 9 11	640 3 2	850 8 2			
11	250 0 0	...	250 0 0	210 2 1	460 2 1	673 14 4			
12	180 0 0	...	180 0 0	329 9 11	509 9 11	682 16 6			
13	300 0 0	...	300 0 0	180 13 7	380 13 7	450 3 1			
14	250 0 0	1 0 0	251 0 0	206 18 9	457 18 9	682 16 6			
15	650 0 0	...	650 0 0	484 5 9	735 5 9	871 10 9			
16	665 0 0	...	665 0 0	608 16 10	1253 16 10	1482 2 1			
				307 18 8	972 18 8	1122 18 8			
7460 16 7				37 10 0	6 0 0	7504 6 7	6592 6 5	14096 13 0	17436 2 6
1	150 0 0	...	150 0 0	74 8 1	224 8 1	278 3 4			
2	175 0 0	...	175 0 0	59 15 0	234 15 0	419 15 0			
3	316 8 6	75 0 0	316 8 6	414 0 7	730 9 1	960 19 4			
4	275 0 0	...	275 0 0	137 16 4	487 16 4	797 2 0			
5	669 1 5	...	669 1 5	175 1 10	844 3 3	1085 0 0			
1585 9 11				75 0 0	...	1660 9 11	861 1 10	2521 11 9	3540 19 8
1	236 0 0	...	236 0 0	31 10 0	267 10 0	323 11 9			
2	159 17 1	...	159 17 1	233 10 7	393 7 8	520 14 11			
3	160 0 0	...	160 0 0	407 12 1	567 12 1	651 8 1			
4	125 0 0	...	125 0 0	65 7 11	190 7 11	219 3 11			
5	165 0 0	...	165 0 0	25 14 6	190 14 6	230 8 0			
6	500 0 0	...	500 0 0	299 6 3	799 6 3	954 12 6			
7	175 0 0	20 0 0	195 0 0	167 2 7	362 2 7	468 16 1			
8	40 0 0	...	40 0 0	53 6 1	93 6 1	201 7 10			
9	150 0 0	50 0 0	200 0 0	123 19 9	324 19 9	403 17 10			
10	295 0 0	...	295 0 0	97 5 3	392 5 3	530 18 0			
11	130 0 0	...	130 0 0	215 3 1	345 3 1	375 3 1			
12	...	...	...	154 4 9	154 4 9	177 6 3
13	275 0 0	1 0 0	276 0 0	2142 5 10	2418 5 10	2718 5 10			
14	23 12 6	25 0 0	48 12 6	168 0 4	218 12 10	307 5 4			
15	515 0 0	...	515 0 0	2189 5 10	2704 5 10	2846 3 4			
16	150 0 0	...	150 0 0	306 13 4	356 13 4	389 18 4			
17	29 6 3	...	29 6 3	259 10 9	288 17 0	382 13 3			
18	98 7 1	2 0 0	100 7 1	903 8 11	1003 16 0	1003 16 0			
19	125 0 0	...	125 0 0	162 5 0	287 5 0	407 16 0			
20	166 7 0	...	166 7 0	10 10 10	176 17 10	216 17 7			
3518 9 11				95 0 0	6 0 0	3619 9 11	7916 3 8	11335 13 7	13130 3 5
1	23882 11 0	834 12 10	76 15 0	23793 18 10	152207 9 1	170001 7 11	201925 12 10		
2	9723 6 9	175 10 0	...	9898 16 9	8144 2 8	18042 19 5	21263 1 10		
3	7480 16 7	37 10 0	...	7504 6 7	6592 6 5	14098 13 0	17436 2 6		
4	1585 9 11	75 0 0	...	1660 9 11	801 1 10	2521 11 9	3540 19 8		
5	3518 9 11	95 0 0	...	3619 9 11	7916 3 8	11335 13 7	13130 3 5		
				882 2 6	546 6 11	1438 9 5	3996 17 2		
1	45170 14 2	1217 12 10	970 17 6	47359 4 6	176267 10 7	223636 15 1	261292 17 5		
2	32997 7 7	6490 14 10	1110 0 0	40598 2 5	133734 12 4	174332 14 9	212985 7 8		
1	12173 6 7	...	139 2 6	6701 2 1	42532 18 3	49304 0 4	48307 9 9		
2	...	5273 2 0		

PART II.—Table Q.

THE OTHER EDUCATIONAL

MUNICIPALITIES.	COLLEGES.			ACADEMIES.		PRIVATE SCHOOLS.				TOTAL.					
	No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools and Academies.	Total Students & Pupils.	Total Amount received from Fees and Legislative aid.
<i>Counties.</i>															
1 Glengarry							3	40			1	20	0	0	20
2 Stormont							3	41			4	20	10	0	20
3 Dundas								None							
4 Prescott								None							
5 Russell								None							
6 Carleton							1	21	19	1	9	0	0	1	21
7 Grenville								None							
8 Leeds							2	27	4	2	11	3	9	2	27
9 Lanark							3	100	4	3	45	0	0	3	100
10 Renfrew							3	40	5	3	20	0	0	3	40
11 Frontenac					1	13		None						1	13
12 Addington								None							
13 Lennox							1	40	12	2	40	0	0	1	40
14 Prince Edward								None							
15 Hastings							3	115	7	4	441	3	3	3	115
16 Northumberland							1	20	12	1	24	0	0	1	20
17 Durham							5	79	6	6	52	0	0	5	79
18 Peterborough							5	75	5	5	50	10	0	5	75
19 Victoria								None							
20 Ontario							2	40	3	1	57	10	0	2	40
21 York							3	15	5	5	5	5	0	3	15
22 Peel							10	204	6	8	305	0	0	10	204
23 Simcoe							5	27	11	2	44	2	0	5	27
24 Halton							5	101	9	5	55	0	0	5	101
25 Wentworth							3	218	5	9	314	7	6	3	218
26 Brant							7	9	7	9	36	0	0	7	9
27 Lincoln							6	120	6	5	71	10	0	6	120
28 Welland							5	71	7	5	36	0	0	5	71
29 Haldimand							26	240	3	7	153	5	0	26	240
30 Norfolk							2	89	12	2	200	0	0	2	89
31 Oxford							5	116	11	6	373	10	7	5	116
32 Waterloo							3	22	12	2	26	5	0	3	22
33 Wellington							3	67	6	3	11	8	0	3	67
34 Grey							4	100	5	4	30	15	0	4	100
35 Perth							3	60	6	3	5	0	0	3	60
36 Huron							1	20	6	1				1	20
37 Bruce								None							
38 Middlesex					1	30		3	27	5					
39 Elgin					1	10		1	8	9					
40 Kert							2	30	3	1	20	0	0	2	30
41 Lambton							2	24	7	2	15	15	10	2	24
42 Essex							5	113	5	7	126	5	10	5	113
Total					3	53		140	2412	7	121	2620	6	9	143
<i>Cities.</i>															
1 Toronto	6	600	19533	0	0	3400	0	0	6	300	1000	0	0	8	150
2 Hamilton									1	80	800	0	0	17	600
3 Kingston	2	215	1750	0	0	3576	0	0	2	70	300	0	0	14	560
4 London									1	70	400	0	0	3	523
5 Ottawa	1	56	300	0	0	200	0	0						7	210
Total	9	871	21583	0	0	7176	0	0	10	520	2500	0	0	49	2043

INSTITUTIONS OF UPPER CANADA, 1855.

PART II.—Table Q.—(Continued.)

MUNICIPALITIES.	COLLEGES.			ACADEMIES.		PRIVATE SCHOOLS.				TOTAL.					
	No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools and Academies.	Total Students & Pupils.	Total Amount received from Fees and Legislative aid.
<i>Towns.</i>															
1 Belleville	1	N.R.	500	0	0			3	117	11	8	365	0	0	3
2 Brantford								5	80	12	10			5	
3 Brockville								6	6	7				6	
4 Chatham								2	70	12	3	250	0	0	70
5 Cobourg	1	229	750	0	0	950	0	0	4	110				4	
6 Cornwall															
7 Dundas								4	150	12	7	250		4	
8 Goderich								4	46	6	4	115		4	
9 Niagara					1	50		2	25	3				2	
10 Perth								3	40			60	0	0	
11 Peterboro'								3	70			160	0	0	
12 Picton								1	35	12	1	35	0	0	
13 Port Hope								2	137	9	9	314	0	0	
14 Prescott								1	100	12	3			1	
15 St. Catharines								7	160	12	8	490	0	0	
16 Whitby								2	35	12	1	45	0	0	
Total	2	229	1250	0	0	950	0	0	5	160	200	0	0	53	
<i>Town Municipalities.</i>															
1 Amherstburgh								2	78	11	2	78	0	0	2
2 Barrie								2	60					2	
3 Guelph								5	300					5	
4 Simcoe					4	84		4	405	0	0			4	
5 Woodstock								1	18			2	100	0	
Total					4	84		4	405	0	0	10	456	11	
<i>Villages.</i>															
1 Berlin								1	12	12	1	100	0	0	
2 Bowmanville					5	130		1	2		1			6	
3 Brampton								2	36	8		54	0	0	
4 Caledonia								3	52	10	3	116	0	0	
5 Chippewa								1	30	12	1	60	0	0	
6 Galt								1	50	9		50			
7 Ingersoll								2	2			2			
8 Napance								2	2			2			
9 Oshawa								2	60	6	3	150	0	0	
10 Paris								2	60	9				2	
11 Preston															
12 St. Mary's								3	50	12	4			3	
13 St. Thomas								1	30			25	0	0	
14 Smith's Falls								1	26					1	
15 Stratford															
16 Thorold								2	40	12	3	100	0	0	
17 Trenton								1	20	3	1	5	0	0	
18 Vienna								1	12	3	1			1	
19 Windsor								2	30	9	2			2	
20 Yorkville								1	40	12	2	150	0	0	
Total					7	236		26	500	7	28	765	0	0	
1 Grand Total, 1855	10	1100	22893	0	0	8126	0	0	29	1033	3900	0	0	278	
2 Grand Total, 1854	9	806	16421	12	7	2700	0	0	19	806	4120	0	0	186	
1 Increase	1	294	6412	12	7	5426	0	0	10	187				92	
2 Decrease												220	0	0	

PART II.—Table R.

THE EDUCATIONAL SUM-

MUNICIPALITIES. OF UPPER CANADA.		COMMON SCHOOLS.		
		No. of Common Schools.	No. of Common School pupils.	Amount expended for Common School purposes during 1855.
<i>Counties.</i>				
1	Glengarry	55	3222	£ s. d. 1882 17 4
2	Stormont	65	3381	2096 10 9
3	Dundas	70	3707	2570 9 3
4	Prescott	51	2365	1588 7 9
5	Russell	15	658	574 8 8
6	Carleton	89	4902	4257 6 3
7	Grenville	84	4854	3296 1 1
8	Leeds	135	8023	7186 12 10
9	Lanark	107	6575	5339 12 4
10	Renfrew	42	2374	2029 3 7
11	Frontenac	72	3976	2958 7 6
12	Addington	67	3855	2943 6 3
13	Lennox	42	2020	1299 6 6
14	Prince Edward	93	5160	5134 12 8
15	Hastings	124	8065	6551 17 11
16	Northumberland	113	6742	5781 4 6
17	Durham	95	7301	7013 1 4
18	Peterborough	50	3517	3484 9 3
19	Victoria	40	2990	2465 10 10
20	Ontario	99	8120	7777 3 8
21	York	136	11705	11105 2 3
22	Peel	76	5899	5992 3 7
23	Simcoe	100	6565	6552 17 7
24	Wentworth	72	5530	4768 19 7
25	Halton	54	4346	6253 13 6
26	Brant	71	5543	5772 16 9
27	Lincoln	75	5304	5841 9 10
28	Welland	82	5237	5158 18 9
29	Haldimand	75	4501	5480 4 3
30	Norfolk	102	6083	5480 4 3
31	Oxford	110	8956	8439 1 4
32	Waterloo	83	7513	8011 18 11
33	Wellington	75	6572	5238 11 0
34	Grey	59	3476	3012 3 6
35	Perth	53	4310	5676 9 2
36	Huron	74	5647	4681 4 6
37	Bruce	15	882	1163 16 1
38	Middlesex	138	8769	8779 1 7
39	Elgin	111	7041	8158 16 8
40	Kent	78	4829	5644 10 10
41	Lambton	67	3279	4201 7 9
42	Essex	51	3443	4037 15 7
<i>Cities.</i>				
1	Toronto	14	4087	7171 8 0
2	Hamilton	8	3026	5575 5 10
3	Kingston	10	2932	1818 15 5
4	London	2	1823	1544 3 9
5	Ottawa	10	1091	1285 5 0
1	Grand Total for 1855.....	3325	227864	224818 13 8
2	Grand Total for 1854.....	3244	204163	195624 3 6
1	Increase.....	81	23696	29194 10 2
2	Decrease.....	.....	.....	.....

MARY FOR THE YEAR 1855.

PART II.—Table R.

GRAMMAR SCHOOLS			OTHER INSTITUTIONS.			Amount expended for		GRAND TOTAL				
No. of Grammar Schools.	No. of Grammar School pupils.	Amount expended for Grammar School purposes during 1855.	No. of other Educational Institutions.	No. of their pupils.	Amount received by other Educational Institutions during 1855.	Superannuated Teachers, Libraries, Normal School Students and Poor Schools.	Total No. of Educational Institutions.	Total No. of pupils attending them.	Total Amount expended for Educational purposes during 1855.			
1	1	58	3	40	£ s. d. 20 0 0	£ s. d. 208 3 9	59	3320	£ s. d. 2237 1 1			
2	1	29	3	41	20 10 0	151 0 0	69	3451	2601 13 4			
3	1	94	3	.....	55 0 0	71	3801	2855 6 9			
4	1	107	1	21	95 19 4	53	2472	1895 19 4				
5	1	.....	1	.....	9 0 0	16	679	618 8 8		
6	1	62	4	127	42 0 0	90	4964	4433 2 6				
7	1	114	4	100	218 5 5	90	5095	3860 6 5				
8	1	77	7	100	45 0 0	146	8200	7860 7 2				
9	1	229	6	110	20 0 0	117	6914	6423 0 6				
10	1	.....	1	13	74 7 6	44	2447	2122 7 6			
11	1	.....	2	52	20 0 0	74	4023	2090 2 6			
12	1	173	2	40	40 0 0	70	3156	3119 3 11				
13	1	88	2	.....	10 0 0	45	2108	1422 13 1			
14	1	73	2	150	476 3 3	100	5593	5873 8 1				
15	1	270	5	137	894 0 0	134	8512	8101 9 8				
16	1	130	12	473	2032 0 0	128	7346	7768 17 8				
17	1	93	17	400	614 10 0	116	7794	7999 12 11				
18	1	136	2	70	15 2 10	52	3653	3833 12 11				
19	1	.....	2	40	160 0 0	51	3030	2542 14 7			
20	1	115	2	299	57 10 0	51	3030	1917 11 2				
21	1	140	14	244	530 3 0	149	12089	12125 3 1				
22	1	64	3	63	455 0 0	82	6026	6402 13 1				
23	1	55	7	161	98 2 0	109	6779	7024 19 8				
24	1	142	11	240	55 0 0	85	5912	5330 9 7				
25	1	20	18	218	296 0 0	63	4584	4876 3 6				
26	1	71	13	260	314 7 6	86	5874	6238 9 10				
27	3	149	15	308	50 0 0	93	5759	5772 7 0				
28	1	.....	31	332	190 15 0	113	5569	6610 3 2			
29	1	.....	2	89	82 0 0	77	4590	5092 14 3			
30	1	64	2	200	200 0 0	112	6947	6413 14 10				
31	2	61	6	90	115 0 0	118	10107	9981 13 6				
32	2	115	5	109	70 0 0	90	7737	8559 14 11				
33	2	96	9	400	30 15 0	86	7068	5722 8 6				
34	1	.....	3	60	5 0 0	62	3336	3042 3 6			
35	1	56	1	26	1019 3 9	55	4392	6764 2 11				
36	1	90	5	66	326 3 4	80	5803	5237 17 10				
37	1	.....	.....	.....	.....	15	882	1241 6 1
38	1	.....	.....	.....	.....	141	8736	9371 3 3
39	2	82	4	57	400 16 10	118	7193	8629 3 9				
40	1	60	4	100	253 9 9	83	4939	6329 11 1				
41	1	70	2	24	169 11 8	70	3573	4386 15 3				
42	1	40	9	221	130 7 6	61	3704	4440 8 11				
1	1	203	20	1050	913 14 10	35	5340	32388 7 10				
2	1	56	18	680	125 0 0	27	3762	7281 4 10				
3	1	65	18	845	363 13 0	29	3842	3526 12 1				
4	1	87	4	583	446 5 9	7	2503	2643 18 9				
5	1	94	8	266	253 5 0	25	1451	2440 10 0				
							For salaries and contingencies of the Normal and Model Schools	3104 14 8	Normal and Model Schools	3	643	3104 14 8
1	65	3726	13535 1 4	317	8684	42304 15 9	7840 2 11	8710	240817	238995 13 8		
2	64	4287	11753 8 11	214	6279	31575 8 0	3519	214166	239128 11 3		
1	1	1776 12 5	103	2405	11220 7 9	191	26631	49570 2 5*		
2	561		

* From this increase the sum of £12,533 7s. 1d. is to be deducted, as the Expenditures under that head were not reported in 1854.

PART II.—Table S.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, during

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.
1	Population of Upper Canada during the years	486,055	...	...	*622,570	...
2	Population between the ages of 5 and 16 years	141,143	...	183,539	202,913	204,530
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	2,539
8	Grand Total Educational Establishments in operation in Upper Canada	1,795	...	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 Pupils 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.....	65,978	...	96,756	110,002	101,912
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools.....	65,978	...	96,756	110,002	101,912
16	Total Amount Paid for the Salaries of Common School Teachers in Upper Canada	£41,500	...	£51,714	£71,514	£67,906
17	Total Amount available for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
18	Grand Total available for Common School 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

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

† A decrease—caused by the introduction of an Entrance Examination for the Grammar Schools.

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 from 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.

STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, the years 1842 to 1855, inclusive. Compiled from returns in the Educational Department.

No.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
1	...	725,879	...	803,493	950,551	953,239	...	...	...
2	230,975	241,102	253,364	259,253	253,607	262,755	268,957	277,912	297,623
3	6	6	7	7	7	8	8	9	10
4	32	33	39	57	70	74	79	84	94
5	96	117	157	224	159	167	174	186	200
6	2	2	2	2	2	3	3	3	3
7	2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244	3,325
8	2,863	2,958	3,076	3,349	3,239	3,258	3,391	3,515	3,710
9	No Reports.	No Reports.	No Reports.	252	855	901	1,052	1,177	1,211
10	700	740	773	684	632	751	756	806	1,100
11	1,000	1,115	1,120	2,070	2,800	3,194	3,339	5,153	4,779†
12	1,831	2,345	3,648	4,663	3,948	5,133	3,822	4,607	6,531
13	...	256	400	370	356	645	735	622	643
14	124,829	130,739	138,465	151,891	168,159	179,587	194,736	204,168	227,864
15	131,360	135,295	144,406	159,678	175,805	189,310	203,986	217,356	240,817
16	£77,590	£86,069	£88,478	£93,429	£97,827	£107,237	£122,441	£144,717	£170,027
17	No Reports.	No Reports.	No Reports.	£14,189	£19,334	£25,094	£32,018	£43,863	£54,791
18	Do	Do	Do	£102,619	£121,384	£139,085	£161,709	£195,624	£224,518
19	Do	Do	Do	...	£32,834	£36,989	£37,526	£43,504	£64,180†
20	Do	Do	Do	...	£154,218	£176,074	£199,074	£239,123	£288,993
21	3,028	3,177	3,209	3,476	3,277	3,388	3,539	3,539	3,585
	2,365	2,507	2,505	2,697	2,551	2,541	2,601	2,508	2,563
	663	670	704	779	726	847	938	1,031	997
22	8½	9	9½	9½	9½	9½	9½	9½	9½

† Including Grammar and Normal Schools, &c.

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—

PART II.—Table T.

THE GRANTS TO GRAMMAR, COMMON

Statement No. 1.—THE LEGISLATIVE APPOINTMENT TO COMMON SCHOOLS, 1855.

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPOINTMENT.		
			To Common Schools.	To Separate Schools.	Total.
<i>Counties.</i>					
Stormont, Dundas and Glengarry	£ s. d. 1209 19 7	£ s. d. 5 10 0	£ s. d. 1186 15 8	£ s. d. 23 3 11	£ s. d. 1209 19 7
Prescott and Russell	355 0 0	5 10 0	355 0 0	5 10 0	360 10 0
Carleton	598 15 6		598 15 6		598 15 6
Leeds and Grenville	1184 19 6	3 15 0	1174 6 10	14 7 8	1188 14 6
Lanark and Renfrew	826 9 3	20 6 0	846 15 3		846 15 3
Frontenac, Lennox and Addington	987 5 7	23 3 8	966 19 3	13 10 0	1010 9 3
Prince Edward	437 15 6	5 10 0	437 15 6	5 10 0	443 5 6
Hastings	701 11 6		695 11 6	6 0 0	701 11 6
Northumberland and Durham	1340 14 9	8 0 0	1340 14 9	8 0 0	1348 14 9
Peterborough and Victoria	690 1 0		690 1 0		690 1 0
Ontario	743 9 9		743 9 9		743 9 9
York and Peel	1808 12 6		1796 2 6	12 10 0	1808 12 6
Simcoe	716 17 9		739 9 1		739 9 1
Halton	448 15 9	22 11 4	448 15 9		448 15 9
Wentworth	598 15 0		598 15 0		598 15 0
Brant	431 0 9		431 0 9		431 0 9
Lincoln and Welland	895 6 0		895 6 0		895 6 0
Haldimand	432 4 11	11 18 1	436 3 0	8 0 0	444 3 0
Norfolk	529 5 9		529 5 9		529 5 9
Oxford	729 18 0	10 0 0	729 18 0	10 0 0	739 18 0
Waterloo	600 2 6		578 16 9	21 5 9	600 2 6
Wellington	501 0 6	15 2 3	532 2 9	24 0 0	606 2 9
Grey	344 16 9		344 16 9		344 16 9
Perth	348 10 9	2 10 0	348 10 9	2 10 0	351 0 9
Huron and Bruce	520 12 11	40 11 4	561 4 3		561 4 3
Middlesex	821 14 3		808 15 10	14 18 5	821 14 3
Elgin	584 8 3		584 8 3		584 8 3
Kent	419 9 6		419 9 6		419 9 6
Lambton	315 7 6	9 0 0	324 7 3		324 7 3
Essex	357 11 11	19 10 7	360 2 6	17 0 0	377 2 6
<i>Cities.</i>					
Toronto	792 10 0		542 10 0	250 0 0	792 10 0
Hamilton	383 10 6		383 10 6		383 10 6
Kingston	369 14 7		261 10 0	108 4 7	369 14 7
London	200 10 0		200 10 0		200 10 0
Ottawa	210 0 0		210 0 0		210 0 0
<i>Towns.</i>					
Bellefleur	109 12 3		72 2 9	37 10 0	109 12 3
Brantford	105 0 0		85 0 0	20 0 0	105 0 0
Brockville	96 5 0		71 5 0	25 0 0	96 5 0
Chatham	60 2 6		35 2 6	25 0 0	60 2 6
Cobourg	90 1 9		90 1 9		90 1 9
Cornwall	41 13 0		41 13 0		41 13 0
Dundas	85 12 0		85 12 0		85 12 0
Goderich	40 10 3		40 10 3		40 10 3
Niagara	83 4 6		58 4 6	25 0 0	83 4 6
Perth	53 15 0		38 15 0	15 0 0	53 15 0
Peterborough	57 10 0		37 10 0	20 0 0	57 10 0
Pictou	38 4 6	3 5 0	34 19 6	6 10 0	41 9 6
Port Hope	71 7 3		71 7 3		71 7 3
Prescott	82 10 0		32 10 0	20 0 0	82 10 0
St. Catharines	110 15 3		110 15 3		110 15 3
Whitby	52 10 0		34 0 0	18 10 0	52 10 0
<i>Town Municipalities.</i>					
Amherstburgh	35 0 0		35 0 0		35 0 0
Barrie	60 10 3		48 0 3	12 10 0	60 10 3
Guelph	41 2 6		41 2 6		41 2 6
Simcoe	57 16 9		57 16 9		57 16 9
<i>Villages.</i>					
Berlin	31 1 9		31 1 9		31 1 9
Bowmanville	47 7 3		47 7 3		47 7 3
Brampton	23 16 0		23 16 0		23 16 0
Caledonia	28 16 0		28 16 0		28 16 0
Chippewa	29 18 6		29 18 6		29 18 6
Galt	55 5 9		55 5 9		55 5 9
Ingersoll	36 13 6		36 13 6		36 13 6
Napanee	28 1 9		28 1 9		28 1 9
Oshawa	27 2 6		27 2 6		27 2 6
Paris	53 12 9		53 12 9		53 12 9
Preston	30 0 0		30 0 0		30 0 0
St. Mary's	23 1 6		23 1 6		23 1 6
St. Thomas	23 12 6	34 7 9	34 7 9		34 7 9
Smith's Falls	23 12 6		23 12 6		23 12 6
Stratford	21 17 6		21 17 6		21 17 6
Thorold	33 5 0		24 15 0	8 10 0	33 5 0
Trenton	29 6 3		29 6 3		29 6 3
Vienna	27 1 0		27 1 0		27 1 0
Windsor	34 15 0	21 17 6	21 17 6		21 17 6
Yorkville	34 15 0		34 15 0		34 15 0
Total	24454 15 9	256 18 6	23933 13 11	778 0 4	24711 14 3

AND POOR SCHOOLS IN UPPER CANADA, 1855.

PART II.—Table T.

Statement No. 2.—THE UPPER CANADA GRAMMAR SCHOOL FUND FOR THE YEAR 1855.

COUNTY MUNICIPALITIES	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPOINTMENT.	COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPOINTMENT.
Stormont, Dundas and Glengarry	350 0 0	9 0 7	359 0 7	Brant	225 0 0	18 0 6	243 0 6
Prescott and Russell	187 10 0	37 12 8	175 2 8	Lincoln and Welland	340 0 0	7 11 0	347 11 0
Carleton	240 0 0	36 12 2	276 12 2	Haldimand		205 13 8	205 13 8
Leeds and Grenville	310 0 0	76 17 2	386 17 2	Norfolk	180 0 0	39 14 1	219 14 1
Lanark and Renfrew	236 16 0	69 16 4	306 12 4	Oxford	230 0 0	53 11 10	283 11 10
Frontenac, Lennox and Addington	400 0 0	2 13 8	402 13 8	Waterloo	125 0 0	124 5 5	249 5 5
Prince Edward	151 0 0	55 4 6	206 4 6	Wellington	250 0 0	0 14 7	250 14 7
Hastings	244 10 0	35 7 5	279 17 5	Grey		174 6 11	174 6 11
Northumberland & Durham	400 0 0	48 10 7	448 10 7	Perth	120 0 0	97 8 10	187 8 10
Peterboro' and Victoria	200 0 0	51 5 7	251 5 7	Huron and Bruce	180 0 0	43 18 11	223 18 11
Ontario	200 0 0	66 6 9	266 6 9	Middlesex	220 0 0	104 8 7	324 8 7
York and Peel	630 0 0	63 13 3	693 13 3	Elgin	190 0 0	52 19 7	242 19 7
Simcoe	230 0 0	22 16 0	252 16 0	Kent	150 0 0	48 5 4	198 5 4
Halton	180 0 0	23 1 3	203 1 3	Lambton	120 0 0	47 14 6	167 14 6
Wentworth	225 0 0	114 14 7	339 14 7	Essex	75 0 0	119 11 11	194 11 11
				Unapportioned			70 0 5
				Total	8539 16 0	1822 3 5	8431 19 10

Statement No. 3.—SPECIAL AID OF COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS IN UPPER CANADA, IN 1855.

MUNICIPALITIES.	AMOUNT.		MUNICIPALITIES.	AMOUNT.	
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Dundas:			Norfolk:		
Winchester		18 0 0	Houghton		6 0 0
Prescott:			Grey:		
Plantagenet North		18 0 0	Euphrasia		8 0 0
Russell:			Perth:		
Russell		18 0 0	Elma		8 0 0
Carleton:			Huron:		
Osgoode		6 0 0	Ashfield		5 0 0
Lanark:			Biddulph		8 0 0
Darting	6 0 0		Hay		17 10 0
Dalhousie	10 0 0		Hullett		15 0 0
Sherbrooke South	6 0 0		McGillivray		8 0 0
Renfrew:			McKillop		3 0 0
Brougham and Grattan		22 0 0	Stanley		5 0 0
Lennox:			Stephen		5 0 0
Richmond		10 0 0	Wawanosh		10 0 0
Hastings:			Bruce:		
Tyendinaga		12 10 0	Saugeen		15 0 0
Ontario:			Brant		7 10 0
Mara and Rama		10 0 0	Carrick		7 10 0
York:			Culross		7 10 0
Scarborough		5 0 0	Greenock		7 10 0
Simcoe:			Bruce		7 10 0
Medonte		6 0 0	Huron		7 10 0
Welland:			Kincardine		10 0 0
Wainfleet		5 0 0	Kinloss		7 10 0
Haldimand:			Kent:		
Cayuga North		12 10 0	Raleigh		6 0 0
			Essex:		
			Anderdon		17 10 0
			Tilbury West		12 10 0
					30 0 0
					372 0 0

PART II.—Table U. THE ACCOUNTS OF THE EDUCATION DEPARTMENT FOR THE YEAR 1855. **PART II.—Table U.**

Statement No. 1.—LEGISLATIVE GRANT TO COMMON SCHOOLS.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
1855. To proportion of Warrant for this service	2462	10 0	1855. By Payments.....	2462	10 0
			" Balance in course of payment	187	14 9
					2412 10 0

Statement No. 2.—COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS.

RECEIPT.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
1855. To proportion of Warrant for this service.....	500	0 0	1855. By Payments as per Table T.....	372	0 0
			" Balance	128	0 0
					500 0 0

Statement No. 3.—PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£ s. d.	£ s. d.		£ s. s.	£ s. d.
1855. To Warrants.....	6900	0 0	1855. By Books, Maps and Apparatus purchased in London, Edinburgh, Glasgow, Dublin, Paris, New York, Philadelphia and Boston.....	6823	7 1
" Municipalities, as per Table M.....	1324	14 9	" Paid for Map Mounting in Toronto.....	274	0 0
" Institutes.....			" Paid publishers for boxes and packing the above.....	149	1 3
Deduct this amount charged last year, being moneys received in 1854 for libraries sent in 1855.....	659	12 5	" Freight, commission and wharfage on ditto.....	604	0 0
" Normal and Model Schools for libraries, &c., during the year.....	2007	5 8	" Printing and other Toronto expenses.....	243	14 9
" Sales in Depository of Text Books, Maps, &c., but expended in Maps.....	3	15 1	" Balance		
" This amount appropriated for library books.....					
" Books returned to publishers and discount obtained.....	2011	0 9			
	43	13 10			
	8909	16 11			
					8008 16 11

PART II.—Table U.—(Continued.)

Statement No. 4.—SUPERANNUATED TEACHERS.

	RECEIPTS.		AMOUNT.		EXPENDITURE.	AMOUNT.	
	£	s. d.	£	s. d.		£	s. d.
1855.							
To Warrants.....			1600	0 0	By pensions paid as per Table O.....	2154	16 4
" Subscriptions as per Table O.....	882	2 6			Less paid in 1856.....	360	8 0
Less received in 1856.....	131	14 2	750	8 4	" Subscriptions returned.....		2 0 0
" Subscriptions from teachers not yet superannuated.....			88	15 0	" Balance.....		182 7 0
			2339	3 4			2339 3 4

Statement No. 5.—JOURNAL OF EDUCATION.

	RECEIPTS.		AMOUNT.		EXPENDITURE.	AMOUNT.	
	£	s. d.	£	s. d.		£	s. d.
1855.							
To Warrant.....	450	0 0			By Printing and Mailing Journal of Education for 1855, and for the miscellaneous expenses of the publication.....	520	18 3
" Subscriptions.....	41	7 6	29	10 9			520 18 3
" Balance.....							

Statement No. 6.—PROVINCIAL LIBRARY AND MUSEUM.

1855—Warrant.....	£500	0 0
Expended in Europe for objects of art, and charged in account of 1856.....		
		£500 0 0

PART II.—Table U.—(Continued.)

Statement No. 7.—PROMOTION OF SCHOOL ARCHITECTURE AND PRACTICAL SCIENCE.

1855—Warrant	£ 2500 0 0
Expended in Europe for Scientific Apparatus, Models, &c., and charged in account of 1855.	£ 2500 0 0

Statement No. 8.—GRAMMAR SCHOOL FUND.

RECEIPT.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
1855. To Warrant	7483 10 0	1855.	By Payments	6539 10 0	£ s. d.
			Balance in course of payment.....	943 14 0	7483 10 0

Statement No. 9.—MODEL GRAMMAR SCHOOL, AND EXAMINERS AND INSPECTORS FOR THE GRAMMAR SCHOOLS.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£ s. d.	£ s. s.		£ s. d.	£ s. d.
1855. To Proportion of Warrant for Model Grammar School, &c.	2000 0 0	1855.	By T. J. Robertson, Esq., Inspector of Grammar Schools and Chairman of the Committee of Examiners	125 0 0	£ s. d.
" Proportion of Warrant for Inspectors.....	250 0 0		" Rev. W. Ormiston, M. A., Inspector of Grammar Schools and Secretary of the Committee of Examiners	125 0 0	125 0 0
			" F. W. Barrow, Esq., M. A., Examiner.....	50 0 0	50 0 0
			" Balance	1960 0 0	1960 0 0
					2250 0 0

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1855.

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 1855.

I. COUNTY OF GLENGARRY.

1. *William L. Frazer, Esq., Charlottenburgh*: "I regret that the operations of our schools, in the township of Charlottenburgh, during the past year, have not been characterized by that efficiency which the friends of education, and general improvement would have desired. One very great drawback to a progressive movement is the want of efficient teachers. This arises from various causes. It may be seen in the want of encouragement by way of remuneration; a miserly selfishness; a limited sense of duty; and a crippled state of ability, caused frequently by local dissensions, and illiberal sectional legislation. Another cause of inefficiency is to be found in the system of granting certificates to those whose qualifications do 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 than a third class qualification. Our common school system will not have attained perfection, until the property tax be the only mode of sustaining its operations, and coercive measures be added 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 the people in general would better inform themselves on the subject of education, and the provisions and workings of the school law, a

great hindrance to the progress of intellectual improvement would be removed. The prejudices still existing in the minds of many against the free school system, continue to characterize local feeling, and affect its harmony. We are at present behind many other townships, both in the matter of free schools and school libraries; there being but one library, as yet, established in this township, and that in the school section in which I reside."

2. *Angus McDonell, Esq., Kenyon*: "In forwarding my report, it gives me much pleasure to be able to state with confidence, that the pupils of the several schools in operation during the whole, or part, of the year have made satisfactory progress in their different studies over that of last year. Trustees seem more anxious to have the schools in operation for the whole year. All the schools in this township, but one, would have been in operation for the whole year, could teachers have been obtained. Our schools have been chiefly conducted by young men of sober and steady habits, holding second class certificates of qualification—so that I consider the prospects encouraging. I must confess, however, that a few smart lads, fresh from the Normal School, interspersed here and there, would be the means of making our schools more efficient, and raising them to a standard higher than they have yet attained. Greater desire is manifested by parents and trustees, that sound instruction be imparted to the rising generation, and that a higher remuneration be given to competent teachers for their services. There is no desire on the part of Protestants or Roman Catholics to have separate schools in this township. Accept my best thanks for the valuable books you have presented to me for my guidance; and those of the trustees for the valuable manual you have presented to them, in which their powers, duties, and responsibilities are clearly defined; and for the *Journal of Education*, which is sent monthly to each school section."

3. *William McEdwards, Esq., Lancaster*: "I have much pleasure in stating that the desire for education in this township increases; and progress although slow, is satisfactory. The Free School system is commonly adopted. But much yet remains to be done, and until such time as our legislators will devise ways and means to put an end to the excitement and disquietude occasioned by diversity of opinion, respecting the mode of supporting the schools, and establish a universal system of taxation for all school purposes, no regular progress can be expected. Good teachers are very scarce, especially those holding 1st and 2nd class certificates. The trustees and people in general are beginning to see the necessity of augmenting the salaries, in order to obtain properly qualified teachers, in place of those offering their services for half the ordinary wages, whose low attainments and inefficiency compel a change almost every six months, and are the causes of popular discontent."

4. *The Reverend John B. Meade, Lochiel*: "The system of education adopted this year is partly free, and partly by taxation. The philosopher's adage *Quot sunt capita, tot sunt sententiæ* may with propriety be made use of here. It is difficult to please all parties; those who have children to send to school are for the free system, and others who have none are opposed to it. Had there been a uniform system of ins-

truction pursued for a number of years, it would not give room to so much cavilling and frivolous objections, but when people are not inclined to avail themselves of the blessings of education, and prefer remaining in a rude, uncultivated state, rather than refine and polish the human intellect, arguments will have little avail. I know well that there is yet much to be done ; there are still unfortunately too many children destitute of the advantages of education, either through the apathy of parents ; or because their services are needed ; or for other reasons not mentioned. The work is only half finished as long as any children in the country remain destitute of the blessings of a solid, moral and christian education. Those who devote themselves to the education of youth should undergo a special and uniform training, which would afterwards contribute to introduce into the schools a greater degree of uniformity, and would thus facilitate the progress of the pupils. With the progress we are making every year, we hope to be able ultimately to compete with the educational and moral training (under your auspices) of any other part of the Western Hemisphere. Accept my thanks, and those of the trustees for your excellent *Journal of Education.*”

II. COUNTY OF STORMONT.

5 *Nadab Eastman, Esq., Cornwall* : “ In submitting this my annual Report of the schools within my charge, although I cannot felicitate myself or the public by representing them to be, by any means, all that was, or even should be desired ; yet I think I may truly say, that there exists cause of gratulation in the present character and condition of almost, if not quite all of them ; Indeed if we compare the same or a like number of schools of even ten or a dozen years ago, the improvement though small in itself, will appear striking and important. Few, if any, of such teachers as were then generally employed would now be able to obtain employment as teachers at all. There exists still however, a paucity of *well qualified* teachers ; especially of second class male teachers ; a dozen more than we have of such, were required in this township alone during the past winter. With all it is a matter of remark and of consequent gratulation at the meetings of the County Board lately, that the candidates generally are able to pass a much more respectable and satisfactory examination than used to be the case in previous years. The successful candidates are admonished from time to time, by the Board, that it is not only expected, but will be required of them, that they continue to rise in their attainments, and as an additional inducement for them to do so, they grant no certificates lately for a greater length of time than one year from date. Although it is mortifying to reflect that of all the children of school age in this old settled township, *one third of them* are returned as not having been at school at all during the past year ; yet it is believed that the attendance of children at school in the more rural sections of the township has been altogether unprecedented. The reason why so many of the schools having been vacant during the past year, is, I am happy to say the reverse of negligence, namely, endeavouring to procure superior teachers. Some of them are still vacant, having ineffectually advertised for teachers.”

6. *John Frazer, Esq., Roxborough* : “ I am happy to be able to say that the state of things is encouraging ; no sickness, no extraordinary mortality. Some of the

trustees are nobly doing their duty, by employing competent teachers both male and female at remunerative salaries, and some of our poor schools, notwithstanding the difficulties they have to contend with, keep open the entire year. The educational state of this township advances, and I hope that some of our schools will avail themselves of the privilege offered by the Legislature, through the Education Office, in providing maps and books."

III. COUNTY OF DUNDAS.

7. *William John Ridley, Esq., Matilda*: "I am glad to say that the cause of education is improving in this township. The average time the schools have been kept open during the past year is nearly nine months. The teachers are much better paid than formerly, and the people are steadily progressing towards the free school system. You will perceive that seventeen schools in this township were conducted on that admirable system during the past year."

8. *John Irvine Ker, Esq., Williamsburgh*: "With respect to the common schools, I am happy to make a favorable report, arising from the fact that the free school system is generally adopted in this township."

IV. COUNTY OF PRESCOTT.

9. *Albert H. James, Esq., Alfred*: "All the teachers in the township are young girls under eighteen years of age, as none other would teach for the salaries that the trustees are able to pay them, on account of the difficulty of collecting, or rather disinclination of paying, local rates. The inhabitants of the township seem to pay the general school tax willingly, but will refuse to pay any local rates whatever to support the schools, for which reason the trustees of the schools intend to petition the county council, at the next meeting, to add at least fifty per cent. to the school tax of this township this year. If the school laws were so far changed as to make the school tax independent of the reeves, I think it would be a great benefit to the schools in general, and, I am sure, it would be a great satisfaction to the inhabitants particularly."

10. *Peter McLauren, Esq. Plantaganet South*: "I regret to say that the standard of education in South Plantaganet is decidedly low, although I think I may with confidence affirm that some of our schools made some progress during last year. In reference to the schools under my superintendence, I must say that there are many drawbacks to its efficiency. First, the frequency with which teachers are changed in almost every school section. Secondly, the irregularity of attendance which can be seen when 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 section between the ages of five and sixteen years, and the number of names given in actual attendance. The cause of the non-attendance of children can be traced to the carelessness or indifference of parents and guardians, as well as the inefficiency of trustees. And I mention, with deep regret, that no section in this township availed itself of

the opportunity offered by the government, for the establishment of school libraries; thus, with the means within their reach they allow their children as it were, to perish for lack of knowledge. It is necessary for the government, in my opinion, to add another link to the chain of education, and in their legislative wisdom to call upon all to uphold a universal system of education. There is no doubt but that the free school system is suitable to our position, but it is to be lamented that its advocates should have to fight an annual battle as regular as the return of the seasons, always adding to the bitter feeling caused by other public elections amongst the different political parties. Therefore, I earnestly trust, that during the present session of the legislature, an Act will be passed levying an assessment upon all ratable property in Canada, for the support of common schools, which will do away with everything that is disagreeable in carrying out the intentions of the present school Act."

V. COUNTY OF RUSSELL.

11. *James Keays, Esq., Cambridge and Russell*: "It gives me much pleasure to be able to say that the common school system is working well in our townships, and that a great deal of interest is taken by the different trustees, and inhabitants generally in matters relating to education. You will see by my report that there have been five free schools in these townships last year, and another school partly free. Some of those who were the greatest opponents of the free school system, are now its warmest friends. A desire is also manifested to obtain better qualified teachers, and to give them a fair remuneration, and I even find (although it comes hard on some poor people to pay the large salary,) they are willing to make personal sacrifices in order to do so."

12. *The Reverend John Edwards, Clarence*: "The library, in section No. 1, furnishes to young and old in the neighbourhood access to valuable information, which would otherwise be denied them. Its influence is decidedly good, and I shall be glad to see it enlarged, and other libraries established in the township. Although, I cannot say that the regulations are strictly enforced; yet they are sufficiently so to secure the circulation, and preservation of the books. School maps and apparatus are much wanted. I expect that the trustees will avail themselves of the great facilities now afforded to have the schools well supplied with such needful helps to a good education."

13. *The Reverend Peter Lindsay, A.B., Cumberland*: "I have visited all the schools in operation, and from all I learn that the school system works well. There is much apathy in this township with respect to libraries. Excepting the sabbath school libraries, there are none in the township for the benefit of the public; this is not as it should be, and if possible I will stir up public feeling in favor of school libraries for the benefit of the young. I hope there is progress amongst us, but those most interested in the matter do not seem to exert themselves sufficiently to educate the children. A great deal might be effected by energetic teachers. We have none here from your institution, and I think such a preference should be given to teachers from the Normal School as would make it an object of importance to hold a certificate from it."

VI. COUNTY OF CARLETON.

14. *The Reverend J. A. Morris, Fitzroy*: "I avail myself of the present opportunity to repeat the opinions expressed in my last report, regarding some of the more important causes, which I conceive retard the progress of education, not in this township only, but elsewhere. These special causes I particularly insist on, not because I am of the belief that education is not progressive in every section of the province, but because I desire to see every obstacle to its still more rapid advancement removed. While I regard with wonder the powerful and extensively diffused healthy influences, which so young an institution as the educational system of this country is shedding over the intellectual, social, and I hope religious, elements of the youthful natures subjected to its action; yet I cannot consider it an evidence of querulousness to watch the operations of the several parts of the machine, with the view of discovering and suggesting such modifications, combinations, or alterations, as experience, however limited, or common sense, however immature, may conceive. No educational enactment, however perfect, and no educational machinery, however scientifically constructed, can take one single step in the paths assigned them without the teacher. He is the spirit which puts and keeps them in motion. When therefore we confess ourselves to be incapable of estimating the power and influence of the educational engine, it is equivalent to an expression of the value we set on the teacher. Such being his great importance, I maintain that there must be a defect somewhere in that system in which he does not occupy (*exceptis excipiendis* of course,) a place commensurate with his indispensable functions. I conceive that he does not occupy this position, and my remarks have solely for their object, the desire to see him placed in the seat that by right belongs to his office. I should like to see his personal comforts attended to. I do not like to see him compelled to build his own house, and compelled to evacuate it in a few months to seek another elsewhere; or find accommodation in a new section wherever he can; (anywhere provided he is strict and punctual in his attendance on his duties.) If the poorer sections could receive aid in the erection of suitable houses for their teachers, and also a small patch of land to aid in maintaining a family; I am sure they would willingly exert themselves to provide them. Teachers would in this way be induced to continue in their respective sections for a more lengthened period; and finally in many cases become the intellectual fathers of the young. The prospect of such a position would stimulate them to renewed labors in the field of knowledge; and being found competent by their employers fully to educate their children, they would secure their respect and esteem; and the interests of education would be infinitely better served than by their present nomadic habits."

15. *The Reverend Wm. Lohead, Osgoode*: "For the first time the local superintendents can report that every school section in Osgoode and Gloucester has had its school in operation. In the former township, during 11 months and 5 days; in the latter, 11 months and 19½ days, being on an average nearly one month longer than during the year 1854. The salaries of the teachers in Osgoode are increased £9 each, and in Gloucester by a much larger sum, over the average salaries of the preceding year. In Gloucester there is no township library. In Osgoode there is one of upwards

of 500 volumes. I am sorry to have to acknowledge that I perceive very little interest taken in them by the sections generally."

VII. COUNTY OF GRENVILLE.

16. *James Clapperton, Esq., Augusta* : "We have only one section library in our township. It seems to be well appreciated by the young people of the section ; they are anxious to read the books and I hope they will improve their minds by reading, that by so doing they will be able to act their part in a becoming manner, when they grow up to manhood. I have done every thing in my power to induce trustees, and the parents of the children to establish section libraries in their different localities ; but as yet without effect. The reason they assign for not doing so is that they are not able, as the taxes for roads and schools are so high, that they do not feel inclined to impose any further taxes on themselves for the present. With regard to our schools they are about in the same condition as in former years. There is about the same number of free schools as last year. I am fully convinced that the only way of making our schools prosperous is to make them all free by legislative enactment. If they were made so, it would prevent a great deal of ill-feeling at the annual and special meeting. In time, the people would get used to paying for their schools, as they do to other taxes."

17. *William B. Imrie, Esq., Edwardsburgh* : "The reason assigned by many trustees, for the inaccuracies in their reports is that its form is so often changed, that sufficient time is not allowed them to become acquainted with it. There seems indeed to be some foundation for this complaint,—not very flattering to themselves however, as from the very limited capacity of many trustees, (some being wholly unable to read or write) they are poorly qualified judges of the merits of the improvements from time to time introduced into the returns in question. In few cases can these parties be said to be either "fit or proper persons" to discharge the duties of trustees ; and I intend to use my influence to induce a change in this matter so much at variance with, and injurious to the healthful working of a system of education so well calculated in every respect to promote the best interests of the rising generation. It is my intention also to see and inspect the books kept by each secretary and treasurer ; to correct the same, and open anew an account in conformity with what is required in the return to be rendered by them, and thereby if possible avoid the errors and difficulties with which I have had this year to contend. * I am glad to be able to point to so many free schools, and as I have for years in a private capacity endeavoured to shew their excellence over all others, so I would rejoice to see the day when they shall be established by law through the length and breadth of the land. Wherever tried, they work well ; and I think I can perceive a growing disposition to embrace the benefits arising from them, as it is becoming apparent to the dullest comprehension that thinly attended schools, even with cheap teachers are, in a pecuniary point of view, a losing business. The division of the school fund, for the last year, is conclusive on this point. Under the head of libraries I have to regret the neglect of a number of sections to take

* *Note.*—Were each local superintendent to do so, many of the difficulties in obtaining correct financial and general reports from trustees, would speedily be done away with.

advantage of the excellent collection of books at their disposal ; but at the same time I have to assure you, that wherever they have been introduced, their usefulness has been very evident, and the condition in which they have been returned after being read is worthy of all praise. The books were all labelled, numbered, and in great part covered by my own hands, and wherever taken out, the regulations have been strictly complied with. I am afraid however that a township library will not work well amongst us. The trouble of taking and returning the books by the different sections, and procuring the case necessary to their safe keeping, operated seriously against every effort made to introduce them generally. I have to thank you for your excellent *Journal of Education* ; the annual report ; and other papers sent me for my information and guidance, for which I feel myself deeply indebted ; and I shall take every opportunity of calling the attention of all concerned to the facilities afforded for obtaining maps, and other school requisites at so cheap a rate as are now by the liberality of the legislature, and your endeavors, placed within their reach."

18. *Andrew Holmes, Esq., Oxford* : "The schools of our township are on the advance as regards improvements. Free schools are increasing, and a general interest is being felt in reference to common school education ; and I might add that the schools, which are entirely free, are in a better condition than the rate bill schools, by fifty per cent. There seems to be an increasing desire for education amongst all the inhabitants of this township, and in my opinion your invaluable *Journal of Education*, and the establishment of your national library system will stimulate the moral and intellectual energies of the people of Canada to greater exertions than they have yet employed. I hope the day is not far distant when Canada West shall present the agreeable spectacle of a people enjoying the blessings of a free and universal system of education.

19. *The Reverend Joseph Anderson, A. M., Gower South* : "Although education is rapidly advancing in this township yet there is room for improvement. I regret to say one part of this township, called Rideau settlement, has not as yet been able to keep a school. It is completely isolated by the Rideau River on one side ; on the other by two or three miles of woods which cuts it off from school privileges. I intend to go (D. V.) into other settlements for the purpose of encouraging education.

VIII. COUNTY OF LEEDS.

20. *Lewis Chipman, Esq., Bastard and Burgess South* : "With regard to the state of education in these townships during the past year, I think the progress in some sections has not been of the most promising kind. Some schools have not been kept open more than one-half or two-thirds of the year. The irregular attendance of many of the pupils, and the frequent changes of teachers are also hindrances, all of which I hope will be obviated the present year."

21. *Robert Wm. Ferguson, Esq., Kitley* : "I am pleased to have it in my power to state that the cause of education has received more attention in this township during the past year, than I believe it has at any former period. The

character of the schools is much superior, and the teachers are of a higher rank as regards intellectual attainment. The people, and more especially the trustees, now see the necessity of education, and consequently know, if they mean to have a good teacher, they must pay a good salary. Out of the seventeen schools in the township, sixteen are in operation at the present time. To the credit of the trustees I must state that five first-class teachers are employed, nine; second, and only two-third : so that a great improvement is perceptible in the schools for the short space of the year (1856) that has elapsed. I hope before another Annual Report is returned to you from this township that there will be as decided an improvement in the schools, as in the teachers. During my visit nearly all complained that the schools were not furnished with the necessary maps or apparatus, but I hope that defect will soon be remedied as in nearly all the schools I speak of I waited upon the trustees and they all promised they would procure them. Taking all things into consideration, viz : The interest trustees have taken in the employment of good teachers ; and the commencement of four new school houses which I expect to be completed next summer ; together with the rivalry which exists amongst the teachers to see which will have the best school, and the schools being all partly free, the prospects of education in this township are excellent."

22. *Jacob A. Brown, Esq., Elizabethtown* : " I am sorry that I cannot send you a very flattering account of the progress and state of education in this township : it is far behind what it ought to be. However I can safely predict that in a short time the township of Elizabethtown will be second to none in the province for good and commodious school houses. I am strongly of opinion that if it was not for the great difficulty in procuring competent teachers last year, it would be now in my power to furnish you with a satisfactory account of the position and standing of the youth of this township in the various branches of common school education.

23. *Edward F. Weeks, Esq., Elmsley South* : " From my report you will learn that (although slowly) we are still surely and steadily progressing ; that the average attendance of pupils in proportion to the school population, has been much larger than during any preceding year, and that the schools have been kept open for a longer period. The municipal council has made a redivision of the township into school sections in accordance with a plan proposed by me, which I am confident will, by removing grievances, and increasing the convenience and contentment of the inhabitants, add materially to the attendance at the several schools during the ensuing year. A new section has been formed in a portion of the township which a few years ago was a wilderness. It promises fair to be a well supported and useful section, in proof of which I may state that at the meeting held for organization, an excellent site, and twenty pounds toward the erection of a school house were voluntarily subscribed by the persons present. While I gladly mention those pleasing indications of progress and improvement, I must at the same time however, reluctantly express my deep regret that notwithstanding the liberal spirit manifested by the legislature in granting assistance to the various school sections to procure maps, apparatus, &c., I have not had the pleasure of reporting one solitary instance in which any of our schools have been supplied with those (in my opinion) indispensable articles. The government

of the country, and the department of which you are the head, have done enough to satisfy the most extravagant, and most exacting ; yet still the zealous and hearty co-operation of the people is not given with that cordiality and unanimity which the importance of the subject demands at their hands, and which is necessary to cause education to progress in the ratio it should do. I intend bringing this subject prominently before the people of this township during my next lecturing tour, and I confidently anticipate that my next report will shew that the people have thrown off that unaccountable apathy which has too long paralysed your efforts and those of all zealous friends of education, and that they are prepared for the future duly to appreciate, and take advantage of the privileges freely offered to them by the government. I consider the general superintendence of schools would be much more effective if the appointment of local superintendents was vested in your department and the "circuits" formed so as to include a certain number of schools, say not less than twenty. The remuneration arising from small townships containing five or six schools is not sufficient to defray the expenses of attending the meetings of the Board of Public Instruction, and this duty is consequently neglected in many instances. The evil of small "circuits" will continue so long as the local superintendents are appointed by the municipalities, as each Reeve is desirous of having the patronage of his own township, and of exercising it : the result is that with few exceptions each township has its superintendent. Another evil of the present system is that too often some active political friend (notwithstanding all you have written on the subject) is chosen to fill this important office. A change took place in the political composition of the council of this township at the last annual election ; and although I was not dismissed, still I am made to feel, in several petty ways, that I merely hold office as a special favor. You will at once see that a position of this nature destroys the independence, and impairs the efficiency of the superintendent. It is also a position much too humiliating for any man to occupy. Some remedy should be at once applied and I know of none better than the one I have here indicated. With the exception of what I have now stated, and the question of rendering the attendance of children at school compulsory on their parents or guardians, which would probably be too harsh and extreme a measure in Canada, I consider the entire educational machinery of Western Canada as nearly perfect as possible.

24. *Henry P. Washburn, Esq., Leeds and Lansdown Rear* : "The schools in this township are in a prosperous situation ; at present more so than ever. They have been so since I have been Local Superintendent. All parties are fast becoming acquainted with the common school Act. The *Journal of Education* has been one great means of carrying the same to every school section. You may learn by the report that we are in great need of maps and other apparatus. I am aware that the want of those articles must retard the progress of education. I am of opinion that each school section should avail itself of the opportunity to possess a library. It would be preferable to having township libraries, so far at least as this township is concerned. Our school houses are becoming very much improved, those lately built, are better calculated to accommodate, and more comfortable and convenient than their predecessors. The people are beginning to see the advantage of having a

good substantial building in every school section. We meet, however, with considerable difficulty in finding teachers, adequate to the office, and are in expectation of the Normal School doing something for us under this head; but that aid is, I am afraid, at too great a distance. The young men who have attended from this part of the country, after having received the benefits of the school, have left for the United States, or engaged in some business. I am of opinion they should procure bail to teach a certain number of years, for a reasonable compensation. We have another class of teachers who make teaching a stepping stone to Divinity, Medicine, or some other profession; they are not regularly trained for the business, their minds are on something else, and I have noticed that schools taught by such individuals are very apt to dwindle and languish away. I think we possess, as good (if not the best) system of education in the world, and one best calculated to meet the wants of the general mass of the people. The County Boards work admirably, at least in our County. Teachers are required to procure a recommendation from some regular minister, dated within six months of the meeting of the board, and this we find is a preventive to immorality of any description."

25. *Thomas Vanston, Esq., Yonge and Escott Front*: "It affords me pleasure to say that the schools are getting into a more practical way of working. The complete success of the present system of education will be a work of time, so as to enable all classes to have a proper knowledge of the school Act. You will perceive by the reports that the number of free schools is increasing; it is desirable that all should be free, so that all might be educated. "Ignorance is the mother of vice." It is satisfactory to every enquiring mind that in those countries where the larger portion is not educated, idleness and poverty prevail; while on the other hand those remarkable for intelligence, are the most free, prosperous, and progressive. The people of this country are well aware of this fact. It is the lever by which Canada is exalted among the nations of the earth. But while all the schools might be free; how are all to attend? Many parents have no care for the education of their children; others are so negligent as to allow their little ones to do as they please, and others again permit the children to ride roughshod over them. Some children do not attend school at all, or come for so short a period, during the year, that they profit little by it, and so time is wasted, until they grow up to manhood, a nuisance to society, and a burthen to themselves. It would be well to amend the school Act, so as to leave in the power of trustees the right to impose a rate bill on the parents of the children who do not attend school; of any sum, not less than seven pence half-penny per month, for the non-attendance of each pupil, as may be ascertained at the annual meeting, or a special meeting called for that purpose; this method or something like it, would have a tendency to save many of the rising generation from ignorance, and its lamentable consequences. I regret very much that the liberal offers made by the government to the different incorporate bodies of trustees throughout the Province, with respect to libraries, have received so little attention from them in this township. I am sorry to say that so many schools are still without maps, although the terms on which they could be purchased are liberal. It must be admitted that many of the scholars have Morse's Geography, giving a glowing description of the United States, but of Canada scarcely a word: some

means should be adopted to have every school furnished with maps either at the expense of the section, or the parents of the children attending school. I cannot permit this opportunity to pass without bearing testimony to the prosperous state of the Gananoque school, under the care of the only Normal School Teacher in the township. Considering the low state of the pupils, when he first assumed the duties of teaching, the school may now be said to be second to none in the Province. This argues well that your institution is destined to be of great benefit to the Province in furnishing proper and efficient teachers, capable of communicating more instruction in a shorter period, than those teachers possibly can who have not had the opportunity of attending the Normal School or some similar institution."

26. *A. Parish, Esq., Yonge & Escott Rear* : "The frequent changes that have taken place in the Local Superintendents of this township, have had a very injurious effect upon the schools; and upon the working of the school system. I think four superintendents have been appointed during the last two years—none having acted a sufficient length of time to get instructed in his duties, or get the several boards of trustees into any system in the discharge of their duties."

IX. COUNTY OF LANARK.

27. *John A. Murdoch, Esq., Bathurst, &c.* : "I have to remark that the schools in nearly all the school sections, within my limits, are now in operation,—excepting in a few weak sections in the outskirts of the townships, where the inhabitants are few in number and very much scattered. Trustees finding themselves liable to pay out of their own pockets the moneys lost to their section through neglect of their duties, to save themselves, keep their school open, for at least six months. Men no longer push themselves into the office of trustee with a view to shut up the school. The free schools are gradually and steadily increasing in number. Men of property now begin to see that free schools are the cheapest in the long run, that the additional rate usually required to make up the teachers salary, is frequently more in amount, than would have been required for a free school: this speaks to the purse. Where a rate bill is adopted the attendance is much less than in a free school; and consequently there is but a small apportionment of the school fund, and a heavy additional rate has to be imposed. In the village of Lanark they have abandoned the rate bill system, and made the school free; the result is that the number of children attending, has more than doubled; and the trustees have found it necessary to advertise for tenders, to build a large addition to their present school house. Meantime they have been under the necessity of hiring a room to accommodate the extra number of children thus brought out by the free school. In regard to public libraries, the township of Drummond, and the township of Lanark have procured very good libraries from the Educational Department; and as far as I can ascertain, the books are all labelled and numbered, and the regulations are carefully observed. In Drummond, many that opposed a library were among the first to come forward, and apply for books: the library in this township is kept in the Town Hall, which is central; and the books are well circulated. In the township of Lanark the council got a number of small book cases made with a lock and

key, for each school section. In them a certain number of books are placed, and the boxes then go round to each section in rotation. This plan seems to give general satisfaction. The municipality of Bathurst and South Sherbrooke, and the municipality of Darling, have not as yet availed themselves of the advantages held out for obtaining good libraries on easy terms; but it is to be hoped they will do so soon, for the sake of the rising generation in these townships. The townships of Dalhousie and North Sherbrooke have long been in possession of good libraries. The latter has a small one; the former an excellent library of about 800 volumes, and the good influence which these libraries have produced has already been noticed. The inhabitants have been, more than once, complimented by the judge on the bench, for their superior intelligence as jurymen. No doubt, in time, a choice selection of books, circulating through a whole country will have a powerful influence in enlightening the minds and elevating the character of the people. It was wisdom, and sound policy, to establish an educational depository, where standard works of an unexceptional nature could be procured, and scattered all over Upper Canada, to the exclusion of works of fiction, and novels. Novels in general present false views, and give false estimates of human character, and too often dress up vice in the garb of virtue, and poison the minds of youth. Hence no townships should delay procuring from the depository, a library selected from the many excellent works for sale, at half price, at that excellent institution."

28. *The Reverend Alexander Mann, A. M. Pakenham*: "The average time during which the schools in this township were kept open during the last year was about nine months and a half. The deficiency in this respect was caused by the difficulty of procuring teachers to supply vacancies. With respect to the school libraries, the inhabitants in the immediate vicinity of the place where the books were kept seem to have generally availed themselves of the advantages which were thus brought within their reach. The case however was otherwise with those residing at a greater distance. Not a few families indeed, are so unfortunately situated as to be utterly unable to obtain any of the benefits which the schools in this township, (though it cannot be said that they are in all respects what they should be,) are well calculated to afford. In some instances it is too apparent that the scholars are far from being regular in their attendance. I believe however, that the principal irregularity is connected with children of such tender age, that minor obstructions frequently keep them from schools, especially where the school house is located at a considerable distance from the parental roof. Amongst other things which induce me to entertain this opinion, is the circumstance that there is obviously an increasing desire amongst all classes in this township to secure the advantages of education to the rising generation. In several localities strenuous efforts have recently been made to form new school sections and all parties so far as known to me would rejoice to see these efforts crowned with success, if there was a reasonable prospect of accomplishing the desired object in a proper manner. It is doubtless a great hardship for persons to contribute to the erection of a building and the maintenance of a teacher, in lieu of which they receive no remuneration. For my own part I deeply sympathize with persons who are placed in such circumstances; and though I am averse to the multiplication of schools, I do think that some measure should be adopted,

which would have the effect of putting the inhabitants in question on a more equitable footing with other members of the community. I am aware, however, that, unless special grants were given by government for this purpose, no attempts in the way of amelioration would be attended with the desired results. I have done what I could to introduce the Holy Scriptures into all the schools in this township. In four of these, having been aided by the cordial co-operation of trustees, my efforts have been successful. I consider it to be a matter of vital importance that the Word of God should be daily read in every school in the province. Independent of far higher considerations, this seems to me to be essentially necessary for promoting the future welfare of Canada. I am convinced that any scheme of education that is not based on the oracles of eternal truth, will eventually prove itself to be false, vain, and in no ordinary measure, mischievous, not only as respects the momentous concerns of eternity, but merely as regards the comparatively minor interests of time. Much is no doubt being done, by teachers of religion and others and by sabbath-schools and otherwise, to advance the real good of the rising generation, but the population of Canada is truly a mixed multitude, and consequently cannot all be reached by these philanthropic endeavours. Many are altogether indifferent to religious matters, and on this account unite themselves to no religious denomination, and as they do not appreciate these things themselves, it is most preposterous to suppose that they will recommend them to the serious consideration of their offspring. Many also though they nominally belong to some religious society, are very far from being careful to bring their children within the sphere of the religious machinery of such society. All then in any respect connected with the education of youth in such circumstances are solemnly bound to use prudently every legitimate means in their power to remedy these present and prospective evils."

29. *The Reverend John McMorine, Ramsay*: "I cannot boast of any improvements in our schools this year. There is an unwillingness on the part of parents to keep pace with the advancing salaries of teachers in other quarters; and a disposition rather to fall back on female teachers, of whom three are employed this year in this township. It may be noticed also, that different boards of examiners do not keep up to the same standard in giving certificates to teachers. Where there is a great scarcity of teachers of any kind there is a temptation to be more lax in granting certificates. Teachers often come to our board having second class certificates in their hand from other boards, to whom we would scarcely give a third one. This departure from the programme is perplexing and injurious. Those who keep to the law are regarded as severe and teachers are apt to go where they will be more easily dealt with; besides a third class certificate has fallen into such disrepute that trustees almost invariably advertise for a teacher holding a second class certificate. And then granting a second class certificate too soon, generally quenches all ambition in the teacher and makes him settle down with very inferior attainments. The discretion allowed as to the mode of raising the teacher's salary continues more or less to breed divisions and to excite bad feeling. Some schools, formerly free, have, by way of compromise, been now made partially free, that is 1s. 3d. per month for each scholar is levied by rate-bill and the rest of the salary by taxation. This mode was resorted to last year by 8 out of 13 sections. The sooner the mode is fixed by law the better. The books

in the school libraries are pretty generally read, and so far as I could learn, the rules are well observed. Some little difficulties have arisen in some places about the payment of fines; I as a minister have been somewhat jealous of their influence as diverting the minds of the people from serious reading. We have a congregational library of between seven and eight hundred volumes, access to which may be had by paying a subscription of 1s. 3d. per annum. But since the introduction of these secular libraries the readers in the congregational library are gradually reducing in numbers. The readers are now but a remnant of what they once were. The Bible or Testament is still generally read in our schools. The school attendance last year was materially affected by the increased price of labor. It found too strong a temptation to parents not yet sufficiently alive to the value of education to withdraw their children during the busy season. Some were entirely taken away and some attended very irregularly. The parents here very seldom attend the examinations by the local superintendent, and school lectures turn to little account."

30. *The Reverend Duncan Morrison, Beckwith*: "Upon the whole I have to report that the state of our schools is good and very promising. The free school system is more in repute and there is a growing interest in the cause of education. I trust that before long I shall have the honor of applying to you for maps and books in behalf of several of our school sections. Nearly all follow the new regulation relative to opening and closing the schools by prayer and reading the Scriptures. I beg leave again to state strongly to you the necessity of adopting some fixed mode of meeting the expenses of the school. There is scarcely a neighbourhood in this part of the country that has not been embroiled by feuds and bitter animosities by leaving this matter an open question for annual discussion. Even those adverse to the free school system as a theory, tell me that they would prefer it to the present unhappy state of things."

X. COUNTY OF RENFREW.

The Reverend James A. Strain, Bromley, Brougham, &c.: "I take great pleasure this year in reporting to your department, the progress made in our respective school sections. The prospect before the rising generation in these new townships is truly flattering, and should prove a great inducement to settlers to choose the Ottawa district, where schools are numerous, and the free system for their support unanimously adopted, being considered the best incentive to diffuse education among all classes of the community. Catholics and Protestants are here happily united, and harmonise agreeably. We have caused to be erected in Bromley a new school house No. 4. Three new school houses in Wilberforce, and one splendid house in Grattan. Now considering the privations that our inhabitants have to endure,—many of them being but a short time located,—their zeal for the advancement of education will contrast favorably, with the more opulent townships."

32. *The Reverend S. C. Frazer, A. M., McNab*: "I am happy to state that the feeling in favor of free schools is yearly becoming stronger and more general. The simplicity of the machinery under the free system has converted many oppo-

nents, and I believe that I am justified in saying that only a few in this township would demur at the passage of a free school Act.

33. *Roland D. Wilson, Esq., Ross* : " I beg to state that although our schools in this township are not advancing as fast as could be wished, they are still improving ; and there has been some improvement for the past year. The inhabitants are beginning to see the utility of giving their children education ; but what in some measure retards the interest in our schools is the opposition of many of the people to the school system, which I should consider the best calculated to promote the interests of education ; even were they all on that footing. The number of children growing up in ignorance is in some measure attributable to negligence on the part of parents ; and want of energy on the part of trustees, which I perceive is a general fault amongst them ; in many instances, they are not qualified or even competent, to fill the office, not having much education themselves. Until the inhabitants arouse from their lethargy ; and elect none but those who will take a direct interest in promoting the welfare and progress of the schools, together with ability to follow this up, it will not be obviated. One thing is required in this township viz :—libraries. They would greatly tend to diffuse knowledge amongst the rising generation, and create in them a desire to spend their leisure moments in a more profitable manner. In regard to the non-attendance of children at school, I believe there are many who do not attend two-thirds of the time ; some not even that, when they might attend with much more regularity. This is mostly attributable to apathy in the parents, who also from worldly notions keep the children at work, when they ought to be at school. Some excuse themselves, by declaring they are too poor to clothe the children properly, &c. &c."

34. *The Reverend Richard Hammond, Westmeath* : " Education makes some progress in this township. You will perceive by the report that the free school system is generally adopted. It is found to be a great improvement on the old rate bill system ; and could some change be effected making it somewhat less oppressive in particular cases, it would be a still further improvement. We have a township library ; the books are distributed among the several school sections in proportion to their population ; when read they are returned to the township librarian, and a new supply obtained : thus they are kept in constant circulation, and I am happy to be able to state, that in some places, they are beginning to be appreciated."

XI. COUNTY OF FRONTENAC.

35. *John Irvine, Esq., Township of Kingston* : " It is about two years and one-half since I had the honor of being appointed to superintend the schools in this township. I find during that time there have been five comfortable and commodious school houses erected ; three of them stone, the other two frame, and well painted ; they each have play grounds, &c., attached, so that they appear quite comfortable and respectable. I expect before the close of another year, there will be two more stone school houses added to the ten we already possess ; this with an increasing desire to procure good and competent teachers, I think quite encour-

aging. Two or three years ago there were only two schools where the teachers received more than £50, and many only £40 to £50 without board for male teachers; while now male teachers are sought after and paid £75 to £100 per annum, and good competent female teachers from £45 to £54. Those interested in education find it more profitable and better to pay a good teacher a remunerative salary than to have a poor one at any price. This too shows a willingness to appreciate and reward the services of competent persons: we want more of them. Therefore I consider we have taken some of the first steps towards attaining that which is our privilege; and I hope the day is not far distant, when ignorance with all its baneful effects, superstition, bigotry, party feeling, &c., shall be driven from our land, and every one be enlightened to become what God designed man should be—a rational and intelligent being, capable of acting and judging for himself. I would that this solemn truth were impressed on the mind of the parents; that they are accountable, if they suffer children to grow up in ignorance, when education can be so easily secured under our favorable school law. I perceive that the entirely free system is not generally adopted; but as the rate cannot exceed 1s. 3d., per month, even that is not beyond the reach of the honest and industrious labourer; and as there is also provision made for the indigent, (if any,) education may be said to be open for all. For this you are entitled to the prayers and well wishes of both high and low, rich and poor; and no doubt your memory will long be cherished by the community at large, when you shall have passed from this stage of action, and all your active faculties employed so energetically for the benefit of education, cease from their present sphere of action. I must acknowledge that our township is rather behind in availing itself of the favorable opportunity of procuring school libraries; but we intend in this neighbourhood as soon as possible to secure one, and I hope they will soon be universal. I regret that I have only seven schools to report, as opening and closing with prayer; although I have urged and endeavored to point out to the teachers their responsible situations, and the influence their example may have over those committed to their charge. Among the seven who open and close with prayer, I could mention a few where piety has filled the heart of the teacher: the moment one enters the school house door there appears at once to the observer to be peace, unity, harmony and love existing between the teacher and pupils. Although all have not had decision enough to adopt prayer, yet all the schools but one make use of the Scriptures.”

36. *Edward Murray, Esq., Wolfe Island*: “The people on the Island are generally poor and illiterate, and though in most cases anxious to have their children educated, it is not easy to make them conform strictly to the regulations of the school system. I have been obliged to refuse any portion of the municipal grant to several schools; but nearly all the schools on the Island are now open, and I expect all, except No 11, will be in operation by the first of May. The people say they intend to make every exertion to have them properly conducted and supported for the future: and I hope to have a more satisfactory report to send you next year.”

37. *The Reverend John A. Mulock, Fredericksburgh*: “There is nothing wanting in the present school system to make it work well but two things: the first is,

a heavy penalty upon negligent trustees.* They totally disregard the present fine, and so far from losing they are in many instances largely benefitted after paying it; as their taxes (did they keep their school open,) would treble the amount of their fine. Every trustee that closes the school house against the children of the section, should not only be fined heavily (£10 at the least,) but sent to jail the full time that he closed the school. Under such treatment our wealthy misers would not court office as they do now, to the ruin of the children, whom they would wish to see grow up as ignorant as themselves. The next great want is the *exclusively free system*. The present is undoubtedly the most equitable, as it is only just that the man whose child is benefitted should pay more than he who has no child; but the partial evil of the free system would be counterbalanced by the universal good that would accrue from it. Under it the present annual battle would not have to be fought between neighbors, who treasure up the hard feelings engendered at a previous meeting, (when the advocates of a free school conquered,) to hurl them against their doomed oppressors, for whom they are the next time well prepared. And surely the small amount of difference in a pecuniary point justifies me in the view I take. For instance, the amount of land in a school section averages about 3,000 acres; and in a school kept open for 8 months in the year with an average of 12, the amount accruing from 1s. 3d. per month is only £6. Now spread this over the 3,000 acres, we have 4s. for every hundred acres; and yet this is the paltry sum for which our school houses are made a battle ground every year, to the disgrace of the neighbourhood and the injury of the rising generation. Give us free schools, and with them we will have peace and harmony throughout."

38. *The Reverend El. C. Bower, Pittsburg and Howe Island*: "On the whole, the common schools in this township and Howe Island are in as satisfactory a state as can be expected."

XII. COUNTY OF ADDINGTON.

39. *Robert Aylesworth, Esq., Ernestown*: "The schools in the larger sections in this township, are in a satisfactory state of progress and contentment, but those in the smaller ones are, just now, in a state of discontentment, from the small amount of aid received by them, from the public monies. We have some annoyance from men of wealth, chiefly on account of taxes raised by trustees; for when trustees, who may not be wealthy, and sometimes comparatively young, zealously, but legally exert themselves to give our common school institutions a good practical bearing in their sections, it is not wonderful that older and richer persons, whom their neighbors choose not, but refuse to trust with such duties, should feel and express considerable dissatisfaction."

XIII. COUNTY OF LENNOX.

40. *John Watson, Esq., Adolphustown*: "In again referring to the progress of education in this old and long settled township, I can only say, that although

* Note.—The 9th section of the supplementary school Act of 1853, provides a remedy.

perhaps in a few sections, improvement may be seen in others much apathy still prevails. I have on former occasions referred to some of the many and various causes which I find still continue to exist, to retard this great work of popular education; and it is scarcely necessary here, to again enter into a lengthened detail. I may however remark that the want of competent teachers is severely felt; many of those employed are lamentably deficient in those attainments so essential to success. The smallness and consequent poverty of school sections are also a matter of regret, and the evil can hardly be obviated here, arising partly from bad geographical position; neither is education properly appreciated, and there is therefore, an unwillingness to provide for its permanent support. Objections to the school law are also made, some of which are entirely unfounded. Again a large proportion of the wealthier classes, and old inhabitants having educated their children, apparently feel under no obligation now to contribute, no further duty to perform. If they happen to be appointed trustees, they use the school fund, as far as it goes, and then study to evade any further taxation. Much as the friends of education may desire, and deeply as we may feel an interest in this matter, yet a great deal remains to be done; or our intellectual wants will suffer and languish. Six years experience in this department has convinced me, more and more, of the necessity of ample funds, being provided by law, as the scanty remuneration now paid, for the very imperfect services rendered, is of little or no avail."

41. *Ephraim A. Dunham, Esq., Richmond*: "There may be, and doubtless is amongst us, a difference of opinion, as to the kind of education which should be given to our youth; but I presume I am correct, when I state that a vast majority of our people are in favor of such an education as will fit for the enjoyment of political and religious freedom. Then to what are we to look for so desirable a conclusion? The liberal education of all classes. Can a more correct answer be given to this as natural as it is important question, than the universal adoption of free schools? Place education within the reach of all, and then, and not until then, make it imperative on parents and guardians, under penalty, to educate their children or dependents. Has not the time fully come when the legislature should again take action herein, and at once provide for the establishment and maintenance of our common schools, by a general tax upon the rateable property of the people? We can never look for perfect unanimity upon this subject, nor upon any other reform, however salutary and requisite, so long as persons allow themselves to be actuated by a narrow, illiberal, and contracted spirit. You will not fail to observe by my annual report, which is compiled from authentic statistics, how the popular voice of the township of Richmond speaks in reference to free schools. Only two sections out of the entire township, ventured the maximum rate bill—1s. 3d. per month. One section adopted the rate of 7½d., and another 5d. per scholar, and one the voluntary system; while every other section declared in favor of general taxation. It should not be forgotten that the parties opposed to free schools, are generally those less interested in them, and many likewise of the more wealthy class; thus giving development to that antiphilanthropy, which is the clog of free institutions and enlightened progression. I am of opinion that a people's expenditure and sacrifice (if the maintaining and supporting properly a common

school can be looked upon as a sacrifice,) should be in proportion to their ability and the interests at stake. Although I do not consider this section of the country able to compete with portions of the country more favored by nature, &c. yet I cannot resist the conclusion, that there is a greater lack in the will than in the ability to support our common schools in the manner their importance demands. Is it not to our common schools we must look for the education of the masses? And that there are many, and perhaps the majority, of the population, who take an enlightened view of the great enterprise, cannot be denied. On the other hand it is not to be disputed that the secret, if not open and avowed advocacy, of the ten-dollar-a-month, and board-round system still prevails. Some of our sections are beginning to pay a reasonable salary; still the principal qualification with others is the amount of remuneration required,—persons teaching for the smallest amount of wages being preferred, and if the government grant, and the county assessment meet the charge, all is well, a good bargain is secured. School architecture too is miserably neglected in almost every section; this surely must be the result of ignorance, ignorance resulting from indolence or self-sufficiency. Many of our school rooms are sufficiently commodious for ordinary purposes, yet sadly deficient in seating and ventilation; and as for outward accommodations, neither the tender sensibilities of the children, nor a proper respect for the passing public are consulted. Wells, playgrounds, outhouses, &c., are luxuries too extravagant to be thought of, and much inconvenience and injury are the consequence. One more topic worthy of notice I will mention, and that is the want of school room maps. Whether our trustees are more afraid of putting their hands into their own pockets along with their neighbors, or to draw upon their neighbors for the small pittance which would be their respective shares for securing so indispensable a pre-requisite, is not for me to determine; but this one thing I opine, viz: that were they aware of the great advantages those schools having the maps have over those not having them, little time would be allowed to pass before they would furnish them, and especially when the 100 per cent. government liberality presents such an inducement.”

XIV. COUNTY OF PRINCE EDWARD.

42. *John B. Denton, Esq.*: “We are getting a few excellent teachers in some of our best paying schools; but generally speaking the harvest is large, and well qualified teachers scarce. My reports will afford you the best commentary upon the dearth of profound attainments in our common schools; the great majority of these are taught at least six months in the year by females; some of whom unfortunately are incompetent pioneers in the desert of youthful ignorance and imperfections. I would remark, however, in justice to many of those who employ them, that it is far oftener from necessity than choice. There appears to be a gradual and increasing desire among all classes to employ efficient teachers, at a remunerative price, rather than trust any longer to the old system of compensation. “Where little is given, little is required.” Those townships which have availed themselves of the liberality of government in procuring libraries are much benefitted by them, old as well as young, intellectually, and I believe morally; for instance there is

Sophiasburgh which was so very reluctant to be forced into studious habits, is becoming renowned for its exertions in the cause of education; and I speak from experience, when I say it is a treat to spend an evening at the family residence of these intelligent young persons, who have acquired a taste for information, through the habits of general and extensive reading. It is only two or three years ago since our highly esteemed warden, staked his popularity to carry out the principle of school libraries, and now while I write, there are hundreds ready to do him honor for his patriotism, and hail him as a benefactor to his race."

XV. COUNTY OF HASTINGS.

43. *The Reverend James W. Chesnut, Elzevir, Madoc, &c.*: "The schools on the whole are improving. In section No. 1, a fine brick school-house built 30 × 60, divided into two rooms 30 × 30 each, with two teachers, male and female, employed, and an attendance of about 140 children. The salary paid at present is about £145 yearly. The free school principle generally prevails throughout the township,—and those who adopt even 7½d. per month, find that the schools do not flourish to the same extent as those which are entirely free."

44. *John Johnston, Esq., Hungerford*: "In reviewing the school affairs of the past year, I find much to encourage us, in using every exertion to promote the good effects of our admirable system. We have in this township a few schools which must satisfy the most enlarged expectations of the most sanguine. These are supplied with better teachers than we ever had before, and the order and proficiency of the children fully exemplify the same. There appears to be an emulation in the teachers to exert themselves, so that they will not be excelled by their competitors. This principle has been greatly influenced by a friendly intercourse, and by visiting each other's schools at public examinations. But while we rejoice at the prosperity of some, we are grieved that many others are in a lingering state; teachers are very inefficient; children attend irregularly, and parents manifest little care about the result. The cause may be traced to small school sections inhabited by a poor population; this is chiefly the cause of the vacant schools, and the large number of children who attend no school. I have repeatedly endeavored to remedy this hindrance in the way of general improvement, by suggesting the propriety of changing the boundary of small sections, and by uniting others; but I have had very limited success, as those who have the advantage are seldom so liberal as to accommodate their less favored neighbors. As the law stands, it cannot be expected that much will be done to redress the grievance."

45. *Frederick Warwick, Esq., Tyjendinaga*: "I find that the people and trustees are generally inclined to carry out the provisions of the school law, but need considerable teaching; indeed, they seem to be without any knowledge of the mode of obtaining maps, libraries, &c. I hope to be able to correct this. There is at present no library in the township, but I hope this will not be the case long. In the schools I have visited, after explaining to them the munificent grant of the government; they have at once commenced taking the necessary steps to obtain maps, libraries, &c., and I trust ere long to be able to forward to your office, several applica-

tions for them. The two Indian schools numbered 3 and 25 in the report, are supported by grants from the Indians, out of their own funds, and from the New England Society; but the schools are principally filled with whites living in the neighbourhood. The Indian children do not attend regularly, and make but little improvement. I find that the system of raising the expenses of the school by a rate bill, and the deficiency (if any) by a general tax, to work exceedingly well. It still leaves the school nearly free, as there is seldom more than one shilling per month voted by the people, thus placing the school within reach of the poorest."

46. *James J. Ryan, Esq., Huntingdon*: "During the past year, the efficiency of our schools has not been so great as we anticipated, owing principally to the small size of most of our sections. The people in general endeavor to remove this great obstacle to the progress and well being of schools, and take a greater interest every year, in all matters relative to education. However, these obstacles require time before it is possible to remove them."

47. *D. G. Bowen, Esq., Marmora*: "In my visits to schools in this township, I find some sections characterized by an apathy and want of interest on the part of parents in not sending their children to school. There are many that have not seen the inside of a school for two or three years. I trust, however, that there will be an improvement in this; as many persons are now coming to settle in our township who know how to appreciate the blessings of education."

48. *Joshua McLean, Esq., M. D., Rawdon*: "Although this township is rather backward in educational matters, I am happy to say, that there is a growing interest being manifested in the education of youth: this interest is generated by the establishment of free schools; which I would be glad to see universally established, as their good effect is evident to those who take an interest in the diffusion of education among the masses."

49. *T. D. Farley, Esq., Sydney*: "Our common school library consists of 800 volumes. It is separated into four divisions, situated so as to accommodate the inhabitants of said township of Sydney. During the year, in division No. 1, 140 volumes have been taken out. 20 have applied.

Division No. 2. 70 vols. have been taken out. 50 have applied.

Division No. 3. 150 vols. have been taken out. 50 have applied.

Division No. 4. 100 vols. have been taken out. 35 have applied.

The books are covered, labelled, and numbered, and the regulations are duly observed. It is generally the juvenile portion of the population that reads the most. We have debating schools in different places throughout the township, and an observer would notice that many references and illustrations advanced, proceed from the perusal of library books."

50. *A. Diamond, Esq., Thurlow*: "Judging from the number of schools which have made no returns and which are probably vacant, there is still considerable indifference prevailing in the township on the subject of general education. This indifference is confined however to a few sections. In the majority of in-

stances the people are becoming public spirited and enterprising, and many of the sections in these respects will not compare unfavorably with any other localities. Our common schools are already an acknowledged fact among our important Provincial Institutions. All classes of the community are firmly united to preserve them in all their integrity. They consider that our country can be truly great and prosperous only in proportion as the people are properly educated. On these grounds they will most strenuously oppose any further concessions to the advocates of separate schools. The smallness of some sections has operated to prevent them being kept open many months in the year. This evil may be remedied by the formation of union sections, but the remedy is often impracticable. The salaries as well as the qualifications of teachers are improving; better school houses, more uniform text-books, maps and essential apparatus are being liberally provided; the libraries are doing a great deal of good in diffusing useful information and creating a thirst for knowledge; and if the cause of education is not in quite so flourishing condition as its more ardent friends could desire, yet upon the whole it wears an encouraging appearance."

XVI. COUNTY OF NORTHUMBERLAND.

51. *Edward Scarlett, Esq.*, " *Alnwick* : This township is fast increasing in population, which demands the establishment of more common schools.

" *Brighton*.—There are too many school sections in this township in proportion to its population, hence the progress of education is very much retarded. Another evil is employing teachers at low salaries. The people are, however, beginning to see this, and I hope in a few years it will be rectified. The grammar school in the township (if its intelligent trustees be supported as they should be, out of the township fund) will exercise a powerful influence for good, in the common schools of this and adjacent townships; as many of the pupils attending it are preparing to become teachers. At an examination of teachers, held in Brighton village in February last, it was truly pleasing to witness the effects of good training manifested by the boys of the common school here. We allowed them to mingle with the candidates for examination, and occasionally called upon them for answers to the questions proposed; which were so explicitly given, as to call forth the admiration of all who heard them. The teacher, while he does not neglect his classics, makes a thorough English education of paramount importance to all those who attend the school for a sufficient length of time.

" *Cramahe*.—The advancement of common school education is also greatly hindered in this township, by the too frequent change of teachers; we hope this evil will be speedily removed, as the people are not only willing to hear, but also to act upon any suggestions which they think are for the better.

" *Haldimand*.—There are some good schools in the front and middle of this township, but in the rear, education is in a very low state. The progress of education is also much impeded by changing teachers too often.

“ *Hamilton*.—The schools in this township, with some few exceptions, are doing well, principally owing to the unfrequent change of teachers. It is not rare to find the same teacher occupying the same school for years in this township.

“ *Monaghan South*.—Most of the teachers in this township are doing well, chiefly attributable to the continuance of the same teacher in the same school.

“ *Murray*.—The people of this township are emphatically a willing people in the great cause of education; they err, however, in one important point, *i. e.*, changing the teacher too often.

“ *Percy*.—Common school education is rather in a low state in this township; the people are, however, in earnest, and in some places they are willing to give fair salaries, if they could only obtain competent teachers. When we compare the attendance of pupils in the townships, where the free school system predominates, with the attendance at those schools, where the rate bill of 1s. 3d., is imposed on parents and guardians, we find that a far greater number of children receive no education in the latter than in the former townships. In Murray, where the free schools prevail, the number of children between the ages of 5 and 16 is 892, and 759 of them attended school some portion of the year. 133 did not come at all; *i. e.* Nearly $\frac{1}{4}$ th of those between the ages of 5 and 16 did not go to school at all in 1855. In Haldimand where the rate bill of 1s. 3d., per month prevails, there are 1262 children between the ages of 5 and 16. 981 attended school during some portion of the year. 281 did not, *i. e.* Nearly $\frac{1}{4}$ th of the children of school age did not attend in this township in 1855. The contrast will be the same, if we compare other townships, where the free system prevails, with those in which rate bill is charged; it is therefore evident that the free school is the only one by which the mass of the people can be educated.* If the free schools were kept open during the year by thoroughly qualified teachers, we have no doubt that almost all the children of school going age would attend them. We sometimes hear complaints that children do not attend those free schools according to expectation; and therefore it would be well to have a law compelling parents and guardians to send the children to school. Now, we are of opinion that it would be a much better plan to impose a law upon themselves (trustees, parents, and guardians,) compelling them to hire teachers adequate to the business, and the effect would be, I am sure, thronged school rooms. May that patriotism which has set in operation this admirable system never cease until it shall be written in unmistakable letters (outside) over the door of every school room in Upper Canada, **THIS SCHOOL IS FREE!** Among the many hindrances which obstruct the working of our excellent school system we will mention a few. There is a class of teachers, (if it is right to apply this sacred appellation to those who have been teaching for some years without any motive but the £. s. d. and almost without education) who cannot be improved themselves and are a stumbling block in the way of those who would improve. These individuals make use of a sort of low cunning and raillery with their employers that militates greatly against those who insist upon thoroughness in common school education. Ashamed as I am to say it, they are not without abettors in office; men feeling a deep sympathy for them and declining to place their own children

under their guidance, yet with great good nature license them to go out, and blight and crush the growing intellect of the youth of our country. Closely connected with these gentry is another class of cheap teachers who never remonstrate for a moment against the evil of boarding from house to house, and who instead of studying their profession, spend precious time, joke-telling, or more probably corrupting the manners of the children around them by smoking tobacco, or imbibing snuff; by which means, they often ingratiate themselves into the families with whom they board. They are, however, fast drawing to their end, and we hope soon to hear the last requiem sung over their departure from office. The second evil we wish to mention is the legitimate offspring of the first in the habit of hurrying children in a superficial manner from one book to another, without reference to age, capacity, or the future well being of the pupils. The effects of this course of procedure are as dire as they are repugnant to common sense. Words are learned without their meaning; sentences stammered over without understanding the ideas contained in them; rules are committed in the same manner; in short, shadows in place of realities are learned. How often have the hearts of the lovers of sound education heaved with indignation; throbbled with the deepest emotions, and ached with indescribable anguish; as they have stood and gazed in the countenance of some naturally brilliant youth, rendered stupid by a deceptive teacher, that a fond, but ignorant and misguided parent might be pleased, and the teacher earn the reputation of clever because John or Harry went over so many books in such a short time. A superintendent visiting one of these schools one day, was sadly annoyed, and not little chagrined (notwithstanding the good humored feeling he tried to keep up among the several classes) as he passed class after class, and asked question after question to see that the same description of senseless training was apparent throughout the entire school; while one pupil was engaged in reading with his hands in his pocket, the eyes would wander everywhere but on the book, or perchance if the hand was out of the pocket, he was busily engaged exercising his numerical powers, by counting the buttons or button holes of his coat, and this appeared to be the only tangible training to which the poor lad was accustomed. Occasionally, in order to set a good example, and relieve in some measure the *ennui* of this school room, he would be asked to name the next word, after the one last read, or to tell the meaning of the last sentence named; the boy would start, as if from a deep slumber, and cast a vacant look upon the interrogator, then upon his book, for a short time. Finally, he would fall back, if not prevented by another question, into his old habit of dreaming and absent-mindedness. Arithmetic was next introduced, and the superintendent thought it best to examine on what had been gone over for some three or four months previously, which indeed was quite a course. Question after question, was proposed to be solved, some on slates, some on the blackboard but no answer was given to any questions, not even to those in the lessons of the preceding day. Somewhat surprised at the want of intelligence apparent in the class, the examiner proceeded in a good humored way to interrogate one of the older boys, a lad of 12 years. "When did you work those questions?" "Yesterday, sir." "Are you not as smart a boy to day as you were yesterday; if you could solve the problem then, why not now?" The boy amiably responded, "The teacher did it for me

sir, and I forget how it was done." If time and space permitted, we might, in gratifying contrast to this stultifying process, give examples of schools where the classes could read, audibly, distinctly and forcibly; and not only this, but know the meaning of what they read months ago; but these boys were taught reasons before definitions. We remember asking a boy, who was taught in this manner, several questions to be solved mentally. One of the questions was this: "A well was dug $\frac{3}{5}$ through clay; $\frac{1}{4}$ through sand; and 9 feet into the solid rock: how deep was it." This boy a lad about the same age as the one previously mentioned, proceeded $\frac{3}{5} = \frac{12}{20}$ and $\frac{1}{4} = \frac{5}{20}$ $\frac{12}{20} + \frac{5}{20} = \frac{17}{20}$ 9 feet = $\frac{153}{20}$; or the depth of the well. 9 feet itself must $\frac{3}{5}$ and the $\frac{1}{3}$ of 9 feet = $\frac{3}{10}$, $\frac{1}{3}$ of 9 feet is three feet. 3 feet is $\frac{1}{20}$ of 60 feet, therefore the well was 60 feet deep. Some more, requiring greater depth of thought were proposed, and solved by a process of reasoning, which gained the admiration of all who heard it. Although we have too few Normal School teachers amongst us to carry out the happy system mentioned, yet we have some who pursue the same mode of training as that pursued by your excellent institution. We have teachers trained in Victoria College who bring the practical thorough knowledge of the professors of that institution into our common schools. Then again there are a few self-educated men who naturally follow the system most congenial to themselves. These never allow pupils to proceed to other questions until the one under consideration is mastered. May we always be in possession of one of the greatest blessings ever God bestowed upon a people, a class of pious, self-denying, intelligent school teachers."

"*Seymour.*—I was much surprised when I first visited the schools in this township to find so few in operation. The adult population, however, is not behind that of any other township for intelligence and real worth. Certainly a great number of the children do not attend school, but we hope to see placed within their reach, that which, with the blessing of God is the making of a great and good people viz: a good common school education."

XVII. COUNTY OF DURHAM.

52. *The Reverend William Logan, Manvers*: "I am happy to state that the schools, generally have improved during the year."

53. *William T. Boate, Esq., Bowmanville*: "Preparations are being made for the erection of several new school houses, during the current year, that will be a credit to the township, and one new section has been laid off since I made my report for 1854, so that there are twenty schools now in operation. I have delivered public lectures in most of the sections, although I have received no report from the new section. I have not been able for the last six months to visit the schools so frequently as I could have wished, in consequence of protracted illness. There has been a decided and gratifying improvement in our schools during the past year, both as regards the attendance of pupils and the thorough practical manner in which they have been taught. The old system of permitting children to commit lessons to memory, without understanding the why's and wherefore's, is completely discarded, and has been succeeded by one much more practical and beneficial to

the pupil. The average time that schools have been kept open during the year is a little better than ten months and one half, being considerably longer than in any previous year. It appears by the report, that there are but two hundred and ninety children in the township, between the ages of five and sixteen years, while the number reported in 1854 was three hundred and ninety-one. The highest salary paid was ninety pounds per annum, while the average was about seventy-five pounds. This year several teachers receive one hundred pounds per annum. With regard to the libraries, there are fifteen in the township, (six of them belong to the sabbath schools,) numbering about eleven hundred and sixty-three volumes. From the number of books circulated I have reason to believe they exercise a beneficial influence in the sections possessing them, and are generally managed in accordance with the rules recommended by the Council of Public Instruction. There are but two private schools, taught by females; one of which numbers seventeen pupils, the other twelve. I regard the present system of township superintendence as defective, and would earnestly recommend the employment, (if it is possible) of efficient county superintendents, requiring them to devote their whole time in furthering the interests of our common schools."

54. *The Reverend James Baird, Hope* : " I have been superintendent of Hope for several years, and although I have been often pained at the selfish spirit manifested with respect to our common schools, still I have had great pleasure in observing the gradual and steady progress of the system in this township. There is a remarkable improvement in the kind and condition of the school houses; teachers are more intelligent, and better qualified, and many of the pupils have received a very respectable education. Some, in their turn, have become teachers, and a growing desire prevails among parents to have their children well educated. It is pleasing to notice that of fourteen schools, four were free during 1855. There is, however, room for further improvement. The majority of school houses require to be larger, higher, and more tastefully fitted up; having suitable play grounds, and conveniences for both sexes. The school house should have connected with it, associations of cleanliness, purity, comfort, and taste. Every teacher, also, to be an improving man, exerting himself to excel in the profession. It would be well in the appointment of trustees to select suitable persons, not for party purposes, or to save taxes, but men of character, intelligent and benevolent, those likely to raise the educational interests of the section. I am truly sorry to say that the township of Hope is far, very far behind, in respect to common school libraries; I have spoken of the subject, and urged it on the consideration of the trustees, but no movement has yet been made. I hope, however, that something will be done in this department for the benefit of the township."

XVIII. COUNTY OF PETERBOROUGH.

55. *The Reverend Thos. Searight, Belmont* : " Education in Belmont is in a low state. Party spirit interferes greatly with its interests. The population is not very large, consequently the sections are rather weak. I am thoroughly convinced that if the free system had not been adopted, there would not now be, in the whole

township, a school kept open more than six months in the year. Last year two were in operation, and this year I expect there will be two more."

56. *Daniel Sullivan, Esq., Douro*: "I am sorry to remark that in this township education does not advance, in consequence of employing incompetent teachers. A good teacher is generally inclined to look for high wages, and a comfortable school house. He who works the cheapest is the man for this locality! the result is that we have only three or four schools. Any loggerhead who takes a notion to teach, marches into Peterborough to be examined, and as a matter of course obtains a third class certificate; on condition that there will be an improvement at the expiration of six months. The six months pass without making the slightest difference in his attainments. What progress then can children make in such hands. So long, therefore, as we cannot employ efficient teachers, we should endeavor to get an active intelligent superintendent who understands the management, and organization of schools. A good teacher would make an excellent superintendent. I think the County Boards should grant no third class certificates; until this is done good schools cannot be expected."

57. *Daniel Donoghue, Esq., Ennismore*: "In forwarding the school report of Ennismore, I beg to return the thanks of the trustees and council of this township for your indulgence and munificence in favor of education here. The schools are in a better state than usual, and I flatter myself that if not retarded through want of means they are in a favorable way of improvement."

58. *The Reverend Edward Roberts, Monaghan North, &c*: "Education in these townships is making gradual but very gratifying progress; this is particularly obvious to one who has been in the habit of visiting the schools for a number of years. In contrasting the ability and qualifications of the teachers in the several sections for their highly important office, and also the progress and proficiency of the scholars, at the present time, with what they were six years ago, when I first commenced a course of school visitation, the improvement in both respects is almost incredible. Formerly the teachers as a class were not only the mere residuum of society, but so *impos animi* as to be altogether unfitted for the work they presumptuously undertook; but now our staff of teachers, with few exceptions, are intelligent and gentlemanly, proficient in the general branches of a good English education, and the schools are admirably conducted and efficiently taught. I regret, however, that two or three schools remain behind-hand, presenting only few marks of improvement and faint signs of awakening to greater animation. They serve, however, as a landmark in the march of intellect, and the progress of the country, to show the improvement which has been made during the last five or seven years. There is good hope that for the future these lethargic and penurious sections will feel the general impetus which education has received. The admirable school system of Canada takes these loiterers by the arm, saying "move on," and they are compelled by external force to quicken their pace. Another proof of the greater efficiency of our schools at present is seen in the superior intelligence and proficiency of the younger branches of our families, over those who were at school some years ago. One very encouraging symptom of the present system of teaching

is the pleasure which the children feel in attending school and the sorrow they manifest when their parents retain them at home; they also begin to feel great interest in the examinations, and eagerly answer the questions that are put to them; my energies become exhausted before the children are tired, or willing to close. In one instance the examination was carried on from 9 A. M. to 5 o'clock P. M., without intermission or refreshment, not that I considered such prolonged mental exercises judicious, but the children and the teacher would persist in it; and surprising proficiency was displayed not only in the ordinary branches of a common school education, but in the rudiments of chemistry, natural philosophy, anatomy and physiology, mathematics, the use of the globes, etc. There is one serious evil in connexion with our school system yet to be overcome; that is the want of house accommodation for country teachers. The married teachers are generally preferred, but the only tenements available in the country are the old dilapidated log houses, which have been abandoned by the farmers for better dwellings, and consequently when young men who have been successful as teachers purpose to marry, they almost invariably change their occupation, partly on this account. If comfortable houses were erected in the school sections for the accommodation of the teachers it would be of great benefit; we should not then lose so many good teachers from the office as is now the case, neither would there be such frequent changes, which are much to the detriment of education. I expect that some new school houses will be erected this year with much more enlarged and suitable accommodation than the old ones possessed. Unhappily two school houses in Smith have been burnt down since my last report, in both cases it is believed to be the work of an incendiary, but the conflagrations were caused by private animosities and not from any opposition to education. Your liberal arrangements to supply our schools with suitable apparatus are working beneficially, and many of the schools are being well furnished with that important requisite. Your valuable *Journal of Education* is taken for each section by many. It is highly prized and eagerly read, but some of the sections are very indifferent to it. You are aware that both townships are supplied with common school libraries. Some prejudice at first existed, on account of the expense, among the illiterate and niggardly part of the community, but such littleness has been effectually reprimanded by the more enlightened part of the public. The country will be under lasting obligation to you for the noble and herculean enterprise of supplying every school section, through the length and breadth of it with a free library of valuable and well selected books. The measure was happily conceived, well timed, and wisely carried out. Our young people are rising to a higher degree of intelligence, and as their minds expand they will not be content with a monotonous routine of corporeal labour, but seek mental exercise and recreation. This would be sought in ways that might prove injurious to their habits, and pernicious to their moral character unless provision was made for this want of their rational nature. The books have been as extensively read as the most sanguine could at first expect; and a desire will be kindled for a large supply of that mental aliment which will invigorate the mind, exalt the character, and subdue the desire for gross indulgence. An increased taste for reading is already manifested by the liberal subscriptions which are made for Sunday School Libraries; thus are the minds of the young roused to self-improvement and independent thought, that mental digestion which

alone produces mental life and health. This part of our educational system renders it almost complete. It is a pledge of good and glory to our country that knowledge diffuses itself from so many points, for intelligence and virtue are the only safeguards of liberty, and the only guarantees of peace, prosperity and happiness."

59. *The Reverend Francis Andrews, Otonabee* : "The common school system was getting on well, and harmoniously, until lately, when the separatist influence commenced to undermine the unity and good feelings of all classes. I understand that some sections are about to be broken up by separate schools, which I fear will destroy the system of education in our county. I should feel exceedingly sorry were this to be case, as our present arrangement is so well calculated to keep down sectarian influence, and promote the civil interests of the land. Libraries, maps, and apparatus, are not so well supplied as could be wished, but as these are now cheaply obtained, I hope the schools will avail themselves of the opportunity."

XIX. COUNTY OF VICTORIA.

60. *P. H. Clarke, Esq., M. D. Mariposa* : "I have done all I could to induce the trustees of school sections to establish libraries, and furnish the schools with maps and apparatus, to render them as efficient as possible, but the strong objections urged against it by a great number of careless individuals, (who are to be found in almost every school section) have as yet, prevented any action being taken to accomplish so desirable an object ; but I think there is some probability of this indifference being in a measure removed in the course of the year. The greatest evil felt in regard to the improvement of our schools is the low standard of qualification, allowed by the Council of Public Instruction. At every meeting of the County Board there are a great number of third class teachers enabled to occupy school rooms, if they can find trustees who are more anxious to get a cheap teacher than a good one ; and that in the present case is not very difficult to do. The consequence is, there are a great number of these teachers employed in the township ; and almost without an exception, in every section, there are a number of pupils who are able to teach those whom the law and trustees authorize as their instructors. Such pupils not being able to derive any benefit from the school must stay at home. In this there is very great injustice, the children not only suffer considerable loss in the neglect of their education, but parents and guardians are obliged to support a school of no benefit to them. In many respects, however, apart from what I have mentioned, I have great pleasure in stating to the department, that, in my opinion the cause of education is gradually and effectually gaining ground in the township of Mariposa."

XX. COUNTY OF ONTARIO.

61. *D. G. Hewitt, Esq., Mara and Rama* : "The regulations respecting the library I cannot say are strictly observed, but there is a better observance of them than last year. The township clerk has been round on a visit of inspection, and charge of books, by order of the township council, but has not yet made his report. The books are much more read than at first, and I think the little prejudice

which existed as to the original outlay has died out but ; education must make a still greater advance before the library can be fully appreciated."

62. *The Reverend John Durrant, Pickering*: "With regard to the state of the schools under my care, and the educational interests connected with them, I beg to give my opinion that a progressive improvement is going on. From the experience of a two years superintendence, I am convinced of the superiority in teaching of those who have attended the Normal Institution. I have to lament a general deficiency of attention in the department of writing in most of the schools under my care, and have labored in all my visits to inculcate more attention to this necessary art both in teachers and pupils. I have also strongly advocated historical classes for the purpose of instructing our scholars."

63. *John N. Agnew, Esq., Reach and Scugog*: "The schools in this section have not all been as prosperous as I could have wished to report ; some of them, however, have been most satisfactory. Too many of the teachers are still of the third class, and too frequently the trustees are induced to engage them in consideration of the cheapness of their services. I am happy, however, in being able to add that higher salaries are being offered and given this year than ever before, and already not a few of the places filled last year with third class teachers are now supplied with competent persons. I am only able to report one common school library, but can truly say of it that its benefits are incalculable. All read ; and thus, while all are improved and instructed, the youth of the section are imperceptibly forming and cultivating an early taste for reading, than which we know of nothing that has a greater tendency to decide favourably or unfavourably respecting a man's future character. The great advantages now offered for purchasing libraries will, I doubt not, be in a very short time embraced by the most remote school sections in the country. The subject of free schools is still a vexed question at our annual school meetings, and not unfrequently gives rise to strong party feeling among otherwise good neighbours. While, however, the advocates of the free school system are, with but few exceptions, actuated by disinterested and progressive principles, many, if not all of its opponents, are men of antediluvian principles, possessing some property and no children,—we may therefore hope with some degree of assurance that a very few years will suffice to completely overcome the opposition to this great national measure that is already fast giving way."

64. *Abraham Bugshaw, Esq., Scott and Uxbridge*. "The schools are improving very much, and will I hope continue to do so."

65. *The Reverend R. H. Thornton, Whitby*: "In transmitting this report I have great pleasure in stating that the schools in the township with, two exceptions, are in a most satisfactory condition. The report gives evidence that although but few are yet entirely free they all make an approach towards it, the amount of the rate bills being generally far below the amount raised by rate upon property. There are fewer 1st class teachers than in some previous years, which is merely owing to circumstances. The 2nd class teachers are generally very respectable. The

attendance is still increasing in the respective sections, and the tax quietly paid in the majority of cases. Libraries are provided for all the sections, and the subdivision, covering and cataloguing were all done by the council ; but several sections have not yet obtained their cases, either from indifference or not having duly appointed a librarian. Few have had their books more than three months, which will account for the nature of the report on this head."

XXI. COUNTY OF YORK.

66. *The Reverend William Bell, B. A., Scarborough* : "It would cause much complaint to cease, if the people were once thoroughly convinced, that the well or evil working of a school system is in their own hands. The government, while laying down the general provisions of the educational law, had left its practical carrying out to the good sense of the people ; and there exists perhaps no defect, which the inhabitants of any school section might not remedy, did they unitedly use the power which the school law has left to them. In the actual education of the young, I consider the present system an improvement on the old one, in every particular except in the almost universal neglect of the syllabication of words. Children who are not taught to analyse words ; that is, divide them into their component syllables, will not so readily arrive at the true pronunciation of a compound word. Teachers, to whom I have spoken on the subject, have been unable to give me a satisfactory reason for neglecting, (as it seems to me) so essential a matter ; and I therefore beg respectfully to submit it to the notice of the Normal School authorities, whom, I doubt not (if they have no sufficient reason for the omission,) will impress upon teachers the advantage of the old system of syllabication."

67. *The Reverend George S. J. Hill, Markham* : "I have, during the past year, paid eighty-five official visits to the schools, and delivered twenty-three lectures on education. With regard to progress in this township, I have found two great obstacles. The first arising from the very irregular attendance of children and the next from the continual changing of teachers every year ; this last practice is the more injurious, in consequence of the want of uniformity observed by the present race of teachers in their method of instruction ; thus at each annual change, pupils have to unlearn the method of their late, and acquire that of their new preceptor : this difficulty can be obviated only by a supply of teachers, all trained under one uniform system. With regard to the irregular attendance of the children, we may hope that as the country advances in wealth and intelligence, parents will perceive the necessity of allowing their children to attend the school more regularly. Under the present system, many of the schools are opened and closed with prayer ; the Word of God is freely read, and the ten commandments taught in them : the children thus learn their duty to God and man and the different peculiarities of doctrine are left to be enforced by their parents and religious teachers. In the present state of society, and mixed up as the different denominations are, this is all we can hope to do, in the way of religious training under any national system of education."

68. *The Reverend J. Gilbert Armstrong, A. B., Vaughan*: "Regarding the books in the libraries, my report shews that they have been, generally speaking, very much sought for and read during the past year. It is rather too soon to look for much as the result, but one thing may be observed which is already manifest, that these books tend to employ the people during their leisure hours, and therefore to keep them from spending their time in idle, frivolous and often dangerous, pursuits."

69. *The Reverend H. B. Osler, Albion*: "You will find by referring to my report, that there have been no lectures delivered; my usual time of lecturing is in the winter, as near the time of school meetings as possible, in order that, if anything is wrong, or any particular matter needs to be discussed at the approaching meeting, it may be brought before them, and they may have it fresh on their memories when they attend. Just as I was preparing to lecture I was taken ill, and have not since been able to attend to my duties. As regards libraries, there is not the interest manifested, that I could wish to see; comparatively few read the books. I hope, however, a change may take place soon."

XXII. COUNTY OF SIMCOE.

70. *The Reverend S. B. Ardagh, A. M. Vespra and Sunnidole*: "It is gratifying to report a gradual educational improvement going on. For a long time I almost despaired, but at length a change has taken place for the better; this is principally owing to the free school system, for as long as uneducated persons had not to pay directly, from their own pockets, so long it was impossible to get a salary for a competent master. I think also that the people are becoming more aware of the value of education for their children, and that a cheap teacher is really very useless and expensive. Now that the people are disposed to grant more liberal salaries to teachers, I find great difficulty in procuring them. The board of public instruction is becoming more particular in granting certificates, as several have been withheld lately. I have been encouraging the employment of female teachers in some of the schools, as I find them much more useful and competent, than the inferior class of male teachers. We must look forward to the Normal School to furnish us with competent teachers, now that the salaries are improving."

71. *Andrew Jardine, Esq., Nottawasaga*: "We have had for the last year, some very good schools, and good teachers; particularly the one sent from the Normal School. Our schools are all under the free system, and improving greatly."

72. *The Reverend John Gray, Orillia and Oro*: "Respecting my report, I beg to offer one or two explanations. In one section the school is not opened with prayer, but the cause of this omission is not hostility, or even indifference to the duty, but the extreme diffidence of the teacher, who happens to be a female. The whole of the schools under my charge, may be therefore set down, as in theory, carrying out the admirable instructions on that important subject of the Council of Public Instruction. I am happy to inform you, that the libraries established in Orillia and Oro, are working as well as could have been anticipated. That belonging to the

little township has been very successful, and has been much used, especially by the young. The librarian is at present sick; or else I would have sent the requisite statistical returns. The library in the former township is located in more than one place, so that a personal visit, which I have not been able to accomplish, will be necessary before a full report can be communicated. What would tend much to improve and extend the library system would be the impressing upon municipalities and trustee corporations, the duty of apportioning a small sum yearly for the purpose of supplying their respective libraries. In reply to your circular, I have to state that the word which would best describe the history of education in these townships under my superintendence would be, *progress*. Going back, say for five years, and surveying the state of education till the present time, the review is most encouraging. In regard to the perfection of the educational system; in regard to the quality and improved character of the instruction communicated; in regard to the moral and intellectual status and qualifications of the teachers employed; in regard to the augmented remuneration afforded them; in regard to the increasing interest taken in education by all parties; in regard to the growing liberality of the people; in regard to the deep rooted affection, which is felt and exhibited for the system; and in regard to the imbuing of it with religious principles, (so that he who now condemns it as godless, is considered the slave of prejudice or the enemy of education); in regard to all these subjects a marked improvement has taken place. So deep is the affection for one system, that at the last parliamentary election, the chief cause of the defeat of the unsuccessful candidate was his professed opposition to our common school system; and he, I am happy to say, is now one of its warmest upholders. Five years ago, I believe that in several parts of the county, his hostility would have proved favorable to his return. Were it not intruding upon your time, I might go from section to section, and furnish you with ample proof of what I have stated. I shall, however, confine myself to the section in which I reside. When I came to live here, about five years ago, there existed a deep rooted hostility on the part of many to the diffusion of education generally among the masses and especially to the system as inaugurated and established by yourself. For months the mention of it excited discussion, and contemptuous remarks; very little interest was taken in the matter, and a miserable pittance of £40 or £50 doled out unwillingly to the teacher; of course these remarks are only applicable to an uninfluential portion of the community, for education had many warm friends, but the present system very few. Now almost every body favors the idea of promoting education; the present noble system possesses a large number of devoted friends; opponents have been turned into supporters, and hostility into admiration. Last year an excellent brick house was built at an expense of £200 or £300; a teacher is ungrudgingly paid £100 per annum, and a good library is in operation and greatly prized. It will thus be seen that the admirable system which you have planned and brought to its present state of comparative perfection, has even reached with its improving and invigorating influences, this remote northern locality, and if it has been so successful here, what must have been its progress in more favored and friendly places, where it met with less opposition, and had fewer obstacles to encounter. Still the victory over ignorance and prejudice is not nearly complete; much remains to be accomplished. There are three defects I conceive for which

remedies should be provided: the inefficiency of many of the teachers; the imperfect nature of the supervision of the schools; the irregular attendance of the young people generally and the large number of children who attend no school notwithstanding the increased facilities afforded them. Time, I conceive, will remedy the evils arising from inefficient teachers, but they might to some extent be bettered by abolishing the third class of instructors; not immediately, perhaps, but by announcing that after the year 1858, no third class teacher would be entitled to receive any government allowance. Any person who would be incapable, in two years, of qualifying himself to receive a second class certificate, is unfit intellectually for the post of a teacher. Some exceptions might perhaps be made in favor of pedagogues of long standing; whom years and past services would entitle to some indulgence. I also conceive that the most successful remedy for the irregular and non-attendance of so many children throughout the province is the employment of an improved class of instructors. Let the quality of the teaching be changed, and the school will not only become more attractive, but the amount and nature of the instruction communicated to those, who attend irregularly, will prove more solid and valuable. I may also be permitted to throw out the suggestion that the government might impart an impetus to education by establishing a literary franchise. With due instructions, it might become as much coveted as admission to the legion of honor in France. I am inclined to regard the want of a proper supervision as the most important defect in the system. The duty of local superintendent is usually undertaken by professional gentlemen, most commonly by ministers, principally from a desire to promote education. The only time they can devote to the office is that hastily snatched from onerous pastoral labors, and the consequence is that the duty is inefficiently performed. The true remedy, in my opinion, would be, the appointment of county inspectors, who ought to receive liberal salaries, and who should be obliged to devote their entire time to the work: this is, I believe, the system successfully adopted in Britain. Its advantages are so obvious and numerous, that I deem it superfluous to state them; and if there be such obstacles in the way of this scheme, as would render its present adoption impossible, I would at least suggest that the present superintendents be more liberally paid for their services, and that those who may be hereafter appointed undergo some kind of examination. Some of them, as you doubtless know, might be instructed by their teachers, instead of the latter being obliged to submit to their inspection, and in too many cases feelings of charity influence in the townships, and religious views instead of fitness, procure the appointment."

73. *The Reverend F. L. Osler, M. A., Tecumseth*: "The township is now divided into very convenient school sections, so as to preclude the necessity of further alterations, and all would have worked harmoniously but for the Roman Catholic School Bill, which I fear will have the effect of entirely destroying two, if not three of the sections. I am sorry to say that during the past year little use has been made of the library. None of the school sections have taken books from the central library."

XXIII. COUNTY OF HALTON.

74. *The Reverend John Armour, Esquising*: "The school population of this township is still on the increase, and it is with pleasure that I also observe an increase in the attendance. The progress also of the majority of the schools in this township is visible; there are a number furnished with desks and seats on the improved plan. Maps also, by the liberality of the government, so easily obtained, appear in all our schools, and other school apparatus is being introduced which will make our little establishments seminaries of learning. The rise of teachers' salaries has a very wholesome effect; the schoolmaster now feels himself to be somebody; his labors being appreciated and his toils rewarded, he does his work gratefully. From the report it appears that in eight of our schools, prayer forms a part of the exercises; this number will I hope be increased during the present year; there are also thirteen in which the Bible is read. In one of these schools while the children are taught in a very excellent manner all the customary branches of a common school education, the Bible, especially in its historical parts, is learned in connection with the ancient history of the national books. In this school a very superior style of map drawing and writing is taught. Indeed, in our schools generally progress is evident; where there is spirit and power, and enterprize in the teacher, it appears in the scholar. I am sorry to notice, however, that notwithstanding all the efforts put forth, and the encouragement given to educate the young, there are still about four hundred children of the proper age, who attend no school. This is much to be lamented. The only remedy in my opinion is the free system. One section, the most backward perhaps of all our sectional schools, was made free last year, and from the report it is evident, that with one or two exceptions, the whole school population attended, some part of the year, their seat of learning. This one I visited a few days ago, and found it crowded with pupils, and making considerable progress in all the ordinary departments of a common school education."

75. *Angus Stewart, Esq., Nassagaweya*: "On the whole we are progressing, all the schools have been in operation during the past year; and the average time they have been kept open, the average attendance, and the average amount of teachers' salaries are all in advance of any previous year. Every school is supplied with a map of the world, and a set of object lessons. Only one as yet has a map of Canada; this deficiency will, however, in some measure be supplied during the present year. Although none of the schools last year were entirely free, yet the rate bill charged was generally below the legal 1s. 3d. per month, and the opposition to taxes for schools, which formerly prevailed, has in a great measure died away. I think a general free school law would be received here as a great boon. As the best means of making the books of our township library available to the whole population, they have been distributed among the several school sections, and sectional librarians appointed, and once in each year, the books will be returned to the township librarian, and re-distributed. I have made strict inquiry respecting the working of the system, and have no doubt as to the result; it appears to work well, and to be highly appreciated in all the sections with one exception, and, from their appearance, the books must change hands very frequently. I was pleased to

discover, that a great majority of the borrowers were young men and women, a circumstance that must tell beneficially on the future prospects of the community."

76. *The Reverend James Nisbet, Trufalgar* : " It gives me pleasure to observe a considerable improvement in the schools of this township, during the past year. This remark is applicable to the teachers employed ; the subjects taught ; the fittings up of the school houses ; the attendance of pupils ; the length of time each school has been kept open ; and the attendance at public examinations and lectures. The more I observe the working of our common school system, the more satisfied I am of its excellence, and I sincerely trust the day will never come, when the country shall witness its destruction by sectarian jealousies."

77. *The Reverend Thomas Greene, A.B., Nelson* : " I am much pleased to be able to announce that in all the schools in this township, the Scriptures are read, and in several the form of prayer, recommended by the Council of Public Instruction is used. By a comparison of the present report with that of the previous year, you may perceive that larger salaries have been paid to the teachers, and all the schools kept open for longer periods, so that we may justly conclude that the benefits of education are more fully appreciated. As I consider it but right that the Chief Superintendent should be made acquainted with everything connected with the working of the present school system, I may be permitted to say that public opinion is unfavorable to the existing mode of dividing the funds by average attendance, and that this subject seems worthy of the careful consideration of the department."

XXIV. COUNTY OF WENTWORTH.

78. *The Reverend William McClure, Barton* : " My lectures in the sections were pretty well attended, and deep attention and interest were manifested. One lecture, however, in the year, can accomplish but little where so much is yet to be done. I hope to prevail on one or more teachers to unite with me, in a course of lectures in each section. Could such a course be sustained for a few seasons, quite a new state of things would commence, and no section would be wanting in a good school house, with its maps, charts, library, &c., &c. The township of Barton is yet far behind what it should be in common school education ; here as in other places and things the energy of the few must conquer the apathy, the indolence, and the prejudice of the many. The struggle is already well commenced, nor, with our present means of training and teaching is the issue (although slow) for a moment doubtful."

79. *The Reverend John Porteous, Beverley* : " We have no fewer than 158 pupils reading in the 5th book. When visiting the schools I had often occasion to remark that actual advancement in reading and education, is not always to be measured by the books used. To be rightly understood, the 5th book requires apparatus that few of our country schools possess in their vicinity ; in many cases it would be positively advantageous to put each of the three higher reading classes one stage back ; but as parents and children would not relish this, not many teachers of my acquaintance have the hardihood to do it ; although if all teachers were faithful to their own judgments, and true to one another, it would be easy to introduce

the arrangements deemed most judicious, and abide by them. I make these remarks for the use both of parents and teachers, if they should happen to see them, for I am persuaded that injury is done in putting pupils too soon in the higher books. The average attendance, which was 502 during the first six months, fell to 404 in the last. Is not this decrease surprising? Cases of measles indeed occurred here and there, but not in numbers sufficient to account for the diminution. Has the high price of labor anything to do with it? I saw in a school register last autumn that a boy had been out of school five months during the year, during the busy season, and found on enquiry, that he had been at work all the time, and his age was—how much do you think? Just seven years. This case may probably help us to the solution of the problem. We have just one school section, the 17th, that possesses a common school library; I believe the regulations are observed, and I testify with pride to the intelligence of the population. We have two good framed school houses built during the year, both are comfortable and suitable; but the one at Troy is a nice building, stands high, and at some distance from the road, while it has a large play ground attached; large though it is, I saw it the other day pretty full of young Trojans. On the whole, education is certainly increasing and prospering around us."

80. *Andrew Hall, Esq., Flamborough East*: "The Waterdown section has now its central school; a spacious building of stone work has been erected, two rooms of which are already finished, with a teacher in each, a male and a female; the trustees intend finishing the upper story this summer, and I may state that their object in doing so, is that they may have a grammar school in connection with the others. You may therefore regard us as applicants for the next county grammar school, as soon as the present fund at your disposal will admit. I am inclined to believe that the municipal council will give over to each school section its share of the township library, to be circulated in rotation, and I am of opinion that this will be more likely to give satisfaction to all parties than any other arrangement."

81. *James F. Douglas, Esq., Flamborough West*: "One of the greatest abuses of municipal powers is in the careless selection of a superintendent for the common schools, now I, like many others, through a feeling of vanity or ambition, may accept, yea, ask for such an appointment, when other engagements wholly preclude our ability to perform our duties as they should be done. In respect to libraries, I may remark that the township municipal council had voted £100, for the procuring of sectional libraries, but before proper arrangements could be entered into with the trustees of the various sections, a miserable factious opposition rose in the council and rescinded the vote."

82. *The Reverend Thomas Williams, Glanford*: "The schools have been in a good common working condition, while it does not seem that either people or teachers aspire to anything very excellent, with one or two exceptions. It does not seem to be a general rule that good teachers find a good people to labor with; still good people mostly have good teachers, and a good improving school. There is a liberal disposition among the people to raise the salary of the teacher, if they could find one who could earn it. The township is so divided into sections, as to be very

convenient to all the inhabitants, no dwelling being more than two miles from some school, though that school may not belong to the section in which they reside; this accounts for the number of non-resident pupils connected with each school. The form of prayer sent out, and prescribed by the Council of Public Instruction is not cordially received and acted upon. I have spoken to most of the trustees, and many of the people, on the subject of school libraries, but without effect. They would like the books; they think the terms liberal, but very few of them ever having had any benefit from such institutions, they do not feel their value sufficiently, to induce them to make the effort. The library of section No. 3 is doing good, though the readers are fewer in number than one would be inclined to think, considering the easy terms on which books may be obtained. There is a general approbation of the system of public schools as at present established: I think the people here desire no change. Thinking people, and indeed the mass seem to entertain the opinion, that all the system wants is thorough working in its present form, and that the Chief Superintendent deserves the lasting gratitude of the whole country for his zealous and successful efforts."

83. *The Reverend Wm. Hay, Burford, &c.*: "I have pleasure in transmitting to you the annual school reports of the townships of Burford and Oakland for the past year. In consequence of another having acted as superintendent of Burford during the greater part of the year, I am not able to express an opinion in regard to the state of the schools in all the sections; but can say from personal inspection, that some of them are in a prosperous and growing state. Honorable mention should be made of union section No. 18 of Burford, and 3 of Oakland, which has two commodious and well furnished school houses, sustaining two first class teachers whose united salaries amount to £200. In these townships there is a lack of well qualified teachers. Higher salaries would have been given in many sections, could well trained Normal School teachers have been obtained. Without such it is impossible that our valuable school system can be carried into successful operation. No interest will be taken by any one in an inferior school, and no occasional effort of superintendent or others can awaken the population to the vital importance of education, and the necessity of liberality in sustaining the schools, if teachers be incompetent. Wherever there is an able and faithful teacher employed, I have observed that parents and others take a lively interest in the school. I am sorry to report that we have no common school libraries established in these municipalities, but the matter is under the consideration of the proper authorities, and we hope to do something in this direction during the current year."

XXV. COUNTY OF BRANT.

84. *The Reverend Elijah Clark, Dumfries South*: "On page A, in the seventh column of the report, you will find it reported that eight schools are free, or partly so. There is but one free school in the township. What is the effect? It is the best and most advanced of all. The inhabitants take a deep and lively interest in the subject of education. At the examination held in the school-room, it was evident that parents and guardians felt proud of the advancement of their children. The old grievance was again brought up at the annual school meetings in most of

the sections throughout the township. The injustice of free schools!!! But what has no small tendency to keep the inhabitants from adopting the free school system, is the unrighteousness of having to help in supporting sectarian schools. This has no doubt done no small amount of injury to the free system. The community at present feels great dissatisfaction on the subject of sectarian schools. You will perceive there is but one library in this entire township. I have repeatedly urged upon the inhabitants the importance of investing a part of their money, at more than compound interest, but O, how slow they are to believe all that is said to them on this subject. The vast importance of having a wholesome instructive library, to which their children can have access, not only to keep their minds from being poisoned by the odious publications which are scattered throughout the country by speculators and designing infidels; but to afford them facilities in storing their minds with useful instruction, and teaching them early the habit of choosing and reading such, and only such, publications as will afford food to the intellect. The cause of the non-attendance of pupils, may be attributed to their not having sufficient clothes, and in a few (but a few) instances, indisposition on the part of parents. In answering the questions touching the regulations, etc., of the library—'Are the regulations strictly observed, and what influence does the library exert in the neighbourhood?' The regulations are rigidly enforced, and observed. The influence of the library in the neighbourhood is good, and not only do children, who were in the habit of spending their evening hours in idleness before the library was purchased, now devote such time to reading books taken from the library, but the parents will sit and listen to them with interest, and draw from the subjects read a theme for conversation the next day."

XXVI. COUNTY OF LINCOLN.

85. *The Reverend Wm. Hewson, Clinton* : "In submitting the report, I would beg leave to remark, that the general tone of sentiment in this township in regard to education seems to be steadily improving and the administration of the law is far more efficient than formerly. A much higher standard of character is necessary in the teacher, cheapness being not so much looked at as ability and efficiency. Our library belongs to the township, and is being distributed into the sections to a considerable extent since the beginning of the year. It was opened last July, and there have been about 130 volumes per week taken out. The books are all covered and labelled; we have about 1450 volumes and a marked beneficial result upon the inhabitants, especially the young people, is quite discernible. I have to regret that a greater number of our schools do not avail themselves of the liberality of the department in furnishing themselves with maps and apparatus. I think, however, I shall not have this to complain of long, for several are taking steps to furnish themselves with those very necessary means of improvement. The grammar school here is in union with the common school and is in better order than it has been. I have merely reported the common school department. I wish you long life and continued success in your noble work."

86. *Angus Cooke, Esq., Grantham* : "So far as I have observed the practical working of the present school system, I feel quite satisfied, that where its provisions

are duly carried into effect, it is admirably adapted to the great object of providing education for all; yet in the present condition of the inhabitants of this country, there is a difficulty in selecting proper persons for school trustees,—possessed of the requisite intelligence, energy and perseverance,—necessary to carry out, effectively, the power vested in them. Indeed in so many instances is this deficiency apparent, that I cannot but express my belief, that were the system of township boards of trustees introduced generally, it would greatly tend to obviate these difficulties, would raise the standard of qualifications, and place teachers on a more stable footing, less subject to the caprice and injustice of the ignorant. You are aware that this system was introduced into this township for a short period, but in consequence of some informality the bye-law constituting it was quashed, and much derangement produced by thus stultifying the board in mid course of action, with contracts entered into, and assessments partially made; yet, notwithstanding the shortness of the period, there was very evidently a decided improvement in quality of teachers, and increased energy and general interest displayed.—The only evil in this system to be feared, is, that the township council and board of trustees, being in a measure independent of each other, may not co-operate. To obviate this objection, I would suggest that the township council be constituted a board of school trustees. This, though less liberal in theory is, I think, warranted by expediency, until such times as ‘the school-master abroad’ shall awaken the whole people of this highly favoured country to a just appreciation of the advantages they possess in a truly noble system of education; apathy and indifference will no longer exist, and your liberal and enlightened system of education will shine forth in all its utility and beauty. I have much pleasure in informing you that there is every prospect of a library for the township being applied for this year on such a scale, as to allow of a distribution to school sections, which in this township is much needed, and will no doubt exert a beneficial influence on the community.”

87. *Philip Gregory, Esq., Louth*: “If raising money for school purposes were taken as a standard to measure improvement by, we must be progressing rapidly, but my humble opinion is, that in one case it would not be quite correct. The average salaries of teachers are considerably higher this year than formerly. You will see that we have no Normal School teachers in this township. We have been obliged by higher wages to press persons into the service from other pursuits, who although well enough qualified for teaching, still want experience, and consequently cannot be as useful as though they were trained in the Normal School. The average time that the schools have been kept open this year is a little lower than that of last, owing mainly to the scarcity of qualified teachers. Many of our school sections are too small to work well, and there appears to be much hesitation and difficulty in getting them re-arranged and enlarged, particularly the union school sections, which seem to be in the most need of alterations and enlargement. The union section schools are mostly feeble and inefficient because too small to raise the necessary funds to pay good teachers, without bearing too heavily on the rate payers. Our school library when placed in the right hands to circulate it, must exert a great influence for good. You will see that some of the school sections take but little interest in the library; while others read a very large number of

books. My own impression is that the circulation of the library books depends much on the interest taken by the librarian to circulate them. Therefore trustees cannot be too solicitous to get the right man in the right place, as respects their libraries."

88. *The Reverend Henry Taylor, Niagara*: "The schools in this township are not what I could desire, yet their condition has somewhat improved during the past year. Schools have been kept open in most of the sections the greater part of the time, but I exceedingly regret that in some sections there have been frequent changes of teachers during the year. I am happy to state that most of the teachers are admirably qualified for their profession; some of them are holding the first, and the remainder second class certificates, and most of them are qualified in a sense equally essential, viz: having an aptitude to convey instruction to youth and a relish for the employment, and above all they have made teaching their profession. Who has not observed the inefficiency of those teachers who have resorted to the employment of teaching for a brief term, holding themselves in readiness to embark in any other business that may offer higher remuneration? Most of those who hold the office of trustees are intelligent and enterprising men, who are willing to pay something like a reasonable salary; none of the sections are paying less than thirty, and some as high as forty dollars a month. I am convinced, as every man must be, who has much experience in schools, that the only way to render our common schools efficient institutions of learning is to offer respectable salaries, and therefore secure the services of intelligent and educated men. Teaching should be made a lucrative, as it is a respectable profession; and then persons of a higher grade of mind, would, for the pleasure, the honor, and the profit make choice of it instead of those professions which are already in this country becoming overstocked. I exceedingly regret that some of the school rooms are very inconvenient as well as uncomfortable. Around some of them there is the absence of play grounds and shrubbery and that scenery which tends to render the mind cheerful, and the absence of which contributes to that gloom and barrenness which are too generally associated with common school premises. And again there is too little attention paid to the furniture of some of the school-rooms. Maps, diagrams, apparatus, convenient seats, etc., are indispensable to every school-room. Some of our school premises are exceptions to the above remarks; eligible sites having been secured, commodious buildings have been erected, suitable furniture has been provided, and the school premises rendered pleasant and attractive. The admirable working of the free school system has been tested in the Queenston school, and I should rejoice to see it introduced, not only in this township, but in every school section in the province."

XXVII. COUNTY OF WELLAND.

89. *W. F. Haney, Esq., M.D., Humberstone*: "The township, I think, is beginning to feel the effects and literary benefits resulting from the operations of our efficient common school system; but not to the extent I should desire. That kind of stoicism and immobility characteristic of a German population defeats the energies and intention of the great work of education, to a considerable extent, in

Humberstone. Still, I think inroads are being made upon their ignorance and prejudice, and that they begin to see the necessity and importance of mental culture. The low condition of education in the township to which I have alluded makes it an arduous duty to carry out the superintendence of its schools, and to get with any kind of facility the necessary data to compile a report."

90. *Wm. A. Roulh, Esq., Stamford*: "We have made some progress in almost all our schools during the past year. The salaries of teachers have been slightly increased in several sections. This has borne good fruit, enabling trustees to obtain a better class of teachers and stimulating teachers to greater exertions. I am, however, free to say, that so long as a choice between rate-bill, subscription, and free school exists, so long as the inhabitants of sections are required to meet annually and vote on the manner in which the schools shall be supported, so long will our schools fail to give that satisfaction to yourself and other well wishers to the advancement of education, which your and their labors merit. If the present system is intended to extend instruction to all, the school house must be free to all. I take this view from experience. I know this to be the only cause. I feel satisfied that it would double the attendance of children. That it would be the means of securing a greater regularity in their attendance, increase the rate of salaries, induce young men who now seek more lucrative employment to give their time and attention to teaching, to make it their calling, and throw out numbers who, too proud to beg and too lazy to work, in many cases take shelter under the roof of our school houses as teachers, and from want of better, get employment. If it be possible, let us have free schools throughout the province, and then, but not until then, will education flourish in our land. Your own herculean exertions may be doubled; local superintendents may visit, encourage, advise, lecture and report; Trustees may engage none but the most competent teachers, and yet ignorance will prevail throughout the country, envy, hatred and malice will stalk abroad, as at present. I have observed that at the yearly meetings one half of the inhabitants are, as a general thing opposed to the other, on the plan to be adopted for the support of the schools for the then coming year, that a feeling of animosity is there engendered which extends throughout the year. The minority, I grieve to say, for satisfaction's sake, keep their children at home, and the minority of one year generally manage to be to be the majority of another, so that on a reasonable calculation nearly one half of the children are kept from school, through envy, hatred, malice, and all uncharitableness, and the reports say 'Indifference'—would it were even that. A general free school system in my humble opinion is the only cure. Since the year 1847, I have been more or less connected with schools—as teacher, trustee, and superintendent, or I would not presume to express so decided an opinion on the question, the only cause of irregularity in attendance of pupils, indifference of parents and guardians and all the other evils which are attendant thereon. You will observe by my report that every school in this township has been at work throughout the year, some for a longer, some for a shorter period of time, and have drawn either the legislative or county grant, or both. The attendance of parents and guardians at the several public examinations, has been, during the past year much greater than formerly and the progress of the pupils very satisfactory,

especially in sections Nos. 4, 6 and 11. I take the liberty of commending to your particular notice the teachers of Nos. 4 and 6. It is a source of great gratification to me to be enabled to recommend these gentlemen as they serve to prove the superiority of the Normal Schools system and training. You will observe that under the heading of 'Number of lectures by local superintendent,' I have written *none*—my reason for that is—I felt I could not dignify the few remarks I made with such a title. From the nature of my own business I have been thrown in contact with some of the trustees of the several sections almost daily, it was to them that I directed my particular attention. I have always studied to impress upon their minds the great responsibility attached to their office, the ultimate economy effected by engaging first class teachers, even at high salaries, and the fearful wrong they do the sections they represent by keeping in their employment inefficient teachers. Without vanity I believe my advice has been instrumental in changing the complexion of our schools very much."

91. *John Radcliff, Esq., Thorold*: "I am happy to say that the general business of the schools is progressing favorably."

XXVIII. COUNTY OF HALDIMAND.

92. *Alexander Winram, Esq., Cayuga North*: "In presenting my annual report to the department it becomes my duty also to state the steady advance of education in this township. To their honor be it said, much of this is owing to the continual, untiring efforts of the trustees in their respective sections. This office, unpaid, unhonored, and in most cases unsought for, is one for which few will seek, and no thinking man neglect. To all it ought to be a labor of love, though a duty responsible and onerous, having what each ought to desire, the power of advancing the great work, the education of the young. This, if rightly considered, is a high duty, and it is thus a pleasant thing to me to bear witness to the solicitude of nearly all our trustees to perform these duties—careless of their time and indifferent to private advantage—in the most efficient manner. In every community speaking the English language, we may expect diversity of opinion. The very ground work of our liberty springs from discussion. No wonder then, that the operation of the school law, all over the country, is, next to religion and politics, the one thing uppermost. Being almost domestic from its universality it is the theme when abroad, the subject of the household at home, and go where you may, the school, the master, the trustees and the superintendent, serve as the objects of censure or praise. 'Heart-felt religion, it is said in Sweden, is dying from indifference brought on by conformity,'—but no one will ever say that education can die from that cause here. What therefore may be thought an evil, if rightly considered, is the natural effect of good. It fosters attention, and creates discussion on one spot, and that is,—that nursery of Canada's greatness, the common school. To seek for education in addition to the teaching of the clergymen certainly ought to be the sacred duty of all who have the charge of the young, and none can say with any honesty that in Canada this opportunity is wanting. Where there is the will, there is the way—the school-house may be at an inconvenient distance

to a few, but to the majority it is easily accessible. The golden moments are fast fleeting to the young, when education alone ought to be their task, and the time of little value to a child becomes of some account to prepare the girl for the household duties, and the lad for the field ; so it is to be regretted that the common school patent to all is not the common good of which every one can partake at a nominal price. You will perceive, that in a majority of cases no rate-bill is more than 2s. 6d, per quarter. Property therefore in the section is called upon to make up the deficiency, and no one is so poor in purse or in spirit as to grudge that. To cavil at any system requires only a little knowledge of its working, and to make the most of a few blots, but the question in all its bearings ought to be carefully looked at, the benefits viewed, the objections weighed, ere censure ensues. What shall we say then to the unceasing changing of the teacher, but that the system is one of a popular nature, the working of a corporation having for its members two or three neighbours, swayed by a force too much inclining to a local feeling rather than an independent choice. That here and there, one finds a trustee tricky and false, in the nature of things, may be looked for, but sum up the account and one is astonished at the amount of good, so cheaply, so honestly, so quietly done. It is not in the town or village alone, that one sees with delight the common school, but it is when emerging from the bush, so wild and lone, when you come suddenly upon the solitary square log house, filled with children, that the greatness of our school system is most apparent and the sight most welcome. To find thus, a school in full working order, in a place so far remote from the busy haunts of men, where the houses are few and the paths to them scarcely traceable, has always been to me a source of great delight. It is like finding a spring in a desert. It is here the wonder begins, that amidst the shadows of Canada's primæval forests, you have the perfection of civilization, you find planted in the wilderness the tree of knowledge. This I think is one of the brightest phases in which our school system can be looked at, and it is one that ought to reconcile us to a few inconveniences or a few yearly dollars. It is as it were as universal as the power of law, which enforces order in the city, and compels obedience in the desert. A word in favor of that useful being, the teacher, is a debt I willingly pay. Strangers they come into a section, and as strangers they go, seldom if ever treated better than the laborer. Earning a bare remuneration without a chance of saving. With masters as numerous as the inhabitants. Surely a word in their favor may well be pardoned, as it agrees with my uniform wish, to raise a little the standard of respectability of a class so well deserving, so much neglected, and so grudgingly paid. The only disagreeable part of my office has arisen from protecting teachers. To be silent, was cowardice ; to speak was offence, and I can honestly say that my only reward arises from doing my duty to this hitherto neglected and respectable class. The evil is now working its own cure. The township in general is liberal in its payments, and I may instance section No. 6, which pays the present teacher double the salary paid in 1853, that is £120 per annum. The rate payers also are acting in a new spirit. Years ago much dissatisfaction prevailed, but now emulation in sections succeeds to apathy, and greater harmony prevails. This may arise, however, from agricultural prosperity. I have often thought the office of local superintendent an anomaly in the system. With remuneration perfectly

contemptible, having duties urgent and responsible, with a yearly appointment, and that arising from the friendship of the reeve; altogether this is the best and worst part of the school administration. The best, as it is the cheapest and most efficient local check possible. The worst, as it can degenerate into an idle job, with impunity. Leaving this part of my subject, permit me to draw your attention to another important branch of improvement in our social condition, the library system. This is one of the greatest blessings ever granted educationally to the Canadian people. Affording every facility for intellectual and moral improvement, advancing the cause of public and private virtue, facilitating enquiry in every part of science, literature, or art, promoting the peculiar bent of every man's mind by examples drawn from all ages and countries, and cultivating or restoring all that is lovely and good; in fine, doing to the adult what was done to the young, giving to all every opportunity for improvement. The township library, bitterly opposed at first, thwarted by selfishness, and threatened through malice, is now universally approved of; and I do not know a circumstance, I can dwell upon with greater pleasure, than upon the success of this institution. Books filled with the best thoughts of the best men; volumes rich in Christian wisdom, treatises abundant in science, are all in daily circulation; and where even the newspaper was unknown, there is now seen the library book. It is surprising that neighbouring municipalities overlook the benefits this township is daily reaping from this source alone."

93. *William Jones, Esq., Rainham*: "With regard to the new school house erected last year I may remark that its size on the ground is 30 x 40 ft., height 12 ft. inside; built of the best stock bricks, with hall in the centre, 2 lobbies for clothes, etc., leaving the school room 28 x 28, and very comfortably and conveniently fitted up with 38 desks and seats, to accommodate 2 each; teacher's desk handsomely fitted up, and grained in imitation of walnut; the pupil's desks also painted, there is also half an acre fenced as a play ground. In short the whole establishment is a credit and an ornament to the place. Being a resident in the section I was ashamed of the comfortless old log cabin we were obliged to call a school house. I well knew that the appearance of the new school house would act like a charm on teachers. A good one will attract good teachers, and repel indifferent ones. It has always been my aim to make this school a sort of high school for the township,—it being central. Although I have not yet accomplished my object, I do not despair. I think it very desirable to have one school at least in each township where children who are pretty well advanced, and have not the opportunity of prosecuting their studies in their own sections on account of the schools therein being kept open only six months, and then by a very incompetent person, may come and receive that instruction they desire. There are some persons in each section in this township that have an anxious desire to educate their children thoroughly, but are prevented by the ignorance and niggardliness of others. I am happy to inform you of the growing interest springing up in both old and young, rich and poor, relative to the proper training of youth; and I feel confident that this report will bear no comparison to the one for 1856. Seven out of the eight schools of this township are free this year; and wherever the schools are free there is always good attendance. Good teachers however are scarce, and command high salaries, and every good wish prevails for the prosperity of the cause of universal education."

XXIX. COUNTY OF NORFOLK.

94. *The Reverend Aaron Slaght, Jr., Townsend*: "I have for the past few weeks visited a number of the schools, and delivered several lectures; and on the whole, I cannot but believe that some progress has been made in the right direction in 1855. The time the schools have been kept open favorably compares with other years; and I think too, there is improvement in the class of teachers, as well as in the methods of teaching. The libraries generally have been but little used, arising more from want of fully understanding the necessary regulations of libraries and an interest on the part of school officers, than from want of any disposition on the part of the people generally to read the books. I hope that for 1856 our books will be rendered more useful."

95. *James Covernton, Esq., Charlotteville*: "My report shews that free schools have been held in only two school sections, and three old schools have been without public tuition. In one case a violent difference of opinion on the matter of free schools, led to such a result, and in the other the inhabitants of the school section dispensed with the aid of the public money and a licensed teacher, rather than allow the members of a colored family to participate in any common educational advantages. The Scriptures are rarely found now as text-books, and prayer is never invoked. The number of Sunday schools is not adequate to the general instruction in Scriptural subjects; and it cannot, nor ought it to be concealed that greater ignorance prevails in Bible history, and the elementary teaching of christianity than during any period within my recollection. It is certainly to be lamented that a limited amount of religious instruction should not be blended with secular learning. The general feeling here in favor of small and compact school sections has been acceded to in this township in the recent establishment of altered revised sections: the effect has been to increase the previous difficulty of keeping up the school. In two cases this has been the sole cause of the school being unformed throughout the year. The inevitable result of small school sections is, limited means and the consequent engagement of teachers at miserable rates of remuneration, and of course of inferior attainments. I feel it is much to be lamented, that school trustees are not compelled to furnish each school house with a black-board and certain maps; they are really essential requisites to general instruction, and if the bestowal of a share of the government aid was made conditional on the supply of such valuable accessories to knowledge at the expense of the locality, I am sure they would be universally, instead of partially furnished."

96. *George M. Evans, Esq., M. A., Woodhouse*: "I am happy to state, that in the township of Woodhouse, which I have had the honor of superintending for the past two years, we have been making fair progress in educational matters. Our per centage of increase, of course, cannot be compared with that of new townships, which are doubling their population every two or three years; but still we have something very creditable to report. The returns for 1855 show an increase over 1854 of 41 per cent. in attendance.

73 " " in amount levied upon ratable property.

31 " " in funds available for school purposes.

27	per cent.	in amount earned by teachers.
100	“ “	in number of first class teachers employed.
57	“ “	in number of school visits.
45	“ “	in number of public examinations.

And a decrease of 35 “ “ in amount imposed by rate bill.

In the matter of school libraries I am sorry to report that we have as yet done nothing. In the course of my lectures I have made a point of explaining to the people the nature of the advantages which your department holds out to corporations desirous of obtaining such libraries, and I have no doubt that ere long some of our principal sections may avail themselves of them. For one section we lately procured a set of Johnston's large Maps, with which all are highly delighted. Our school houses are good; one log, the remainder frame. In the case of two of them, however, the accommodation is not sufficient. For the past year the schools in seven out of our ten sections were free; in one, a rate bill under the maximum, and in the remaining two the maximum of fifteen pence per month was charged. The schools were open in 1855 for an average length of nine months and eleven days, against eight months and sixteen days in the previous year. The almost absolute necessity which exists in poor sections for continually changing the teacher is the greatest possible hindrance to the progress of the children. A teacher is engaged for 3 or 6 months, and by the time that he and his scholars have become mutually acquainted and interested in each other, they are obliged to separate; a few months afterwards perhaps, the trustees are prepared to re-open the school. The former teacher has made an agreement elsewhere, and a new one must be employed; the children then have to make up what they have lost during their idle months, and in addition to learn the ways of a new teacher—only to lose him as soon as they begin to feel an interest in their studies again. I think that the interest taken in school affairs throughout the township is decidedly on the increase, but there is still room for much improvement. It must increase more largely, and manifest itself in better filled school-houses, before we shall be able to see clearly that the work is being done, which will secure a few years hence, as generally educated a population as our rising county will by that time demand. In conclusion, I take the liberty of laying before you my ideas on the principle upon which the school moneys are distributed among the sections by the local superintendent, ideas which have been formed from my experience in a township in which there are sections of all grades, from very poor with 30 children, to rich with 250 children. Changes in the boundaries of their sections will not equalize their numbers, without making those in the thinly settled part so large that the school house would be beyond the reach of most of the children. If on the other hand they are left as they are and the money is distributed as at present, the rich section will draw perhaps £30 of the public money, while the other draws but £3, and the balance must be made up by taxation; a few are then taxed to raise the large balance which is required in one case, while a trifling tax is levied upon the inhabitants of the rich section to raise the small balance which is required in the other case. I readily acknowledge the justice, *cæteris paribus*, of distributing the fund according to the work done: but if one section has 12 times the school population of another I cannot see that it is fair to give it 12 times as much public money, because

it can report an average attendance 12 times as large as the smaller section can. We must remember here that the few children in the one section have *individually* the same right to be educated, to be taught throughout the whole year, and to be taught by a good teacher, as the many in the other section have. I think that I see a plan whereby the thinly settled section will have an advantage which should not be denied it, while, at the same time the principle of aiding sections according to their works will be preserved intact. My suggestion is that the fund be distributed according to the average attendance for the six months as at present and in addition to this: *according to the per centage of school population which attend; e. g.* if a section containing 50 children of school age returns an average attendance of 40, and another containing 100 returns an average of 80, I should say that their works were equal, and that they ought to receive an equal apportionment; under the present arrangement, the latter section gets double the amount of public money, although better able from its numbers, than the other, to make up the deficiency."

XXX. COUNTY OF OXFORD.

97. *Isaac Piper, Esq., Dereham*: "The library regulations were strictly enforced in 1854, but in consequence of the inhabitants complaining of the severity of the regulations and declining to receive books in 1855 (only about half the sections receiving books in 1855,) the municipal council ventured to lessen the forfeitures a little, and now, in 1856, all the sections receive books again. I am not aware of any peculiar or marked influence produced by the circulation of these library books. Time will be required to make our people generally, a reading people; but it has been observed that books are much more readily purchased for private libraries than formerly, which indicates a growing desire for reading."

98. *The Reverend Donald McKenzie, Zorra West*: "The principle of free schools is making a decided progress here, though keenly opposed by a small minority."

99. *Gilbert Telfer, Esq., Oxford North*: "In transmitting my report I am sorry it does not shew a more regular attendance, yet education is progressing in most of the sections. The schools are all conducted on the free system except one, in that a rate-bill of 1s. 3d. per month, and the remainder raised by taxation. There is opposition offered yet to the free system, but some of those who do so, say if the system were established by law they would be perfectly satisfied. There is one public library in the township, which I have reported. The regulations are most strictly observed. 176 volumes have been circulated during the past year,—the influence exerted has been an increasing demand for books. Parties who live at a distance are discouraged from taking out books on account of the limited time allowed for reading. The principal circulation has been in the immediate neighbourhood of the library."

XXXI. COUNTY OF WATERLOO.

100. *Robert Brydon, Esq., Dumfries North, &c.*: "In my lectures the system of free schools has been advocated from various points of view and with some prac-

tical effects. In the majority of cases, however, I have had to content myself with addressing the children in the schools. Small school sections and a scarcity of well qualified teachers, mentioned in my last annual report, as hindrances to the progress of education, are still ground of complaint; while in some sections there are indications of an increasing interest in school matters, and steps in the right direction have been taken. No less than four substantial and commodious brick school houses have been erected in the township of Waterloo, and one in Dumfries North, during last year. The salaries of the teachers have been advanced, and in number of schools there has been decided improvement. In view of the advantages to be expected from the establishment of common school libraries, and the facilities afforded by the department for obtaining them, I am sorry to have to notice the small amount of interest that seems to be felt in this important auxiliary of education; only one library in each of the two townships having been yet obtained from the depository. In conclusion I beg leave to suggest the propriety of directing public attention to the general want of dwelling houses for teachers, a want which in many instances, subjects teachers who have the misfortune to have families, to great inconvenience and discomfort."

101. *The Reverend James Sim, Woolwich, &c.*: "In regard to common schools, the visits and every annual report, mark a little progress in the cause of education; yet there are many drawbacks to impede the full development of the common school system. In a wealthy section in Wellesley there were sometimes last winter as many as 90 children packed away in a miserable place, about 18 x 24 and not more than 7½ feet between the floor and the ceiling. There is not a teacher on earth with ordinary strength who could do his duty in such circumstances. The evil is now being happily remedied."

XXXII. COUNTY OF WELLINGTON.

102. *John Cadenhead, Esq., North Riding*: "I am happy to inform you that a marked improvement is visible in every department of the school system under my superintendence. The teachers as a class are much superior to what they were two years ago. There is more energy and intelligence among the trustees, and the people generally take more interest in their schools. The distribution of the school laws in pamphlet form, from the Education Office this year, will undoubtedly produce great good, and was much wanted."

103. *The Reverend Robert Torrance, South Riding*: "Since my appointment to this office in June last, I have visited with one exception all the schools under my superintendence, and some of them as often as three times. My first visit was made without any intimation being sent to the school, as it was my wish to find it in its usual every day state. My second visit was notified,—as I went to lecture, and was desirous of having as large an attendance as possible. Some of the schools are in an active and interesting state of operation, and this is the case with the greater number, but there are a few in which there is a want of due energy. The system of teaching generally adopted and practised is commendable, but there are instances again in which there is manifest room for improvement. Several of the school

rooms are small and low in the ceiling; and in a number there is neither map, nor object lesson, nor blackboard. I have endeavoured to urge the necessity of a large and high ceiled building, of providing maps, geological specimens, tablet and object lessons, and geometrical forms. In some sections new houses are about to be erected, and stone, in most cases is to be the material employed. At some meetings I set on foot a subscription for maps and apparatus, which no doubt will be carried forward—and some trustees are only waiting for a seal that they may send for the supply of school requisites they need. In some sections the school is kept open for only a few months of the year. In my visits to such I have endeavoured to show the want of wisdom in such a course, and how much better it would be to bear an increased taxation rather than have the young mis-spending the season that God has appointed for their education. I cannot say, not being in possession of the statistics for last year, whether free schools are increasing; but where they have been made the subject of conversation, they have been favourably spoken of, although I could learn, that in some sections, many are opposed to them. They are the best attended and as a rule draw the largest amount of public money, on the present mode of apportionment. It would be well, if it was enacted by Parliament, that the free school system should be established over the province. This would do away with the feeling which at present exists between those in favour of it, and those against it, and would place all the schools on an equality. A few have been finding fault with making average attendance the basis of apportionment of the legislative grant and county assessment, but my judgment is decidedly in favour of the plan adopted. Time was the basis taken by my predecessor. I am well pleased with your remarks in the last number of the *Journal of Education*. It were much to be desired that this periodical had a wider circulation.”

XXXIII. COUNTY OF GREY.

104. *Samuel Snelgrove, Esq., Second School District*: “There is but one common school library in the second school district of the county of Grey, it is in the township of St. Vincent, and is divided, I believe, into five portions, which are placed in five separate wards of the township, and the volumes exchanged from one to another at convenient intervals. The reeve of the township of Euphrasia made a most laudable effort at the last town meeting, to induce the people to consent that the council should appropriate funds for a library for this township, but was beaten by a small majority, and it was opposed by those parties who most needed instruction.”

105. *William Ferguson, Esq., Third School District*: “I would remark that while indifference on the part of many and opposition on the part of a few, may occasion regret in the minds of the real friends of educational progress and prosperity, yet in the interest felt and increasing, and the progress actually making in the cause of common schools, there is much to afford pleasure, and encourage merit. Considering that this district is absolutely a new settlement, scarcely yet in most parts of it, half a-dozen years reclaimed from aboriginal occupation, and that it is within three years that large portions of it were settled upon at all, I must say that greater advancement has been made in reference to schools during the period first

referred to, than in some parts of an adjoining county in ten or twelve years from their first settlement. Although in one school house we may find no other seat for the pupils than planks, laid across rows of short, thick, logs ranged on the floor, and the arrangements for lights and general accommodations fully in keeping with this description of benches; yet in others we find them comfortably supplied with forms and desks, and in a few instances these are made in imitation of the modern improvements. Within a few days our section has made a remittance to the educational depository, which, with the aid so munificently allowed by the legislature, will furnish a tolerable supply of maps and apparatus. I regret that no other municipality in this district, but that of Artemesia, has yet been induced to benefit by the liberality of the legislature, in reference to public libraries. That procured by Artemesia is now two years in use, and is distributed in seven different sections of the township, as branch libraries of about 75 volumes each—changed annually. In some of these sections the books are much read, especially by the young; but in others, where the regulations are strictly adhered to, the advantages of a library are not so well appreciated; but on the whole, the library is calculated to inform the people generally, on a variety of subjects, and to create in the minds of the rising generation, a taste for reading and general information. It is to be regretted that in new settlements, the time and attention of parents are so much occupied in clearing the land, and securing a supply of the first necessities of life, that few can be prevailed upon to attend school meetings, examinations, or the official visits of the local superintendents on which account the opportunities for giving and hearing lectures on education are frequently lost, and the superintendent obliged to confine himself to a few remarks to the children. In new districts like this, it cannot be supposed that persons are to be found well qualified either by previous education or personal experience competent to discharge the duties of efficient school trustees. The consequences are, that the inducements offered to superior teachers are but small, and the truism has yet to be learned here, that cheap and inferior teachers are the dearest in the end. From the same cause too, in many cases, the trustees, reports are so inaccurately filled up, and so little attention paid to financial correctness, notwithstanding the aids and illustrations prepared by the Chief Superintendent, and embodied in the blank forms, that it is frequently no easy task to the local superintendent to compile his annual report from them; and should he even return them to be more accurately prepared, it sometimes happens that considerable difficulty may be experienced in procuring them again, in time for him to prepare and transmit his annual report to the Chief Superintendent. But notwithstanding the many local circumstances, which render rapid improvement a physical, as well as moral impossibility, it must be allowed even by a casual observer, that education is advancing in this country. And it may be safely presumed that until the country becomes more occupied, and the pecuniary and physical difficulties—always incident to new settlements like this—are surmounted by perseverance and industry, and succeeded by the necessities and comforts of life, facilities will not present themselves or be as readily made available for the employment of none but trained and superior classes of teachers, and judicious and efficient superintendents and trustees. Comparing the precious privileges and facilities enjoyed by Upper Canadians, with those enjoyed by the inhabitants of other countries, even the more

liberal and enlightened, the conviction forces itself on my mind, that we are a highly favored people, and in a general sense, blessed with the best civil, religious, and educational institutions on the face of the earth."

XXXIV. COUNTY OF PERTH.

106. *John Hyde, Esq., M.D.*: "With respect to the power granted by the school Act to the municipal councils, I think there is need for its extension. In the early settlement of this county, sections were constituted irrespective of general interests, and hence, while some sections are too large—others are far too small. Under such circumstances justice requires that an adjustment should be made; and as there are but few sections having school property of any value; councils, if they had the power, might equalize the sections, so that the same privileges might be equally realized. You will notice the disadvantage in the reports, that, in some sections, so large a number are not attending school, and this is one of the chief causes; while other sections are not able to keep the schools open during the whole year, which among other disadvantages, leads to a continual change of teachers, and frequently obliges trustees to employ teachers of an inferior class."

XXXV. COUNTY OF HURON.

107. *John Nairn, Esq.*, "From the township reports that I have prepared and transmitted for the county of Huron, it is obvious that in many respects a great improvement is going forward in the cause of education, and that the people are doing much to secure the advantages of it to their children. Since 1854, twenty-three new schools have come into operation—all of which were open last year under teachers holding certificates of qualification. And not one school in the county has been intentionally closed to save the rate or tax,—43 having been open the full period of twelve months, and the average of the others being nine months. It may also be noticed that of the teachers in charge of these schools eight held first class certificates, forty held second class, and twenty-three third class. While there is thus a goodly number of schools—and the teachers deserving commendation for the correctness of their deportment, and application to their duties—yet still the schools do not accomplish all the good that might be expected, owing to the attendance being in many instances very irregular and unsatisfactory. As reported by the trustees, the general population of the townships in Huron, was last year 22,391—but as this is only about 300 above the census returns of 1852, it cannot be regarded as quite correct. By the same reports the children of school age numbered 7471—while the number of those on the school registers or who were entered as scholars in the whole county was only 5172—thus shewing that last year there were 2299 children in the county that received no education in the national schools. But although this result is to be deplored yet still if there was a certainty that five thousand children as entered in our registers, were getting a proper education it would tend to diminish our regrets. Such, however, is not the case, for although entered as scholars the attendance of many is only for a few days, from which of course no benefit can be obtained. This is placed beyond doubt by the admirable regulations as to

average attendance. As attested by the trustees the average attendance of the whole schools of the county was last year 1801, which gives an average of 25 to each of our 71 schools—a sad evidence of indifference and carelessness on the part of many parents and guardians. But perhaps it may be said, we would have a different result if all our schools were free, and if no rates were exacted. Now without here expressing any opinion as to the merits of these two modes of supporting schools it is certain that in this the rate-paying schools in 1855 produced a larger amount of attendance than the free schools. Thus, we had 44 free schools and 27 rate-paying, and by taking the first 25 rate schools—and the first 25 free schools as entered in any school book—I find the aggregate attendance for the rate schools to be 164,753, and the aggregate attendance for the free schools to be 114,116, giving in favour of the rate-paying, a difference of 50,607. It is of consequence to know this, for if a similar result takes place this year, it must go far to overcome all theories as to the excellency of the two systems. The provisions of the school Act appear to give much satisfaction, and none more so than the facility with which the school tax on the lands of absentees can be recovered.”

XXXVI. COUNTY OF BRUCE.

108. *John Eckford, Esq. Brant*, “I am happy to report that many of the settlers in these new townships, display a laudable spirit on the subject of education: not only is there a very general anxiety for the establishment of schools, but there seems only one opinion, as to the propriety of having them in actual operation during the entire twelve months. It must be admitted, however, that much ignorance and carelessness prevail, and when to this is added the smallness of population in many districts, you will not be surprised if schools are not very rapidly multiplied. While I have to report favorably of all the schools, and of the diligence and success of the teachers; it may be proper to state that I have observed several youths in our schools who have come from the older settlements, where they have obviously been favored with very superior tuition, and who really possess all the learning our third class teachers profess to impart; their style of reading and writing is even superior, and their knowledge of arithmetic, and the principles of English grammar, to say the least, equally accurate and extensive. I am therefore deeply and even powerfully impressed, with the desirableness, as soon as it can be attained, of testing the qualifications of candidates for a 3rd. class certificate, by such exercises as are now prescribed to the applicants for a 2nd. I will add, that there is a very urgent necessity to bring within the reach of every district in these townships, the means of education; many families have been located for 3, 4, and even 5 years, and in many cases, owing to the ignorance and carelessness of parents and guardians, no instruction whatever has been imparted. The children are growing up without education and irreligion and immorality prevail in these households. Ministers of the gospel are beginning to visit us, we must accompany them with the schoolmaster. The natural wilderness begins to disappear, before our industrious and enterprising settlers. In a higher sense, may the wilderness, and the solitary place be made glad, and may the desert rejoice, and blossom like the rose.”

XXXVII. COUNTY OF MIDDLESEX.

109. *Robert P. Tooth, Esq., Adelaide*, "Assuming that the legislature will be guided by the evidence contained in the school reports, as to the expediency of making further advance in the direction of free schools,—I consider it worthy of remark that of the ten sections having schools in operation for last year, six levied a small contribution, from the pupils attending, towards their support, and on reference to the reports of proceedings at the annual meetings in January, 1855, I find that with one exception the resolution to that effect was carried without division; this I would represent as an argument against the opinion, that the school law will not be satisfactory till free schools are rendered obligatory, without the sanction of an annual vote to that effect. To the remark that the annual recurrence of this debatable question promotes argument and contention, I would answer that it is this same freedom of debate which draws our minds to the consideration of school affairs, and promotes that progress towards perfection which gives vitality to the educational as well as other institutions of a free people. The return to the question "is the Bible or Testament used for any purpose?" affords matter for sincere congratulation to the advocates of a uniform system of education. And those, who objected that a system of education to be universally adopted must reject all religion for its basis, will observe how cordially the public has sanctioned the introduction of the study of the Bible into its schools, when the experience of time has proved, that the engagement held out to it, when the present school law was presented for acceptance, and adoption, that no denominational teaching should be introduced, has been kept in good faith. You will observe that to this question eight of the ten schools answer in the affirmative."

110. *Archibald Campbell, Esq., Caradoc and Lobo*: "I beg to say that the schools in general are in a healthy condition, considerable progress having been made in useful knowledge during the year. There are now engaged seven teachers holding first class certificates from the county board, one of whom was trained in the Upper Canada Normal school. In some instances, teachers holding only third class certificates are employed, and are actually preferred by some trustees, because they can be obtained at a lower salary than must be given to well qualified and experienced teachers; and some trustee corporations appear to be ignorant of the fact that well qualified instructors are cheaper at £100 per annum than poor ones are at £50. In the township of Caradoc, eight of the schools are free, and in Lobo, five are free, or partly so. The school houses generally are in a good state of repair: yet it is a lamentable fact that a number of the children of school age are growing up in abject ignorance of the elements of an ordinary common school education, and this pitiable state of things is principally owing to the indifference or negligence of parents. True it is, that in some instances, distance from school combined with other causes, such as bad roads and in some places no roads at all, necessarily debar young children from attending school during a part of the year. But I am not overstepping the bounds of strict propriety in saying that no valid excuse can be given, for the non-attendance at school of so large a number of the school population, as appears

by the returns made by the trustees. I regret to say that none of the trustee corporations of the schools, over which I have charge, have availed themselves of the noble inducements held out by the legislature for establishing libraries. They appear to underrate the advantages, morally and materially, which certainly must accrue to the rising generation from the diffusion of general information. And the facilities with which common school libraries can now be established, through the efficient agency of the Department of Public Instruction do not seem to be appreciated."

111. *The Reverend C. C. Brough, A. B., London*: "The great system at work in the country is of unspeakable importance, and reflects eminently to the credit of the authorities, with whom it originated; its details are admirably designed, but might be more effectually carried out, as it appears to me, by a more stringent responsible system of local inspection. I would repeat also my suggestions of last year, relative to the importance of affording to young persons, previous to their entering upon the work of school teaching, some opportunity of becoming acquainted with the most improved methods of imparting instruction, and conducting the discipline of schools. May our educational advantages be attended by commensurate moral progress, and may true religion sanctify the growing intelligence of the people!"

112. *William Field, Esq., Delaware*: "I am pleased to inform you, that the value and necessity of education is more appreciated by the people, and that where free schools are established they are conducted on that principle; the people considering it the best that can be adopted. Our township library is to us an invaluable blessing, the books are rich in moral and intellectual worth, adapted to the growth and progress of our people, and the happiness and prosperity of our youthful and beloved country. The books are carefully looked after, and extensively read."

113. *Charles Hardie, Esq., Nissouri West*: "I beg to state that the inhabitants of Nissouri West are more determined than formerly, to have their children educated; for instruction is now within the reach of every child in this township, and comfortable school houses are to be found in every section with the exception of two, one of which (No. 2) is new, but not properly finished, and the other (No. 1) being too small is to be immediately replaced with a new frame one. There is likewise great improvement in the qualifications of our teachers, and a considerable increase in their salaries, besides good teachers have been lately in great demand. It is truly surprising to see some of our school houses so densely filled with pupils (which lately were nearly vacant,) owing to the influx of settlers occupying the absentee lands, and who are evincing a laudable desire that their children shall be educated. Two good school houses have been erected here during last year, one frame, and the other a neat and comfortable brick building, ventilated, (in section No. 2) with a good play ground and well, the only one supplied with these excellent appendages in this township. Our township library has hitherto given great satisfaction to the reading portion of the community; many being so fond of reading, that the works within their

wards are now insufficient to satisfy their desire for knowledge, while others are as indifferent to reading, as if they were not possessed of mental faculties, evincing by their conduct that the gratification of their passions, and the acquisition and accumulation of property are their chief sources of enjoyment."

114. *Adam Murray, Esq., Westminster* : " It will be observed on comparing the enclosed report with that made for 1854, that the free school system, is not at present in advance at Westminster. It is to be hoped that the report is not a correct index of the state of feeling in reference to that system. The majority of the inhabitants have, however, shewn, that they prefer the rate bill or mixed system, not so far as I can learn, from dissatisfaction with the free, but chiefly because the mixed brings them into less frequent disagreeable collision, with the selfish and illiberal portion of the population. Although comparatively few schools in this township are supported wholly by general taxation, yet there is, I think, observable, an increasing sentiment in favor of that mode, and though the majority yet hesitate to adopt it, they would be most unwilling to revert to the old system. I reluctantly direct your attention to the fact, that only two sections are supplied with common school libraries ; this seems to indicate on the part of parents a most culpable indifference in regard to the moral and intellectual improvement of their children. Frequent opportunities have been taken to impress them with the importance of availing themselves of the liberality of the government, and thereby, at a cheap rate, securing the means of mental culture and enjoyments. I shall on every fitting occasion press the subject on the attention of trustees and others in the hope of inducing them to take such action, as shall put each school section in possession of a library. The proportion of resident children reported not in attendance at any school in 1855, is discouragingly large ; it ought, however, to be remarked, that many of these are youths over the age of 16 years, whose assistance was required at home, and in no other season than that of 1855 was that assistance more needed, owing to the impossibility of procuring a sufficient supply of hired labour for agricultural purposes. Although the cause of education has not in this township, progressed so rapidly as was anticipated, at the introduction of the present system, yet a vast improvement has been effected, and on contrasting the present state of the schools, with that of past years, such a marked progress is obvious, as enables me with pleasure to state that our prospects are cheering."

XXXVIII. COUNTY OF ELGIN.

115. *Archibald Currie, Esq., Aldborough* : " I am sorry that no steps have been taken by the Township Council for procuring libraries here. It is a great drawback so the interest of education, that the schools are generally kept open during a part of the year, instead of being in operation during the entire twelve months : the reason of this state of matters, is, in many cases, owing to the scarcity of teachers, but in others, particularly weak school sections, want of means is the great hindrance ; or at least alleged to be the reason why they are not kept open during a longer period."

116. *The Reverend Edward Sheppard, Dorchester South* : “ The scarcity of qualified teachers, in this vicinity, is, I believe, the main cause why the schools have been kept open, so short a time, during the past year. The Board of Public Instruction of the County, desirous of raising the standard of education has carried out more strictly the requirements of the “ programme for the examination and classification of teachers ” during the past year than formerly. Although this may for a time lessen the number of teachers, it will undoubtedly react in causing an increase of qualified teachers, by causing an increase of salaries. I hope next year, to transmit a more comprehensive and interesting report. The County Council at the request of the Board of Public Instruction has abolished the system of appointing superintendents for single townships. Having been appointed superintendent for the East Riding of this county, I shall have an opportunity of devoting more time and attention to the duties of the office than heretofore. When it is held simply as an incidental occupation, it is impossible to discharge its duties properly ; such is my opinion, and that of my colleagues in this county.

117. *Thomas McColl, Esq., Dunwich* : “ In the course of my visits to the several schools of this township, I have observed that some of the teachers therein, though probably possessing a sufficient amount of learning, so far as letters and figures are concerned, for the particular section in which they are teaching ; and holding a certificate from the County Board, to that effect, are yet far from being qualified “ to teach the young idea how to shoot ” to train children in “ the way they should go ” or even to set a proper example before those whom they are trying to instruct. It is very much regretted, that all those, engaged in the onerous, yet honorable occupation of school teaching, do not first attend, and avail themselves of, the benefits and advantages of Normal school training under the able instruction of Messrs. Robertson and Ormiston. One circumstance worthy of notice in this township, is the absence of school libraries, not a single one being in the township. School corporations have not done any thing to establish these indispensable appendages to human learning, nor yet the municipal council of the township, although the matter has been, on different occasions brought before it, and their vast importance, together with the incalculable benefit which may be derived from them by old and young, has been represented. I rejoice however to learn that the subject has recently received from it a more favorable consideration than heretofore, and I am of opinion, that a grant will be made by our Township Council to purchase books for a public library. We must live in hope.”

118. *Charles Fraser, Esq., Malahide* : “ The want of good teachers is very severely felt in this township, and the greater part of the trustees manifest indifference to the necessity of employing the same teacher for any length of time, in the same school. There has not been any thing paid this year, for libraries and there is but one common school library in this township. There has been but a small sum paid for maps, apparatus, or any thing of the kind as the report will shew. This error I pointed out to the trustees in my travels, and urged as strongly as possible the necessity of improvement. In each school that I had the

privilege of visiting, I exhorted the scholars to obedience and respect towards their teacher, as well as kindness and brotherly love to each other, and represented to them, as strongly as possible, the inestimable value of the passing hours, which they could never recall, and which if not properly improved, would be a source of regret during their life time

XXXVIX. COUNTY OF KENT.

119. *The Reverend A. Campbell, Chatham, Harwich, &c.* : "I have the satisfaction of being able to report, that the interest of common school education has not only kept pace with, but has considerably advanced on that of former years. I find there is a greater desire, and a stronger determination existing among trustees and parents generally, to keep the schools open, during the whole year, than there ever has been. There are but few sections in these townships, that will not be kept open during the whole season. The average attendance likewise is greater than at any former period. The number and character of the buildings erected during the past year, exceed any previous year, and clearly evince that the mass of the people are becoming more anxious and willing to contribute to the comfort and convenience of both teachers and pupils. In a few years, every section in the county will be provided with convenient school-houses, and other necessary appendages. Many sections are taking advantage of the facilities afforded by government in furnishing maps, libraries, &c., and it is to be hoped that every school section in the province, will be provided with maps for the use of the school, and useful books, for all who may be desirous of improvement; both of which are essential to the education and enlightenment of the masses of the people. I may mention as another proof of the progress of common school education, the willingness that exists this year, above previous ones, to remunerate competent teachers for their services. Hitherto there has been a great want of appreciation of the value of instruction, and a dislike to pay for it, consequently many of our best qualified teachers have been driven to seek other employments. But I find that there is at present an advance in teachers, salaries of from 20 to 25 per cent, yet the numbers applying for examination before the county board, are not sufficient to supply the school and they are, in too many particulars lamentably deficient in those attainments and qualities of character which are essential to success and usefulness; on the whole, although there are signs of encouragement, yet there is a great work to be done, a work of labor to superintendent and school trustees, which will require time and perseverance to accomplish. The superannuation fund I consider a great boon to the teacher, and I have no doubt, many, seeing that their old age will be cared for, will enter with more spirit and earnestness into the work, and become more intelligent and useful. In the several schools, after each examination, I have made such observations, as I believed most conducive to the interests of the school. To the trustees I have recommended, and in some cases successfully, the procuring of maps, and other conveniences for the schools, and in general a more liberal spirit in all matters, connected with the management of the schools. I have also recommended to the county council the propriety of bestowing a

certain amount of money, for the purpose of purchasing books, to be awarded as presents, at a general examination, in each township, when each school would be represented, according to the number attending, and have a fair chance of competing for the prizes thus bestowed by the county, and awarded by competent and impartial judges. I am of opinion that this would be the means of stirring up both teachers and pupils to more diligence and activity in the pursuit of knowledge."

XL. COUNTY OF LAMBTON.

120 *Christopher Blunden, Esq., Plympton*: "You will see by my report that but three schools have been supported exclusively by the free system, and to this I attribute the non-attendance at school of nearly 200, out of a population of 800 pupils. notwithstanding that the trustees assign as the general and chief reason, employment at home, and indifference of parents, and last, but not least, bad roads. However, of the 450 who have attended regularly, I must say, from my own observation, (having regularly visited, and critically examined into the state and advancement of each school) they have made as good progress as could be expected. I have to a great extent urged the necessity of holding quarterly examinations, for I think good results must ensue, from the circumstance of their creating a very great stimulus in the teacher, and emulation in the pupils. The great discrepancy in the trustee's reports of the 'per cent of the population, not able read and write' arises, according to my idea, from some of them having included untaught children, while they were totally excluded by others. Now with respect to the number of books read, or taken out of the library, some of the sections have returned only the number of volumes their library contained, while others give credit for a repetition of that number as often as they have been exchanged."

121. *Thomas Sutherland, Esq., Moore*, "Half of the schools in this township, have been vacant for nearly half the year. We have some good teachers, but these breaks interrupt steady progression. I regret not only that the Bible is little used, but likely to be omitted altogether. Many are blessed by its teaching at school, who learn it no where else."

122. *William Patterson, Esq., Sombra*; "I am happy to say that the number of schools in operation for 1855 was nearly double that of 1854. The schools have all been conducted in a respectable manner, and in some of the sections in a way that reflects credit on the teachers. It is pleasing to observe, that the interest taken by the inhabitants in schoolmasters, is steadily on the increase, and I doubt not that they will soon see the propriety of availing themselves of the opportunity now offered them, on such favourable terms, of procuring a library for every school section. As you will observe by the report the free school system generally prevails in the township. There is still a want of qualified teachers in this quarter, and the trustees of several of the sections were unable on that account to keep the school open for as long a period as desired, having had to wait till a qualified teacher could be procured."

123. *The Reverend Daniel Macallum, Warwick*; "It will be seen by my report that there has been some improvement in the schools as compared with past years. The municipal council has made some alterations in the sections which must prove beneficial as these have been more nearly equalised. But in our township it is difficult to equalise sections properly; and owing to the changes caused by the increase of the population and progress of improvement, they require to be altered every few years till the whole township is settled. Two fine new school-houses have been built during the past year, and several more will be erected during the current year. This has been much needed, as it was next to impossible for scholars to improve in the wretched houses which have been used formerly. I regret that as yet nothing has been done here to avail ourselves of the offer in regard to public libraries, but it is likely that something will be done this year. Books are much needed as there are but few throughout the township."

XLI. COUNTY OF ESSEX.

124. *The Reverend Frederick Mack, Anderdon, &c.*, "The schools in these townships,—owing to untoward circumstances and a great want of intelligence among the people:—are at a very low standard, and the superintendence of them is therefore a most irksome and vexatious office."

125. *James King, Esq., Gosfield*; "It is to be regretted that some of the sections cling to the rate-bill,—by which means the schools immediately interested are very much injured. There appears to be with some men in affluent circumstances, a perfect dread lest they should be compelled to pay a few shillings annually toward the education of their poorer neighbour's children. The public library in this township is decidedly popular, if we may judge by the use made of it; and as to its beneficial effects there can be no question, as they are decided, and the appetite for reading is being rapidly increased by what it feeds on."

126. *John Murray, Esq., Maidstone*; "The schools in the township of Maidstone have been, with few exceptions, well supplied with teachers; but, I am sorry to say, are not so well attended, as they might be. The reason seems to be, that the parents want help on the farms because they cannot afford to employ hands at the high wages at present asked; so that the schools are neglected at the farmer's busy seasons, except by the little ones, and they to a certain extent neglect to go for want of company, being distant from school. Upon the whole, however, it is wonderful to see the improvement in the time they do go to school. I have urged upon the people the necessity of having public libraries for the more advanced scholars to read, and they seem to be willing, but still those in power neglect to furnish the books. The government cannot be blamed—it having made liberal offers. I do not despair of shortly seeing a public library established in the township of Maidstone."

127. *Jonathan Wigfield, Esq., Mersea*: "I have much pleasure in stating that school operations in this township during the past year have been conducted with much greater harmony and unanimity of feeling than the two preceding years.

For the sake of the rising generation, morally and intellectually, and the progress of education in every school section under my superintendence, I hope this state of feeling will continue. But little good can be accomplished by any teacher however competent, in the midst of disunion, bitterness and contention, and where both his own, and the authority of the trustees, is treated with indifference and disrespect. It is to be hoped that with reference to education at least, and our noble school system, which contemplates the preparation and qualification of every youth without distinction of this great and interesting country, for some useful and honourable calling, all party, selfish and unreasonable opposition will at once and forever cease. I regret very much to say that this township is not supplied with a library, and that neither the municipal nor school section authorities have seen fit to make any provision for such an important auxiliary, to education and mental improvement, and which they could do upon such favorable and liberal terms."

128. *Alexander Craig, Esq., Tilbury West*: "The free school system is exclusively adopted with us this present year. The schools are all in operation and more pupils attending than in the past, at this period; one section has furnished its school-room with maps, and the other two are anxious to do the same. It is encouraging to find the people in general desirous to obtain well qualified teachers, although they are scarce in this isolated part of the country. Many of the people appreciate the value of education, and are now beginning to select their trustees and reform their schools. The causes why children are kept from school are various, some have to work in the field, distance from school, and in some seasons, bad roads, &c. Some of these excuses may be true, but I believe indifference in parents and guardians is too prevalent."

THE CITIES.

129. *G. A. Barber, Esq., Toronto*. "The total number of pupils who have been at the city schools during the year 1855, was 4089, namely 2239 boys, and 1848 girls. The monthly actual attendance for the year was as follows, viz:—

1855.	Registered attendance.	Daily average attendance.
January.....	1896.....	1434
February.....	1942.....	1315
March.....	2015.....	1439
April.....	2066.....	1576
May.....	2318.....	1650
June.....	2385.....	1714
July.....	2338.....	1656
August.....	Holidays.....	Holidays.
September.....	2310.....	1570
October.....	2342.....	1699
November.....	2304.....	1627
December.....	2107.....	1582

The average for the year will therefore be as follows :—

Registered attendance, 2184 ; average attendance, 1570 ; and the greatest attendance on any one day, was 1930, in June. Now as the number of pupils who have been at school during the year is 4089, (a small proportion compared with our juvenile population) and the registered average was only 2184, it is evident that nearly one half of the school going children were at school but a very small portion of time, quite too short to give *them* any chance of improvement, or our schools fair play. Again, the registered average being 2184, we find the daily average for the year to be only 1570—so that out of the comparatively small number on the school books, month by month, the large number of 614, or more than 25 per cent. appear to have been irregular in their attendance. Of the whole number of scholars who were at our schools, some time or other throughout the year, viz :—4089, the number in the first or lowest class of reading was 1877 ; in the second 876 ; in the third 850 ; in the fourth 487 ; and in the highest 296. The number of pupils learning arithmetic was 2233, namely ; in the early rules or elementary arithmetic 1962, and in the higher rules 271. Those learning grammar amount to 1666 ; geography, chiefly by maps, 3158 ; 1487 had instruction in history, namely that of Canada and of England ; 98 learned book-keeping ; 73 mensuration ; 64 algebra ; and 76 Euclid ; 343 were instructed in the general principles of natural philosophy, by means of diagrams and illustrations ; 1907 were taught writing ; natural history was taught to all, old and young, by means of pictorial object lessons ; 3562 practised vocal music, and 1381 studied linear drawing. A brief notice of the locality and cost of building and furnishing the city schools, will not be inappropriate. Until the year 1853, the City schools were in rented premises, in almost every case unsuited for the purpose. The necessity of improved school accommodation was so pressing, that very soon, after the organisation of the board, on the elective principle (under the 13th and 14th Vict., chap. 48) steps were taken to acquire sites and determine upon some plan of building. Actual operations were commenced in 1852 when three sites were purchased, and contracts for three buildings entered into. One was in the park, ward of St. David ; the second on Louisa street, ward of St. John,—the third was on George street. The site in the Park cost £300 ; that on Louisa street £531 13s. 4d., and that on George street cost £450. The building in the Park, and that on Louisa street, which are uniform in size and plan, cost each, (in round numbers) £1000 ; that on George street cost £920. The furniture for each school cost £175. So that the total cost of each school by the time it was finished, including site, fences, building and furniture, was, as follows, viz :—

The Park school.....	£1475	0	0
Louisa st. do	1706	13	4
George st. do	1545	0	0

shewing the total expense of the three schools first erected to have been £4726 13 4. The superior advantages of these three buildings was so apparent, that the necessity of extending the system to other localities in the city could not be resisted ;

and, in the fall of 1853, three additional school sites were acquired, viz:—one on John street, ward of Saint George, another near Saint George's church, ward of Saint Patrick, and the third on Victoria street, ward of Saint James; previously to building it became evident from causes not in existence at the time of the purchase, that the piece of ground selected in St. Patrick ward, was, for many reasons not adapted for the purposes intended, and another, larger and more convenient was bought a little further west, on Phœbe St. near Spadina Avenue. The site on John Street cost £810,—that near St. George's church cost £520,—that on Victoria street £610,—and that on Phœbe street, Spadina Avenue £625.—This latter site having been purchased in lieu of that near St. George's church which is not now required and will be sold, no doubt at a profit, and therefore needs not to be included as an item of cost to the city. The board of trustees having been pleased with the structure of the George street school gave instructions to prepare plans upon which school buildings of an uniform design should be erected on the three sites; and in 1854 the works were commenced. The total cost of the three buildings being alike, it is not necessary to specify the same for each school separately. The whole expense then of the three buildings (fences, sheds, etc., and warm air furnaces) fit for occupation was £8070; and the furniture cost £8041 or as near as possible £3000 per school complete. Including the cost of the sites the whole value of the three new school buildings was as follows:

John street school	£3810	0	0
Phœbe do do	3625	0	0
Victoria street school.....	3610	0	0
		<hr/>	
Or altogether.....	£11,045	0	0

This amount added to the former expenditure of £4726 13s. 4d. in 1852 and 1853, represents a total outlay for city schools, &c., of £15,771 13s. 4d., and at the present date I should say that the school property of this city was well worth at least £20,000. These three new schools were opened to receive scholars early in 1855, the schools previously conducted in rented buildings being removed thereto and merged therein. And in the fall of 1855, upon application from more than 100 heads of families, the board established an auxiliary juvenile school at the western extremity of Saint Patrick's ward, and from the success which has attended its operations, under all the disadvantages of a small school room, no play-ground, and a location not exactly adapted for school purposes, though the best that could be obtained, the acquisition of a school-site, and the erection of another school-house on a reduced scale, will be found necessary. In addition to the six freeholds, already enumerated, the board of trustees claim a piece of ground, with a small brick school-house thereon, at the corner of Duke and Berkeley street, ward of St. David—the land having been devised by the late John Small, Esq., “for common school purposes,” the actual possession of and undisputed title to the same is still in abeyance, owing to, a difficulty on the part of the executors to the will, but which difficulty is in the course of adjustment. The only other school is a rented building, erected by Mr. Enoch Turner on Trinity street near the church of that name, King street East, in the ward of Saint

Lawrence. The time cannot be far distant when the ward of Saint Lawrence, from the increase of population at its eastern extremity, will require a school-house of its own, and no doubt the same liberality will be extended in this instance as has been in all others. In conclusion, the city of Toronto may safely boast of possessing a series of public school buildings, handsome in appearance, convenient as regards accommodation, at once an ornament and a credit to the city, and presenting a feature of educational interest, which merits and commands, the admiration of every one who visits the city. A portion of the old testament is read by the head teacher, with the Lord's prayer, every morning, and a portion of the new testament with the Lord's prayer, at the close of the day; and the new testament is used as a class-book on regular stated occasions. Each central school, of which as already stated there are six, has its own male and female department; and each department has its divisions, according to the age and progress of the pupil, each division having its own responsible teacher, subject to the general regulations, and under the supervision of the head master. In some of the departments which are numerously attended there are three divisions, viz:—the first or juvenile: the second or intermediate, and the third or highest, but in those which are not so large as to numbers, there are only two divisions, the lower or juvenile; and the higher or senior division. The whole of the city schools are free; and the staff of teachers employed in 1855 in the day school comprised 12 male and 22 female teachers, altogether 34, whose salaries amounted to £2304 6s. 9d. The studies pursued in each division of both the male and female departments, are regulated by a programme uniformly in operation, in all the schools, at one and the same period of time: and in the female department, three hours each week are allotted to needlework. The records as to visits to the school on the part of parents and the public do not exhibit a very encouraging result. The superintendent in the discharge of his official duty is registered as having visited the schools 522 times; but the other visits amount only to 439 and of these by far the larger proportion came in to the semi-annual examinations. It is to be deeply regretted that the community in general but more especially the wealthy and influential, have not manifested a warmer interest in the progress of popular education, inasmuch as the absence of such a feeling *in favor of the city schools* operates as a great discouragement to their usefulness. Neither can it be said that the parents of the children, who receive the benefits of a free education at the city school take any thing like the interest they ought to do in a subject which so nearly relates to their own welfare and happiness, through the moral and intellectual training of their children. The want of regularity is a constant source of vexation to their teachers. How can a child be expected to learn any thing thoroughly who attends school by fits and starts, present perhaps two or three days in succession, and then absent for several days afterwards? And the want of punctuality in attendance is another serious drawback and great evil, for which parents are entirely to blame. As a mere habit, punctuality in going to school will be found to be highly useful training for the duties of after life; while, as regards school affairs it is one of the most important elements that we have to rely upon as a means of successful teaching in the school rooms. The total expense of maintaining the city schools, exclusive of the

cost of sites and buildings, which form an investment always well worth the money expended; and less the government grant, was, as raised by assessment upon the people £3,500, and taking the gross numbers at 4089, the schooling of each child cost less than \$4; if we take the registered average for the year at 2184, the cost to the public per child would be somewhat more than \$6½—while if the daily average for the year is taken at 1570, which includes merely those who attended with some kind of regularity, the cost per child would be \$9. Our schools are capable of teaching about 2500 children, by means of the present agencies employed, and if the parents of children and the public in general, would, as they might, if proper exertions were employed out of doors, increase our daily average to that number, then the cost of a good useful education would not exceed \$6 per child; a rate of expense which would bear a comparison with almost any other city or town, where the free school system prevails. It should also be borne in mind that the apportionment of the government grant to this city is divided between the city schools and the Roman Catholic schools, on the basis of comparative attendance so that indifference and irregularity on our part increases the cost per child to the city rate-payers; diminishes our share of the public money; and in consequence swells the amount of city taxation for school purposes.”

130. *T. A. Ambridge, Esq., Hamilton*: “It affords me much pleasure to state that our schools are progressing most satisfactorily. The attendance of pupils at the central and ward schools is large and increasing; the people generally appear to have every confidence in the system pursued. The public examination of the more advanced pupils attracted one of the largest audiences ever assembled in Hamilton for any purpose, and passed off to the evident satisfaction of all present; in a word, I think that the common schools of this city, are in a very satisfactory state. Prior to May, 1853, when our present system of free schools was organized Hamilton enjoyed the well-merited but unenviable reputation of being the most negligent and careless of all the Canadian cities and towns with regard to the provision made for supplying the blessings of education for its inhabitants. Its common schools, six in number, were supported by Rate Bills levied on those sending children to them, and, as an almost necessary consequence, were but indifferently sustained and inefficiently managed. The buildings occupied as school-houses were so infamously ill adapted, and filthy, and degrading in their entire character and associations, that the very children blushed at being obliged to enter them. Respectable people—those who could afford to send elsewhere—hesitated to expose their children to the pernicious influences then incident upon attendance at the Public Schools, and Private or Select Schools were largely patronized. In these, in fact, the great mass of the children of the city were getting their education, there being no fewer than 28 private schools in operation at the time of the opening of the Central School. Less than three years has elapsed since then but how wonderful the change effected? Our School system is rapidly becoming matured. It already commands the admiration of intelligent strangers, and the confidence and support of all classes of our citizens. True, the various schools are not without partial defects, but it must be remembered, that, institutions which have produced the most salutary effect upon society have never been perfected in a day. It requires time to correct the

errors always pertaining to untried theories; to elaborate order and system out of confusion, and to mould and harmonize conflicting interests, making all conducive to the desired end. Our schools are certainly susceptible of further improvement, but they have already attained a very high degree of usefulness and efficiency. They are emphatically the schools of the people, being open to all classes and attended equally by rich and poor; and I take this occasion to congratulate the Board, and all interested in education, that although our system of Public Instruction was commenced less than three years ago amid much determined opposition and deeply-rooted animosity, it has outlived all unkindness of feeling, and now justly challenges a large amount of public attention. It is cheerfully fostered and sustained by the entire community, and forms an institution of which Hamilton is deservedly proud. *Attendance.*—No Census, specially designed to ascertain the school population of the City, has been taken since 1852. The number of children of school age residing within the city limits in that and the two preceding years is contained in the Tables of the Report to the Board. From a comparison of the School population there given with the City population as given in the census returns for 1848 and 1850, it appears that the number of children of school age in Hamilton averages under 20 per cent. of the entire population. The proportion is found to be about the same in the other Canadian Cities. In 1854 the census returns gave something over 18,000 as the number of inhabitants contained in the City—and taking the number this year as 20,000 it follows that the school population for 1853 was about 3400, 3700 for 1854, and 4000 for the present year. The total number of children that have attended the City Schools during the year, for a longer or shorter period of time, is 3026—an increase in three years of 1936 pupils or 150 per cent., while the average attendance has increased in the same time from 454 in 1852 to 1569 in 1855—that is, the present average attendance in the Public Schools exceeds that of 1852 by 1115 scholars or 248 per cent. In 1852 the registration* amounted to 434 per cent. of the school population, and the average attendance to 35.2 per cent. of the registration, while in 1855 the registration amounts to 75.6 per cent. of the school population, and the average attendance to 51.5 per cent. of the registration. In Toronto during last year the registration amounted to 51.8 per cent. of the school population, and the average attendance to 44.6 per cent. of the registration. All this is very encouraging and speaks powerfully of the success and efficiency of our schools. It has been alleged repeatedly by the opponents of free schools, and it was frequently advanced by those formerly unfavorable to our present system, that free schools tend to produce irregularity of attendance, that parents evince more apathy and carelessness as to whether their children go to school or not, than when they are compelled to pay directly for the tuition given. Here are facts, however, incontrovertibly proving this position to be a false one. Even if the experience of other places shews a decrease in the percentage of the average attendance on the registration, an absolute increase here of 16.5 per cent., evidences that the discrepancy elsewhere cannot be consequent upon the adoption of the free school system, but, that it is rather due to some inefficiency in the management, or defect in the organization of the schools. Of

* By the Registration is meant the whole number that have attended the Schools during the year.

the 974 children not registered in the Common Schools, a very large proportion attend private schools, so that it is manifest that nearly all the children of Hamilton are availing themselves of the opportunities offered to acquire knowledge. The average cost per scholar for tuition in our schools for the present year is thirty-one shillings and eight pence, while for 1852 it was forty-one shillings and two pence, thus shewing a reduction, in the annual expense to the City of educating each child, of nine shillings and sixpence. The cost per scholar, in both cases, has been estimated upon the amount paid to Teachers.—In 1852 and previous years, the incidental expenditure is so confounded with the outlay for building and repairs that it is impossible to obtain any accurate idea of its amount. The annual cost per scholar, however, estimated on the total current expenditure of 1855 is thirty-nine shillings and nine pence, or two shillings and fivepence less per pupil than the cost in 1852 on the amount paid to Teachers alone. I must confess that, remembering the very great rise in the price of all the necessaries of life, during the past two or three years, and the liberal manner in which the Board has, from time to time, added to the Teachers' salaries in order that they might bear about the same relation to the cost of living; and reflecting also upon the very decided inferiority of the education offered previous to the establishment of our present system, to that now provided by your Board, we were hardly prepared to find any reduction in the cost of instruction. Figures, however, are stubborn facts and they indubitably prove that the Board is at present providing a far more liberal education than could possibly be obtained in the public schools in 1852 and previous years, at a decrease in the cost per scholar of about one-fourth or 25 per cent. Such is the very gratifying result obtained by comparing Hamilton in 1855 with Hamilton in 1852. The latter year has been selected simply because it was the last of the old systemless system,—our present schools having been organized early in 1853. With the cities of the neighboring Republic, Hamilton sustains an equally favorable comparison. In 25 of the principal cities of the Union the average yearly cost per scholar, estimated on the Teachers' salaries alone, is forty-five shillings and ten pence, in Boston it is fifty-three shillings and nine pence, in Buffalo forty-four shillings and nine pence, and in Rochester only does it approach any where nearly as low as in Hamilton. With Toronto, Kingston, and other Canadian cities and towns no fair comparison can be instituted, as our system is projected upon a much more comprehensive plan, and our schools are actually giving a much more thorough and extended course of instruction. Yet, even compared with these, Hamilton does not suffer, as is evinced by a reference to the following list, where the cost is in every case estimated on the amount paid to Teachers, and the average attendance of children in the year 1854. The average annual cost per scholar for tuition, is, in—

London, thirty-five shillings and tenpence ;
Ottawa City, forty shillings and threepence ;
Brantford, thirty-five shillings ;
Dundas, forty-one shillings and threepence ;
Woodstock, thirty six shillings and sevenpence ;
Niagara, thirty-two shillings and eleven-pence.

From Toronto and Kingston I have been able to obtain no sufficiently reliable statistics to warrant an estimate. In both these places, however, the cost per

scholar in the Common schools is about the same as with us. *Organization.*—As inquiries are made almost daily by those residing at a distance respecting the system of Public Instruction adopted in Hamilton, and as much misapprehension exists on the subject, even among our own citizens, I have deemed it advisable to insert the following sketch of our System of School Organization with respect to the course of studies pursued, the text-books adopted and the mode of supplying them, the library, the mode of discipline, and the staff of teachers. The Public Schools of Hamilton, as at present organized, consist of a Central or High School, and six Primary or Initiatory Schools, embracing somewhere about 2,000 pupils. *The Primary Schools*—Are located in different parts of the city, and are all, with one exception, accommodated in handsome stone or brick buildings, erected expressly for that purpose by the Board. They are fitted up internally in the most approved manner, with Boston school furniture, and a variety of useful diagrams, charts, and apparatus; and they will compare favorably with any school-houses in the Province in their structure and general arrangements. While all are under the general superintendence of the Board, each School enjoys the more immediate care and supervision of the two Trustees of the particular ward in which it happens to be situated. These visit it from time to time, and at the Board Meetings propose such measures as they consider necessary to increase its efficiency and improve its general character. Any child over five years of age, whose parents reside within the city limits, can obtain admission into the Primary Schools, and remain, free of charge, until he is qualified for promotion into the Central School. Each Primary School consists of either two or three divisions of seventy-five children, under the care and tuition of female teachers. The course of instruction comprises Reading, Spelling, Enunciation, Pronunciation, Writing on Slates, Oral and Written Arithmetic, Arithmetical Tables, Geography, and Developing Lessons on Objects, Size, Color, Form, &c. *The Central School*—Comprises a male and a female department—the former consisting of eight, and the latter of six, divisions of seventy children each. The staff of teachers includes a Principal, thirteen Division Teachers, a Classical Master, a French Master, a Writing Master, and a Music Teacher. The building is a splendid cut stone edifice. In beauty of architectural design, and in the whole of its arrangements, internal and external, it is unequalled by any public school building in the Provinces, and unsurpassed by any in the neighboring States. It occupies, with its play-grounds, gymnasia, and shrubberies, a plot of two acres of ground in the very centre of the city. It contains, on the ground floor, two galleries, four division-rooms, a visitors' room, hat and cloak-rooms, dinner-rooms, &c., and on the second floor, six class-rooms, a teachers' room, and a large examination-hall, capable of seating 600 children. The rooms are all heated by hot-air furnaces, placed in the basement, and are fitted up with improved modern school furniture. The building is surmounted with a tower, in which is placed a bell sufficiently powerful to be heard to the remotest part of the city. The School is supplied with an abundance of maps, charts, diagrams, and other school requisites, and is furnished with as valuable and complete a set of Philosophical and Chemical Apparatus as is to be found in any institution in Canada. It has also attached to it a library of some 1700 well-selected volumes, to which the pupils have free access every week. The Central School is visited from time to time by the Trustees individually.

and regularly once a month by the Visiting Committee. This Committee is composed of five members, one from each ward, and is required to report monthly to the Board upon the general efficiency and management of the institution. Any child under twenty-one years of age, whose parents reside within the city limits, and who is qualified for admission into the junior class, can, by applying, gain an entrance into the Central School, and can remain there, free of charge, until he has passed through the various classes, and, if desirous, qualified himself for matriculation at the University. The course of instruction includes Reading, Writing, Arithmetic, Geography, Grammar, History (Canadian, English, and General,) History of English Literature, Linear Drawing, Vocal Music, Book-keeping, Human Physiology, Astronomy, Elements of Natural Philosophy and Chemistry, Algebra, Euclid and Mensuration, Natural History, Botany and Geology, and the Latin, Greek, and French languages.

General Summary of Time devoted to each Study in the Junior and Senior Sections of the First Division.*

	JUNIOR SECTION.		SENIOR SECTION.	
	4	hours per week.	2	hours per week.
Reading and Spelling.....	4	hours per week.	2	hours per week.
Writing.....	2½	"	1½	"
Drawing, Linear and Map.....	2	"	2	"
Arith., Algebra and Mensuration..	7	"	4	"
Geography	2½	"	1½	"
Human Physiology.....	1½	"	—	"
General Physiology.....	—	"	1½	"
Astronomy.....	1½	"	1½	"
English Grammar and Composition	3	"	3	"
History.....	3	"	3	"
Book-keeping	2	"	2	"
Natural Philosophy or Chemistry..	—	"	2	"
Euclid or Trigonometry	—	"	2	"
History of English Literature and of the English Constitution. —	—	"	2	"
Botany, Geology, or Nat. History... —	—	"	1	"
Latin.....	3	"	3	"
Greek.....	2	"	2	"
French.....	3	"	3	"

The Teachers at present engaged in the City Schools number thirty, and include a Principal, a Classical Master, a French Master, a Writing Master, a Music School Master, thirteen Division Teachers in the Central School, and thirteen Primary Teachers. *Discipline.*—The Superintendent is highly pleased with the excellent state of discipline prevailing in nearly all the divisions of our Schools. He finds much to elicit praise in the very general order and regularity with which the various classes are conducted, and in the harmony and good understanding that exist between the teachers and pupils. The severer forms of discipline formerly thought indispensable to school government have been gradually superseded by the moral influence of the Teacher. The scholars appear to sincerely love and respect their instructors, and this feeling has developed a spirit of order, good conduct, and diligent application to their

* It must be remembered that all the School time is occupied in Recitation. The time as given throughout these tables does not include home-study, by which the lessons are exclusively prepared.

studies worthy of all commendation. It is gratifying to know that corporal punishment has been inflicted in but six or eight cases during the entire year. This fact is worthy of notice, because, while it reflects credit on the Teachers for their intelligence and tact in managing some 3,000 children, and maintaining the strictest discipline, without a more frequent appeal to the sense of fear, it is, at the same time, encouraging to those who feel an interest in the future of the youth of our city, so soon to take an active part in the administration of its affairs. We certainly have ground to hope that those whom we can now restrain without the infliction of physical chastisement will grow up into a law-loving and a law-abiding people, and that with them punishment will not be necessary to secure respect for wholesome laws and regulations. Corporal punishment, although wisely permitted by our rules, is used only in rare and extreme cases. The spirit of kindly intercourse, and of mutual confidence and respect, between the Teacher and his pupils is found to be all that is necessary in every instance where the child is under the slightest semblance of restraint at home. The grand difficulty, however, is that the home influence of many is not of the most elevating or restraining nature. Too frequently the child is rendered all but ungovernable at school, either by the total absence of any attempt on the part of his parents to curb his headstrong passions; or by the very injudicious manner in which the requisite control is exercised. In many cases, children learn to think their parents never in earnest unless their admonitions are emphasized with blows, very and naturally applying the same reasoning to their Teachers, make it, at first, a difficult matter to manage them except by the application of physical punishment. But, while it must be acknowledged that there are, and probably always will be, cases of aggravated ill-conduct and direct insubordination, which can be reached only by an appeal to the rod, it must be remembered that the frequency of its use is no unfair criterion of the Teacher's ability and mere moral power. With different Teachers the necessity of using brute force as a punishment exists just in proportion to the amount of moral power and energy of character possessed by each. While our best Teachers seldom or never think corporal chastisement requisite, those not so successful are scarcely able to govern without frequently inflicting it. *Library.*—This interesting and important feature of our School system was established in the month of October, 1854, but was not opened for distribution till towards the close of that year. Its advantages are now very generally appreciated, and its influence for good felt throughout the entire city. There is no class in the community to whom a Library can be made more directly beneficial than to the pupils attending our Schools. Their attention is so exclusively confined to their Text-Books and to their peculiar school studies, that one of the greatest deficiencies observable among the scholars of our higher classes is the want of that ready and practical information which can be obtained only by an intelligent course of general reading. As the use of the Library is freely extended to all, and as the selection of Books is frequently made with much judgment and discretion, it may be fairly hoped that they will promote a general acquaintance with literature and science, and at the same time improve the pupil's taste and enlarge his range of thought. The Library has been productive of much good in another way. Our country has been deluged with every description of trash in the shape of paper-covered novels and light literature. These are sold in the book stores, vended about the

streets, and almost forced upon the purchaser in steamboats and rail-road cars. The prices at which they are offered are so extremely low that they are quite within the means of the humblest individual. There can be no question that their effect is demoralizing to the last degree, and every philanthropist will hail with joy the development of a healthier tone of public reading. Now it may be reasonably expected that these Libraries, spread as they are over all the country, and consisting of works at once instructive and entertaining, will materially tend to improve the public taste and cultivate a desire for reading of a more elevating description. It is believed that such a result may be observed already, to some extent, in our city. The number of books drawn weekly from the Library has steadily increased; and that they are read with profit and advantage, at least by the pupils, is evidenced by their increasing intelligence and avidity to read. Nor are the beneficial effects of the Library confined to the scholars alone—the volumes taken from it being the magnets that hold many entire families enchained around the social fireside during the long evenings of winter. Frequently an hour is thus rationally spent, which would otherwise have been devoted to less advantageous pursuits. The books have all been selected from the General Catalogue, published by the Council of Public Instruction, and at present number 1699 volumes, as follows:—

History—General and Local.....	281	volumes
Zoology, Physiology, and Natural History.....	150	“
Botany and Vegetable Physiology.....	32	“
Natural Phenomena.....	35	“
Physical Science.....	49	“
Geology and Mineralogy.....	25	“
Natural Philosophy and Astronomy.....	37	“
Chemistry.....	24	“
Agricultural Chemistry.....	8	“
Practical Agriculture.....	36	“
Manufactures and Useful Arts.....	68	“
Modern Literature.....	205	“
Ancient Literature.....	5	“
Voyages and Travels.....	147	“
Biography.....	170	“
Tales, Sketches, and Works on Practical Life.....	402	“
Works on Education.....	25	“
Total Volumes.....	1699	

The whole number of volumes drawn from the Library during the year was 6147—the number at present drawn per week averages 250. *Evening School*:—The attendance at this School is generally regular, and the interest manifested very encouraging. The pupils belong, for the most part, to that class which, if not at school during the evening hours, frequent the streets, to the great disturbance of the peace and tranquility of the city. They are of all ages—from ten or twelve to thirty-five or forty years—and their occupations are as varied as their ages. They seem universally actuated by an ardent desire to acquire knowledge, and, generally speaking, their progress is quite perceptible and satisfactory. Arrangements have been made to give instruction in Reading, Spelling, Writing, Arithmetic, Book-keeping, Algebra, Euclid, and Grammar. It is not intended that the school shall be kept open longer than until the first of April, when it is proposed to close it for the sum-

mer months. Were the accommodation more ample, it is probable the number of scholars would be greatly increased.

General Summary.

Total number of Pupils taught in the City School during the year.....	3026
Average attendance.....	1569
Cost per Scholar for one year's Instruction.....	\$6.33
Number of Volumes in Library.....	1699
" " drawn during the year.....	6147
Number of Visits made by Trustees, Superintendent, and others.....	748
Number of Teachers employed.....	31
Total Cost of Central and Ward School Estates to the 1st of January, 1856.....	£18,040 4s. 0d.

THE TOWNS.

131. *The Reverend John McMurray, Brockville*: "I have to report that during the past year, four schools, two male and two female, were in operation in Brockville, under the direction of the board of common school trustees. The progress of the pupils was as satisfactory as could be expected, considering the state of school accommodation. The trustees during the summer, succeeded in accomplishing the project on foot a year ago, the erection of a large, commodious stone building. It was, although not finished, in a condition fit for the reception of the children of the four schools, at the Christmas holidays. It is divided into two departments, male and female, each presided over by two teachers, besides the principal, who has the oversight and management of the whole. A greater interest is evidently taken in the work of education in this town, than heretofore, and now that the school is free to all, and that the rate bill is abolished, no barrier lies in the way of the poorest parent, obtaining for his child an education which will qualify him for occupying a high position in the future advancement and prosperity of this country. The Scriptures were read in all the schools during the year; and the business of the day opened and closed with prayer, and although some Roman Catholics were, and are still in attendance, they were not required, unless so instructed by their parents, to unite in the religious exercises of the school. I may add, that the school house now erected in this town is, I understand, the finest in Canada, solely for the children, attending the common school,—a building adapted to promote the physical activities of the young, as its intellectual machinery is designed to educate and invigorate their mental capabilities, and improve their moral nature."

132. *W. H. Brouse, Esq., M. D., Prescott*: "Our boards of trustees have united the common and grammar schools, and with an energy rarely equalled, they are advancing the interests of education in a manner highly creditable to themselves, and also satisfactory to the inhabitants assessed for the support of schools. Besides the common, grammar and separate, we have two select schools, wherein upwards of 100 children receive instruction, and which have succeeded in sending forth some well educated youths. Still the greater interest is concentrated in the common and grammar school united. They are working well for the interest of education in our

town. Good teachers have been secured by allowing liberal salaries, and not only has the board felt the necessity of promoting the cause of education among the youth, but we have the strongest proof that its efforts have also enlisted the co-operation of parents and guardians. Where much indifference was shown heretofore, there now prevails among the young people a noble ambition to excel in the higher branches of education. About one-third of the population are Roman Catholics. They have their separate schools, and it is pleasing to witness the interest they manifest in encouraging all the children of that persuasion to attend school. I may add generally, that all the schools in this locality, working under the present school system, are in a much more prosperous condition, and shew evidence of still greater improvement, than during the previous years."

133. *John Gerrie, Esq., Whitby*: "There has been great progress made during the past year in this quarter, in the great object of procuring a sound and useful education, among our growing population. Our beautiful new central school of two stories will contain, with ease, 250 or 300 pupils, and we have two very efficient teachers."

134. *The Reverend James Cooper, Woodstock*: "There is nothing of which parents complain more than bad reading. I have called the attention of teachers to it, and I have no doubt we shall succeed in remedying this evil, so widely spread in this country. We get the *Journal of Education* regularly, and enjoy it much. The trustees have voted an addition to the salaries of our male teachers of £12 10s., and they have entered upon their work this year with great spirit. We feel much encouraged, and we hope you do also, to labor for the welfare of our beloved country."

THE VILLAGES.

135. *The Reverend W. H. Lauder, A.B., Napanee*: "The subject of free schools was brought up at the last annual meeting and was negatived. This we have, however, no reason to regret, as all the purposes of the free school system are carried out under the present system, no child is excluded from inability to pay; we receive all that come and are at this moment giving a free education to a good many. While this is the case there is no cause of complaint."

136. *The Reverend David Caw, Paris*: "The schools in Paris during the past year, have been, as regards a staff of teachers and every other requisite, in full operation. We act on the free school system; one which we find works well. The only serious evil against which we have to contend, is the non-attendance of those whose names are on the roll. Perhaps in one school 250 names are enrolled; visit the school any day, and from 60 to 70 of these are absent. To counteract this evil we have tried many things; but in spite of all our endeavours, it still exists to an alarming extent. This evil rests with the parents. That nothing may be wanting to promote the health of the children, and to facilitate their improvements; our trustees are about building a central school at a cost of £2,600; which, when finished, will not only be an ornament to our rapidly rising town, but a permanent blessing to our children."

137. *The Reverend Archibald Lampman, St. Mary's*: "Our schools have been conducted during the year now past, as well as the unfavorable circumstances of our new village would permit. We have as yet to contend against the obstacle of insufficient school accommodation; we were obliged also during the past year to change teachers too often, and to employ a teacher or two who were not well adapted to the instruction of our village pupils. However, we have had a couple of excellent teachers; and I am certain that for the future we shall demand higher qualifications in the teachers who instruct our youth, than has hitherto been insisted upon. The schools are now conducted systematically; good order is enforced; and, in the male school especially, there is a promptness and thoroughness which is always pleasant to see, and which gives the pupil a pleasure and a spirit in this work. Our excellent board of trustees requires no prompting in respect of a full appreciation of the great benefits which are in its power to confer, through the means of education, on the rising generation; it wishes to throw open wide the portals of the temple of knowledge to every child in the community; and to bid him enter and fit his mind and heart for the due discharge of his duties when he shall attain to the years of manhood; and whether he has the good fortune to be born of wise and prudent parents, or the misfortune to be born of ignorant and vicious ones, is a question which it wishes not to ask; but rather 'Will you come and submit yourself to the preparatory training which we offer you, and which will admit you to the companionship of the wise and good of all ages; which will open to you sources of delight hitherto unknown; and which will also relieve you of many of the hard conditions to which ignorance is subject. For your sake and for the sake of our country we wish you to come and partake of these benefits, and we believe that in after years you will repay an hundred-fold our care and cost.' The free school system is every where gaining ground; it is gradually scattering the obstacles that impede its progress; narrow-mindedness and selfishness, are, by degrees, breaking down before it; and few are now to be found who will deny that it is the interest of all, that all should be educated; at least as far as the common branches of a good English education go. The Canadian patriot who aspires to see the country soon take rank among the leading nations of the earth, may have, we believe in our unsurpassed system of common schools, the firmest guarantee that his aspiration shall be realized. There can be little of excellence reared on a basis of ignorance; and if we can lay down in the characters of our people, the principles of mental activity, and a manly self-reliance, we shall see Canadians second to no people in the world. The more the mental vision is extended, the more will men triumph over absurd superstition and over local prejudice, and the more also will their actions and sentiments be elevated, noble, and worthy of men. We therefore believe that he who shall be first in promoting the cause of education, will be the first likewise in the hearts of the rising generation. Our trustees have petitioned the village council for a sum of fifteen hundred pounds, for the purpose of erecting a school house suited to the fast improving character of the public buildings of the place, and adapted to the rapidly increasing demand for school accommodation. This petition has been readily granted; and next summer will witness we trust, the erection in our village of an educational structure, correct in its external architecture and commodious in its internal arrangements."

138. *J. Hyde, Esq., M. D., Stratford*: "Our school accommodations being so limited, induced the trustees to impose a rate-bill which as you will see, has very much reduced the number of pupils during the year. The free school system is resumed for the current year: this, with the ample provision afforded in the new building now occupied, it is hoped will cause a much larger attendance than last year."

139. *F. J. McGuire, Esq., Trenton*: "The board of common school trustees for this village came to the conclusion, in the commencement of last year, that it would keep open only two schools, engage the services of two efficient teachers, and pay them a good salary. It has proved successful. We now have the schools in this village in a more prosperous condition. Our teachers last year gave general satisfaction, so much so, that at the last annual meeting, all were in favour of free schools, though at the annual meeting in 1855 we had a very close-contested election. There is no other plan upon which schools could be established, that gives to the poor such facilities for obtaining a liberal education; but, it is to be regretted, that, in too many instances they do not avail themselves of the inducement held out to them."

140. *T. W. Atkins, Esq., Vienna*: "The impetus given to the energy and improvement of the common schools under the new system, calls forth the enthusiasm of all lovers of enlightenment and general intelligence; and the elements required to secure the basis of fundamental principles, necessary in all the institutions for the improvement of the rising generation, should not be lost sight of. The first two years 1853 and 1854, the charge per quarter for each scholar was 2s. 6d.; in 1855 the school was entirely free, as it will be in 1856, to all within the corporation. Scholars from without will be charged three dollars per quarter at the grammar school, which is now united with the common school. All appear to be alive to the interest of the schools so far as they are able. The losses by fire, and other circumstances have crippled our measures, and caused us to omit some important additions that were required, particularly the library contemplated in 1854. We want a better school house, in a better location, with more room for the scholars; all of these we hope to obtain by economy and perseverance."

Appendix B.

GENERAL REPORTS ON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1855.

No. 1. *The Grammar Schools of the Eastern Section of Upper Canada*; by THOMAS JAFFRAY ROBERTSON, Esquire, Inspector of Grammar Schools.

TORONTO, 31st March, 1856.

SIR,—I have the honor to submit, for the consideration of the Council of Public Instruction, the following general observations on the state of the grammar schools visited by me in the eastern section of Canada West during the latter part of October and the beginning of November 1855.

In the discharge of this duty I deemed it right to examine the classes in the several schools as thoroughly as the time at my disposal permitted; to ascertain by observation and enquiry, the mode of teaching and the nature of the discipline in each instance; to direct my attention to the condition of the house, furniture, books, apparatus and grounds; to obtain as much information as possible regarding salaries, fees, and other particulars likely to be useful in forming a correct estimate of the condition of the schools; and, finally, to communicate with trustees and others interested in the progress of popular education in the different localities.

1. *Analysis of the Schools*.—Of the schools in question, 9 were from various causes, chiefly want of teachers, not in operation. The remaining 27 may be classed somewhat as follows: 6 good; 7 tolerable; 10 middling; and 4 bad. In this classification I have not been guided exclusively by the amount of classical knowledge exhibited in each, but also by the general style of answering in the subjects proposed to be taught, and by the results produced in the training up of the mental powers, and the formation of character. In 17 cases, female pupils were admitted, and in 14, the grammar and common schools were united. In some instances this union was merely nominal,—the head masters having no real connection with the common schools legally placed under their control, but in point of fact not subjected to their management, and sometimes even in remote parts of the same town.

2. *Standing of Masters*.—Of the 27 head masters, 7 had graduated at English, Irish and Scotch Universities; 5 at Canadian Universities; and 1 at a University in the State of Ohio; 1 was teaching without any legal qualification, and the remainder had been appointed before the present law came into operation. These gentlemen seemed, in general, anxious to carry out the arrangement promulgated in the programme for the management of grammar schools, and most of them were also apparently possessed of the requisite general information. Many of the grammar schools, however, are united with common schools, and even where this is

not the case, these two kinds of schools are to some extent so similar in their nature, that the grammar school teacher necessarily requires a considerable portion of that mechanical skill in the arts of teaching and school management so useful in the government of a common school. In this qualification it could scarcely be expected that there would not be some deficiency; and while this fact was sufficiently obvious, it was impossible to avoid noticing a marked anxiety for improvement. In 2 schools there were classical assistants; and there were besides these, including the union schools, 25 assistants, of whom 8 had been trained in the provincial normal school for Upper Canada.

3. *Numbers in attendance.*—The next point on which I would remark has reference to the numbers in attendance and studying the different branches.

On the rolls of the schools in operation, I found in all 895 names, excluding those belonging to the common school portion of union schools,—average 33.

On the days of my visits there were present in all 681, giving an average of 25—exclusive of common school pupils; where the schools were mixed, I did not include in these numbers any pupils using reading books below the fourth book of the Irish national series. I found pupils engaged in the study of Latin in all the schools save one, and in that instance the teacher assured me that he had 6 classical pupils, but none of them chanced to be present; the average was 8. In 4 schools there was only 1 classical pupil present in each; in each of another 4, 2 present; and in each of another 4, there were present between 20 and 30. There were students learning Greek in 12 schools,—average 3. French was taught in 5 schools; the physical sciences in 17; drawing in 5; music in 3; history (chiefly English and Canadian) in 21; geometry in 25, (average nearly 6) and algebra in 22, (average nearly 7.) As regards the usual branches of common school education, nearly all were advanced in arithmetic beyond proportion; were learning geography, and parsing easy English sentences; most were writing small hand, and some were writing exercises in English composition. I have already remarked that I have included in my estimates only those supposed to be reading the “4th and 5th books of lessons.”

4. *Methods of instruction.*—One of the most important elements to be considered in forming an opinion on the condition of a public school and the effects it may be likely to produce in advancing the cause of popular education, is the mode in which the instruction is communicated, and the school governed. It is by no means sufficient that a certain amount of information shall be given in the different branches, but it must be given in such a way as to train the various mental powers and to form the character properly. In this respect there is considerable deficiency; with a few exceptions the style of teaching is by no means intellectual—too much dependence being placed on text-books and the recitation of lessons committed to memory; in many instances by no means sufficient attention has been paid to the inculcation of the habits of neatness, regularity, and order, so especially necessary in the training of youth. This was more particularly evident in the state of school houses and furniture, which were frequently in a dirty and slovenly condition: the desks and seats cut and hacked with knives, and the

apparatus very much abused. Still the general condition of the schools is not discouraging; some, indeed, I do not think, will ever flourish as grammar schools, —the localities in which they are established not affording materials for that description of school; the others, however, seem to be commencing a career of improvement. The rod has in a great measure been superseded by a mode of government more kindly and more efficacious in the formation of character; in several instances also intellectual teaching has been fairly introduced and first principles inculcated, while a growing taste for a superior style of education is beginning to be manifested.

5. *Religious exercises.*—In all the schools with six exceptions, religious exercises have been introduced, consisting of daily prayer and the reading of the Scriptures.

6. *Books and apparatus.*—Another circumstance materially affecting the well-being of the schools is the supply of books and apparatus. As regards the former, their condition was satisfactory;—but in large maps suitable for teaching the rudiments of geography, there was a considerable deficiency, many schools being altogether dependent on small atlases, brought by the pupils, and altogether unfit for use in the simultaneous method of teaching. One school was without apparatus of any description; 9 had black boards only; 15 had in addition to black boards, tellurians, orreries, Holbrook's apparatus, or globes; and 2 had some chemical apparatus also.

7. *Houses and furniture.*—Of the schoolhouses, 17 were built for school purposes, and several of them, which were spacious and substantial buildings, may be classed as good; 10 were somewhat inferior; and one, a very old wooden building, could scarcely be considered habitable. Nine schools were carried on in premises rented for the purpose, and were in most instances totally unfit. In many cases the grounds attached to the school-houses was partially or entirely unfenced, and the sheds or out offices in a shameful state of neglect. Even in the neatest premises I saw no attempt at ornament: not a tree, shrub, or flower to awaken or cultivate a taste so simple and natural, and so easily gratified in rural districts;—still it would be unjust not to advert to the liberality exhibited in the erection of many of these buildings. The furniture even in the best of them was by no means deserving of similar commendation, the desks being constructed on a bad principle with a view to economy, and in many instances, as I have already stated, shamefully abused.

8. *Salaries.*—So far as I could ascertain, the average salary to the head-masters was about £170 per annum, the highest being somewhat under £300. In 16 instances these salaries were guaranteed to the teachers by the trustees, who paid them out of the government grants and the school fees, which varied in general between 7s. 6d. and £1 5s. per quarter. In two instances a portion of the requisite sums was made up by taxation or assessment, and in one instance some pupils were admitted gratis—this was a union school. In the other cases the teachers received the government money and made what they could in addition by the school fees.

9. *Trustees and difficulties.*—It is much to be regretted that the trustees, usually gentlemen of intelligence and education, including most of the ministers of religion in each locality, do not visit more constantly. Some of these gentlemen with whom I had an opportunity of communicating, took a deep interest in the schools, and the results were in all cases beneficial. Even under the most favorable circumstances, difficulties are to be encountered; occasional apathy on the part of parents; an unwise regard to economy; and sometimes attachment to a particular teacher, in consequence of which a mischievous opposition is created and supported; but above all a want of power in the trustees to raise funds, so that they are dependent on other bodies in this most important particular.

10. *Suggestions.*—These schools, as I have already hinted, unavoidably partake somewhat of the character of common schools. They should however be viewed as a very important element in a great scheme of national education; they have prepared students in many instances for the universities and for the study of the law, and thus form a link between the former and the common schools; hence unity of action is as essentially necessary in their organization, government, and mode of teaching as in the arrangement of the studies to be pursued in them. The expediency of adopting such a system of discipline and teaching, as will tend to forward the great end of education—the formation of character for the duties of after life—is now generally acknowledged by all enlightened educationists, and the importance of such a system is amply proved by the mischief perpetually arising from neglect or ignorance of it. This is not the place to enter into a minute enquiry into the principles upon which correct school government and effective intellectual teaching should be based, nor would it be easy to devise a plan by means of which any satisfactory arrangement on these points could be disseminated for general adoption; the subject, however, is one of the highest importance and deserving of the gravest consideration from the council of public instruction. It is much to be regretted also that greater attention is not paid to the internal state of many of the houses, the condition of the furniture, apparatus, grounds, out houses and fences, as great neglect is observable occasionally in these particulars; and finally it is much to be wished that more power should be placed in the hands of the trustees so as to enable them more effectually to carry out the objects of the law by applying the requisite remedies to the defects at present existing, whose removal is their especial duty.

I have the honor to be, sir,

Your very obedient servant,

(Signed,)

THOS. J. ROBERTSON,

Inspector of Grammar Schools.

The Reverend

EGERTON RYERSON, D. D.

Chief Superintendent of Education.

No. 2. *The Grammar Schools of the Western Section of Upper Canada*; by the Reverend WILLIAM ORMISTON, M. A., Inspector of Grammar Schools.

TORONTO, 15th March, 1856.

SIR,—In addition to the special report upon each of the grammar schools, which I have already transmitted to you, I have the honor also to present this general report upon the state of the grammar schools, in the western section of Upper Canada, for the year 1855.

And in doing so, I cannot refrain from expressing the satisfaction which it affords me; because I feel convinced, that notwithstanding the many discouraging facts which it truthfully records, and the urgent necessity for immediate improvement in many cases which it exhibits, the report, on the whole, furnishes the most gratifying evidence of a growing desire, on the part of the people, for the advantages of a liberal and more advanced education; constitutes a reasonable and valid ground of high expectations for the future, and cannot fail to afford sincere gratification to every lover of his country.

It may be necessary here also to state that the schools were visited chiefly during the months of October and November, a season when the average attendance, is reported as lower than during other terms, and within a few months after the new regulations for grammar schools came into force.

I propose to arrange this report under several distinct heads.

1. *Analysis and classification of the Schools*.—Hitherto many things have operated against the prosperity of the grammar schools and have prevented them from filling their proper place, as the connecting link between the Common School and the University, by extending the training acquired in the one to a proper preparation for the higher discipline of the other. In addition to the causes mentioned in the report of 1854,—the utter absence of any recognized system in the management of the schools; their official isolation from all other educational institutions; and their restricted sources of support,—I would notice the fact that, in many cases, they had assumed the functions, and sustained the character of mere common schools, without even efficiently performing their duties, and hence had fallen into merited disrepute and consequent neglect. Nor is it to be denied that their want of success, in some cases, arose from incompetency or inefficiency on the part of the masters, and the casual neglect of the trustees.

Since the enactment of the last grammar school law, however, and the introduction of the regulations adopted by the Council of Public Instruction, these difficulties have been partially obviated; a very large number of the schools are now arranged and conducted according to the prescribed programme, and the pupils in all are examined before admittance; hence the status of the schools is very much raised. Several changes for the better have also been made in the masters, and a more uniform class of text-books are being rapidly and generally introduced, and also in not a few instances, a more adequate supply of maps and apparatus has been procured.

Of the thirty-seven schools established in the counties, visited by me, two had never been opened, four had been discontinued, and four were without masters; so that there were only 27 in actual operation when visited.

During the year three new schools have been opened: one in Berlin, one in Brampton and one in Dundas; while two have been closed: one in Caledonia, and one in Hamilton. The latter in all probability soon again to be reopened.

There are seven union schools, but as they have been in operation only for a short time, it is premature to speak much of their success. I would remark, however, that, in most, the union is more nominal than real, each department being under separate, distinct and, not unfrequently, quite dissimilar management; and except so far as raising funds are concerned, the schools are just as they were when under the control of two distinct boards of trustees.

In order to ensure success in any union school, I would recommend that the entire school, whether in the same, or in separate buildings, be placed under the same system of discipline, and that the several departments be arranged with reference to each other, a proper gradation of classes being adopted.

In eight of the schools, besides the union schools, more masters than one are employed, so that sufficient time and attention may be devoted to the several subjects taught, and a higher degree of proficiency attained.

A few of the schools are so badly attended and so indifferently taught, that unless a speedy improvement takes place in both respects, it were better that they should be discontinued for a time. Those which have been already closed, are not likely soon to be reopened, nor is this a matter to be deeply regretted, as it will tend more to the progress of a higher education, that the character and position of those already in operation be elevated, than that their number be increased at the expense of their efficiency.

On the whole, although the general character of the schools is by no means all that it should be, yet through the ability and energy of some of the masters, and the active cooperation of the trustees, a goodly number of them have attained a position of respectability and usefulness, while not a few, manifest tokens of immediate improvement and future excellence.

2. *Teaching and Discipline.*—Of the 27 head-masters actually engaged, 9 are graduates of British Universities, 8 of Canadian Universities, 2 of American Universities, 5 not graduates, but employed by the trustees before the present Act came in force, 1 licensed by the Board of examiners, 2 not legally qualified at that time.

The modes of teaching, are as might be expected in the circumstances, very various, and in most cases, neither so interesting, instructive nor intellectual as they might be,—the direct object being evidently more to impart a certain amount of information upon a given subject, than to develop, and strengthen the faculties of the mind; hence the memory is cultivated at the expense of the judgment, and the pupils are required to repeat rather than reason, to quote rules and cite formularies, rather than to explain and investigate them. To this, however, there are several noble exceptions, where the mode of teaching is well adapted to secure both the ends contemplated in scholastic discipline,—the acquisition of useful knowledge, and the attainment of mental power.

The discipline of the schools, though necessarily various in method, is, on the whole, good and healthful in its effects, and with few exceptions is paternal, kindly, and morally elevating. The rod is altogether laid aside in many of the schools, and rarely used otherwise than sparingly in any of them, an appeal to the sense of honor and the feeling of moral obligation proving more successful than a frequent infliction of corporal chastisement.

In nearly all the schools, Prayers are offered, and the Scriptures are read. In many no little pains are taken to instil into the minds of the pupils correct principles, and to awaken in their hearts, pure, generous, honorable and patriotic sentiments; besides, a very large proportion of the trustees are ministers of the gospel, and necessarily exert a most salutary influence over the moral discipline of the schools.

3. *Pupils*.—By a reference to the tables appended to the special report, it will be observed that the entire number of pupils in attendance at the time of my visits was 800, and that 400 of these were engaged in the study of the classics, over 300 in algebra and geometry, and 90 in French.

It will also be observed that, although a majority of the schools have not been in operation more than five years, and many of them have been still more recently opened,—apart from the school in Toronto, which has partially trained a large number who have gone to Upper Canada College, or the University,—between 40 and 50 students have been prepared to enter various colleges: 20 have entered the University of Toronto, and 18 have entered Trinity College, 4 have gone to Victoria, 2 to Queen's and a few to American colleges. Besides a large number have been prepared for their entrance examination as students of law or medicine.

The average number in attendance for each school, is nearly 30; average number of classical pupils for each school about 15. Many of those not in classics are prosecuting more advanced English studies.

The attendance generally was reported as regular and punctual, though not so numerous, as prior to the carrying out of the late regulation, making an entrance examination necessary.

In 8 of the schools female pupils are admitted, and in several a goodly number of young men were in attendance.

I think it would tend greatly to increase the attendance at the grammar schools were it generally known, that their students may be prepared to compete as candidates for the Scholarships offered by the University.*

4. *Houses and apparatus*.—The school houses generally, either as regards external appearance, or internal accommodation, are by no means commendable. Very many of them are inferior to the common schools. In most cases the premises present a dull, unthrifty and unattractive aspect, destitute alike of ornament and convenience, without fence, shed or well, tree, shrub or flower, while within, an entire lack of maps, charts and apparatus, is, with too few exceptions, the general rule.

* For a list of the University Scholarships, see the note to No. 1, of Appendix D, on page 312.

In those places, however, where houses have been lately erected, or are now being erected, the houses are both handsome and commodious, and properly furnished.

The 31 schools may be classed as follows: having good houses, 9; tolerable, 6; bad, 8: places where no house has yet been built, the school being kept in temporary apartments, 5; houses in process of erection, 3.

In four instances, the premises are sufficiently extensive to supply apartments for a residence to the master, while in others the master has to furnish the public class room, as well as his own private dwelling.

The main cause of the present state of the school houses with their appurtenances, is the fact that the trustees have had no power to raise funds otherwise than by school fees for tuition; and the county councils have generally regarded the grammar schools more in the light of a local than of a general benefit, and hence have not very liberally provided means for their support.

In a few counties, however, liberal appropriations have been made in support of grammar schools, while several towns where they are located have also contributed funds for the erection or repair of the necessary buildings and for salaries of the teachers.

5. *Salaries and fees.*—The salaries of some of the masters is fixed at a certain sum, per annum; of others, it varies as the attendance.

Of the 27 head-masters, 8 are in receipt of salaries under £150; 12, from £150 to £200; 10, from 200 to 250; 5, from 250 to 300.

The average salary for each is about £180 per annum.

In some schools a uniform school rate is imposed upon all the pupils, and in others a graduated scale of fees is adopted. The fees per quarter vary from 5s. to 50s. The latter sum is charged only in one instance. The average fee per quarter for each pupil, as nearly as can be ascertained, is about 17s. 6d.

6. *Trustees.*—As the duties imposed by statute upon the boards of trustees are highly important, the efficiency and success of the schools depend very much upon the manner and spirit in which they are discharged. It is therefore the more gratifying to learn, that, generally, individuals well qualified both by education and position have been appointed to that trust. Of the trustees of the 31 schools,

- 63 are Clergymen,
- 20 are Physicians,
- 6 Members of Parliament,
- 40 Magistrates and county officials, and
- 57 Of various vocations.

All of whom constitute a large body of educated and influential men who are not only deeply interested in the success of the schools, but actively engaged in promoting their prosperity. And though hitherto, some have not felt so lively an interest in the schools under their charge as could be wished, (which indifference has arisen mainly from the fact that the trustees have had no power to raise funds to carry out their wishes in reference to the schools,) yet now, a more earnest and

energetic spirit has begun to be manifested,—the immediate effects of which are already apparent in the improved condition of many of the schools ; while its ultimate results can scarcely be estimated.

7. *Suggestions.*—In conclusion, I would respectfully suggest that it would render the present grammar school law much more efficient, were some change introduced in the mode of raising funds for the support of the schools.

Either that the municipal councils be required as well as authorized to raise the requisite monies on the order of the trustees ; or that the boards of trustees themselves, be invested with the same powers, as are now possessed by the trustees of common schools, for the purpose of raising funds for the erection, repairs and maintenance of the schools.

It would also be well, if something like a basis of union, or plan of procedure, were furnished to those schools with which the common schools are united, as there appears to be no little difficulty in forming the union, and in amicably and successfully carrying it out.

It is also exceedingly desirable that all possible efforts be made, to secure a greater uniformity, both in the modes of teaching and discipline in the schools.

Nor can I refrain from expressing the regret which I feel, that as yet so little attention seems to have been paid to the external appearance of the school-houses, and the outside appendages. It would add but little to the cost, and much to the comfort, the respectability and the usefulness of such schools, were the ground around them neatly fenced, and properly laid out, and planted with a few shrubs and flowers ; and were they also furnished with sheds, out-houses and wells, and, where practicable, a play ground.

It is to be hoped, however, as the public taste in this respect is rapidly improving, that the schools will not long be neglected.

I have the honor to be, sir,

Your obedient servant,

(Signed)

W. ORMISTON,

The Reverend

EGERTON RYERSON, D. D.,

Chief Superintendent of Education.

Appendix C.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1. 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. [1]—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 Education, Toronto.

No. 2. Provincial certificates granted by the Chief Superintendent of Education.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the under-mentioned students of the Normal School, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada :

XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the Teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law : Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked.

Each certificate is numbered and recorded in the register of the Department in the following order :

Ninth Session, 1852-53.—Dated 18th June, 1853.

FIRST CLASS.	FIRST CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>		
1. Archibald Macallum.	16. Patrick O'Brien.	31. Minnie Robertson.
2. John Herbert Sangster.	SECOND CLASS.	32. Anne Siggins.
3. Samson Paul Robins.	<i>Males.</i>	33. Emily M. Clark.
<i>Females.</i>	17. William Taylor Boyd.	34. Lydia L. Hagar.
4. Dorcas Clark.	18. Robert Archd. Campbell	35. Elizabeth Maria Magan.
5. Catharine Johnson.	19. John Simmons.	36. Amanda Walker.
6. Anna Mills Morrison.	20. William Vardon.	37. Eliza J. Farland.
7. Marie E. Toof.	21. Neil McTaggart.	38. Azubah Hagar.
8. Huldah L. Whitcomb.	22. Francis Rae.	39. Melissa Smith.
<i>Males.</i>	23. John Clarke.	40. Phœbe Louisa Sharp.
9. Alexander Martin.	24. Obtained First Class, 1867.	41. Christina Anne Hendry.
10. Warren Rock.	<i>Females.</i>	42. Ellen Daniell.
11. Benjamin Charlton.	25. Anna Flemming.	43. Elizabeth Bell.
12. Samuel Rathwell.	26. Elizabeth R. Robinson.	44. Emily Rice.
13. Henry T. B. deScudamore.	27. Jennette Gray Foster.	45. Martha Hoig.
14. William Warren Trull.	28. Jane Smith.	46 to 72, Third Class Certifi-
15. Griffin Patrick Lanon.	29. Rose Saunders.	<i>cates, expired on the 1st</i>
	30. Eliza Barber.	<i>July, 1854.</i>

Tenth Session, 1853.—Dated 18th October, 1853.

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>	92. Robert Gibbs.	115. William Montgomery.
73. Michael Joseph Kelly.	93. William Stewart.	116. Charles Hankinson.
74. John Gilmore Malcolm.	94. John Roberts.	117. James Evans.
75. Lachlan Kennedy.	95. <i>Obtained First Class, 310.</i>	118. Charles Clark.
76. Robert McGee.	96. William Abererombie.	119. Richard Hill.
77. William Smith.	97. Augustine McDonell.	120. Joseph Ede.
78. George Murray.	98. Hugh McDougall.	121. Thomas Connell.
79. Abraham W. Lawder.	99. William Henry Bly.	122. <i>Obtained First Class, 224.</i>
80. Samuel Robins.	100. <i>Obtained First Class, 307.</i>	
<i>Females.</i>	101. James Draper.	<i>Females.</i>
81. Lydia Louisa Lyons.	102. Martin Phillips.	123. <i>Obtained First Class, 159.</i>
82. Mary McCracken.	103. Angus McDonald.	124. <i>Obtained First Class, 232.</i>
83. Lydia Anne Appleton.	104. James Moriarty.	125. Ellen Hoig.
84. Elizabeth Cooté.	105. Ichabod S. Bowerman.	126. Caroline A. Masters.
85. Jane Foster.	106. Thomas M. Bowerman.	127. Delia Andrews Masters.
	107. <i>Obtained First Class, 212.</i>	128. Julia Ann Robertson.
	108. Robert Hay.	129. Helen Campbell.
	109. William McKay.	130. Sophrona Andevon Mills.
	110. Robert Hellyer.	131. Lydia Eleanor Howard.
	111. Robert Logan.	132. Fanny Higgins.
	112. Jacob Choate Maguire.	133. Sarah Bowes.
	113. Thomas Hume.	134 to 150, <i>Third Class Certificates, expired on the 1st November, 1854.</i>
	114. Joseph Warren.	
<i>SECOND CLASS.</i>		
<i>Males.</i>		
86. Timothy Newman.		
87. David Misener.		
88. Robert Wilson.		
89. David Ludgate Williams.		
90. Phineas Will.		
91. Asa Beverly Danard.		

Eleventh Session, 1853-54.—Dated 20th April, 1854.

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Females.</i>	172. Sarah Bales.	198. Elizabeth Stevens.
151. Mary Adams.	173. Harriet Bowes.	199. Adeline Stone.
152. Emily Howard Jennings.	174. <i>Same as 133.</i>	200. Elizabeth Van Every.
153. Eliza Wilson Keddie.	175. Margaret Burgess.	201. Cecilia M.A. Walkingshaw
154. Julia Anne Robinson.	176. Margaret Buyers.	202. Mary Anne Wilson.
155. Jane Smith.	177. Sarah Carr.	
156. Mary Stephens.	178. <i>Obtained First Class, 266.</i>	<i>Males.</i>
157. Josephine Storrie.	179. Esther Clarke.	203. Wilbur Fisk Adams.
158. Mary E. Sudborough.	180. Mary Coady.	204. John Ransome Brower.
159. Margaret Sweeney.	181. <i>Obtained First Class, 268.</i>	205. Peter C. Blaicher.
160. Maria Louisa Williams.	182. <i>Obtained First Class, 269.</i>	206. John Coyne.
<i>Males.</i>	183. Kate Higgins.	207. John D'Evelyn.
161. Charles Bannister.	184. Anna Maria Holmes.	208. Gilbert Goldsmith.
162. Francis Wesley Bird.	185. <i>Obtained First Class, 229.</i>	209. Silas Hollingshead.
163. Coleman Bristol.	186. Anne Eliza Jackson.	210. Edward Jamieson.
164. William Caulton.	187. Isabella Johnson.	211. <i>Obtained First Class, 262.</i>
165. Daniel Chisholm.	188. Catharine Junor.	212. James Martin.
166. Alfred Ernest Ecroyd.	189. Harriet Evelyn Kennedy.	213. John McNaughton.
167. John Elson.	190. Margery Muter Kennedy.	214. Samuel Megaw.
168. James B. Gray.	191. Melissa McCrady.	215. Thaddeus O'Connor.
169. Thomas Ferguson McLean.	192. Christy McLennan.	216. John S. Oliver.
170. William Noden.	193. Margaret McNaughton.	217. William Plunkett.
	194. <i>Obtained First Class, 372.</i>	218. Parmenius Reynolds.
	195. Mary Shearer.	219. Robert Somerville.
	196. Margaret Shrigley.	220. William Stevens.
	197. Lizanna S. Snyder.	221. John Terrill.
<i>SECOND CLASS.</i>		
<i>Females.</i>		
171. Jane Anderson.		

Twelfth Session, 1854.—Dated 16th October, 1854.

FIRST CLASS.	SECOND CLASS.	SECOND CLASS—(Continued)
<i>Males.</i>	<i>Males.</i>	
222. Francis Josiah Craig.	234. George Abraham Barkley.	248. James D. Trousdale.
223. Ninian Leander Holmes.	235. Allan Chisholm.	249. William Weir.
224. David Kelly.	236. Absalom Dingman.	<i>Females.</i>
225. James McBrien.	237. William Douglas.	250. <i>Same as</i> 171.
226. John McLean.	238. <i>Obtained First Class,</i> 354.	251. Agnes Armstrong.
227. John Patton.	239. Amos Gould.	252. <i>Obtained First Class,</i> 267.
228. George Rose.	240. William Hackett.	253. Susan Dorothy.
<i>Females.</i>	241. John Adams Hurlburt.	254. Alice Foggin.
229. Elizabeth Hughes.	242. Alexander McKay.	255. Elizabeth McDonald.
230. Grace Anastasia Magan.	243. Davis McKee.	256. Margaret Teresa McIlderry.
231. Elizabeth McNaught.	244. Alexander McPherson.	257. Jane Mowatt.
232. Sarah Birch Quinn.	245. Samuel Nash.	258. Annie Preston.
233. Sarah Agnes Robinson.	246. Richard William Scott.	259. <i>Obtained First Class,</i> 374.
	247. James Stephens.	260. <i>Obtained First Class,</i> 367.
		261. Caroline Wilkinson.

Thirteenth Session, 1854–55.—Dated 18th April, 1855.

FIRST CLASS.	SECOND CLASS.—(Continued.)	SECOND CLASS.—(Continued.)
<i>Males.</i>		
262. John Livingstone.	275. William Reader Bigg.	292. Angeline Brown Ford.
263. James McGrigor.	276. Peter Campbell.	293. Sarah Anne Fuller.
264. Archibald McMurchy.	277. Edmund Peter Costello.	294. <i>Obtained First Class,</i> 317.
265. Donald Munn.	278. Edward Lee Forsyth.	295. Lydia Sophia Munday.
<i>Females.</i>	279. Henry Gick.	296. Juliana Myers.
266. Catharine Cattanach.	280. Alexander McKenzie.	297. Louisa Porter.
267. Helen Elizabeth Clark.	281. Colin McKerchar.	298. Mary Porter.
268. Mary Anne Decow.	282. James Minions.	299. Anne Jane Quinn.
269. Rebecca Decow.	283. John Morton.	300. Adelaide Rogers.
270. Harriet Anne Lind.	284. Thomas Plunket.	301. Mary Sheppard.
271. Mary Anne Murray.	285. John Horton Wright.	302. Esther Sudborough.
272. Henrietta Shenick.	<i>Females.</i>	303. Mary Anne Sweeny.
	286. Anne Musgrove Armstrong.	304. Adeline Van Every.
	287. Emma Arnold.	305. Emmeline Van Every.
SECOND CLASS.	288. Matilda Backhouse.	
<i>Males.</i>	289. <i>Obtained First Class,</i> 320.	FIRST CLASS.
273. Joseph Fellows Adams.	290. Mary Frances Brown.	<i>Male.</i>
274. <i>Obtained First Class,</i> 356.	291. Elizabeth Campbell.	306. John Raine.

Fourteenth Session, 1855.—Dated 15th October, 1855.

FIRST CLASS.	FIRST CLASS.	SECOND CLASS.—(Continued.)
<i>Males.</i>	<i>Females.</i>	
307. William Carlyle.	316. Josephine Witmore Clark.	323. Alexander Campbell.
308. David Ormiston.	317. Kate Gunn.	324. Henry Clarke.
309. John Harris Comfort.	318. Elizabeth Adams.	325. James Hay, Junior.
310. John Jessup.	319. Emmeline Shadd.	326. Duncan Crane.
311. William Henry King.	320. Mary Brown.	327. <i>Same as</i> 240.
312. Bernard Kerr.	SECOND CLASS.	328. James Keating.
313. David Blair.	<i>Males.</i>	329. John McPherson.
314. Alexander Lester.	321. Andrew Allison.	330. Alex. Campbell Osborne.
315. John Taylor.	322. James Bowerman.	331. Gilbert Platt.
		332. Samson Roberts.

SECOND CLASS.—(Continued.) SECOND CLASS.—(Continued.); SECOND CLASS.—(Continued.)

MALE.		Females.		Donnell.
333. Samuel Simpson.		339. Eleanor Leach.		346. Mary Ann Munyard.
334. David Johnston.		340. Elizabeth Eleanor Kennedy.		347. Henrietta Simpson.
335. William Bernard Danard.		341. <i>Obtained First Class,</i>	360.	348. Susannah Robinson.
336. Henry Hicks.		342. Elmira Flood.		349. Amelia Robertson.
337. Thomas Steele.		343. <i>Obtained First Class,</i>	363.	350. Sarah Elizabeth Tewksbury.
338. Alexander Thompson.		344. Sophia Caroline McLean.		<i>Male.</i>
		345. Margaret Catharine Mc-	351.	John Kellock.

Fifteenth Session, 1855-56.—Dated 15th April, 1856.

FIRST CLASS.	FIRST CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>		
1st Division A.		
352. Alexander Black.	375. Catherine Walker.	398. Eliza Anne Crawford.
353. James Carlyle.	376. Isabella Walker.	399. Susan Hamilton.
354. David Fotheringham.	SECOND CLASS	400. Amy Caroline Jones.
355. John Hunter.	<i>Males.</i>	401. Catherine McNeice.
2nd Division B.	1st Division A.	402. Anne Maria Paul.
356. Robert Alexander.	377. Justin Badgero.	403. Anne Wharin.
3rd Division C.	378. William Dodds.	2nd Division B.
357. Stephen Dadson.	379. Thomas Gouch.	404. Martha Andrews.
358. Lewis Corydon Moore.	380. Thomas Green.	405. Elizabeth Buchanan.
359. Abraham Pratt.	2nd Division B.	406. Mary Avis Dew.
<i>Females.</i>	381. John Brown.	407. Catherine Kennedy.
1st Division A.	382. Robert Brown.	408. Hannah Clarinda Kerr.
360. Mary Foster.	383. John Cameron.	409. Jane McLean.
361. Fanny Gordon.	384. George Husband.	410. Mary Maria Marlatt.
362. Margaret Irvine.	385. John Mitchell.	411. Margaret Murchison.
363. Mary Lester.	386. William Ruthven.	412. Fanny Rutledge.
2nd Division B.	387. Benjamin Shirreff.	413. Catherine Ryan.
364. Charlotte Madeline Church-	388. Charles Shortt.	414. Mary Anne Sinclair.
ill.	389. George Smith.	415. Agnes Sweetin.
365. Mary Turner Hoig.	390. Hugh Thompson.	3rd Division C.
366. Catherine Magan.	3rd Division C.	416. Rachel Harley.
367. Nancy Strickland.	391. David Brown.	417. Margaret Hunter.
3rd Division C.	392. Dugald Livingstone.	418. Margaret Jack.
368. Jane Bettie.	393. Alexander McGregor.	419. Mary Kerr.
369. Mary Ann Gill.	394. Duncan McIntyre.	420. Mary McLellan.
370. Mary Houlding.	395. William Milliken.	421. Mary Ann Minshall.
371. Sarah Ann Pickersgill.	396. Samuel Moyer.	422. Catharine Mulhern.
372. Lucinda Piper.	<i>Females.</i>	423. Esther Rich.
373. Adeline Shenick.	1st Division A.	424. Hannah Robertson.
374. Margaret Strickland.	397. Anna Button.	425. Annie Webster.

Certificates granted.....	425
Expired	44
Obtained higher Certificates	22
Obtained second Certificates in the same Class.....	3
	— 69
Total Certificates valid.....	356

No. 3. Normal School Examination Papers.

EDUCATION AND THE ART OF TEACHING.

1. What is education?
2. How will a correct knowledge on this point influence methods of teaching and school management?
3. Is the giving of premiums judicious or otherwise? Give reasons.
4. Should school premises be kept in a neat and orderly condition.—Is it advisable to ornament the grounds? Give reasons.
5. What is the best method of preserving attention in a class?
6. Plan and fit out a school house for 50 children, and then prepare them for the commencement of business.

ENGLISH GRAMMAR.

1. What is grammar?
2. What are the two authorities by which grammatical questions should be decided?
3. What department of grammar treats of the pronunciation of words? Define that department.
4. Name and define the parts of which an assertion must be composed, and state whether this is necessary in other languages, and if so, why?
5. In what does perfection in language consist?
6. What species of proposition must be found in every sentence, and why?
7. State the different complements that may be attached to the three principal parts of speech.
8. In what ways do verbs vary their terminations?
9. What is necessary for good reading?
10. State the general rules for emphasis in reading?
11. What is meant by stops or pauses in reading; where should they occur?
12. "These books were not made *use of*." Parse the dashed words.
13. Prove by examples that the infinitive mood is a noun.
14. What part of the verb is the apparent infinitive mood, when it occurs after the verb "to; be?"
15. Give the roots, prefixes and affixes of the following words: "Conference," "Exclusiveness," "Retention," "Applause," "Affinity,"—and give the English derivations from "duco" and "scribo."

- 16th.—1. *Restored* to life, one pledge of former joy,
 2. One source of bliss *to come*, remains, her boy;
 3. Sweet in her eye the cherished infant rose,
 4. *At once* the seal and solace of her woes;
 5. When the pale widow clasped him to her breast,
 6. Warm gushed the tears that would not be repressed;
 7. *In* lonely anguish, when the truant child
 8. Leaped o'er the thresh-hold, *all* the mother smiled.

Write the above in prose, parse the words in italics; give the grammatical subject and predicate of each proposition; give the principal word in each predicate; change the construction of "restored," "clasped" and "would be repressed."

17. "The trade winds and monsoons are permanent, *depending* on the apparent motion of the sun; but *it* is evident from theory, that there must *be* partial winds, in all parts of the earth *occasioned* by the local circumstances *that* affect the temperature of the air."

Parse the words in italics.

What duty is performed by the proposition "that there must be &c.?"

ENGLISH COMPOSITION.

Write short essays on any of the following subjects:

1. The relations which bind the British Colonies to the mother country.
2. The advantages of the study of history.
3. Enthusiasm.
4. Account of a voyage from London to Constantinople.
5. The Crusades.
6. A letter applying for a situation in a school.

GENERAL HISTORY.

1. Of what does history treat?
2. What date is assigned to the flood?
3. Which were the earliest political estates in the world after that event?
4. Give the date of Solomon, King of Israel, and name the principal nations known to history in his time.
5. In what conditions were these nations as regards independence when Rome was founded?
6. State the principal wars in Grecian history between 500 and 300 years before Christ, with the statesmen, orators and warriors that flourished in each.
7. In what condition were Babylon, Nineveh and Egypt probably, as regards independence, when Solon was promulgating his laws in Greece?

8. Who constituted the second triumvirate and what broke it up ?
9. Describe in general terms the boundaries of the Roman Empire in the time of Augustus.
10. What kingdoms sprang up on the destruction of the Western Roman Empire ?
11. Name the four great dynasties that ruled in France with the date of the commencement of each.
12. State two remarkable events in the history of Europe during the tenth century, with the dates.
13. Name the principal events in the history of the world during the fifteenth century.
14. Name the most celebrated European sovereigns of the sixteenth century giving the date of each, and connect the date of one of them with some remarkable fact in the history of America.
15. Connect the preaching of Luther in point of time with some event in Asiatic History.
16. Name any remarkable events in the history of Europe during the seventeenth century.
17. Name the principal events of the eighteenth century, stating the connexion between them if any, and describe some of their most remarkable results.
18. Name the principal nations that form the Anglo-Saxon race—the countries they come from, and the period when each began to be mingled with the others.
19. Who was the first king of England ? Give the date,—name two other celebrated monarchs cotemporary with him or nearly ?
20. Was the last Plantagenet to any extent Saxon by descent, and how ?
21. Did any celebrated literary characters flourish during the Plantagenet period and in whose reigns ?
22. From whom were the Lancastrian princes descended ?
23. Had the Yorkists or Lancastrians the better title to the crown ? State why.
24. Was the death of Henry V an advantage to England or not ? State why.
25. What circumstances gave rise to the wars of the Roses ?
26. Was Henry VII in any respect a Plantagenet, and if so, how ?
27. What great events agitated the world during the times of the Tudors,—had the history of these times any and what connexion with Canada ?
28. Who were Mary of Scotland and Lady Jane Grey ?

29. What sovereigns reigned in England during the reign of Louis XIV of France, and with which of them was he more immediately connected ?

30. Trace the descent of Queen Victoria from the Tudors.

31. State in narrative order six remarkable facts in Canadian History with their dates.

GEOGRAPHY.

1. Of what does Mathematical Geography treat ?

2. What alteration in the position of the Globe would require the tropics to be drawn 5 degrees from the equator; and what change would there be produced in the polar circles ?

3. What occasions the inequality of the days and nights; and why are they always equal at the equator ?

4. Of what does Physical Geography treat ?

5. Describe the chief physical features and divisions of South America ?

6. Name the principal ancient divisions of Asia West of the Indus ?

7. Name the states of ancient Greece with their relative positions ?

8. Name the countries through which you should pass in travelling in a direct line from Archangel to Gibraltar ?

9. Sketch the physical characteristics of the Islands that constitute Polynesia ?

10. Sketch the physical and political geography of Canada ?

11. Describe the physical divisions of North and South America as marked by rivers and mountain systems, with the chief political divisions in each ?

12. The same for Asia ?

ARITHMETIC.

2nd Division.

1. Define arithmetic, a unit and number.

2. Explain the system of notation.

3. Wherein do the simple and compound rules differ? Explain.

4. Define and illustrate reduction.

5. Define, exemplify and classify the different kinds of fractions.

6. What is meant by the greatest common measure, and shew how it can be obtained ?

7. What determines the name of a product, of a quotient and why ?

8. Define and illustrate ratio and proportion, and give a rule for finding either of the 4 proportionals.

9. Divide £250 among 2 men, 3 women and 4 boys, and give each man twice as much as a woman, and each woman thrice as much as a boy. What is each person's share?

10. Find the value of the expression $(\frac{2}{3} + \frac{2}{3} \text{ of } 7\frac{1}{2} - \frac{2^2}{11}) \div 2\frac{1}{3}$.

11. Reduce 11s. 3½d. to the decimal of a £; and 3 qrs. 24 oz. to the decimal of a ton.

12. It is required to divide 207 into 3 parts, which shall be to each other a $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$.

13. Find the dimensions and surface of a cubic box, which shall contain 100 bushels of wheat.

14. What is the diagonal of a square whose side is 25 feet?

15. If I purchase books at \$7.50 per dozen, at what price each must I sell them to gain 33⅓ per cent?

1st. Division.

1. State what is meant by the radix of a scale of notation and change 83,041 of the nonary to the duodecimal scale.

2. State the difference between simple and compound proportion.

3. Define a continued fraction, give an example and reduce it.

4. Find the formulæ for calculating compound Interest, deduce the Rule and apply it to the solution of the following question: £500 lent out at compound Interest, amounts in 5 years to £750; what is the rate per annum?

5. Investigate the formulæ for finding the sum of a series in both arithmetical progression and geometrical progression.

6. What is the value of .433', also of 4, 1, $\frac{1}{4}$, $\frac{1}{16}$?

7. Give a demonstration of the Rule for Double position.

8. Define the terms Involution, Evolution, Power and Root?

9. A garden whose breadth is only $\frac{1}{2}$ its length, contains $1\frac{1}{2}$ acres; what are its dimensions?

10. A house rents for \$300 a year, what is the present value of 5 years rent at 6 per cent compound Interest?

11. A and B can reap a field in 12 hours, A and C in 16, A in 20. In what time could B and C, and in what time A B and C?

12. Required the surface and solidity of a pyramid, cone, and sphere. Illustrate.

ALGEBRA.

2nd Division.

1. Give a definition of Algebra, and state wherein it differs from Arithmetic.
2. State and illustrate the difference between a co-efficient and an exponent.
3. State and explain the use of a vinculum or parenthesis.
4. Explain what is meant by similar and dissimilar quantities.
5. Define addition and subtraction of algebraic quantities.
6. Write the 7th power of $a-b$.
7. Reduce $1-8 y y^2$, and also $1+4 x y + 4x^2 y^2 =$ into component factors.
8. Resolve $a b -x$ to a fraction whose denominator shall be $1-y$.
9. Define an equation, and state what is meant by solving an equation.
10. Name and explain the several steps necessary in the solution of a simple equation.
11. What is meant by elimination, and state the several methods of performing it?
12. From two places 154 miles apart two persons set out at the same time to meet each other; one travelling at the rate of 3 miles in 2 hours, and the other at the rate of 5 miles in 4 hours, where and when will they meet?
13. A banker has two different coins; it takes a pieces of the one to make a pound, and b pieces of the other; how many of each must he take that c pieces shall be equal to a pound?
14. Divide the number 237 into two such parts that the one may be contained in the other $1\frac{1}{2}$ times.
15. Three laborers are employed in a certain work, P and Q would finish it in a days, Q and R in b days, and R and P in c days. In what time would P do it alone, and how long would it take all three together?

1st. Division.

1. Define the terms, Mathematics and Algebra.
2. Explain the origin and use of indices.
3. What will the difference of any two quantities divide?
4. Resolve $a^2 x^2 + 9 a x + 18$, and also $5 x^2 - 5 x - 60$ into component factors.
5. Find a multiplier which will render $\sqrt{5}-\sqrt{x}$ rational, and determine the product.

6. Define and classify equations.
7. Deduce the rules for completing the square in affected quadratics.
8. Indicate the solution of $10^x=3$.
9. Explain the nature of Logarithms, and how we find the Log. of 1. a product, a quotient, a power or a root.
10. What is an annuity? Investigate the formulæ for finding the present worth both at simple and compound interest; and also when in reversion.
11. What is the square root of $a^2+2 a b-2 a c+b^2-2 b c+c^2$?
12. By selling a watch for \$24 I lose as much per cent as the watch cost me. What was the cost?
13. Find 4 numbers in geometrical progression, such that the sum of their extreme may be 35, and that of the means 30.
14. Divide $\frac{2}{3}$ into two such parts that the sum of their reciprocals may be 1.
15. The sum of two numbers is a , and their product b . What are the numbers?

GEOMETRY.

2nd. Division.

1. Define the science of geometry and state what is meant by practical geometry.
2. Define the terms problem, postulate, axiom and theorem.
3. Define a square.
4. When is one proposition said to be the converse of another?
5. Prop. 7, 26 or 45 of book I.
6. The diagonals of a Rhombus bisect each other at right angles.

1st. Division.

1. Upon what is mathematical reasoning based.
2. Define the terms Data, Quæsita, Hypothesis and Predicate.
3. Distinguish between a direct and indirect demonstration.
4. What is meant by similar figures.
5. Prop. 9 or 13 of book II, 3, 8, 20 or 32 of book III.
6. Divide a circle into two segments such that the angle in one of them shall be five times the angle in the other.

NATURAL PHILOSOPHY.

1. What are the objects of natural philosophy?

2. Mention the essential properties of bodies, and illustrate impenetrability.
3. Name the different kinds of attraction, and explain gravitation,
4. Give a popular illustration of each of the mechanical powers.
5. Illustrate the composition and resolution of forces.
6. What are the sources, modes of distribution and effects of heat?
7. Explain the construction of a thermometer, and the scales generally used, and illustrate by an example how Fah. may be changed into Cent. and *vice versa*.
8. Explain the working of a common pump,—and force pump.
9. Explain what is meant by specific gravity, and state how it can be ascertained.
10. Explain the following phenomena, the change of seasons, the phases of the moon, eclipses and tides.

AGRICULTURAL CHEMISTRY AND PHYSIOLOGY.

1. State the objects of the study of chemistry, and mention the different branches of the subject.
2. Distinguish between mechanical, magnetic and chemical action, and give examples of each.
3. How many kinds of affinity, illustrate each?
4. What are bases, acids, alkalies salts and earths?
5. Give some accounts of O, H, N and C, S and P.
6. Give the composition of water, and account for its various qualities.
7. Explain the formation of dew, rain, hoar-frost and snow.
8. Give the composition of the atmosphere, and state how its pressure, moisture, elasticity and height can be ascertained.
9. Explain how the constant composition of the atmosphere is maintained.
10. Give some account of the composition and varieties of soils.
11. Whence do plants obtain their food?
12. Trace the growth of a plant from its germination to its decay, and state the results of that decay.
13. What effect has cropping upon the soil? Explain the rotation of crops and give examples of a proper rotation.
14. Explain the necessity and advantages of draining, fallowing and manuring.
15. Give a brief explanation of the processes of bread, butter, cheese and soap making.

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16. Trace the circulation of the blood, and mention its constituents.
 17. Mention the several parts of a plant, and explain their functions.
 18. Trace the progress of food from the mouth until it mingles with the blood.
 19. What effect has salt upon meat and how does it preserve it?
 20. How many teeth have we, name them, and state the causes of the tooth-ache ; and mention the best means for preserving them ?
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Appendix D.

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 Viet., cap. 188, 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 College, or for any college affiliated to the University of Toronto, according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved 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 1.—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 following are the scholarships offered at the Matriculation Examinations in the University :

In the Faculty of Arts—(for subjects of Examination see p. 318) 4 of the value of £30 per annum each, in the Greek and Latin languages with History and Geography ; 4, of the value of £30 per annum each, in Mathematics ; 2, of the value of £30 per annum each, in the English and French languages, with History and Geography ; 1, of the value of £30 per annum, in the Elements of Natural Philosophy and Chemistry ; 4, of the value of £30 per annum each, for general proficiency in the subjects for all students (i. e. all subjects not classed under the head of " Honors and Scholarships.")

In the Department of Agriculture—3 of the value of £30 per annum each.—The subjects of examination are as follows, viz : English Grammar and Composition ; Arithmetic, including Mensuration ; Outlines of English History to the present time ; Outlines of Roman History to the death of Nero ; Outlines of Grecian History to the death of Alexander ; Outlines of Modern Geography.

In the Department of Civil Engineering—3.

In the Faculty of Law—4 ; and

In the Faculty of Medicine—3, of the value of £30 per annum each.

† The *Upper Canada Municipal Corporation Act of 1849*, 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

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.

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 2.—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 Verification. 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. V. V. Definitions B. V. and B. VI.	Ancient and Medieval Geography. Greek 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. Fénelon.—Dialogues des Mortes. Rollé, etc. —Les quatre-vingt-treize. Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Policy, 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.

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 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.

* See the subjects on page 314.

† 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.

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 re-admitted to the school.

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the 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 temperature, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to offer 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 a noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any grammar school, at the option of the board of trustees

3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half holidays. 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.

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 Education, on the 15th day of February, 1855.

* 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 connection 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.

No. II. 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 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*.....Bb. I.
 Homer, *Odyssey*...B. IX. Virgil, *Æneid*,.....Bb. I and III.
 Lucian, *Menippus, et 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.)

* Only a popular knowledge of these subjects is required.

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 shew 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.

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.

* Only a popular knowledge of these subjects is required.

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,

Molière, 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.

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 E.

THE COMMON SCHOOLS OF UPPER CANADA.

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 à 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 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 45.

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 a 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 be thy name, thy kingdom come, Thy will be done on 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 on 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 Education* 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 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 31st 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, both by 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 practice 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 act, 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, are 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 cheap-st.* 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 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 scholars' names.

7. DUTIES OF SCHOOL VISITORS.

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 own 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 library, 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.

Appendix F.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA.

No. 1. 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, dated the 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. 2. Remarks by the Chief Superintendent of Education.

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.

*No. 3. Departmental Notice on the Apportionment of the Legislative Grant for Public School Libraries and Maps and Apparatus.***TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA.**

1. Until further notice, the Chief Superintendent of Education 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.

2. The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the 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 Education will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted 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 enclose or 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.

The Form of Application should be as follows :

SIR,—The Trustees [*or Municipality*] of _____, being anxious to supply the Section (*or Township*) with suitable school requisites, [*or library books,*] hereby make application for the [*maps, or books, &c.,*] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps and apparatus, [*or library books.*] The [*maps or library books*] selected are, *bonâ fide*, for the use of the school [*or municipality:*] and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they shall be appropriated exclusively to the use of the school, [*or municipality.*] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof the Trustees [*Reeve or Clerk*] of the _____ above mentioned hereto affix their names and seal of office this _____ day of _____, 185 _____, at _____.

[*Name.*] [Seal.]

We hereby authorize _____ to procure for us the above mentioned, in terms of the foregoing application.

[*Name of Trustees, &c.*]

TO THE CHIEF SUPERINTENDENT OF EDUCATION, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum for either library books, or maps and apparatus.



Appendix G.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA FOR THE YEAR 1856.

1. COUNTY OF GLENGARRY.				7. COUNTY OF GRENVILLE.			
TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.	TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.
			£ s. d.				£ s. d.
Charlottenburgh.....	1,518	@ 37 cts.	140 8 3	Augusta.....	1,693	@ 37 cts.	156 12 1
Kenyon.....	1,329	..	122 18 8	Edwardsburgh.....	1,309	..	121 1 8
Lancaster.....	1,207	..	111 12 10	Gower, South.....	249	..	23 0 8
Lochiel.....	1,587	..	146 15 11	Oxford.....	1,600	..	148 0 0
				Wolford.....	979	..	90 11 1
	5,641		521 15 9		5,880		539 5 6
2. COUNTY OF STORMONT.				8. COUNTY OF LEEDS.			
Cornwall.....	1,472	..	136 3 1	Bastard.....	1,306	..	120 16 0
Finch.....	392	..	36 5 3	Burgess, South.....			
Osnabruk.....	1,470	..	1 5 19 6	Crosby, North.....	531	..	49 2 4
Roxborough.....	743	..	68 14 7	Crosby, South.....	439	..	40 12 2
	4,077		377 2 5	Elizabethtown.....	1,602	..	148 3 8
3. COUNTY OF DUNDAS.				Elmsley, South.....	299	..	37 13 2
Matilda.....	1,221	..	112 18 9	Kitley.....	1,188	..	109 17 9
Mountain.....	1,004	..	92 17 4	Leeds & Lansdown front	1,110	..	102 13 6
Williamsburgh.....	1,365	..	126 5 4	Leeds & Lansdown rear	544	..	50 6 5
Winchester.....	958	..	88 12 4	Yonge & Escott, front.	864	..	79 18 5
	4,548		420 13 9	Yonge & Escott, rear..	580	..	53 13 0
4. COUNTY OF PRESCOTT.					8,463		782 16 5
Alfred.....	300	..	27 15 0	9. COUNTY OF LANARK.			
Caledonia.....	295	..	27 5 9	Bathurst.....	786	..	72 14 0
Hawkesbury, East....	980	..	90 13 0	Beekwith.....	826	..	76 8 2
Hawkesbury, West....	753	..	69 9 4	Burgess, North.....	360	..	33 6 0
Lorgueuil.....	491	..	45 8 4	Dalhousie and Lavant.	369	..	34 2 9
Plantagenet, North....	534	..	49 7 10	Darling.....	193	..	17 17 1
Plantagenet, South....	292	..	27 0 2	Drummond.....	568	..	52 10 9
	3,643		336 19 5	Elmsley, North.....	475	..	43 18 9
5. COUNTY OF RUSSELL.				Lanark.....	641	..	59 5 8
Cambridge & Russell.	500	..	46 5 0	Montague.....	979	..	90 11 2
Clarence.....	149	..	13 15 8	Packenhams.....	611	..	56 10 4
Cumberland.....	547	..	50 11 10	Ramsay.....	1,052	..	97 6 2
	1,196		110 12 6	Sherbrooke, North....	70	..	6 9 6
6. COUNTY OF CARLETON.				Sherbrooke, South....	233	..	21 11 1
Fitzroy.....	739	..	68 7 1		7,163		662 11 5
Gloucester.....	1,064	..	98 8 5	10. COUNTY OF RENFREW.			
Goulbourn.....	908	..	83 19 11	Admaston.....	345	..	31 18 3
Gower, North.....	566	..	52 7 2	Bagot and Blithfield..	246	..	22 15 2
Huntley.....	708	..	65 9 9	Bromley.....	260	..	24 1 0
March.....	147	..	13 11 11	Brougham.....	180	..	16 13 0
Marlborough.....	766	..	70 17 0	Grattan.....	185	..	17 2 3
Nepean.....	1,210	..	111 18 6	Horton.....	232	..	21 9 3
Osgood.....	1,200	..	111 0 0	McNab.....	504	..	46 12 4
Torbolton.....	170	..	15 14 6	Pembroke and Stafford.	268	..	24 15 10
	7,478		691 14 3	Ross.....	300	..	27 15 0
				Westmeath.....	245	..	22 13 3
				Wilberforce.....	211	..	19 10 3
					2,976		275 5 7

11. COUNTY OF FRONTENAC.			
TOWNSHIPS.	SCHOOL POPU- LATION	RATE	APPORTION- MENT. £ s. d.
Bedford	285	@ 37 cts.	26 7 3
Kingston	1,365	..	126 5 3
Loughborough	608	..	56 4 10
Pittsburgh and Howe Island	1,088	..	100 12 9
Portland and Hinchin- brooke	707	..	65 7 11
Starrington	577	..	53 7 5
Wolfe Island	792	..	73 5 2
	5,422		501 10 7
12. COUNTY OF ADDINGTON.			
Amherst Island	329	..	39 8 7
Camden, East	1,926	..	178 3 1
Ernestown	1,324	..	122 9 5
Sheffield	725	..	67 1 3
	4,304		398 2 4
13. COUNTY OF LENNOX.			
Adolphustown	170	..	15 14 6
Fredericksburgh	883	..	81 13 6
Richmond	888	..	82 2 9
	1,941		179 10 9
14. COUNTY OF PRINCE EDWARD.			
Ameliasburgh	818	..	75 13 4
Athol	518	..	47 18 4
Hallowell	805	..	74 9 3
Hillier	978	..	90 9 4
Marysburgh	1,151	..	106 9 3
Sophiasburgh	668	..	61 15 9
	4,938		456 15 3
15. COUNTY OF HASTINGS.			
Hungerford	1,107	..	102 7 11
Huntingdon	595	..	55 0 9
Madoc, Elzevir, and Tudor	784	..	72 10 4
Marmora	267	..	24 14 0
Rawdon	1,187	..	109 16 0
Sidney	1,189	..	109 19 8
Thurlow	1,316	..	121 14 7
Tyendinaga	1,913	..	176 19 1
	8,358		773 2 4
16. COUNTY OF NORTHUMBERLAND.			
Alnwick	254	..	23 9 11
Brighton	1,206	..	111 11 1
Cramahé	1,048	..	96 18 9
Haldimand	1,262	..	116 14 9
Hamilton	1,351	..	124 19 3
Monaghan, South	391	..	36 3 4
Murray	931	..	86 2 4
Percy	755	..	69 16 9
Seymour	974	..	90 1 11
	8,172		755 18 1
17. COUNTY OF DURHAM.			
Cartwright	618	..	57 3 3
Cavan	1,205	..	111 9 3

DURHAM—(Continued.)			
TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT. £ s. d.
Clarke	2,033	@ 37 cts.	188 1 1
Darlington	1,988	..	183 17 9
Hope	1,409	..	130 6 8
Manvers	942	..	87 2 9
	8,195		758 0 9
18. COUNTY OF PETERBOROUGH.			
Asphodel	620	..	57 7 0
Belmont & Methuen	114	..	19 16 11
Douro	720	..	66 12 0
Dummer & Burleigh	595	..	55 0 9
Ennismore	240	..	22 4 0
Monaghan, North	291	..	26 18 4
Otonabee	1,136	..	105 1 7
Smith and Harvey	716	..	66 4 6
	4,432		409 19 1
19. COUNTY OF VICTORIA.			
Eldon	409	..	37 16 8
Emily	1,070	..	98 19 6
Fenelon	157	..	14 10 6
Mariposa	1,232	..	113 0 9
Ops	900	..	83 5 0
Verulam	176	..	16 5 6
	3,934		363 17 11
20. COUNTY OF ONTARIO.			
Brock	1,158	..	107 2 4
Mara and Rama	386	..	35 14 1
Pickering	2,336	..	216 1 7
Reach	1,360	..	125 16 0
Scott	372	..	34 8 2
Seugog Island	101	..	9 6 10
Thorah	380	..	35 3 0
Uxbridge	688	..	63 12 9
Whitby	1,617	..	149 11 6
	8,398		776 16 3
21. COUNTY OF YORK.			
Etobicoke	961	..	88 17 10
Georgina	305	..	28 4 3
Gwillimbury, North	364	..	33 13 5
Gwillimbury, East	1,108	..	102 9 9
King	2,809	..	259 16 8
Markham	2,398	..	221 16 4
Scarborough	1,433	..	132 11 1
Vaughan	2,126	..	196 13 1
Whitechurch	1,332	..	127 16 8
York	2,505	..	231 14 3
	15,391		1,423 13 4
22. COUNTY OF PEELE.			
Albion	1,240	..	114 14 0
Caledon	1,070	..	98 19 6
Chinguacousy	2,045	..	189 3 3
Gore of Toronto	354	..	32 14 11
Toronto	1,781	..	164 14 10
	6,490		600 6 6

23. COUNTY OF SIMCOE.

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.		
			£	s.	d.
Adjala	680	@ 37 cts.	62	18	0
Essa	465	..	43	0	3
Flos	152	..	14	1	2
Gwillimbury, West... 1,233	..	..	114	1	1
Innisfil	572	..	52	18	3
Medonté	323	..	29	17	6
Mono	873	..	80	15	1
Mulmur	287	..	26	10	11
Nottawasaga	854	..	78	19	11
Orillia & Matchedash.. 250	..	..	23	2	6
Oro	870	..	80	9	6
Sunnidale	90	..	8	6	6
Tay and Tiny	268	..	24	6	6
Tecumseth	1,073	..	99	5	1
Tossorontio	188	..	17	7	9
Vestru	273	..	25	5	1
	8,446		781	5	1

24. COUNTY OF HALTON.

Esquesing	1,884	..	174	5	5
Nassagaweya	541	..	50	0	9
Nelson	1,209	..	111	16	8
Trafalgar	1,835	..	169	14	9
	5,469		505	17	7

25. COUNTY OF WENTWORTH.

Ancaster	1,062	..	98	4	8
Barton	300	..	27	15	0
Beverly	1,697	..	156	19	6
Binbrooke	460	..	42	11	0
Flamborough, East... 920	..	..	85	2	0
Flamborough, West... 998	..	..	92	6	4
Glanford	506	..	46	16	1
Saltfleet	710	..	65	13	6
	6,653		615	8	1

26. COUNTY OF BRANT.

Brautford.....	1,715	..	158	12	9
Burford	1,415	..	130	17	9
Dumfries, South	1,051	..	97	4	4
Oakland	184	..	17	0	5
Onondaga	560	..	51	16	0
	4,925		455	11	3

27. COUNTY OF LINCOLN.

Caistor	458	..	42	7	4
Clinton	819	..	75	15	2
Gainsborough	836	..	77	6	7
Grantham	976	..	90	5	6
Grimby	731	..	67	12	4
Louth	512	..	47	7	2
Niagara	673	..	53	0	2
	4,905		453	14	3

28. COUNTY OF WELLAND.

Bertie	849	..	78	10	6
Crowland	556	..	51	8	6
Humberstone	464	..	42	18	5
Pelham	685	..	63	7	3
Stamford	943	..	87	4	6

WELLAND—(Continued.)

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.		
			£	s.	d.
Therold	772	@ 37 cts.	71	8	3
Wainfleet	433	..	40	1	1
Willoughby	306	..	28	6	2
	5,008		463	4	3

29. COUNTY OF HALDIMAND.

Canborough	360	..	33	6	0
Cayuga, North.....	739	..	68	7	2
Cayuga, South.....	217	..	20	1	6
Dunn	255	..	23	11	9
Moulton and Sherbrooke. 745	..	..	68	18	2
Oneida	520	..	48	2	0
Rainham	590	..	54	11	6
Seneca	828	..	76	11	10
Walpole	1,191	..	110	3	2
	5,445		503	13	2

30. COUNTY OF NORFOLK.

Charlotteville	347	..	87	12	0
Houghton	607	..	56	3	0
Middleton	504	..	46	12	5
Townsend	1,816	..	167	19	7
Walsingham	1,004	..	92	17	6
Windham	763	..	70	11	6
Woodhouse	876	..	81	0	7
	6,517		602	16	6

31. COUNTY OF OXFORD.

Blandford	408	..	37	14	10
Blenheim	1,344	..	124	6	5
Dereham	1,240	..	114	14	0
Nissouri, East.....	700	..	64	15	0
Norwich	1,833	..	169	11	1
Oxford, North.....	347	..	32	2	0
Oxford, East	690	..	63	16	6
Oxford, West.....	603	..	55	15	6
Zorra, East	879	..	81	6	2
Zorra, West.....	1,082	..	100	1	3
	9,126		844	3	2

32. COUNTY OF WATERLOO.

Dunfries, North	1,028	..	95	1	9
Waterloo	2,570	..	237	14	6
Wellesley	1,260	..	116	11	0
Wilmot	1,927	..	178	4	11
Woolwich	1,103	..	102	0	6
	7,888		729	12	6

33. COUNTY OF WELLINGTON.

Amaranth	170	..	15	14	6
Arthur Luther, Minto. 479	..	..	44	6	2
Eramosa	840	..	77	14	0
Erin	1,105	..	102	4	3
Garafraza	663	..	61	6	6
Guelph	747	..	69	2	0
Maryborough.....	401	..	37	1	10
Nichol	833	..	77	1	1
Peel	843	..	77	19	6
Pilkington	714	..	66	0	11
Pushuch	1,203	..	111	5	6
	7,998		739	16	3

34. COUNTY OF GREY.

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.			
			£	s.	d.	
Artemesia	505	@ 37	cts.	46	14	3
Bentinck	717	..		66	6	6
Collingwood	70	..		6	9	6
Derby	56	..		5	3	7
Egremont	448	..		41	8	9
Euphrasia	203	..		18	15	6
Glengel	248	..		22	18	9
Holland	404	..		37	7	5
Melancthon and Proton.	257	..		23	15	6
Normanby	74	..		6	16	11
Osprey	155	..		14	6	9
St. Vincent	541	..		50	0	10
Sullivan	135	..		12	9	9
Sydenham	861	..		79	12	10
	4,674			432	6	10

35. COUNTY OF PERTH.

Blanchard	797	..		73	14	6
Downie	780	..		72	3	0
Easthope, North	826	..		76	8	1
Easthope, South	520	..		48	2	0
Ellice	394	..		36	8	11
Fullarton	603	..		55	15	6
Hibbert	829	..		76	13	8
Logan	1,006	..		93	1	1
Mornington	559	..		51	14	2
	6,314			584	0	11

36. COUNTY OF HURON.

Ashfield	448	..		41	8	8
Biddulph	709	..		65	11	8
Colborne	420	..		38	17	0
Goderich	927	..		85	15	0
Grey	96	..		8	17	6
Hay	280	..		25	18	0
Hullet	465	..		43	0	3
McGillivray	656	..		60	13	6
McKillop	768	..		71	0	9
Morris	70	..		6	10	0
Stanley	813	..		75	4	1
Stephen	425	..		39	6	3
Tuckersmith	639	..		59	2	2
Usborne	504	..		46	12	5
Wawanosh	425	..		39	6	3
	7,645			707	3	6

37. COUNTY OF BRUCE.

Arran	50	..		4	12	6
Brant	520	..		48	2	0
Bruce	50	..		4	12	6
Carrick and Culross	519	..		48	0	2
Elderslie	50	..		4	12	6
Greenock	298	..		27	11	4
Huron	234	..		21	12	11
Kincardine	540	..		49	19	0
Kinloss	236	..		21	16	6
Saugeen	290	..		26	16	6
	2,787			257	15	11

38. COUNTY OF MIDDLESEX.

Adelaide	822	..		76	0	8
Carradoc	887	..		82	1	0
Delaware	320	..		29	12	0

MIDDLESEX—(Continued.)

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.			
			£	s.	d.	
Dorchester, North.....	787	@ 37	cts.	72	16	0
Ekfrid	603	..		55	15	6
Lobo	897	..		82	19	6
London	2,337	..		216	3	6
Metcalfe	345	..		31	18	3
Mosa	694	..		64	3	10
Nissouri, West.....	762	..		70	9	8
Westminster	1,531	..		141	12	4
Williams	624	..		57	14	5
	10,609			981	6	8

39. COUNTY OF ELGIN.

Aldborough	379	..		35	1	2
Bayham	1,231	..		113	17	4
Dorchester, South.....	405	..		37	9	3
Dunwich	680	..		62	18	0
Malahide	1,153	..		106	13	0
Southwold	1,633	..		161	1	0
Yarmouth	1,562	..		144	9	8
	7,043			651	9	5

40. COUNTY OF KENT.

Camden and Zone.....	669	..		61	17	8
Chatham	519	..		48	0	2
Dover, East and West.	555	..		51	6	9
Harwich	848	..		78	8	9
Howard	1,011	..		93	10	4
Orford	449	..		41	10	8
Raleigh	900	..		83	5	0
Romney	170	..		15	14	6
Tilbury, East.....	270	..		24	19	6
	5,391			498	13	4

41. COUNTY OF LAMBTON.

Bosanquet	476	..		44	0	7
Brooke	235	..		21	14	9
Dawn	204	..		18	17	5
Enniskillen	46	..		4	5	1
Euphemia	561	..		51	17	9
Moore	587	..		54	6	0
Plympton	668	..		61	15	10
Sarnia	460	..		42	11	0
Sombra	534	..		49	7	11
Warwick	913	..		84	9	1
	4,684			433	5	5

42. COUNTY OF ESSEX.

Anderdon	340	..		31	9	0
Colchester	529	..		48	18	8
Gosfield	576	..		53	5	7
Maidstone	348	..		32	3	9
Malden	659	..		60	19	2
Mersea	416	..		38	9	7
Rochester	416	..		38	9	7
Sandwich	1,403	..		129	15	6
Tilbury, West.....	207	..		19	3	0
	4,894			452	13	10

Apportionment to Cities, Towns, and Villages for 1856.

CITIES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
Toronto	11,000	@ 37	cts. 1017 10 0
Hamilton	4,800	..	444 0 0
Kingston	3,800	..	351 10 0
London	3,600	..	333 0 0
Ottawa	2,800	..	259 0 0
	26,000		2,405 0 0
TOWNS.			
Belleville	1,436	..	132 16 7
Brantford	1,275	..	117 18 9
Brockville	1,100	..	101 15 0
Chatham	870	..	80 9 6
Cobourg	961	..	88 17 10
Cornwall	476	..	44 0 6
Dundas	924	..	85 9 5
Goderich	700	..	64 15 0
Niagara	818	..	75 13 5
Perth	500	..	46 5 0
Peterborough	609	..	56 6 8
Pictou	473	..	43 15 1
Port Hope	1,100	..	101 15 0
Prescott	609	..	55 10 0
St. Catharines	1,386	..	123 4 1
Whitby	508	..	46 19 9
	13,736		1,270 11 7
TOWN MUNICIPALITIES.			
Amherstburgh	600	..	55 10 0
Barrie	400	..	37 0 0
Guelph	960	..	88 16 0
Simcoe	520	..	48 2 0
Woodstock	720	..	66 12 0
	3,200		296 0 0
INCORPORATED VILLAGES.			
Berlin	368	..	34 0 9
Bowmanville	550	..	50 7 6
Brampton	288	..	26 12 9
Caledonia	262	..	24 4 9
Chippewa	343	..	31 14 7
Galt	693	..	64 2 1
Ingersoll	500	..	46 5 0
Napauee	366	..	33 17 2
Oshawa	320	..	24 12 0
Paris	613	..	56 14 1
Preston	335	..	30 19 9
St. Mary's	324	..	29 19 5
St. Thomas	431	..	39 17 4
Smith's Falls	276	..	30 10 7
Stratford	429	..	39 13 6
Thorold	403	..	37 5 6
Trenton	360	..	33 6 0
Windsor	324	..	29 19 5
Vienna	271	..	25 1 4
Yorkville	350	..	32 7 6
	7,806		703 11 0

Apportionment to Counties for 1856.

COUNTIES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
1. Glengarry	5,641	@ 37 cts.*	521 15 9
2. Stormont	4,077	..	377 2 5
3. Dundas	4,548	..	420 13 9
4. Prescott	3,643	..	336 19 5
5. Russell	1,196	..	110 12 6
6. Carleton	7,478	..	691 14 3
7. Grenville	5,830	..	539 5 6
8. Leeds	8,463	..	782 16 5
9. Lanark	7,163	..	662 11 5
10. Renfrew	2,976	..	275 5 7
11. Frontenac	5,422	..	501 10 7
12. Addington	4,304	..	398 2 4
13. Lennox	1,941	..	179 10 9
14. Prince Edward ..	4,938	..	456 15 3
15. Hastings	3,358	..	773 2 4
16. Northumberland ..	8,172	..	755 18 1
17. Durham	8,195	..	758 0 9
18. Peterborough	4,432	..	409 19 1
19. Victoria	3,934	..	363 17 11
20. Ontario	8,398	..	776 16 3
21. York	15,391	..	1,423 13 4
22. Peel	6,490	..	600 6 6
23. Simcoe	8,446	..	781 5 1
24. Wentworth	6,653	..	615 8 1
25. Halton	5,469	..	505 17 7
26. Brant	4,925	..	455 11 3
27. Lincoln	4,905	..	453 14 3
28. Welland	5,008	..	463 4 8
29. Haldimand	5,445	..	503 13 3
30. Norfolk	6,517	..	602 16 6
31. Oxford	9,126	..	844 3 2
32. Waterloo	7,888	..	729 12 8
33. Wellington	7,998	..	739 16 3
34. Grey	4,374	..	432 6 10
35. Perth	6,314	..	584 0 11
36. Huron	7,645	..	707 3 6
37. Bruce	2,787	..	257 15 11
38. Middlesex	10,609	..	981 6 8
39. Elgin	7,043	..	651 9 5
40. Kent	5,391	..	498 13 4
41. Lambton	4,684	..	433 5 5
42. Essex	4,894	..	452 13 10
	257,411		23,810 8 9
Total Counties	257,411	..	23,810 8 9
“ Cities	26,000	..	2,405 0 0
“ Town	13,736	..	1,270 11 7
“ Towns Municip. ..	3,200	..	296 0 0
“ Villages	7,806	..	722 1 0
Grand Total ..	308,153		28,504 1 4
Reserved as a basis on which to make an apportionment to Roman Catholic Separate Schools,.....£1,495 18 8			
Grand Total	£30,000		0 0

* Omitting fractions.

Appendix H.

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. Hector McRae	Charlottenburgh	Williamstown.
2. Angus McDonell.....	Kenyon	Alexandria.
3. William McEdward....	Lancaster	Lancaster.
4. The Rev. John R. 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. A. Worthington.....	Matilda.....	Matilda.
10. The Rev. James Harris.....	Mountain	South Mountain.
11. John G. McLaughlin.....	Williamsburgh	Morris.
12. John Irwin Ker.....	Winchester	Winchester.

IV. COUNTY OF PRESCOTT.

13. Humphrey Hughes.....	Alfred	Alfred.
14. John McMaster.....	Caledonia	Caledonia Springs.
15. James Gamble.....	Hawkesbury, East.....	East Hawkesbury.
16. Thomas Higginson.....	Hawkesbury, West.....	Vankleekhill.
17. John Pattee.....	Longueuil.....	L'Orignal.
18. Peter Georgen.....	Plantagenet, North.....	Plantagenet.
19. James Frythe.....	Plantagenet, South	Riceville.

V. COUNTY OF RUSSELL.

20. James Keays.....	Cambridge and Russell.....	Russell.
21. The Rev. John Edwards.....	Clarence ..	Clarence.
22. The Rev. Peter Lindsay, A.B.....	Cumberland	Cumberland.

VI. COUNTY OF CARLETON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
23. The Rev. John A. Morris.....	Fitzroy.....	Fitzroy Harbor.
24. The Rev. William McGill.....	Gloucester.....	} Richmond.
25. The Rev. C. B. Pettit, B. A....	Goulbourn, Gower North, and Marlborough.....	
26. The Rev. James Godfrey.....	Huntley and March.....	Bell's Corners.
27. The Rev. John L. Gourlay.....	Nepean.....	Aylmer, C. E.
28. The Rev. William Lohead....	Osgoode.....	Osgoode.
29. The Rev. Alex. Henderson....	Torbolton.....	Fitzroy Harbor.

VII. COUNTY OF GRENVILLE.

30. James Clapperton.....	Augusta.....	Prescott.
31. William B. Imrie.....	Edwardsburgh.....	Spencerville.
32. The Rev. Jos. Anderson, A.M.	Gower South.....	Heck's Corners.
33. Andrew Holmes.....	Oxford.....	Kemptville.
34. The Rev. Ebenezer Morris....	Wolford and Montague*.....	Merrickville.

VIII. COUNTY OF LEEDS.

35. Lewis Chipman.....	Bastard and Burgess South...	Harlem.
36. William Robert Taylor.....	} Crosby, North and South } } Bedford, Olden et Oso.† }	} Newboro'.
37. Jacob A. Brown.....			Elizabethtown.....	Brockville.
38. Edward F. Weeks.....	Elmsley South.....	South Elmsley.
39. Robert W. Ferguson.....	Kitley.....	Frankville.
40. Henry P. Washburn.....	Leeds and Lansdown Rear...	Beverly.
41. Thomas Vanston.....	} Leeds and Lansdown Front, } } and Yonge and Escott Front }	} Escott.
42. Arza Parish.....			Yonge and Escott Rear.....	Farmersville.

IX. COUNTY OF LANARK.

43. John A. Murdoch.....	} Bathurst, Dalhousie, Darling, } } Drummond, Lanark, Lavant, } } Sherbrooke North and South. }	} Perth.		
44. The Rev. Duncan Morrison...			Beckwith.....	Franktown.
45. The V. Rev. J.H. McDonough.			Burgess North.....	Perth.
46. The Rev. John Bell Worrell...	Elmsley North.....	Smith's Falls.		
47. The Rev. Alex. Mann, A. M....	Pakenham.....	Pakenham.		
48. The Rev. John McMorine.....	Ramsay.....	Ramsay.		

* Montague is a Township in the County of Lanark.

† Bedford, Olden and Oso are Townships in the County of Frontenac.

X. COUNTY OF RENFREW.

<i>Name.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
49. George Brown.....	{ Admaston, Frazer, Grattan } and Wilberforce	Douglas.
50. F. Devine.....	Bagot and Blithfield.....	Bagot.
51. The Rev. James A. Strain.....	Bromley and Brougham	Eganville.
52. George Ross.....	Horton and Ross	Renfrew.
53. The Rev. S. C. Frazer, A. M.....	McNab	White Lake.
54. Andrew Irving.....	Pembroke and Stafford.....	Pembroke.
55. The Rev. Richard Hammond..	Westmeath.....	Westmeath.

XI. COUNTY OF FRONTENAC.

56. John Irvine.....	Kingston.....	Elginburgh.
57. Asa Philips.....	Loughborough.....	Loughborough.
58. The Rev. E. C. Bower.....	Pittsburgh and Howe Island..	Kingston.
59. James J. McDonald.....	Portland and Hinchinbrooke.	Spike's Corners.
60. John Spring.....	Storrington	Storrington.
61. Edward Murray.....	Wolfe Island.....	Wolfe Island.

XII. COUNTY OF ADDINGTON.

62. Daniel Fowler.....	Amherst Island.....	Amherst Island.
63. The Rev. Paul Shirley.....	Camden East and Sheffield....	Camden East.
64. Robert Aylsworth	Ernestown.....	Millcreek.

XIII. COUNTY OF LENNOX.

65. John J. Watson.....	Adolphustown.....	Adolphustown.
66. The Rev. John A. Mulock....	Fredericksburgh.....	Fredericksburgh.
67. Ephraim A. Dunham.....	Richmond	Napanee.

XIV. COUNTY OF PRINCE EDWARD.

68. John B. Denton.	{ Ameliasburgh, Athol, Hallo- } well, Hillier, Marysburgh } and Sophiasburgh.....	Picton.
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XV. COUNTY OF HASTINGS.

69. The Rev. J. Sanderson.....	Elzevir, Madoc and Tudor....	Madoc.
70. John Johnstone.....	Hungerford.....	Tweed.
71. James J. Ryan.....	Huntingdon	West Huntingdon.

XV.—COUNTY OF HASTINGS—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
72. George Wiggins.....	Marmora	Marmora.
73. Joshua McLean, M. D.....	Rawdon	Stirling.
74. Thomas D. Farley.....	Sidney	Belleville.
75. Abraham Diamond	Thurlow.....	Do.
76. Frederick Warwick.....	Tyendinaga	Shannonville.

XVI. COUNTY OF NORTHUMBERLAND.

77. Edward Scarlett.....	{ Alwick, Brighton, Cramahe, Haldimand, Hamilton, Mo- naghan, South, Murray, Percy, Seymour..... }	Haldimand.
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XVII. COUNTY OF DURHAM.

78. The Rev. William Logan.....	Cartwright and Manvers.....	Manvers.
79. The Rev. T. W. Allen.....	Cavan.....	Cavan.
80. The Rev. Henry Brent.....	Clarke.....	Newcastle.
81. The Rev. John Climie	Darlington.....	Bowmanville.
82. The Rev. Jonathan Shortt.....	Hope	Port Hope.

XVIII. COUNTY OF PETERBOROUGH.

83. Thomas W. Poole, M. D... ..	Asphodel and Belmont.....	Norwood.
84. Robert Casement.....	Douro.....	North Douro.
85. George Arundel Hill.....	Dummer and Burleigh.....	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. The Rev. William Briden.....	Emily.....	Emily.
91. The Rev. Gilbert Tweedie.....	Fenelon and Mariposa.....	Mariposa.
92. A. Lacourse.....	Ops	Lindsay.
93. George Bick.....	Verulam.....	Bobcaygeon.

XX. COUNTY OF ONTARIO.

94. Joseph Richard Thompson.....	Brock.....	Cannington.
95. D. G. Hewett.....	Mara and Rama.....	Atherly.

XX.—COUNTY OF ONTARIO—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
96. The Rev. J. Durrant.....	Pickering.....	Stouffville.
97. The Rev. R. Monteath.....	Reach and Scugog.....	Reach.
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, B. A.....	Etobicoke.....	Woodbridge.
102. H. Moore.....	{ Georgina and Gwillimbury, North..... }	Georgina.
103. J. T. Stokes.....	Gwillimbury, East.....	Newmarket.
104. The Rev. J. Adams.....	King.....	Nobleton.
105. The Rev. George S. J. Hill.....	Markham.....	Markham.
106. The Rev. William Belt, B. A.....	Scarborough.....	Scarborough.
107. Thomas Ryne, M. D.....	Whitchurch.....	Newmarket.
108. The Rev. H. C. Cooper, B. A.....	Vaughan.....	Mimico.
109. The Rev. Richard Jones.....	York.....	Eglinton.

XXII. COUNTY OF PEEL.

110. The Rev. H. B. Osler.....	Albion.....	Lloydtown.
111. The Rev. R. J. Williams.....	Caledon.....	Alton.
112. The Rev. James Pringle.....	{ Chinguacousy, and Gore of Toronto..... }	Brampton.
113. The Rev. Thos. Leach.....	Toronto.....	Do.

XXIII. COUNTY OF SIMCOE.

114. James Hart.....	Adjala.....	Kenansville.
115. The Rev. S. B. Ardagh, A. M.....	{ Innisfil, Vespra and Sunni- dale..... }	Barrie.
116. The Rev. William Fraser.....	Essa and Gwillimbury West.....	Bond Head.
117. The Rev. S. Brownell.....	Flos and Matchedash.....	Flos.
118. Henry A. Clifford.....	Medonte.....	Do.
119. The Rev. J. Fletcher, A. B.....	{ Mono, Mulmur, and Tosso- rontio..... }	Mono Mills.
120. The Rev. J. Campbell.....	Nottawasaga.....	Nottawasaga.
121. The Rev. John Gray.....	Orillia and Oro.....	Orillia.
122. William Simpson.....	Tay and Tiny.....	Penetanguishine.
123. The Rev. F. L. Osler, M. A.....	Tecumseth.....	Bond Head.

XXIV. COUNTY OF HALTON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
124. The Rev. John Armour.....	Esquesing.....	Esquesing.
125. Angus Stewart	Nassagaweya.....	Eden Mills.
126. The Rev. Thos. Greene, A.B. Nelson.....		Port Nelson.
127. The Rev. James Nisbet.....	Trafalgar	Oakville.

XXV. COUNTY OF WENTWORTH.

128. Richard H. Cradock.....	Ancaster.....	Dundas.
129. The Rev. William McClure...	Barton.....	Hamilton.
130. The Rev. John Porteous.....	Beverley.....	Kirkwall.
131. The Rev. George Cheyne.....	Binbrook and Saltfleet.....	Stony Creek.
132. Andrew Hall.....	Flamborough East.....	Waterdown.
133. John R. Stewart	Flamborough West.....	Strabane.
134. The Rev. George A. Bull.....	Glanford.....	Hamilton.

XXVI. COUNTY OF BRANT.

135. The Rev. Alex. A. Drummond.	Brantford.....	Brantford.
136. The Rev. William Hay.....	Burford and Oakland	Scotland.
137. The Rev. John Dunbar.....	Dumfries South.....	Glenmorris.
138. Robert Alger.....	Onondaga	Brantford.

XXVII. COUNTY OF LINCOLN.

139. Andrew Wilson.....	Caistor	Smithville.
140. The Rev. William Hewson ...	Clinton.....	Beamsville.
141. Jacob Kennedy.....	Gainsborough	Smithville.
142. Angus Cooke.....	Grantham	St. Catherines.
143. Jonathan Wolverton, M. D....	Grimsby	Grimsby.
144. Philip Gregory	Louth.....	Port Dalhousie.
145. The Rev. Henry Taylor.....	Niagara	Queenston.

XXVIII. COUNTY OF WELLAND.

146. P. T. Kempson, M. D.....	Bertie	Fort Erie.
147. Alexander Reid.....	Crowland	Crowland.
148. W. F. Haney, M. D.....	Humberstone....	Stonebridge.
149. The Rev. S. W. Folger.....	Pelham	Fonthill.
150. John Roberts.....	Stamford.....	Drummondville.
151. John Radcliff.....	Thorold.....	Allanburgh.
152. Sayers S. Hagar.....	Wainfleet	Merrittsville.
153. The Rev. W. M. Christie.....	Willoughby.....	Chippewa.

XXIX. COUNTY OF HALDIMAND.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
154. Thomas C. Pinkett.....	Canborough.....	Canboro.
155. Alexander Winram.....	Cayuga North.....	Cayuga.
156. Abraham Nash.....	Cayuga South.....	South Cayuga.
157. Theodore Sheehan.....	Dunn.....	Dunnville.
158. John Mylne.....	Moulton and Sherbrooke.....	Dunville.
159. The Rev. Andrew Ferrier, D.D.....	Oneida.....	Seneca.
160. William Jones.....	Rainham.....	Rainham Centre.
161. W. Hursell.....	Seneca.....	York.
162. John Heasman.....	Walpole.....	Balmoral.

XXX. COUNTY OF NORFOLK.

163. James Covernton.....	Charlotteville.....	Vittoria.
164. Andrew Harvey.....	Houghton.....	Vienna.
165. John Philipson.....	Middleton.....	Delhi.
166. The Rev. Aaron Slaght, Jr.....	Townsend.....	Waterford.
167. John A. Backhouse.....	Walsingham.....	Walsingham.
168. Daniel Wesley Freeman.....	Windham.....	Simcoe.
169. The Rev. R. S. Birch.....	Woodhouse.....	Port Dover.

XXXI. COUNTY OF OXFORD.

170. Benjamin Ellison.....	{ Blandford, Oxford East and Zorra East..... }	Woodstock.
171. The Rev. George Murray.....	Blenheim.....	Princeton.
172. Isaac Piper.....	Dereham.....	Mount Elgin.
173. O. B. Foden.....	Nissouri East.....	Nissouri.
174. The Rev. Robert Rodgers.....	Norwich, North.....	Norwich.
175. Francis Cameron.....	Norwich, South.....	Springford.
176. Gilbert Telfer.....	Oxford North.....	Ingersoll.
177. The Rev. W. C. Beardsall.....	Oxford West.....	Ingersoll.
178. The Rev. Donald McKenzie.....	Zorra West.....	Embro.

XXXII. COUNTY OF WATERLOO.

179. Robert Brydon.....	Dumfries North and Waterloo.....	Galt.
180. Alex. Buchanan.....	Wellesley.....	Wellesley.
181. The Rev. James Sim.....	Woolwich.....	Hawkesville.
182. The Rev. Jacob Van Linge.....	Wilmot.....	Hamburgh.

XXXIII. COUNTY OF WELLINGTON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
183. Alex. Dingwal Fordyce.....	{ North Riding:—Amaranth, Arthur, Garafraxa, Luther, Maryborough, Minto, Nichol, Peel and Pilkington }	Fergus.
184. The Rev. Robert Torrance.	{ South Riding:—Eramosa, Erin, Guelph and Puslinch }	Guelph.

XXXIV. COUNTY OF GREY.

185. Thomas Gordon.....	{ First School District:—Der- by, Holland, Sullivan and Sydenham..... }	Owensound.
186. The Rev. A. Stewart.....	{ Second School District:— Bentinck, Glenelg, Egremont and Normanby..... }	Bentinck.
187. The Rev. J. F. A. S. Fayette.	{ Third School District:—Col- lingwood, Euphrasia and St. Vincent..... }	St. Vincent.
188. William Ferguson.....	{ Fourth School District:— Artemesia, Melancthon, Osprey and Proton..... }	Priceville.

XXXV. COUNTY OF PERTH.

189. The Rev. Thos. McPherson.	{ Blanchard, Downie, East- hope, North and South, Ellice, Elma, Fullarton, Hibbert, Logan, Morning- ton and Wallace..... }	Stratford.
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XXXVI. COUNTY OF HURON.

190. John Nairn.....	{ Ashfield, Biddulph, Col- borne, Goderich, Grey, Hay, Howick, Hullet, McGillvray, McKillop, Morris, Stanley, Stephen, Tuckersmith, Turnberry, Usborne and Wawanosh. }	Goderich.
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XXXVII. COUNTY OF BRUCE.

191. The Rev. J. H. McNaughton.	Arran, Elderslie and Saugeen.	Saugeen.
192. John Eckford.....	{ Brant, Carrick, Culross and Greenock..... }	Brant.
193. William Gunn.....	{ Bruce, Huron, Kincardine and Kinloss..... }	Inverhuron.

XXXVIII. COUNTY OF MIDDLESEX.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
194. The Rev. Richard Saul.....	Adelaide.....	Adelaide.
195. Archibald Campbell.....	{ Carradoc, Delaware & Wil- liams	} Amiens.
196. Donald Cameron.....	Dorchester North	Nilestown.
197. The Rev. W. R. Sutherland.....	Ekfrid	Strathburn.
198. The Rev. C. C. Brough, A. B.....	London	London.
199. The Rev. William Skinner.....	Lobo	Lobo.
200. The Rev. William Ames	Mosa.....	Wardsville.
201. George Richardson.....	Metcalf.....	Katesville.
202. Charles Hardy.....	Nissouri West.....	Wyton.
203. Adam Murray.....	Westminster.....	London.

XXXIII. COUNTY OF ELGIN.

204. The Rev. Edmund Sheppard.....	{ East Riding: — Bayham, Dorchester, South, Mala- hide and Yarmouth	} Temperanceville.
205. Archibald McLachlin.....	{ West Riding: — Aldbo- rough, Dunwich & South- wold.....	} St. Thomas.

XL. COUNTY OF KENT.

206. David Mills	{ Camden, Chatham, Dover East and West, Harwich, Howard, Oxford, Raleigh, Romney, Tilbury East and Zone	} Clearville.
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XLI. COUNTY OF LAMBTON.

207. The Rev. John Gunne.....	Brooke, Dawn and Euphemia	Florence.
208. The Rev. Alfred Chute.....	Bosanquet	Bosanquet.
209. Wellington Brichan.....	Enniskillen*.....	Ennis.
210. The Rev. Mr. Williams.....	Moore.....	Moore.
211. Christopher Blunden.....	Plympton	Hillsboro.
212. The Rev. David Walker.....	Sarnia.....	Port Sarnia.
213. Absalom Dingman.....	Sombra.....	Sombra.
214. The Rev. Daniel Macallum.....	Warwick	Warwick.

XLII. COUNTY OF ESSEX.

215. Joseph A. Berthelot.....	Anderdon	Amherstburgh.
216. The Rev. F. Gore Eliot.....	Colchester.....	Colchester.
217. James King.....	Gosfield.....	Kingsville.

* This Township being under a Board of School Trustees the Local Superintendent is appointed by that body.

 XLII. COUNTY OF ESSEX—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
218. John Murray.....	Maidstone.....	Maidstone.
219. James Kevill.....	Malden.....	Amherstburgh.
220. Jonathan Wigfield.....	Mersea.....	Mersea.
221. Francis Graham.....	Rochester.....	Belle River.
222. Chas. A. Casgrain.....	Sandwich.....	Sandwich.
223. Alexander Craig.....	Tilbury West.....	Comber.

 No. 2.—*The Cities.*

	<i>Municipalities.</i>
224. T. W. Ambridge.....	Hamilton.
225. C. W. Cooper.....	Kingston.
226. The Rev. William F. Clarke.....	London.
227. Alexander Workman.....	Ottawa.
228. George Anthony Barber.....	Toronto.

 No. 3.—*The Towns.*

229. The Rev. Henry D. Powis.....	Belleville.
230. The Rev. Alexander A. Drummond*.....	Brantford.
231. The Rev. John McMurray.....	Brockville.
232. Thomas Cross, M. D.....	Chatham.
233. John Beatty, Jr., M.D.....	Cobourg.
234. Charles Pool.....	Cornwall.
235. The Rev. M. Y. Stark.....	Dundas.
236. The Rev. Alexander McKid.....	Goderich.
237. John Rogers.....	Niagara.
238. W. H. Oliver.....	Paris.
239. William O. Buell.....	Perth.
240. John Edwards.....	Peterborough.
241. George Gillespie, M. D.....	Pictou.
242. The Rev. Jonathan Shortt*.....	Port Hope
243. The Rev. Robert Boyd, A. M.....	Prescott.
244. The Rev. Thomas T. Robarts, M. A.....	St. Catharines.
245. The Rev. John Gerrie.....	Whitby.

 No. 4.—*The Town Municipalities.*

246. John McLeod.....	Amherstburgh.
247. The Rev. William McFadden.....	Barrie.
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. The Rev. John Climie*.....	Bowmanville.
253. The Rev. Andrew T. Holmes, A. M.....	Brampton.
254. William McCargow.....	Caledonia.
255. The Rev. W. M. Christie*.....	Chippewa.
256. The Rev. James Strang.	Galt.
257. Charles E. Chadwick.....	Ingersoll.
258. The Rev. W. B. Lauder, A. B.....	Napanee.
259. The Rev. Robert H. Thornton*.....	Oshawa.
260. Otto Klotz.....	Preston.
261. The Rev. Archibald Lampman.....	St. Marys.
262. The Rev. John Fraser, A. B.....	St. Thomas.
263. The Rev. John Bell Worrell*.....	Smith's Falls.
264. John Stewart.....	Stratford.
265. The Rev. Wm. Dickson.....	Thorold.
266. F. J. McGuire.....	Trenton.
267. Simon Newcomb.....	Vienna.
268. S. S. Macdonell, M. A., B. C. L.....	Windsor.
269.	Yorkville.

Mem.—The following incorporations take effect on the 1st January, 1857:—

Towns: *Galt* changed from Village to Town.

Owensound—newly incorporated.

Sarnia—newly incorporated.

Town with Municipality only: *Clifton*—newly incorporated.

Village: *Newcastle*—newly incorporated.

* Local Superintendents in the Townships.

R E T U R N

To an Address from the Legislative Assembly, of the 28th ultimo, for a statement relative to Educational Institutions.

By Command.

GEO. ET. CARTIER,

Secretary.

SECRETARY'S OFFICE,

Toronto, 12th May, 1856.

(171.)

AUDITOR'S OFFICE,

Toronto, May 9th, 1856.

Sir,—I have the honor to enclose a Tabular Statement of the Returns made to this office, by the various Educational Institutions receiving aid from the Province. The course of instruction pursued in each has been omitted in this Statement, as from the nature of the Returns, they cannot be compressed into a General Statement. For future years it is proposed to send blank forms, embodying the principal features of the information required on this subject, so as to ensure greater uniformity in the Returns.

I have the honor to be,
Your obedient Servant,

JOHN LANGTON.

Auditor.

The Honorable G. E. CARTIER,
Provincial Secretary.

(169.)

AUDITOR'S OFFICE,

Toronto, May 8, 1856.

Sir,—I have the honor to acknowledge receipt of your letter of this day, requesting me to furnish such portion of the information required by the annexed Resolution of the House of Assembly, as the Returns in my possession will enable me to supply, so far as Victoria and Regiopolis Colleges are concerned, as the Presidents of those Institutions have referred to those Returns as containing the desired information.

The Returns made to me do not mention the number of graduates, nor do they distinguish between matriculated and other students, or day students, and their standing in the Colleges, neither are their residences or religions mentioned, or their ages further than to distinguish those above and those under 16.

The following are the only facts I can furnish :—

VICTORIA COLLEGE.

PROFESSORS.—9.

STUDENTS.—Under 16,—65; above 16,—157; including the Preparatory School.

Expenditure in 1855	£1700	0	0
Income from Government Grant	£750	0	0
Tuition Fees	575	0	0
			1325 0 0
Balance charged to Endowment Fund	£ 375	0	0

COURSE OF STUDY IN FACULTY OF ARTS.

1st Year.—Virgil (6 books), Livy, Xenophon (Anabasis, 3 books), Herodotus, Smith's Greek and Roman Antiquities, Arnold's Latin and Greek Prose, Algebra, Geometry, French, Chemistry, Taylor's Universal History, Elocution, and English Composition.

2nd Year.—Horace, Cicero (in Catalinam), Iliad (4 books), Xenophon's (Memorabilia, 3 books), Walker's Lucian, Arnold's Latin Prose Composition, Geometry, Plane & Spherical Trigonometry, Mensuration, Surveying, Navigation, and Levelling, Cutter's Physiology, French, Logic, Elocution, & English Composition.

3rd Year.—Plautus (Captivi), Tacitus (Germania & Agricola), Cicero (de Officiis), Euripides (Medea), Sophocles, (cedhus Rex), Thucydides (book I), Greek Testament, French, Conic Sections, Olmsted's Mechanical Philosophy, Brewster's Optics, Gray's Geology, Reid on the Intellectual Powers, Stewart's Active and Moral Powers, Whately's Rhetoric, Elocution, and English Composition.

4th Year.—Cicero (de Oratore & de Legibus), Demosthenes (de Ceronia), Plato (contra Atheos), Olmsted's Astronomy, French, Paley's Evidences and Natural Theology, Elocution, and English Composition..

REGIOPOLIS COLLEGE.

PROFESSORS,—6.

STUDENTS.—Under 16,—50; above 16,—20; not including a numerous preparatory school.

EXPENDITURE in 1855

Income from Government grant £750, and the interest on an investment of £1050.

Course of Study similar to that in the best Educational Institution of Lower Canada, viz:—

English, French, Latin, Greek, Belles Lettres, Rhetoric, Logic, Metaphysics, Ethics, Theology, Music, Drawing, Book-keeping, Arithmetic, Algebra, Theoretical and Practical Geometry.

In Classics the books used are, Cornelius Nepos, Cæsar, Sallust, Livy, Tacitus, Cicero, Ovid, Virgil, Horace, Terence, Plautus, Lucian, Homer, Xenophon, Herodotus, Demosthenes, and a selection from the Greek and Latin Fathers.

The course in Philosophy is that of De Ramm.

In Theology, Bouvier and Ligorio are the Authors mostly followed.

In Mathematics, &c., the books used in the University of Cambridge are those followed.

I have the honor to be, your obedient Servant,

JOHN LANGTON, Auditor.

The Honorable G. E. CARTIER,
Provincial Secretary.

RETURN OF COLLEGES IN UPPER CANADA RECEIVING AID FROM GOVERNMENT, 1855.

NAME OF INSTITUTION.	GOVERNING BODY.	Professors.	SCHOLARS.		Total.	Government Grant.			Expenditure.			REMARKS.
			Under 16.	Over 16.		£	s.	d.	£	s.	d.	
Belleville College	Corporate Body	not in operation				500	0	0				
Queen's do Kingston	27 Trustees	11	7	87	94	1000	0	0	3526	0	0	
Regiopolis do	Corporate Body	6	50	20	70	750	0	0	1100	0	0	
Roman Catholic do Bytown	do	9	78	58	136	200	0	0	not stated.			
St. Michael's do Toronto	do	8	52	30	82	350	0	0	2000	0	0	
Upper Canada do do	Senate of University of Toronto	12	128	44	172	1111	2	2	6201	16	5	
Victoria do Cobourg	Corporate Body	9	65	157	222	750	0	0	1700	0	0	

RETURN OF COLLEGES IN LOWER CANADA,

NAME OF INSTITUTION.	GOVERNING BODY.	PROFESSORS.	SCHOLARS.		Total.
			Under 16.	Over 16.	
Chambly, College of St. Pierre.....	Clerks of St. Viateur.....	8	108	26	134
Côteau-du-Lac College	Not in operation.....				
Joliette do	Clerks of St. Viateur.....	12	210	30	240
L'Assomption do		14	not sta	ted.	121
Lennoxville, Bishop's College	Bishops of Quebec and Mont- real, Trustees and Council	3		17	17
Nicolet College	Five Directors.....	13	157	137	294
Point Levy, College of Notre Dame..		12	228	17	245
Rigaud, do of Vaudreuil.....	Clerks of St. Valeur	7	22	78	100
St. Anne de la Pocatière, Kamouraska.		19	81	83	164
St. Marie de la Beauce, Beauce					
St. Michel, Bellechasse	School Commissioners	5	120	22	142
St. Francis, Richmond	Trustees	4	18	14	32
St. Hyacinthe College	Corporate Body	24	170	173	343
St. Marie de Monnoir College		6	82	14	96
St. Vincent de Paul, Laval College ..		4	110	5	115
St. Thérèse College	Corporate Body	14	88	51	139
Terrebonne, Masson College		12	169	20	189
Verchères College	School Commissioners	6	152	12	164
McGill College	Royal Institution.....	22	3	106	109
St. Marie's College, Montreal	Corporate Body	15	124	45	169

RETURN OF HIGH SCHOOLS IN LOWER CANADA,

NAME OF INSTITUTION.	GOVERNING BODY.	TEACHERS.		SCHOLARS.	
		Males.	Females.	Under 16.	Over 16.
Barnston High School	15 Directors	1	2	Not sta	ted.
Cookshire do	5 Trustees	2	0	24	15
Compton do	5 do	3	3	44	16
Dunham do	4 do	2	3	30	22
Georgeville do	3 do	1	0	56	14
Lachute do	5 Directors	3	1	94	116
Montreal do	McGill College				
Missisquoi do	6 Trustees	3	1	42	12
Phillipsburgh do	3 do	2	0	29	11
Quebec do	15 Directors	4	0	149	6
St. John's do	Lord Bishop of Montreal	4	0	54	15
St. Jean's Academy, Island of Orleans	Curé	1	0	41	2
Sutton High School.....	5 Directors elected.....	1	3	20	30
Varenes do	Curé	5	0	126	5

RECEIVING AID FROM GOVERNMENT, 1855.

I N C O M E.									Total.	Expenditure.			REMARKS.			
Government Grant.			School Commissioners.			Other Sources.				£	s.	d.		£	s.	d.
£	s.	d.	£	s.	d.	£	s.	d.	£				s.				d.	£	s.	d.
(1.)	400	0	0			380	0	0	780	0	0	530	15	0	(1) £100 for building.	
	50	0	0						50	0	0					
	100	0	0	55	0	0	394	13	4	549	13	4	529	10	0	
(2.)	600	0	0						600	0	0	not sta	ted.		(2) £300 for do.	
	450	0	0			950	0	0	1400	0	0	1092	10	0		
(3.)	800	0	0			2725	6	7½	3525	6	7½	3601	7	11½	(3) £200 for do.	
(4.)	550	0	0			1513	11	1½	2063	11	1½	2470	13	5½	(4) £300 for do.	
(5.)	350	0	0	90	0	0	76	0	416	0	0	443	15	0	(5) £100 for do.	
(6.)	1300	0	0			363	0	0	1663	0	0	1413	14	10½	(6) £900 for do.	
(7.)	200	0	0						200	0	0				(7) for do.	
(8.)	350	0	0	Not sta	ted.	142	10	0	492	10	0	342	10	0	(8) £158 for do.	
	300	0	0			1010	0	0	1310	0	0	1310	0	0		
	500	0	0			500	0	0				4000	0	0		
(9.)	200	0	0	35	0	0									(9) £100 for do.	
(10.)	250	0	0	68	0	0	382	10	0	692	10	0	542	10	0	(10) £150 for do.
(11.)	700	0	0									1358	16	9	(11) £300 for do.	
(12.)	250	0	0	50	0	0	729	0	0	1029	0	0	1000	0	0	(12) £150 for do.
	100	0	0			367	10	0	467	10	0	467	10	0		
(13.)	1750	0	0			4388	7	1	5638	7	1	5638	7	1	(13) £1250 for debt.	
(14.)	800	0	0			2815	15	0	3615	15	0	3332	2	0	(14) £500 for building.	

RECEIVING AID FROM GOVERNMENT, 1855.

Total.	I N C O M E.						Expenditure.			REMARKS.
	Government Grant.			Other Sources.			£	s.	d.	
£	s.	d.	£	s.	d.	£				s.	d.
50	50	0	0			210	10	0		
39	50	0	0			250	0	0		
60	50	0	0	43	0	86	14	11		
52	100	0	0			275	0	0		
70	50	0	0	12	0	80	0	0		
210	75	0	0			150	0	0		
570						2500	0	0		
54	50	0	0	50	0	300	0	0		
40	50	0	0			150	0	0		
155	232	4	6			1000	0	0		
69	100	0	0			1105	0	0		
43	50	0	0			400	0	0		
50	75	0	0			150	0	0		
131	75	0	0	175	0	Not sta	ted.			

RETURN OF EDUCATIONAL INSTITUTIONS IN LOWER

NAME OF INSTITUTION.	GOVERNING BODY.	TEACHERS.		SCHOLARS.					
		Males.	Females.	Boys.		Girls.		NOT CLASSED.	
				Under 16.	Over 16.	Under 16.	Over 16.	Under 16.	Over 16.
Aylmer Academy	7 Directors	2						33	15
Abenaki Indian School	Indian Missionary	1						24	
Beloeil Superior do	School Commissioners	1	1					54	1
Berthier Academy	Trustees	2						80	12
Beauharnois Girls' Academy	Sisters		5			142	9		
do Boys' do		4		119	1				
Baie St. Paul, Convent	Sisters		3			80			
Buckingham Academy	Trustees	1		22	5				
Bedford School	do	2		26	8				
Colonial C. and S. Society School	The Society	1						35	15
Clarendon School	Trustees	1						9	7
Clarenceville Academy	9 Directors	1	1					47	29
Charleston do	8 Trustees	1	3					90	77
Cassville Slect School	5 do	2	3					32	27
Chambly Girls' do	Convent		4			60			
Cacouna Sisters Academy	Not in operation								
Cap Santé Girls' School	Curé					45	5		
do Academy	Curé and Trustees	1						25	1
Cowansville Female Academy	Committee of Directors		2			25	29		
Commercial School, Quebec	Mr. Juneau	4		96	16				
Danville Academy	3 Trustees elected	1	3					32	34
Deschambault, St. Joseph	School Commissioners	1	1	34		30			
Dudswell School		1						27	3
East Farnham Academy	5 Trustees	2		26	28				
Granby do	Special Commissioners	2	1	25	28	36	16		
Gentilly Superior School	Trustees		1			55	1		
Knowlton Academy	The Clergyman in charge	1	1					35	10
Long Pointe do	Not in operation								
Lorette Indian School, Females	Indian Missionary	1				20			
do do, Males	Commissioner	1		23					
Longueuil Female Academy	5 Sisters		29			267	26		
L'Islet Male School	Commissioners	3		89	10				
do Female do	do		2			89	1		
Laprarie Academy	School Commissioners	2						60	10
Montreal School of St. Jacques	R.C. Bishop, and Committee of 15	2		208		155			
do American Presbyterian Free School	Trustees	1	1					247	
do B. and C. School	Committee	1	1	134		143	3		
do National do	do	1	1	56		63			
Montmagny Female Academy	School Commissioners		5			158	6		
Normal and Model School, Montreal	Colonial C. & S. Society	9	12					340	20
Nicolet Female School	School Commissioners		3			77			

CANADA, RECEIVING AID FROM GOVERNMENT, 1855.

Total No. of Scholars.	INCOME.									Total.	Expenditure.			REMARKS.	
	Government Grant.			School Commissioners.			Other Sources.				Total.				
	£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.		£	s.	d.
48	175	0	0				75	1	3	250	1	3	171	18	2
24	50	0	0							50	0	0	50	0	0
55	100	0	0	Not stat ed.			Not stat ed.			Not stat ed.			225	0	0
92	100	0	0				57	10	0	157	10	0	163	0	0
151	50	0	0	50	0	0	Not stat ed.			Not stat ed.			500	0	0
120	50	0	0							50	0	0	Not stat ed.		
80	37	10	0	Not stat ed.			Not stat ed.			Not stat ed.			Not stat ed.		
27	50	0	0				200	0	0	250	0	0	250	0	0
34	50	0	0				Not stat ed.			Not stat ed.			132	0	0
50	50	0	0				78	13	4	128	13	4	122	13	4
16	50	0	0				50	0	0	100	0	0	100	0	0
76	100	0	0				77	0	0	177	0	0	177	0	0
167	100	0	0				71	11	10	171	11	10	168	1	6
59	50	0	0				72	17	10	122	10	0	192	17	10
60	50	0	0				250	0	0	300	0	0	300	0	0
	50	0	0							50	0	0			
50	50	0	0				Not stat ed.			Not stat ed.			175	0	0
26	50	0	0				24	10	0	74	10	0	89	11	2
54	50	0	0				44	5	11	94	5	11	90	2	4
112	(1.) 50	0	0				200	0	0	250	0	0	250	0	0
66	75	0	0				150	0	0	225	0	0	225	0	0
64	50	0	0	34	18	4	22	13	4	107	11	8	107	11	8
30	50	0	0				50	0	0	100	0	0	100	0	0
54	75	0	0				Not stat ed.						125	0	0
105	100	0	0				82	13	3	182	13	3	Not stat ed.		
56	50	0	0							50	0	0	45	0	0
45	100	0	0				100	0	0	200	0	0	200	0	0
	50	0	0							50	0	0			
20	37	10	0							37	10	0	41	0	0
23	37	10	0							37	10	0	50	0	0
293	50	0	0				2635	0	0	2685	0	0	2685	0	0
99	50	0	0				100	0	0	150	0	0	100	0	0
90	37	10	0				55	0	0	92	10	0	55	0	0
70	50	0	0	Not stat ed.			Not stat ed.			Not stat ed.			180	0	0
363	(2.) 350	0	0				50	0	0	400	0	0	400	0	0
247	100	0	0				4	15	0	104	15	0	104	15	0
280	200	0	0	Not stat ed.			Not stat ed.			Not stat ed.			271	8	3
119	111	2	3				163	17	9	275	0	0	275	0	0
164	75	0	0							75	0	0	Not stat ed.		
360	(3.) 450	0	0				650	9	7	1100	9	7	1000	9	7
77	(4.) 75	0	0	Not stat ed.						Not stat ed.			161	0	0

(1.) This School will be found among Public Institutions in the Estimate.

(2.) £100 for building.

(3.) £100 for building.

(4.) £50 for do.

RETURN OF EDUCATIONAL INSTITUTIONS IN LOWER

NAME OF INSTITUTION.	GOVERNING BODY.	TEACHERS.		SCHOLARS.					
		Males.	Females.	BOYS.		GIRLS.		NOT CLASSED.	
				Under 16.	Over 16.	Under 16.	Over 16.	Under 16.	Over 16.
Point Aux Trembles Academy.....	School Commissioners..	3	.....	.....	.....	1	.....	66	.....
Point Levy Female Academy.....	do do .....	.....	7	.....	.....	111	4	.....	.....
Point Clair Model School ..	do do	3	.....	84	.....	.....	.....	.....	.....
Quebec National School	Committee of management	1	1	87	.....	53	.....	.....	.....
do B. and C. do	Committee	1	1	126	1	80	.....	.....	.....
do Infant do	Committee of Ladies .....	.....	1	.....	.....	.....	.....	90	.....
do Academy of St Andrews, (Bonins,)	Dissentient Trustees ..	2	.....	.....	.....	.....	.....	85	.....
do St Andrew's School.	Trustees, St. Andrew's Church	1	.....	.....	.....	.....	.....	65	.....
do Lower Town Infant School	Committee of Ladies ..	.....	1	.....	.....	.....	.....	60	.....
do Society of Education.	do of 12.....	8	.....	.....	.....	.....	.....	470	15
Rimouski Academy	Curé and 3 Nuns .....	.....	4	.....	.....	52	15	.....	.....
Stanbridge do	5 Trustees	2	2	.....	.....	.....	.....	29	32
Sherbrooke do	3 Commissioners	1	1	27	5	31	9	.....	.....
St. Constant Superior School.	School Commissioners ..	1	1	.....	.....	.....	.....	62	1
St. Legori Academy.....	Not in operation.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Michel de Vaudreuil School	School Commissioners ..	2	.....	.....	.....	.....	.....	55	.....
do do	do do	1	1	49	.....	60	.....	.....	.....
Somerset Model School	do do	2	2	84	.....	41	.....	.....	.....
St. Foy's do	do do .....	.....	.....	.....	.....	.....	.....	39	.....
do Dissentient School..	Trustees	1	.....	.....	.....	.....	.....	.....	.....
St. Thomas de Pierville School	School Commissioners ..	.....	1	.....	.....	.....	.....	32	2
St. Regis Indian School	Indian Superintendent.	1	.....	.....	.....	.....	.....	20	.....
St. Antoine Baie du Febvre School	School Commissioners ..	2	1	.....	.....	.....	.....	100	23
St. Cyprien, Napierville School	do do	1	3	.....	.....	.....	.....	184	2
St. Jeans, Isle of Orleans, (1) do, do (2) do, do (3) do, do	do do	1	1	.....	.....	.....	.....	86	.....
do, do (2) do, do (3) do, do	do do .....	.....	1	.....	.....	.....	.....	57	.....
do, do (3) do, do	do do .....	.....	1	.....	.....	.....	.....	36	.....
St. Jacques Superior School.	do do	1	1	.....	.....	.....	.....	90	.....
St. Paul de Joliette, Male School	School Commissioners and Curé.....	2	.....	39	1	.....	.....	.....	.....
do do Female School	School Commissioners and Curé.....	.....	3	.....	.....	49	3	.....	.....
St. Louis, Kamouraska Male School	School Commissioners and Curé.....	3	.....	62	3	.....	.....	.....	.....
do, do Female School	School Commissioners and Curé.....	.....	1	.....	.....	86	3	.....	.....

CANADA, RECEIVING AID FROM GOVERNMENT, 1855.—(Continued.)

Total No. of Scholars.	INCOME.												Total.	Expenditure.			REMARKS.					
	Government Grant.			School Commissioners.			Other Sources.			Total.				Expenditure.								
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.						
66	100	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	0	0	(1) £200 for building.						
115	(1.)275	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	275	0	0							
84	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	140	0	0						
140	111	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	191	7	0						
207	200	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	216	10	0	241	9	5				
90	55	11	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	110	0	0						
85	75	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	10	0	143	5	0				
65	125	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	125	0	0	143	5	0			
60	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	100	0	0	100	0	0			
485	280	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	360	0	0					
67	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	450	0	0					
61	(2.)125	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	250	0	0	200	0	0			
72	111	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	0	0	161	2	3				
63	37	10	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	0	0	161	2	3				
.....	37	10	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	10	0	112	10	0			
55	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	112	10	0			
109	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	90	0	0	90	0	0		
125	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	75	0	0	75	0	0		
39	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	50	0	0	50	0	0		
34	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	108	16	0	108	16	0		
20	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	0	0			
123	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	0	0			
186	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	0	0		
86	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	0	0		
57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	127	17	2
36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	127	17	2
90	37	10	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	84	19	11½
40	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	44	19	11½
52	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	39	0	0
65	75	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	38	11	2
89	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	80	0	0
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	50	0	0
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not stat ed.	Not stat ed.	54	0	0

RETURN OF EDUCATIONAL INSTITUTIONS IN LOWER CANA-

NAME OF INSTITUTION.	GOVERNING BODY.	TEACHERS.		SCHOLARS.					
		Males.	Females.	Boys.		GIRLS.		NOT CLASSED.	
				Under 16.	Over 16.	Under 16.	Over 16.	Under 16.	Over 16.
St. Cesaire Female Academy.	School Commissioners and Curé.			Not in operation					
Sorel, Sisters School	Le chef de la Maison de la Providence		7			222	12		
St. Gregoire Female School.	Ladies of the Convent.		7			103	19		
do Male do	Commissioner	1		73	2				
St. Gervais Female Academy.	Not in operation								
St. Hughes do do	Sisters of the Presentation		7			84	12		
St. Marie de Monnoir Female Academy	Sisters of the Presentation		6			90	8		
St. Aimé Female Academy.	Sisters of the Presentation		4			85	4		
St. Croix do do	Congregation of Notre Dame		3			53	12		
St. Famille, Isle Orleans Academy	Trustees		2			55	5		
Stanstead Female Academy	Congregational Convent		1			20	35		
St. Jean, Sisters School	Convent		7			210	10		
Ste. Timothée Female School.	School Commissioners		4			110	10		
do Male do	Sisters, Congregation		3	119	49				
St. Eustache Female do	Notre Dame		4			50	49		
St. Michel do do	School Commissioners		3			86	12		
St. Marie, Beauce, Superior School	Sisters		7			114	15		
St. Scholastique Female School	do		5			118	10		
St. Benoit Juvenile Institution	do		3			73			
Sherbrooke Literary Institution	Trustees		2	42	12				
Stanstead Academy	7 Trustees		1	30	50				
Trois Pistoles Model School.	Not in operation								
Three Rivers Academy	Trustees		2	40					
Varenes Sisters School	Congregational Convent		5			110	2		
Yamachiche Male do	School Commissioners		5	171	9				
do Female do	Congregation de Notre Dame		3			86	4		

-DA, RECEIVING AID FROM GOVERNMENT, 1855.—(Continued.)

Total No of Scholars.	INCOME.												REMARKS.			
	Government Grant.			School Commis-sioners.			Other Sources.			Total.				Expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.
	30	0	0							30	0	0				
234	50	0	0	100	0	0	250	0	0	400	0	0	350	0	0	
122	50	0	0	45	0	0	402	0	0	497	0	0	497	0	0	
75	50	0	0	67	0	0	43	0	0	160	0	0	110	0	0	
	50	0	0							50	0	0				
96	(1.)225	0	0	40	0	0	65	18	5	330	18	5	(2) 222	5	8	
98	70	0	0	25	0	0	659	11	11	754	11	11	(3) 684	6	0	
89	37	10	0	40	0	0	60	1	5	137	11	5	(4) 66	17	2	
65	50	0	0	50	0	0	150	0	0	250	0	0	250	0	0	
60	50	0	0				116	0	0	166	0	0	180	0	0	
55	75	0	0				25	0	0	100	0	0	100	0	0	
220	50	0	0							Not stat ed.	Not stat ed.	900	0	0		
120	37	10	0	75	0	0				112	10	0	125	0	0	
168	37	10	0	120	0	0				157	10	0	200	0	0	
99	30	0	0	30	0	0	270	0	0	330	0	0	318	12	11	
98	75	0	0	Not stat ed.						Not stat ed.			250	0	0	
129	125	0	0				Not stat ed.			Not stat ed.			1030	9	2	
128	30	0	0	40	0	0	Not stat ed.			Not stat ed.			340	2	10	
73	50	0	0	20	0	0				70	0	0	70	0	0	
54	50	0	0				75	0	0	125	0	0	125	0	0	
80	100	0	0				100	0	0	200	0	0	200	0	0	
	50	0	0													
40	100	0	0													
112	50	0	0	10	0	0	144	0	0	244	0	0	244	0	0	
180	50	0	0	150	0	0	23	0	0	83	0	0	83	0	0	
										200	0	0	200	0	0	
90	50	0	0				247	0	0	297	0	0	297	0	0	

(1) £150 for building. (2) from September, 1855. (3) From October, 1853. (4) From September, 1855.

EDUCATION at BYTOWN, of PUPILS from COUNTY of OTTAWA,
 Expended on 4 Schools, attended by 220 Pupils£100 0 0

No Reports have been received from the following Institutions:—

NAME OF INSTITUTIONS.		Government Grant.		
		£	s.	d.
Academy of St. Marthe		50	0	0
Caughnawaga Indian School.....		50	0	0
Deaf and Dumb Institution	Near Montreal	150	0	0
Education Society at	Three Rivers	125	0	0
Female Academy at	St. Charles de l'Industrie	50	0	0
Huntingdon Academy		100	0	0
Male do at	Montmagny.....	75	0	0
Mascouche do		75	0	0
Model School at	St. Claire, Dorchester	50	0	0
Shefford Academy		100	0	0

JOHN LANGTON,
Auditor.

May 9, 1856.

R E T U R N

To an Address from the Legislative Assembly, of the 5th instant; for Copies of Complaints prepared against C. Cimon, as School Inspector.

By Command.

GEO. ET. CARTIER,

Secretary.

SECRETARY'S OFFICE,

Toronto, 19th May, 1856.

[*Translation.*]

To His Excellency the Governor General, &c., &c.,

The Petition of the undersigned inhabitants of the Parish of Malbaie, in the County of Charlevoix:—

HUMBLY SHEWETH;

That Cléophe Cimon, Esq., of the Parish of Murray Bay, has been appointed School Inspector for the County of Charlevoix, ever since this office has been created in Lower Canada. That in their opinion, in order to fill this office of School Inspector, it is requisite that the incumbent be an educated person, and one who possesses a certain degree of influence, in order to be able to command the respect and confidence of the School Commissioners, the Teachers, and of the people in general with whom the Inspector has to have intercourse, so as to forward the patriotic views of the Government, to insure the progress of education throughout the country. That it is with regret that your Petitioners, devoted supporters of education, feel themselves bound to complain of the School Inspector for the County of Charlevoix, on account of his deplorable want of education, the little influence he commands over the School Commissioners, and the unbecoming manner in which he treats every one, and especially the Teachers, who are superior to him in attainments.

That your Petitioners bitterly deplore that education has made so very little progress in this County, and attribute it entirely to the want of education in the School Inspector.

That your Petitioners beg of Your Excellency to be pleased to examine the affidavits annexed to this Petition, and which contain but a very small part of all the accusations which they have to make against this Inspector, and Your Excellency cannot fail to be convinced of the truth of the allegations contained in this Petition.

That affairs have come to such a pass, that the School Commissioners will no longer hold any communication with the said Inspector, and have decided to act as if there were no School Inspector in the place, which would be much to be deplored, as your Petitioners can understand how much a good School Inspector might advance the cause of education in the County.

Wherefore, your Petitioners venture to hope, that Your Excellency will be pleased to take their Petition into Your serious consideration, and in your justice and love of education, to dismiss from office the present School Inspector. Your Petitioners venture to expect, after serious consideration on the part of Your Excellency, that their Petition and representation may be granted.

And with all respect and gratitude,

Your Petitioners will ever pray.

(Signed,) PIERRE HARVEY, and 74 others.

MALBAIE, 5th October, 1855.

PROVINCE OF CANADA, }
DISTRICT OF QUEBEC. } PIERRE HARVEY, Merchant, heretofore Church-war-
COUNTY OF SAGUENAY. } den of the Parish of St. Etienne de la Malbaie, residing
therein. Lientenant of Militia, after having been duly
sworn upon the Holy Evangelists, did depose and say :—

That he was present at a meeting of School Rate-payers which was held at Malbaie, in School House No. 1, in February, to take into consideration the complaints brought by Cléophe Cimon, Esquire, School Inspector, and his family, against a qualified Teacher.

That the said Cléophe Cimon was present at the said meeting, and behaved himself in a manner altogether unbecoming and revolting, by shewing a rancorous hatred towards him, and making use of offensive, and insulting expressions. At length he behaved himself in so passionate and immoderate a manner, as well against the said Teacher as the said Rate-payers, as to draw upon himself the indignation of part of the Meeting, who declared his demeanor to be immoderate and disrespectful, and inconsistent with the situation he holds, and this deponent considered him so to outstrip the bounds of his duty, as well of a citizen as of the office he occupies, that he ordered him to be silent.

That this Deponent sees no change in the progress of education, and the reason thereof is, that the said Cléophe Cimon is not esteemed by the Rate-payers, and that the School Commissioners can pay no attention to him, as he has not the slightest shadow of sympathy with them.

That this deponent does not hesitate to declare, that the said Cléophe Cimon is not peaceable in the transaction of business, that on the contrary, he excites animosities, difficulties, and obstacles in every point, and that he does not possess the esteem of the majority of the inhabitants of the County.

That it is to deponent's knowledge that he was Secretary-Treasurer to the School Corporation; that there was a great deal of difficulty between him and the School Commissioners, with regard to money matters, in October, 1850; that he was obliged to return a sum of money as appears by the books of the said Corporation, and that he was forced to resign his situation as such. In a word, the said deponent does not consider, as is stated in the allegations of the Petition, that he can fulfil the Office of School Inspector with profit to the public, and in such a manner as the importance of such an office requires.

And further this deponent saith not, and hath signed at Malbaie, this 11th day of October, 1854.

(Signed,) PIERRE HARVEY.

Sworn before me, at Malbaie,
the aforesaid day and year.

(Signed,) ANDRÉ HARVEY, J.P.

(True Copy.)

PROVINCE OF CANADA, }
 DISTRICT OF QUEBEC. } LOUIS DIDIER TREMBLAY, Shoemaker, residing
 COUNTY OF SAGUENAY. } in the Parish of Malbaie, after having been duly sworn
 on the Holy Evangelists, did depose and say :—

That he was present at a meeting of the school rate-payers, which took place in School House No. 1, in February last, to take into consideration complaints brought by Cléophe Cimon, Esquire, School Inspector and his family, against a Teacher who was qualified in every respect.

That the said Cléophe Cimon was present and behaved himself in a manner altogether unbecoming and revolting; that he insulted the Teacher by shewing an inveterate hatred against him, and made use of injurious and offensive language, which also tended to destroy his character; at length he conducted himself in so passionate a manner, as well against the rate-payers as against the Teacher, that he drew upon himself the indignation of the meeting, who found that he behaved himself in a very immoderate and disrespectful manner for the situation he fills.

That the said Deponent has not perceived any progress or advancement in the cause of Education, and since the appointment of the said Cléophe Cimon, to the Office of School Inspector, because the said Cléophe Cimon has neither weight nor influence with the School Commissioners, because he is not esteemed by the rate-payers, and because Deponent, not as much from his own private judgment as on account of public rumors, does not consider him fit and qualified to advance the cause of Education.

That the said Deponent does not hesitate to say that the said Cléophe Cimon is not considered, and does not conduct himself in a peaceable manner in the management of business, that he excites animosities, difficulties, and disputes, on every point, in all business in which he meddles.

That the said Deponent does not in the least hesitate to say, that the said Cléophe Cimon does not possess the good-will of the majority of the inhabitants of the County, and of not even a twelfth-part of the inhabitants of the Parish of Malbaie.

That it is to Deponent's knowledge, that Cléophe Cimon was Secretary-Treasurer of the School Corporation; that there was a great deal of difficulty between him and the School Commissioners, concerning some money matters; that he, Deponent, has seen in the books of the Corporation, that a sum of money was remitted by the said Cléophe Cimon; that after the difficulties were settled, the said Cléophe Cimon resigned his situation. In short, the said Deponent, as is stated in the above Petition, which he contends to be true, does not consider him in any wise to be a person qualified and able to fulfil the Office of School Inspector.

And further Deponent saith not, and hath signed at Malbaie, this 11th day of October, 1854.

(Signed,) DIDIER TREMBLAY.

Sworn before me at Malbaie,
 the above-mentioned day and year.

(Signed,) ANDREW HARVEY.

PROVINCE OF CANADA, } WE, LOUIS MALTAIS, Farmer, and ANDREW
 DISTRICT OF QUEBEC, } HARVEY, Merchant, heretofore School Commis-
 COUNTY OF SAGUEANY. } sioners for the school Municipality of St. Etienne de la
 Malbaie, having been requested by several inhabitants, rate-payers to the said schools,
 and thinking it our duty to accede to the said request, after having been duly sworn
 on the Holy Evangelists, do depose, and say, That we were present at a meeting
 of the rate payers, which took place in February last, to take into consideration
 the complaints brought by Cléophe Cimon, Esquire, School Inspector, and his
 family, against a teacher qualified in every respect.

That the said Cléophe Cimon, instead of behaving himself in a manner befitting
 his station, shewed an inveterate hatred against the teacher, and insulted him by
 using unbecoming language. At length he behaved himself in so revolting and
 so immoderate a manner, as well towards the teacher as towards the rate-payers,
 as to draw upon himself the indignation of all the Assembly.

That we do not see any prospect for the good and progress of education, be-
 cause the said Cléophe Cimon has no weight or influence with the School Com-
 missioners, and is not esteemed by the rate-payers.

That we in no manner hesitate to state, that the said Cléophe Cimon does not
 possess the sympathy of the majority of the inhabitants of the County, nor more
 than one-sixteenth part of the inhabitants of Malbaie.

That it is to our knowledge that he was Secretary-Treasurer of the School Cor-
 poration; that he was a defaulter in money matters; that he was forced to resign
 his situation. In short, we do not consider him, (in accordance with the allega-
 tion of the above Petition,) a proper person to fill the Office of School Inspector.

And further we say not, and have signed these presents, for the use and benefit
 of all parties concerned, at Malbaie, this 7th October, 1854.

(Signed,) LOUIS MALTAIS.
 “ ANDRÉ HARVEY.

Sworn before me, at Malbaie,
 the above-mentioned day and year.

(Signed,) THOMAS SIMARD, J.P.

PROVINCE OF CANADA, } LOUIS MALTAIS, Farmer, heretofore School Com-
 DISTRICT OF QUEBEC. } missioner, and PEPIN GAGNON, also School
 COUNTY OF SAGUEANY. } Commissioner, for the Parish of Malbaie, residing therein,
 after having been duly sworn did depose and say :—

That they were present, in their capacity of School Commissioners, at a meet-
 ing of School Commissioners, held on the 21st October last, at the office of Jean
 Gagné, Esquire, Secretary-Treasurer of the School Corporation, at which Cléophe
 Cimon, Esquire, School Inspector, was invited to act in concert with the Commis-
 sioners, and have an understanding with them, upon the plan and style to be
 adopted for the erection of a School House.

That during the discussion and understanding which took place relative to the
 style and plan in which the said School House should be built, and the name it
 should bear, Mr. A. Beaudry, Priest and Curate of the said Parish, President of
 the said Commissioners, gave very plausible, wise, and acceptable reasons why
 the said School House should be built, merely as an Elementary School House.

However, the said Cléophe Cimon, rose, commenced by addressing the President, in a manner altogether unbecoming, molested him, and insulted him to such an extent, that the Commissioners were indignant at his brutal and unrestrained conduct. He further abused the President in gross and unseemly terms, and the Commissioners condemned the plan he proposed. At length he appeared and behaved himself in a manner so disrespectful, as well for the office he holds, as to the person he was addressing, that the said Deponents found that he lowered himself, and were of opinion that he was not a fit person to come to an amicable conclusion.

That your Deponents do not consider the said Cléophe Cimon to be a person qualified to fulfil the office of School Inspector, because he cannot agree with the parties interested, because he has no influence whatever, and is held in very little estimation in the office he fills.

That they have perceived no change since the appointment of the said Cléophe Cimon in the progress of education, and sincerely believe that, if the office of School Inspector were filled by a person qualified and respected, there would be an improvement made, and that education would extend and progress. And further Deponents say not. And the said Louis Maltaise hath signed, the said Pepin Gagnon having declared that he cannot write or sign his name.

(Signed,) LOUIS MALTAIS.
his
PEPIN \times GAGNON.
mark.

MALBAIE, this 7th day of October, 1854.

Sworn before me, at Malbaie,
the above mentioned day and year.

(Signed,) ANDRÉ HARVEY, J.P.

EDUCATION OFFICE,
Montreal, 10th May, 1856.

Sir,—I have the honor to transmit to you, for the information of His Excellency the Governor General, copy of a letter addressed by me to the principal signer of the Petition, complaining of Mr. Cimon, School Inspector.

I have the honor to be, Sir,
Your obedient Servant,

(Signed,) P. J. O. CHAUVÉAU.
Superintendent of Education.

The Honorable the
Provincial Secretary, Toronto.

EDUCATION OFFICE,

Montreal, May 15th, 1856.

Gentlemen,—Your Petition to His Excellency the Governor General, praying for the removal from Office of Mr. Cimon, School Inspector, having been transmitted to me with orders to enquire thereinto, and report thereupon, I was bound, in the first instance, to communicate it to the Officer against whom you complain.

Having obtained from him some explanations concerning the only heads of accusation which are set forth in a precise manner in your Petition, I think it my duty to inform you thereof, and at the same time to invite you to let me know the particulars of the other accusation which are set forth in too general a manner.

You complain, in the first place, that Mr. Cimon has neither the education nor the influence requisite for the duty he performs. It is necessary that you should set forth, to me, particular facts to shew, according to you, that the Executive Government have been led into error, concerning the fitness of the person whom they have appointed.

You also accuse Mr. Cimon of comporting himself in an unbecoming manner towards the rate-payers in general and the teachers. It will also be necessary to support this very general accusation by particular facts, and it is especially essential that you should designate those of the teachers who have to complain of the insults the Inspector has offered them.

The assertion, that the little progress that education has made in your District, is due to the conduct of the Inspector, is rather a conclusion drawn from the other allegations, than a distinct ground of accusation, and it is not useless for me to observe, that on this subject you do not cite any particular instance of negligence on the part of the Inspector in the discharge of his duty.

Your Petition does not set forth any other particular grounds of accusation than the preceding ones, but calls the attention of His Excellency to four affidavits which accompany it.

These depositions contain a repetition of the assertions contained in the Petition and only contain two new grounds of complaint, precise enough for me to inquire into them, and which tend to say, the first, that the Inspector behaved himself in an unbecoming manner at a meeting of the School Commissioners, held in the course of the month of February, 1853; the second, that he was guilty of embezzlement when employed as Secretary-Treasurer of the School Commissioners of Malbaie, previous to his appointment as Inspector.

With regard to the first point, Mr. Cimon informs me, that at the time of the circumstance mentioned, (a circumstance which, at the time of your complaint, had already taken place more than two years back) he was not acting as, and did not pretend to act as, Inspector, but that he had gone there to make a complaint against a brutal treatment received by one of his nephews at the hands of a teacher. He denies having acted in the manner described by you, and adds, that if he did express himself in severe terms concerning the School Commis-

sioners and the teacher, he did so on account of the very legitimate indignation he felt at the moment.

I am very desirous of knowing what you have to say in reply to this defence.

With regard to the second point, although the alleged embezzlement has nothing to do with the conduct of Mr. Cimon as School Inspector, I have, nevertheless, on account of the seriousness of the charge, thought it my duty to take notice of it.

Mr. Cimon denies ever having employed the moneys of the Commissioners to his private profit, and assures me that the accounts were settled in a satisfactory manner. I find in the Records of the Department, a correspondence between my predecessor, the School Commissioners, and their former Secretary-Treasurer, which on the whole, seems to corroborate Mr. Cimon's Statement.

The Commissioners appear to admit the sufficiency of the settlement of the Accounts, and the matter in which the former Secretary-Treasurer was to have obtained his acquittal seems to have been settled by the parties, since after the 23rd July, 1851, the affair was not heard of. The letter of my predecessor which bears that date, took for an admitted fact that the accounts were settled in a valid manner, and did not bring forth any recrimination on the part of the Commissioners. In this case, as in that of bad-conduct, which you accuse Mr. Cimon of holding towards the teachers, it appears to me that your accusations should at least be supported by the testimony of the parties who would have had the most to suffer, and who ought to have been the first to complain.

I shall wait for whatever you have to reply on the whole before sending in my Report to the Executive.

I have the honor to be, Gentlemen,
Your obedient Servant,

(Signed,) P. J. O. CHAUVEAU,
Superintendent of Education.

Messrs. ANDRÉ HARVEY, and others,
The signers of the Petition against Mr. Cimon, Inspector.

(True Copy.)

(Signed,) P. J. O. CHAUVEAU.

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