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REPORT
OF THE
MINISTER OF EDUCATION.

For. Doc-
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Ontario. Education, Sep. 11

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REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO),

FOR THE YEARS 1880 AND 1881.

PART I.—RESPECTING THE EDUCATION DEPARTMENT.

1. THE PROCEEDINGS DURING THE YEAR 1880.
2. THE PROCEEDINGS DURING THE YEAR 1881.
3. STATISTICS OF PUBLIC, SEPARATE AND HIGH SCHOOLS FOR THE YEAR 1880.
4. COMPARISONS BETWEEN THE PERIOD FROM 1872 TO 1876 INCLUSIVE, AND FROM 1877 TO 1881 INCLUSIVE.
5. COMPARISON WITH OTHER EDUCATIONAL SYSTEMS.
6. SUGGESTIONS AND RECOMMENDATIONS.

PART II.—RESPECTING MECHANICS' INSTITUTES AND THE LIKE SOCIETIES AIDED FROM PROVINCIAL FUNDS.

PART III.—RESPECTING THE UNIVERSITIES, COLLEGES, AND SCHOOLS PROVINCIALLY ENDOWED, AND SUBJECT TO THE CONTROL OF YOUR HONOUR IN COUNCIL.

PART IV.—RESPECTING UNIVERSITIES, COLLEGES AND SCHOOLS NOT UNDER SUCH CONTROL, BUT INCORPORATED BY CHARTER OR ACT OF THE LEGISLATURE.

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1882.

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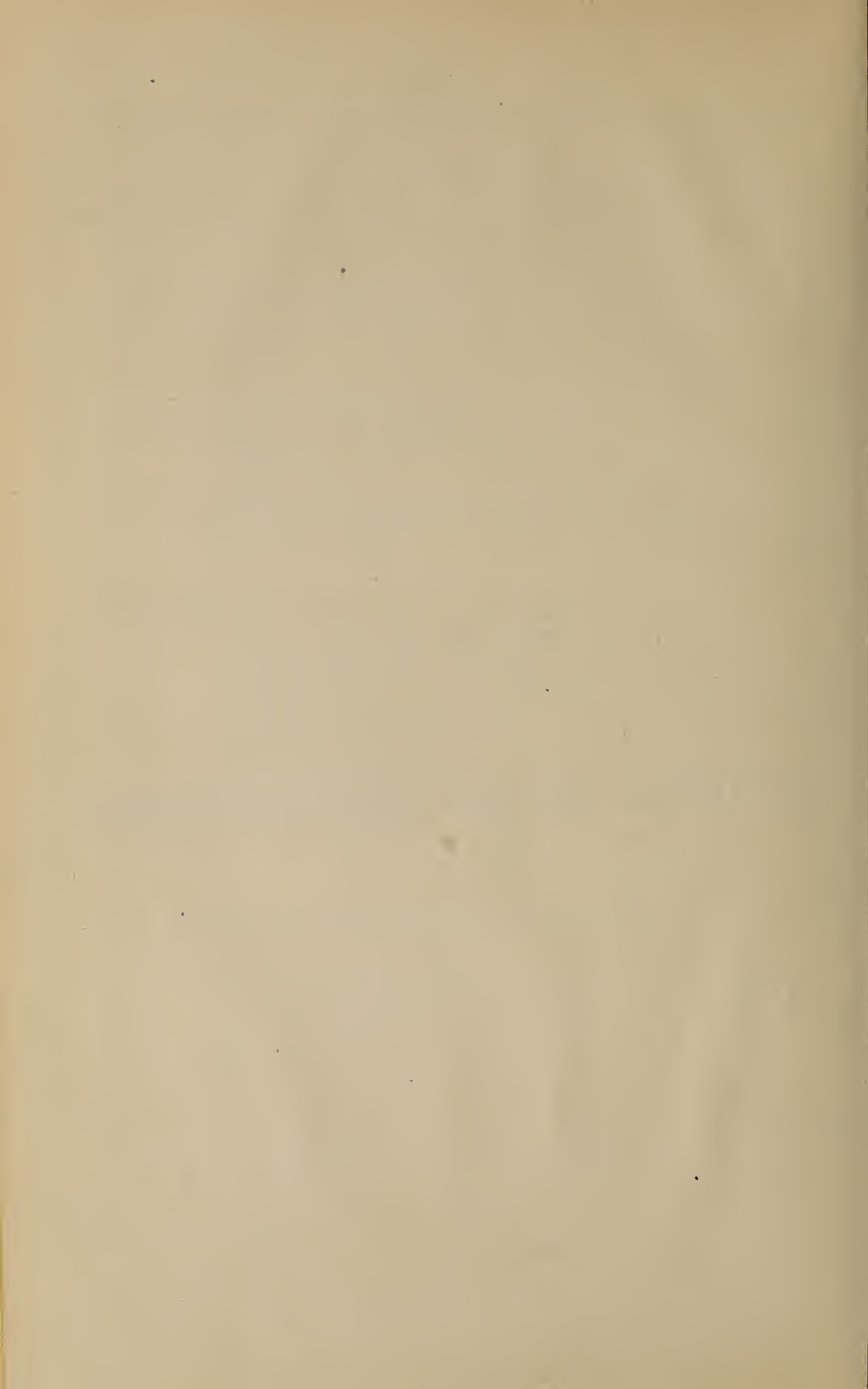
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PART I.

RESPECTING THE EDUCATION DEPARTMENT.



REPORT
OF
THE MINISTER OF EDUCATION (ONTARIO),
TO HIS HONOUR THE LIEUTENANT-GOVERNOR IN COUNCIL,
FOR THE YEARS 1880 AND 1881.

MAY IT PLEASE YOUR HONOUR,

As Minister of Education for the Province of Ontario, I respectfully beg to submit to your Honour my Report upon the following, under their several titles, namely :—

I.—RESPECTING THE EDUCATION DEPARTMENT :

1. Its proceedings during the year 1880.
2. Its proceedings during the year 1881.
3. Statistics of Public, Separate and High Schools for the year 1880.
4. Comparisons between the period from 1872 to 1876 inclusive, and from 1877 to 1881 inclusive.
5. Comparisons with other educational systems.
6. Suggestions and recommendations.

II.—RESPECTING MECHANICS' INSTITUTES AND THE LIKE SOCIETIES AIDED FROM PROVINCIAL FUNDS.

III.—RESPECTING THE UNIVERSITIES, COLLEGES AND SCHOOLS PROVINCIAALLY ENDOWED, AND SUBJECT TO THE CONTROL OF YOUR HONOUR IN COUNCIL.

IV.—RESPECTING UNIVERSITIES, COLLEGES AND SCHOOLS NOT UNDER SUCH CONTROL, BUT INCORPORATED BY CHARTER OR ACT OF THE LEGISLATURE.

PART I.
EDUCATION DEPARTMENT.

This Department, by Statute, consists of the Executive Council of the Province, or a Committee thereof, one of such Council being nominated by your Honour as Minister.

EXECUTIVE COUNCIL.

- The Hon. O. Mowat, Q.C., Attorney-General and Premier.
“ Adam Crooks, LL.D., Q.C., Minister of Education.
“ T. B. Pardee, Q.C., Commissioner of Crown Lands.
“ Christopher F. Fraser, Q.C., Commissioner of Public Works.
“ S. C. Wood, Provincial Treasurer and Commissioner of Agriculture.
“ Arthur S. Hardy, Q.C., Provincial Secretary.

OFFICIAL STAFF.

J. George Hodgins, LL.D., Deputy Minister.
 Alexander Marling, LL.B., Secretary.
 Samuel P. May, M.D., Superintendent of Library and Museum.
 Francis J. Taylor, Chief Clerk and Accountant.
 Henry Alley, Clerk and Minister's Secretary.
 John T. R. Stinson, Clerk Departmental Examinations.
 H. M. Wilkinson, Clerk Text Books.
 A. C. Paull, Fred. T. Griffin, Frank N. Nudel, J. H. J. Kerr, Samuel A. May,
 John Davison, Basil Hoch, and William H. Canniff, Clerks.

CENTRAL COMMITTEE OF EXAMINERS.

George Paxton Young, M.A., Professor of Mental and Moral Science in University
 College, Chairman.
 John Watson, LL.D., Professor of Logic, Metaphysics and Ethics in University of
 Queen's College.
 Eugene Haanel, Ph.D., Professor of Natural Science and Chemistry in University of
 Victoria College.
 S. Arthur Marling, M.A., one of the High School Inspectors.
 John M. Buchan, M.A., " "
 John C. Glashan, M.A., one of the Public School Inspectors; and
 Alfred Baker, M.A., Mathematical Tutor in University College.

HIGH SCHOOL INSPECTORS.

J. A. McLellan, LL.D., and S. Arthur Marling, M.A.

DIVISION I.

Proceedings during the year 1880.

1. *Legislation.*

Certain amendments to the Public Schools Act were made in the Session of 1880 by Act 43 Vic., Chap. 32, the principal of which were:—

1. An option to rural school trustees of opening such schools on the 3rd instead of the 18th August, as the end of the summer vacation.

2. Non-resident pupils, whose parents do not pay the average school rate paid by the resident parents, are required to pay a fee not exceeding fifty cents for each pupil for every calendar month.

3. Every union school section or division is to be considered as within the municipality in which the school-house is situate for all school purposes; and in case of there being two or more school-houses, in the municipality with the largest amount of assessed property. The school rates of the union or school division are to be collected by the collector of each municipality for its proportionate amount of the trustees' yearly requisition made to the clerk of the municipality in which the school is deemed to be situate, upon an equalized basis of assessment; such may be mutually agreed upon between the councils of the respective municipalities, failing which it is to be settled by the reference constituted as therein mentioned; the expenses of which are payable out of the school moneys of the union. Such equalization is to continue in force for the period of five years, unless any Municipal Council shall, before the first day of August in any year, require another reference for such purpose. There are provisions for giving effect to this equalization, and for the collection by the several municipalities of the several amounts payable by each part of the union sufficient to meet the trustees' yearly requisition, and

the payment by their respective collectors to the treasurer of the municipality in which the union is deemed to be.

4. The annual assessment roll shall contain, in a separate column, the number of children between the ages of five and sixteen years resident with each person on the assessment roll, and the municipal clerk is, on or before the first day of January in each year, required to furnish the secretary-treasurer of each school section with a statement of the total number of children in the section, and also to furnish the Public School Inspector with a statement of the total number in the township.

5. All expenses attending the assessment, collection or payment of school rates shall be payable by the municipality; and the rates shall be paid over to the trustees without any deduction, and not later than the twentieth day of December. This applies to all public school rates, and also to separate school trustees, when they direct the municipal clerk to this effect.

6. Proper books of account are required to be kept of all school moneys, according to forms prepared by the Minister of Education.

7. Expenditure for school furniture, ordinary repairs, and the like, does not require the sanction of the Municipal Council or ratepayers.

8. Where part of a township is, for school purposes, within an adjoining village or town, the council of the township can withdraw such part by by-law passed before the first day of October in any year, taking effect on the first day of January following, and any disagreement is to be settled by the usual reference.

9. The power of confirming by-laws for the formation, alteration or dissolution of school sections and unions has been entrusted to the Minister, and upon such confirmation the by-laws become absolutely legal and valid.

10. In any school matter or enquiry the Minister may obtain a writ of subpoena for the attendance of witnesses and their examination upon oath.

2. Orders in Council and Minutes of Department, 1880.

I.—HIGH SCHOOL, BARRIE, CONSTITUTED A COLLEGIATE INSTITUTE (23rd of January, 1880).

II.—CANCELLATION OF CERTIFICATE OF GEORGE H. THOMPSON (23rd of January, 1880).

III.—HIGH SCHOOL, ST. THOMAS, CONSTITUTED A COLLEGIATE INSTITUTE (5th of February, 1880).

IV.—REMOVAL OF THE DISQUALIFICATION OF AGNES CRAINE, WILLIAM A. HOWARD AND JOSEPH BOURKE AS PUBLIC SCHOOL TEACHERS (27th of January, 1880).

V.—HIGH SCHOOL, HARRISTON, ESTABLISHED (20th of February, 1880).

VI.—REMOVAL OF THE DISQUALIFICATION OF ALBERT H. GILBERT AS A PUBLIC SCHOOL TEACHER (25th of February, 1880).

VII.—REGULATIONS RESPECTING APPORTIONMENT OF HIGH SCHOOL GRANT FOR 1880 (27th of February, 1880).

The sum of \$72,000 of the amount granted by the Legislature for the year 1880 will be distributed as follows :—

1. In the payment of an allowance of \$450 to each High School (105).. \$47,250
2. According to average attendance at each High School 13,500
3. On the results of the Intermediate Examination 10,000

The total allowance to each High School will be the sum of the amounts distributed to each under the foregoing heads.

The payment of any portion of such allowance is subject to the conditions of the High School Act in relation thereto, which must be strictly complied with by each High School, and are as follows :—

1. All moneys so received from the High School Grant, together with the amount received from the County Council, shall be expended in the payment of the salaries of the masters and teachers, and for no other purpose.

2. Each High School must be conducted according to law and the regulations in that behalf, or otherwise shall not be entitled to receive any part of such allowance.

3. The High School will not be entitled to receive any part of this allowance unless the amount raised by the Council of the Municipality in which the High School is situate and paid over to the High School Board, is at least equal to the amount of such allowance.

4. As security for the performance of the foregoing conditions by each High School, no allowance will be paid to such High School by the Department in any following year unless the County equivalent and the local Municipal grants for the last preceding year have respectively been fully paid to the High School Board, and by the said Board have been duly expended and applied for High School purposes according to the Law and Regulations in that behalf.

VIII.—REGULATIONS FOR NON-PROFESSIONAL EXAMINATION FOR FIRST CLASS CERTIFICATES, GRADES A AND B; FOR NON-PROFESSIONAL EXAMINATION OF CANDIDATES FOR THIRD CLASS CERTIFICATES; AND SUPPLEMENTARY REGULATIONS AS TO PUBLIC SCHOOL INSPECTORS' CERTIFICATES (20th day of March, 1880).

1. Non-Professional Examination for Third Class Certificates for Grades "A" and "B."
2. Non-Professional Examination of Candidates for Third Class Certificates.
3. Supplementary Regulations as to Public School Inspectors' Certificates.

The text of these Regulations will appear in the Supplementary Compendium about to be issued.

IX.—APPOINTMENT OF SUB-EXAMINERS, JULY EXAMINATION (1st of April, 1880).

X.—TEMPORARY APPOINTMENT OF HON. A. S. HARDY AS MINISTER OF EDUCATION (1st of April, 1880).

XI.—APPOINTMENT OF ADDITIONAL SUB-EXAMINERS, JULY EXAMINATION (12th of June, 1880).

XII.—SERVICES OF EDUCATIONAL DEPOSITORY CLERKS DISPENSED WITH (25th of June, 1880).

XIII.—ALGOMA CONSTITUTED A DISTRICT FOR SCHOOL INSPECTION UNDER THE DEPARTMENT (14th of July, 1880).

XIV.—APPOINTMENT OF ADDITIONAL SUB-EXAMINERS, JULY EXAMINATION (9th of July, 1880).

XV.—LIST OF AUTHORS AND WORKS PRESCRIBED FOR FIRST CLASS AND INTERMEDIATE EXAMINATIONS (21st of July, 1880).

These, also XVI., XVII., and XIX. are published in circular form, and will also appear in the Supplementary Compendium.

XVI.—REGULATIONS FOR THE EXAMINATION OF PUBLIC SCHOOL TEACHERS, AMENDED AND REVISED (19th of August, 1880).

XVII.—REVISED REGULATIONS FOR PUBLIC SCHOOL TEACHERS' CERTIFICATES AND HIGH SCHOOL PROGRAMME (20th of August, 1880).

XVIII.—APPOINTMENT OF STAFF OF TEACHERS FOR OTTAWA MODEL SCHOOL (3rd of September, 1880).

XIX.—REGULATIONS AS TO TRAINING OF FIRST AND SECOND CLASS TEACHERS IN NORMAL SCHOOLS (4th of October, 1880).

XX.—APPOINTMENT OF WRITING AND BOOK-KEEPING MASTER AT OTTAWA MODEL SCHOOL (13th of October, 1880).

XXI.—ADDITIONAL REGULATIONS AS TO THIRD CLASS PUBLIC SCHOOL TEACHERS' CERTIFICATES (10th of November, 1880).

In the case of holders of Third Class Certificates having passed the Intermediate Examination who apply for a renewal of such certificate, any further non-professional examination shall not be required; and the County Board is also empowered to exempt the holders of Third Class Certificates, passing the Intermediate Examination, from attendance at a County Model School as a condition for the renewal of such Third Class Certificate in all cases where the County Board considers the teaching experience of the candidates for such renewal is equivalent to attendance for one term at a County Model School.

XXII.—MR. ODILON DUFORD APPOINTED ASSISTANT INSPECTOR OF FRENCH SCHOOLS FOR THE COUNTIES OF PRESCOTT AND RUSSELL (23rd of November, 1880).

XXIII.—REGULATION RESPECTING COUNTY TEACHERS' ASSOCIATIONS (23rd of November, 1880).

Authorizing Teachers' Associations to hold a series of Township Institutes in all the townships of the county, in lieu of one of the half-yearly meetings of the County Teachers' Associations.

XXIV.—REGULATIONS RESPECTING THE CENTRAL COMMITTEE (25th of November, 1880), as follows:—

1. The questions in the different subjects prescribed for the Non-Professional Examination of candidates for Public School Teachers' Certificates of all classes, and at the High School Intermediate Examination, shall be prepared by the Central Committee of Examiners, who are to be appointed after the end of the current year, as provided in these regulations.

2. Such Committee shall consist of a Chairman and six other members appointed by the Education Department. The Chairman shall hold office during pleasure, and the other members for the period of three years respectively, two of such Examiners retiring in rotation on the first day of January in each year; and for establishing such system of rotation of the members of such Committee, two shall be now appointed for three years, two for two years, and two for one year. Any retiring Examiner shall not be eligible to be re-appointed until after an interval of at least one year from the expiry of his former appointment.

3. The Chairman shall have the supervision of such Committee in the discharge of their duties, and in the preparation of questions in each department of study. The Committee shall, as soon as practicable after their appointment, and thereafter before the fifteenth day of September in each year, prepare a scheme and submit it for the approval of the Minister, in order that full information may be given to candidates of the kind of examination they will be expected to undergo in each subject. The questions shall be governed by such a standard as will elicit the possession by the candidate of fair average knowledge in each subject, having regard to the objects of each examination. The questions on each subject are to be framed by the Examiners solely to ascertain whether the candidate has acquired a knowledge of each subject, and so is qualified or not for the Upper School in the case of the High School Intermediate Examination, or for non-professional standing as a Public School Teacher of the Third, Second, or First Class, as the case may be. It is not intended that at any of the examinations comparative merits of individual candidates amongst themselves should be ascertained.

4. The questions on each subject shall be set by two of the Examiners, and approved of by the Committee.

5. The examination of the answers to the questions shall be under the supervision of the Committee of Examiners, with the assistance of such number of sub-Examiners from time to time as may be necessary, who will be appointed by the Education Department.

6. The Committee shall examine and report upon such appeals from candidates at any of the foregoing examinations as may be referred to them by the Minister.

7. The High School Inspectors shall be the Examiners for preparing questions for the examination of pupils for admission to the High Schools from time to time, and all appeals to the Department from unsuccessful candidates at such examinations shall be disposed of by the High School Inspectors.

8. The High School Inspectors shall, with one of the Public School Inspectors from time to time to be appointed by the Minister, discharge the duties connected with the

professional examination of students at the Normal Schools as well as their inspection, as prescribed by the regulations in that behalf.

The foregoing came into force on the first day of January, 1881, except as to High School Entrance Examinations, as to which they took effect at once.

XXV.—CHANGE OF OFFICE HOURS IN CIVIL SERVICE, ONTARIO (17th of April, 1880).

XXVII.—WHITBY HIGH SCHOOL CONSTITUTED A COLLEGIATE INSTITUTE (9th of December, 1880).

XXVI.—PERTH HIGH SCHOOL CONSTITUTED A COLLEGIATE INSTITUTE (30th of December, 1880).

XXVIII.—INSPECTORS', HIGH SCHOOL MASTERS', AND EXAMINERS' CERTIFICATES

Granted during 1880 (continued from Report of 1879).

—NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

Armstrong, T. C. S., M.A. Armstrong, John, B.A. Colles, W. I. G. Connor, James W., B.A. Craig, James J., B.A. Eastman, Samuel A.	Echlin, R. P., B.A. Embury, Allan. Fletcher, M. J. Graham, John, B.A. Johnston, William.	McGill, Anthony, B.A. Morris, A. M., B.A. Rowat, Isaac P. Summerby, Wm. J. Woods, Samuel, B.A.
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II.—NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS' CERTIFICATES.

Arthur, E. C., A. Brethour, John, B.A. Buchard, Isaac, B.A. Cruikshank, A. D., B.A. Curry, Edward, B.A. Davidson, A. B., A.	Echlin, R. P., B.A. Fenwick, M. M., B.A. Fraser, W. H., B.A. Harrison, C. W. Hoople, Heber A., B.A. Kennedy, Harvey C.	McKay, Emanuel. Merchant, Francis W., B.A. Orland, P. L. D., B.A. Scales, Thomas, B.A. Sieveright, D., M.A.
--	---	---

III.—NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

Bell, J. J., M.A. Campbell, Neil M. Carroll, William. Colles, W. H. G. Donovan, Cornelius	Dunsmore, Thomas. Echlin, R. P., B.A. Harrison, C. W. Hill, Richard. Johnston, Wm., M.A.	McFaul, Rev. Alexander. McLaughlin, John. Shepherd, Richard. Summerby, Wm. J.
---	--	--

3. Decisions of the Minister of Education.

Since the appointment of the Minister, on the 14th day of February, 1876, a record has been kept to the present time of all acts transacted under his personal administration, and especially such as involved opinions and directions upon questions arising under the law and regulations, from Municipal and School Corporations and officials, Inspectors, ratepayers, and others concerned.

The subjects involved, come under the following heads :

1. School Meetings and Elections in Rural Sections.
2. Powers and Duties of Township Boards and Rural Trustees, with respect to school accommodation and property ; and also as to the general management of school affairs.
3. Settlement of Boundaries.
4. Union School Divisions.
5. Public School Assessments—Debentures—Collections.
6. Cities, Towns and Villages.
7. Public School Inspectors and Examiners.
8. Public School Teachers and their Certificates.
9. Separate School Questions.
10. High School Questions.
11. Miscellaneous Questions.

The number of cases decided, as recorded in the several years (inclusive of 180), was as follows :

1876—Six hundred and eighty-six.

1877—Six hundred and four.

1878—Seven hundred and eighty-three.

1879—Eleven hundred and sixty-nine.

1880—Three thousand five hundred and forty—ten hundred and thirty
of these being by the Minister directly.

Such decisions as are of general interest, and still applicable, have been collected, and will, with those in 1881, form part of the Supplementary Compendium.

4. Confirmation of By-laws.—The following is the List of By-laws Confirmed during 1880.

MUNICIPALITY PASSING THE BY-LAW.	DATE OF APPLICATION TO CONFIRM.	SCHOOL COMPROMISES AFFECTED.	OTHER MUNICIPALITIES CONCERNED.	HOW DISPOSED OF.
Town of Stamford.....	17th September, 1880 ..	School Sections Nos. 7 and 9, Stamford.	None	By-law No. 2, confirmed 12th October, 1880.
“ Elderslie	11th September, 1880 ..	To form union between Elderslie and Sullivan; (2) To change boundary of 3 and 12, Elderslie; (3) To change boundary of 3 and 6.	Sullivan and Chesley	By-laws Nos. 9, 10 and 11, confirmed 12th October, 1880.
Village of Blyth.....	3rd August, 1880	Blyth Village and Union School Section 3 B., E. Wawanosh.	E. Wawanosh and Morris.....	By-law No. 6, confirmed 13th October, 1880.
Township of South Dumfries....	5th June, 1880	To alter boundaries of Union School Section 14 and Sec. 27, South Dumfries.	None	By-law No. 263, confirmed 13th October, 1880.
“ W. Wawanosh	1st May, 1880	To enlarge boundaries of Union School Section 8, Ashfield and W. Wawanosh.	Ashfield	By-law No. 2, confirmed 13th October, 1880.
United Townships of the Front of Leeds and Lansdowne	26th July, 1880.....	To form a Union School Section, No. 19, Lansdowne and Escott Front.	Front of Escott.....	By-law No. 362, confirmed 14th October, 1880.
Township of Front of Escott....	26th July, 1880.....	To form Union School Section 19, Front of Lansdowne and Escott.	Front of Lansdowne	By-law No. 222, confirmed 14th October, 1880.
“ Usborne.	3rd September, 1880 ...	To form Union School Section 13, Blanshard and Usborne.	Blanshard	By-law No. , confirmed 14th October, 1880.
“ Blanshard	3rd September, 1880 ...	“ “ “	Usborne	By-law No. , confirmed 14th October, 1880.
“ Minto	1st September, 1880....	To form School Section No. 1, Minto	Village of Harriston	By-law No. 167, confirmed 12th October, 1880.
“ “	1st September, 1880....	To alter School Section Nos. 1 and 12, Minto.	None	By-law No. 168, confirmed 12th October, 1880.
“ Muskoka	27th November, 1880 ..	School Sections Nos. 1 and 2, Muskoka.	None	By-law No. , confirmed 20th December, 1880.
“ Raleigh	22nd November, 1880 ..	School Sections Nos. 5, 6, 7, 8, 9, 12 and 13, Raleigh.	None	By-law No. , confirmed 20th December, 1880.

5. *Commissions of Inquiry.*

Instructions were issued to H. R. Bigg, Esq., Public School Inspector, No. 1 Leeds, to investigate a charge against Paul Kingston, *alias* P. C. Kingston, of falsifying a certificate, 29th September, 1880, and personating another candidate named Paul Kingston. The certificate was cancelled, and Mr. Kingston deprived of the right of presenting himself at any examination in future.

6. *Training of Teachers.*

NORMAL SCHOOLS—TORONTO AND OTTAWA.

The particulars under this head will be found with those of 1881, page .

7. *High School Inspection.*

HIGH SCHOOL INSPECTORS.

James A. McLellan, M.A., LL.D.; J. M. Buchan, M.A.; S. Arthur Marlin, M.A.

REPORTS OF INSPECTORS.

Report of James A. McLellan, Esq., LL.D.

Instead of presenting a lengthy report for 1880, on the condition of the High Schools and Collegiate Institutes, I propose to refer to certain points which in my opinion require present consideration.

(a) *The Entrance Examination.*

1. Has the time come when something more may be fairly demanded at the Entrance Examination? This Examination fixes the point at which the High School course begins; but more, it determines the superior limit for our Public School work. I think it may be pertinently asked whether children are to be obliged to enter the High Schools in order to learn "simple interest?"

2. Is it wise to have the control of these Examinations so largely in the hands of masters of High Schools? There are evidences of a disposition to lower the standard of examination, to the manifest injury of the Public Schools. This is perhaps due in some measure to the fact next stated.

3. Too large a money grant is made to depend on this Examination. The amount paid per unit of average attendance in the Lower School, proves a temptation to laxity in the examination for entrance into the High Schools. The old and evil tendency to deplete the Public School for the benefit of the High School is decidedly reviving.

(b) *The Intermediate Examination.*

1. The effect of this Examination has on the whole been highly beneficial.

2. Any evil tendencies that have appeared are not a necessary outcome of the Examination, but are due to causes which may be entirely removed.

3. Amongst the evils referred to is the attempt on the part of many candidates for the teaching profession to prepare *in a few months* for the Intermediate Examination. This evil is fostered by those who have been accustomed to proclaim their success in the work of "rapid preparation," and to raise an outcry about the "difficulty of the Examination papers," when their promises largely fail to be verified.

4. But as there is no "royal road" to learning, so there is no patent process for the instantaneous production of teachers. *Time* is a necessary element in producing culture. The Intermediate Examination was established on this condition; it represents at least two years' study from the time of passing the Entrance Examination.

5. It would seem necessary therefore to take steps to compel candidates for the teacher's profession to devote a reasonable amount of time to preparation for their work, rather than to lower the standard of examination to the needs of illiteracy.

6. Would it not then be well in the Intermediate Examination to make a distinction between those, on the one hand, who are merely examined for promotion to the Upper School with a view to continuing their studies; and those, on the other hand, who are examined with a view (in most cases) to *terminate* their studies by an examination which is to give them a life-long right to teach in the schools of the country?

(c) *The Collegiate Institute Test.*

1. The Latin test is not satisfactory. A great many pupils to whom it is quite unsuitable are obliged to take this course in the interests of the schools.

2. The curriculum ought to be so modified as to give a greater prominence to Science, especially to Botany and Chemistry, and their application in agriculture.

3. Some of the Institutes are in receipt of a large extra money-grant, though they are on the whole inferior to many of the High Schools.

4. Should not the conditions necessary for an Institute be modified so as to include amongst other things a thoroughly competent staff of teachers, not only competent in scholarship, but by professional training and large experience? and

5. All the necessary appliances for the proper teaching of Science; and the *actual teaching* of Science according to the most approved methods?

(d) *Distribution of the Government Grant.* The mode of distribution is hardly satisfactory.

1. Is not the *minimum* grant too large, so that schools which do little or nothing for themselves are rewarded at the expense of more worthy schools?

2. The amount given on mere *average* attendance is too great. The effect of this has already been referred to. There should, I think, either be no grant under this head, or the grant should be strictly limited to *one dollar* (annually) per unit of average attendance.

3. Under the present arrangement a great many good schools (quite as good as a majority of the Collegiate Institutes) get no substantial acknowledgment for their excellent work. The principle of payment for results is in fact ignored.

4. The amount depending on the Intermediate Examination is now too small. The "Intermediate" is our most important examination; its results, on the average, are a good test of the efficiency of the schools. If the principle of payment on results is to be retained, the money-payment for the results of the Intermediate Examination should be determined by the real importance of the examination. As matters now stand, a school that has secured an "Entrant" is about as well off as one that prepares an "Intermediate." The present tendency is to make the law regarding payment on results a dead letter. There ought to be a payment of \$8 or \$10 (annually) per unit of average attendance in the Upper School.

(e) *Teaching.* In some of the schools the teaching, on the whole, is very good; in others very bad.

1. In Mathematics there is a good deal of excellent teaching; but in many schools there is room and great need for improvement; in fact *first-rate* Mathematical teachers are comparatively rare.

2. Rarer still are good Science teachers. The inductive method is not generally followed. There is much teaching of "dead vocables," not much of that rational teaching which puts the pupil in full possession of valuable knowledge, and gives at the same time an intellectual discipline of a high order.

3. In many schools the "English Language and English Literature" are well taught; but in perhaps a greater number they are not well taught. Not sufficient attention is paid to reading and elocution. Too much is made of mere routine in grammar; the chief end of school life is to learn to analyse, if we may judge from the prevailing idolatry of "Grammatical Analysis."

4. In a word, though there are many excellent teachers to be found in all the departments of the High School course, there are also many who from lack of scholarship or lack of training, or from both defects, are unable to do work of a really high character.

(f) *Qualifications of Teachers.*

1. The time has, therefore, come when provision should be made for supplying thoroughly qualified teachers for the various departments of study in our High Schools.

2. The possession of a degree (M.A. or B.A.) is not alone sufficient. There may be scholarship, but not ability to impart knowledge, much less to educate.

3. In order to secure the best results in Secondary Education, High School teachers of every grade *should receive professional training.*

4. This is *especially* the case in our system, because the High School teachers are now educating the teachers of our Public Schools. The teachers therefore who teach our teachers must themselves be *good* teachers, or those whom they turn out of their hands will be *bad* teachers; and this in spite of the training in methods (necessarily brief) which can be given in our Model and Normal Schools. If therefore our present economical mode of providing trained teachers—wise and effective also it will prove under proper conditions—is to be a real success, our High School teachers must be educators as well as scholars, and to secure this they must be *trained professionally.*

5. I consider this imperative, as it is essential to a high degree of efficiency in the practical working of our system of education. There should be found, and found at once, a practical solution of the problem, How shall our High School teachers be properly trained for their profession?

Report of S. A. Marling, Esq., M.A.

SIR,—I have the honour to submit a few general observations on the condition of the High Schools, suggested mainly by my visits to those situated in the eastern and central districts of the Province, during the year 1880. I venture also to add some recommendations.

1. The state of things remains much the same as at the time of my last Annual Report, in regard to the subjects therein discussed, and the suggestions made, and I have but little to add to them on the present occasion. The discussion of these and other educational topics in the public press, and at County and Provincial Teachers' Associations, with the increased interest taken in Provincial education, primary, secondary and collegiate, cannot but assist very materially in the solution of the many vexed questions that perplex the administrators of the system. And, seeing that the real force by which the Provincial system is to be promoted must come from the people themselves, it is surely a good omen for this Province when, in addition to the means provided for

securing efficiency in its teachers, and the thoroughness of the tests applied to their work, our educational system enjoys, in constantly increasing measure, the support of popular sympathy, and the energy which can spring from popular sympathy alone.

2. I am glad to be able to testify, as I have done in the detailed reports already submitted to you, that the High Schools are, with very few exceptions, in a healthy and vigorous condition. Their place as an integral and essential part of the Provincial school system is now assured. There have been but few changes during the year in the head-masterships; but you will have noticed the many recent accessions of skilled ability and high attainments to the ranks of the assistant masters. But the supply of really *skilled* teaching, even now, is not equal to the demand; and this leads me to remark—

3. That while, perhaps, the very best teachers are so by a gift of nature, and cannot by any process be manufactured, yet as these are seen only now and then in a generation, training must be provided for the majority. Training for the teachers of the Primary Schools has long been recognized as a necessity; teachers of Secondary Schools have had to get this where and how they could. But Secondary or High Schools are a part of the public service, and it would seem that the training of their teachers should be a public service too. I am glad to know that this subject is occupying your attention, and that there is some prospect of the needed provision being made. Seeing that the Public School teachers receive their training in the High Schools, and that most teachers will teach as they have themselves been taught, it is most important that the teaching in the High Schools should be of the best attainable character.

4. In view of the increasing numbers of candidates for teachers' certificates attending the High Schools, and the extreme haste and rush to get certificates, I think the time has come to restrain this impetuosity, the result of which is seen at the professional examinations in the crudity of the notions of candidates, and in their want of information and culture. The element of *time* in training has not been sufficiently recognized among us; and now that the prospective supply of teachers is so large, I submit that in their interest, and in the interest of the High Schools, it would be well to require of candidates going up to the non-professional examination for teachers, a certificate of one or two years' attendance at a High School.

5. In close relation to the above, I am of the opinion that many boys and girls are prematurely urged forward from the Public School to the High School, owing to the credit attending the passing of the examination. Some of these would do far better to remain a year or two longer at the Public School, their extreme youth rendering it undesirable to impose upon them the burden of the High School curriculum. Many of the High School pupils do not remain long enough after passing the entrance examination for their High School training to exercise any very appreciable effect upon them.

6. Considering the fact that many of the pupils do not contemplate adopting teaching as a profession, but are still anxious for promotion to the Upper School, I submit that it would be well to meet such cases by an extension, to a limited extent, of the system of options, and by modifying the rigour of the rule as to the minimum of marks necessary for passing into the Upper School. General excellence might be allowed to compensate for deficiency in a single subject, so that a good aggregate might atone for low marks in a branch or group. This has been sanctioned, in a measure, in the past; but it does not seem fit to permit any one to take out a *teacher's* certificate who has fallen short of the minimum in any subject. Twenty per cent. in arithmetic, for example, is surely too low for one who has to teach arithmetic.

7. I think that the examination for teachers should be further differentiated from that of the mere Intermediate, by adding questions of a special character, suited to that class of candidates; and that candidates be required to state on their papers whether they are writing for a teaching certificate or not, and that the examiners be guided in their reading the papers accordingly. It is manifestly unfair and injurious to apply the same test to a boy or girl of fourteen as to an adult or to a pupil of eighteen.

8. The High School Inspectors have noticed a marked difference among the local Examining Boards in their valuation of candidates' answers at the High School Entrance Examination. Most of the Examiners exercise good judgment in this work ; but there are not wanting instances of extreme laxity. It is desirable that the results be reviewed by two Examiners before the report of the examination is sent in.

9. As the question of the distribution of the Government grant will probably engage your attention, I take the liberty of asking your attention to the remarks on this subject made by the High School Inspectors in their reports for 1879, and to the special memorandum submitted by me, under your instructions. I will only add here, that I respectfully suggest that the following principles should be kept in view in any scheme that may be adopted for apportioning the grant :—

a. To allow a fixed minimum of \$450 to each school, as at present.
 b. To allow a fixed sum in consideration of school accommodations and equipment.
 c. To allow a fixed sum in consideration of the number and qualification of the teachers engaged.

d. To give a sum not exceeding the amount paid per pupil in the Public School, for every pupil attending the High School. This sum should be kept low, in order not to offer a premium for crowding the High School at the expense of the Public School.

e. To give a small sum, say \$4 or less, per annum for each Upper School pupil. This sum should be kept down, in order to diminish the unhealthy rivalry that has arisen between schools, and to relieve the teachers from harassing and undue anxiety as to examination results, and from the attempts, too frequently made, to lure away pupils from their classes.

f. To allow for pupils passing a University Examination at the same rate as for Upper School. This is desirable in view of the increasing number of candidates who are going up for matriculation and for the University local examinations for women.

g. To give a money *bonus* for the encouragement of such subjects as ought to be taught in High Schools, but are too often neglected, as having no place in the Intermediate Examination, viz.: Music, Drawing, Drill, Reading and Writing. The first three of these have almost ceased to be taught since the grant for them was withdrawn. The neglect of Reading and Writing in the High Schools has been dwelt upon in former reports.

h. To require a fee from candidates for teachers' certificates, at their Non-professional Examination.

i. To secure generally in the arrangement, as great an amount of *fixity* as may be, so that School Boards shall be enabled to make their estimates from year to year with some approach to certainty, and that their operations may not be embarrassed by excessive fluctuations in their receipts.

k. To lessen the 'examination pressure.' The public mind has unfortunately been led to form its estimate of the success of a school by the number of pupils advertised as having passed some public written examination, whether for promotion, or for certificate, or for matriculation. The Public School is judged by the number of its entrants to the High School, and the High School by the number of its 'intermediates,' or matriculants, and by these tests the popular estimate of the High School is to a great extent determined. Now, while I believe it to be true that the number of intermediates passed as compared with the number of candidates, taking several years together, would be a pretty fair test of the efficiency of a High School, it is plainly unjust to expect the 'tale of bricks' every year. One way to remove this hardship would be to make the money grant dependent on the examinations a good deal less than it is at present. The honour of passing examinations should be abundant stimulus. It is not teachers, as a general rule, that require to be urged to exertion, and it would be better to encourage effort on the part of school trustees and municipalities, by giving them pecuniary returns for the amounts they pay in equipping their school and in providing efficient teachers.

10. The attention of the Department has been drawn to the fact that in many instances the cost to High School Boards of the Intermediate Examination is greater than the money payment to the High School in respect of its candidates who pass ; but if fees were imposed upon candidates for teachers' certificates, the cost of the Intermediate Examination otherwise might be borne by the Department. Many who write at the Intermediate Examination are not High School pupils and have no proper claim upon the High School Board for the payment of expenses caused by them.

Expenditure for High School Inspectors.

Salaries of three Inspectors	\$6,000 00	
Travelling expenses do.	1,150 00	
Other expenses	206 50	
		\$7,356 50

8. Public School Inspection.

LIST OF PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Donald McDiarmid, M.D.	Glengarry	Athol.
Alexander McNaughton	Stormont	Newington.
Arthur Brown	Dundas	Morrisburg.
Wm. J. Summerby	Prescott and Russell	Russell.
Odilon Duford	" " Assistant for French Schools	Curran.
Rev. John May, M.A.	Carleton	Ottawa.
Rev. George Blair, M.A.	Grenville and Town of Prescott	Prescott.
William R. Bigg	Leeds No. 1	Brockville.
Robert Kinney, M.D.	Leeds No. 2, and Town of Brockville .....	.....
F. L. Michell, B.A.	Lanark and Town of Perth	Perth.
R. G. Scott, B.A.	Renfrew, Town of Pembroke, and District of Nipissing	Pembroke.
John Agnew, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox and Addington and Town of Napanee	Napanee.
Gilbert D. Platt, B.A.	Prince Edward	Picton.
William Mackintosh	Hastings No. 1	Madoc.
John Johnston	Hastings No. 2, and City of Belleville	Belleville.
Edward Scarlett	Northumberland and Town of Cobourg	Cobourg.
John J. Tilley	Durham and Towns of Bowmanville and Port Hope	Bowmanville.
James Coyle Brown	Peterborough	Peterborough.
C. D. Curry, B.A.	Haliburton	Minden.
James H. Knight	E. Victoria and Town of Lindsay	Lindsay.
Henry Reazin	W. Victoria	"
James McBrien	Ontario and Town of Whitby	Myrtle.
John Hodgson	S. York	Yorkville.
David Fotheringham	N. York	Aurora.
Donald J. McKinnon	Peel and Town of Brampton	Brampton.
Rev. William McKee, B.A.	S. Simcoe	Cookstown.
James C. Morgan, M.A.	N. Simcoe and Towns of Barrie and Orillia	Barrie.
Robert Little	Halton and Towns of Milton and Oakville	Acton.
Joseph H. Smith	Wentworth, City of Hamilton and Town of Dundas	Ancaster.
Michael Joseph Kelly, M.D.	Brant, City of Brantford and Town of Paris	Brantford.
John B. Somerset	Lincoln	St. Catharines.
James H. Ball, M.A.	Welland and Towns of Clifton and Thorold	Thorold.
Clarke Moses	Haldimand	Caledonia—Seneca.
James J. Wadsworth, M.A., M.B.	Norfolk and Town of Simcoe	Simcoe.
William Carlyle	Oxford and Towns of Ingersoll, Tilsonburg and Woodstock	Woodstock.

LIST OF PUBLIC SCHOOL INSPECTORS—*continued.*

NAME.	JURISDICTION.	POST OFFICE.
Thomas Pearce	Waterloo and Towns of Berlin and Galt. . . .	Berlin.
David P. Clapp, B.A.	N. Wellington and Towns of Harriston, Listowel and Mount Forest.	Harriston.
J. J. Craig	S. Wellington and Town of Orangeville. . . .	Guelph.
Thomas Gordon	W. Grey and Town of Owen Sound.	Owen Sound.
William Ferguson	S. Grey and Town of Durham.	Priceville.
Andrew Grier	E. Grey and Town of Meaford.	Thornbury.
William Alexander	N. Perth and Towns of Palmerston and Strat- ford.	Stratford.
John M. Moran	S. Perth, Towns of Mitchell and St. Marys. .	Stratford.
John R. Miller	S. Huron and Town of Goderich.	Goderich.
Archibald Dewar	N. Huron and Towns of Clinton and Seaforth. .	Seaforth.
W. S. Clendening.	E. Bruce and Town of Walkerton.	Walkerton.
Alexander Campbell	W. Bruce and Town of Kincardine.	Kincardine.
John Dearness	E. Middlesex.	London.
Joseph S. Carson	W. Middlesex.	Strathroy.
A. F. Butler	Elgin.	St. Thomas.
Edmund B. Harrison	E. Kent and Town of Bothwell.	Ridgetown.
Wilmot M. Nichols, B.A.	W. Kent.	Rondeau Harbour.
Charles A. Barnes	Lambton No. 1, and Town of Petrolia.	Forest.
John Brebner	Lambton No. 2, and Town of Sarnia.	Sarnia.
Theodule Girardot	Essex No. 1, and Towns of Sandwich and Amherstburgh.	Sandwich.
D. A. Maxwell	Essex No. 2.	Amherstburgh.
P. A. Switzer, B.A.	Districts of Algoma and Parry Sound and Towns of Collingwood and Meaford.	Collingwood.
James L. Hughes	City of.	Toronto.
Rev. Robert Torrance	"	Guelph.
W. G. Kidd	"	Kingston.
J. B. Boyle	"	London.
John C. Glashan	"	Ottawa.
James B. Grey	"	St. Catharines.
John McLean	"	St. Thomas.
Rev. A. McColl	Town of.	Chatham.
R. B. Carman, M.A.	"	Cornwall.
John Rogers	"	Niagara.
Rev. S. H. Eastman	"	Oshawa.
James Stratton	"	Peterborough.
J. M. Platt, M.D.	"	Pictou.
G. W. Ross, M.P.	"	Strathroy.
Thomas Hilliard.	"	Waterloo.
Richard Harcourt, B.A., M.P.P.	"	Welland.
J. C. Patterson, M.P.	"	Windsor.

EXTRACTS FROM REPORTS OF PUBLIC SCHOOL INSPECTORS.

COUNTY OF DUNDAS.

Extract from Report of Arthur Brown, Esq., Inspector.

The average of salaries paid teachers in the townships also shows a steady decrease, while that in the villages shows a slight increase. The averages for the County for the three years were \$273.97, \$278.95 and \$270.24 respectively. The average salary of male teachers for the same period was \$383.18, \$366.95 and \$373.75, and of female teachers \$192.08, \$194.99 and \$188.80.

The attendance for 1880 does not show the same gratifying result as that recorded for 1879. The falling off, however, occurs in the villages, and when the four townships are considered by themselves, the record shows an increase of attendance more than double that of 1879. This increase is due to the greater number of days the schools have been kept open, and to a somewhat more regular attendance, but principally to the former.

I cannot help thinking that the nature of the Regulations in reference to additional accommodation has something to do with the small ratio of average attendance to the school population. The Regulations provide that when a section has a certain number of resident children an additional room and an additional teacher shall be secured. These Regulations are almost a dead letter. Parents in too many instances discourage attendance, lest their schools should be over-full and the expense of another teacher incurred; and trustees, through fear of the school-room proving too small, neglect to urge a full attendance. I am sorry to have observed even a care to return the numbers in the school census below the actual amount. I fear that as long as the appointment of an officer to look after absentees is left optional with trustees, the appointment will only be made in sections in which there is full accommodation for all the children of the section.

I am glad to be able to report the schools of the County as improving in efficiency. The teaching is more thorough and practical, as is evidenced both at Competitive and Entrance Examinations. A good part of this improvement is due to the training given in the County Model School, and to the regular attendance of teachers at their Association Meetings. When the County Model Schools shall have been made as complete as possible, all will have been done that can be done to secure competent and trained teachers. The next great object will be to secure the attendance of a much larger proportion of the children; and if the Minister of Education shall be enabled to secure the same success in this direction that he has in securing qualified teachers, our Public Schools will be justly the pride of our people.

Table A.—School Population and Accommodation for 1880, as follows:—

—	No. 5 to 21.	No. 7 to 12.	Average attendance, last half-year.	No. of Teachers.	No. of Rooms.
Totals.....	5,536	2,615	2,094	76	75

Also TABLE B.—Showing School Population and Attendance in four Townships and two Villages.

	Residents, 5 to 16.		On Roll, 5 to 21.		No. 7 to 12, Attending less than 80 Days.		Number of Days Schools were Open.		Aggregate Attendance.		Average Attendance.		
	1878.	1879.	1878.	1880.	1878.	1879.	1878.	1879.	1878.	1879.	1878.	1879.	1880.
Totals	5371	5584	5488	5632	795	696	200.3 AVE.	202.8 AVE.	57036.1	60162.1	2607	2753	2679

Also TABLE C.—Showing

	TRUSTEES' LEVY ON PROPERTY.		PAID TEACHERS.		PAID ON CAPITAL ACCOUNT.	
	1878.	1879.	1878.	1880.	1878.	1880.
Totals	\$20298 94	\$21298 65	\$22116 50	\$21583 83	\$1749 87	\$2617 81
			\$21138 81	\$21300 18		\$3437 83

Also TABLE D.—Teachers' Salaries.

	AVERAGE.						AVERAGE BOTH CLASSES.		
	Males.			Females.			1878.	1879.	1880.
	1878.	1879.	1880.	1879.	1880.	1881.			
Totals	\$383 18	\$366 95	\$373 75	\$192 08	\$194 99	\$188 80	\$273 97	\$278 75	\$270 24

Also TABLE E.—Teachers and Certificates.

	MALES.		FEMALES.			1878.			1879.			1880.					
	1878.	1879.	1878.	1879.	1880.	1st Class.	2nd Class.	3rd Class.	Inter-m'ate.	1st Class.	2nd Class.	3rd Class.	Inter-m'ate.	1st Class.	2nd Class.	3rd Class.	Inter-m'ate.
Totals	47	47	46	38	46	1	4	67	12	1	6	74	2	1	10	72	1

Also TABLE F.—Assessed Value and School Rate.

	1879.		1880.	
	Assessed Value.	Average School Rate.	Assessed Value.	Average Rate.
Totals	\$6,538,652.	3.82 mills.	\$5,370,145.	3.93 mills.

COUNTY OF PRESCOTT AND RUSSELL.

Extract from Report of W. J. Summerby, Esq., Inspector.

Having been in the Inspectorate but a short time before the close of the year, I shall not make any general remarks other than to state that the greatest hindrance to progress in the schools seems to be the lack of qualified teachers. You will see by the report that sixty-five, or nearly one-half, of the teachers held temporary certificates during the past year

COUNTY OF LEEDS—DISTRICT No. 1.

Extract from Report of W. R. Bigg, Esq., Inspector.

I cannot report any material alteration in the status of the schools since the date of my last report. Salaries have, however, been subject to a reduction, consequent upon the increased supply of teachers, and the engagements made at the close of the year 1880 indicate a still further diminution, about twenty-five per cent. less being paid than during the period 1874 to 1877.

The enterprising village of Gananoque has erected a large, handsome and commodious one-story stone school-house, containing four rooms, with separate out-door entries and cloak rooms, which will afford ample accommodation with that already possessed. Two of the rooms are 40 feet by 36 feet, and the other two are 36 feet by 25 feet. The rooms are lofty and well furnished with blackboards. An acre of playground is attached to the building.

The Grenville Model School having been discontinued, a greater amount of labour is now thrown on the Brockville and Farmersville Model Schools, which, although doing Grenville's work, do not receive the Government grant formerly paid to the latter. The Counties' Council this year supplemented the Government grant by apportioning \$100 to Brockville and \$200 to Farmersville. I trust that ere long increased assistance will be afforded both by the Government and County Councils.

Compulsory education will take a long time to enforce. What is everybody's business is no one's, and the permissive or recommendatory provisions of the School Act remain to all intents and purposes a dead letter. It seems extremely unfair to enact that the schools shall be free, and to tax everyone for the support of universal education, and having obtained the money for that purpose not to so expend it. Surely we ought not to be compelled to pay merely for the theory that "the State owes every child an education." Yet at any hour of the day our streets are swarming with children between the ages of five and sixteen, though many of them may be perhaps occasionally sent to school.

By the regulations to come into operation in 1881, the standard for Third Class Certificates has been raised to that of the late Intermediate. This I consider very objectionable from an eastern standpoint. The change may be suitable for the west, but it

is premature here, as we have barely enough Third Class teachers to supply our needs, and have been hitherto obliged, in many instances, to grant temporary certificates. I fail to see, in the case of our ordinary rural schools, where Fourth Class work is hardly the maximum attained, except in a few instances, the utility of exacting from the teacher a superficial knowledge of chemistry and natural philosophy, especially when these subjects are taught only in the High Schools.

The effect in towns of school law legislation during the past ten years, has been to exalt the High Schools at the expense of the Public Schools. The latter are now virtually but mere feeders to the former, to which all the pupils rush, as soon as they have been sufficiently crammed to pass the Entrance examination. Hence in Brockville as elsewhere the Fifth and Sixth Classes in the Central School are things of the past, the limit now being Fourth Class work, for which the Board of Trustees, with unaccountable liberality, actually pay \$2,500 per annum. Yet we were told in the senior High School Inspector's report for 1872 that "those who look upon it (the Public School) as the insignificant beginner of an imperfect work, which is merely initiatory to that of a higher and more favoured institution, fail to comprehend its true character and object. It is not a mere feeder to the High School; to provide the latter with pupils is surely not the sole or even the primary object of its existence. The Public School is absolutely essential to the advancement of the nation. Hence the necessity of keeping constantly in view the high aim of the Public School, and of making it eminently efficient for its great work in general education."

COUNTY OF LEEDS—DISTRICT No. 2.

Extract from Report of R. Kinney, Esq., Inspector.

The total number of schools, their financial condition, the amounts received from various sources and expended under as many different heads, the qualifications of the teachers, their annual salaries, the number of pupils enrolled, the length of time each attended during the year, their classification, etc., are all very important matters. There are other considerations, however, which must not be overlooked in making a complete representation of the subject.

The harmonious working of the educational machinery is by no means the least pleasing and satisfactory phase of the question, and I am happy to be able to state that this condition characterizes the working of the School Law and Regulations throughout the District. While, in educational affairs, in this progressive age, it is at least questionable whether we shall ever attain to that degree of perfection at which it would be well to "rest and be thankful," yet there is no reason why we should not appreciate that which is, in reality, a subject of thankfulness, namely, co-operation and sympathy on the part of those interested in educational progress.

It is a fact worthy of observation that adult pupils, young men and young women, are again attending school in many sections. This class suddenly left the Public Schools in 1871, owing perhaps to the introduction of a limit table and a more thorough system of classification. Whatever was the cause of their sudden departure, it was very much to be regretted, and their return is hailed with pleasure. A quarter of a century ago a winter's schooling was looked upon as a special educational privilege, enjoyed only by a favoured few. During our long Canadian winters our schools furnish the unoccupied adult population of both town and country opportunities for mental improvement which, if properly embraced, will tend to produce a prosperous and contented people.

Third Class teachers are very numerous indeed, even in our oldest and wealthiest counties. Whatever explanation may be given in order to account for their numbers, it certainly cannot be explained on the modern maxim of the "survival of the fittest;" yet in all probability for many years to come the majority of our schools will be taught by Third Class teachers. This, however, cannot be said to be an unmitigated evil, as many of these teachers are rendering excellent service in the cause of primary education.

It is satisfactory to see it stated on good authority that our High School system is

in general working well; and as this is the great source from which we draw our supply of teachers, if the same high authority, or one equally competent to judge, could also assure the public that in this particular our High School system is also working well, the statement would remove considerable anxiety. I fear, however, this cannot be said at present. Subjects of the first importance in a Public School course, such as reading, writing, music and drawing, are apparently considered too primary to receive due attention in our High Schools. The result is our Third Class teachers are not particularly well prepared to teach these branches in the Public Schools. The High School programme seems sufficiently flexible to admit of more attention being given to them, and I cannot but think if the High School Inspectors were to attach more importance to these subjects in their visits of inspection, and also give them a place in the Intermediate Examination, the masters would not be slow to act upon the suggestion. Cannot some value be given to these subjects at the next Intermediate Examination?

The year 1880 was not productive of very marked changes in educational affairs. The only one of importance was that in reference to Third Class Non-professional Examinations, by which County Boards were relieved of a large amount of work, and municipalities of a somewhat large and immediate expenditure. Practically it will be found that a considerable amount of this expenditure has been only transferred to the High School Boards, as an additional presiding examiner will be required at each of the Intermediate Examinations.

COUNTY OF HASTINGS—NORTH.

Extract from Report of William Mackintosh, Esq., Inspector.

Difficulties, numerous and discouraging, retard the advancement of education in every county. In such districts as that of which I have the oversight, many disheartening influences have to be contended against of which trustees, teachers and inspectors in older, wealthier, and more densely populated counties, know little or nothing. Taking these into consideration, our schools are in a fairly satisfactory condition.

School Taxation.—By the kindness of the clerks of the different municipalities I have been enabled to get trustworthy information regarding the rates of school taxation.

In Rawdon the average rate was 4 mills, the rates ranging from $2\frac{2}{3}$ mills in School Section No. 8, to $8\frac{3}{8}$ mills in School Section No. 11. In Huntingdon the average was 8 mills, the rates ranging from $4\frac{2}{3}$ mills in School Section No. 12, to $15\frac{1}{3}$ mills in School Section No. 13. In Madoc the average was 7 mills, the rates ranging from $3\frac{1}{4}$ mills in School Section No. 16, to 13 mills in School Section No. 19. In Elzevir the average was 14 mills, the rates ranging from 1 cent in School Section No. 2 and School Section No. 4, to $29\frac{2}{3}$ mills in School Section No. 1 (Bridgewater). The average in Dungannon and Faraday was 16 mills, the rates ranging from 8 mills in School Section No. 3, to 40 mills in School Section No. 4. In Tudor, Cashel, Limerick and Wollaston, the average was 23 mills, the rates ranging from $14\frac{7}{10}$ mills in School Section No. 10, to $33\frac{3}{10}$ mills in School Section No. 7. In Marmora and Lake the average was 11 mills, the lowest being in School Section No. 1 and School Section No. 5 (5 mills), and the highest in School Section No. 8 (14 mills). In Monteagle and Herschel the rates averaged 18 mills, ranging from 27 mills in School Section No. 4, to $10\frac{1}{2}$ mills in No. 6. In Bangor, Wicklow and McClure, the average was 19 mills, the rates ranging from $17\frac{1}{2}$ mills in School Section No. 4, to 40 mills in School Section No. 1. The average in Carlow and Mayo was 24 mills, the rates ranging from 6 mills in School Section No. 1, to 40 mills in No. 4 and No. 5. In Madoc and Stirling villages the rates were 7 and 6 mills respectively.

Financial Statement.—The following tabulated statement shows the total expenditure for all school purposes in each municipality, and the average expenditure for each registered pupil:—

MUNICIPALITIES.	Total expenditure for all school purposes.	Average expenditure per registered pupil.
	\$ c.	\$ c.
Rawdon	4875 60	5 12
Huntingdon	2693 95	5 30
Madoc	3749 98	4 80
Elzevir	2090 42	5 41
Dungannon, etc.	929 21	5 95
Tudor <i>et al</i>	1911 26	5 23
Marmora, etc.	2864 69	5 10
Monteagle and Herschel	1407 00	5 52
Bangor <i>et al</i>	820 01	5 85
Carlow and Mayo	554 42	2 22
Stirling	3451 15	13 48
Madoc Village	2536 13	7 27
	\$27884 62	\$5 64

Time for which the Schools were kept open.—The year 1880 contained 222 teaching days. In Rawdon the schools were in operation for 211 days; in Huntingdon, for 206 days; in Madoc, for 193 days; in Elzevir, for 179 days; in Dungannon and Faraday, for 176 days; in Tudor, Limerick, Cashel and Wollaston, for 182 days; in Marmora and Lake, for 188 days; in Bangor, Wicklow and McClure, for 145 days; in Monteagle and Herschel, for 152 days; in Carlow and Mayo, for 153 days; in Stirling, for 222 days; and in Madoc village, for 221 days. The average time for which they were open in the Inspectorate was 185 days.

The practice of keeping a school open for only a part of the school year is fraught with injury to the children of the section. Were the same teacher retained for several successive terms less harm would result, but this is very rarely the case. A new teacher, and as a rule a poor one every year, is the unfailing concomitant of the system.

I fear it must continue in some localities. In others there are no cogent reasons for its adoption. It is essentially a penny-wise and pound-foolish system. In many places it is perpetuated by the carelessness and apathy of trustees and parents. In other sections it is maintained by the influential taxpayers, who have no personal interest in the welfare of the school.

“Keep down the taxes” is always a popular cry, and too frequently is the school made to suffer on account of extravagance in other matters.

School Population and Attendance.—The number of persons, from 5 to 16, in the Inspectorate, as reported by trustees, was 5,271.

Four thousand nine hundred and forty-three pupils, of all ages, were in attendance during some part of the year.

The attendance is shown in the following statement; being in ten Townships and Unions, and two Villages:

Average attendance	2094
Percentage of average attendance	42
Number who attended less than 20 days	616
Number who attended between 200 days and the whole year..	248

The percentage of average attendance, as shown in this statement, is greater than for

any previous year. And yet, how unsatisfactory must be the educational progress of any district in which the school attendance is so irregular.

In a number of sections I am pleased to notice improvement in this matter. In every instance this has been produced by earnest and intelligent efforts on the part of the teacher. Interesting, enthusiastic and effective teaching will, without doubt, lessen the evil.

Teachers.—*Ninety-three* teachers were reported. Of these, 2 had Provincial First Class Certificates (1 First A and 1 First B), 19 held Provincial Second Class, 45 had Third Class, and 27 had Special Certificates or "Permits." With *three* exceptions, all of the latter had charge of schools in the townships on the Colonization roads.

The remuneration received by the teachers was as follows:—

Average salary paid to male teachers	\$347 29
Average salary paid to female teachers	242 14

Classification of Pupils.—In the First, or lowest, Class there were 2,179 pupils; in the Second, 1,276; in the Third, 1,078; in the Fourth, 339; in the Fifth, 55; and in the Sixth, 16.

In June and December, examinations for promotion to the Fifth Class were held at Madoc and Stirling. As in 1879 the questions used were those set for the examination for admission to High Schools (a supply of which was kindly furnished by the Minister of Education), and the regulations prescribed for the government of that examination were strictly adhered to. *Forty-four* successful candidates, from sixteen schools, were promoted to the Fifth Class.

Model School.—Under the efficient management of Mr. Kirk this important institution again did good service to our schools. In my report for 1879 I was able to refer in terms of commendation to the manner in which it was conducted. The enthusiasm, industry and intelligence manifested by the Principal and his assistants in the discharge of their duties during 1880 merit high praise. Such marked progress justifies me in anticipating continued growth and improvement.

To any one acquainted with the youthful character of many who enter Model Schools, the prime importance of firmness and thoroughness in their government will at once be recognized. Upon this, and the excellence of the teaching seen by the students while in these local Normal Schools, depend their subsequent success as teachers. Self-restraint and self-government are necessary to the attainment of real success by the teacher. These invaluable qualities can only be acquired by constantly practising them. An enforced practice of them while in the Model School will prove of much advantage in after-life.

Twenty-five students were trained during 1880. Of these, *two* left the school before the close of the session, *one* was rejected at the Professional Examination, and *twenty-two* were authorized to teach.

Teachers' Association.—A report on the state of education without a reference to the Teachers' Association would be incomplete.

It is still rendering valuable aid. The meetings are, almost invariably, well attended, and the discussions (all of which have a direct bearing on the welfare of the schools) are listened to with attention and interest.

Poor School Grants.—The liberal grant of \$100 to aid the schools in each of the remote municipalities was supplemented by the Minister of Education to the extent of \$426 75. This assistance has been productive of much good, and I hope it will be continued.

COUNTY OF HASTINGS—SOUTH.

Extract from Report of John Johnston, Esq., Inspector.

In this Inspectorate there are 82 school houses and about 100 teachers.

The following statement is worthy of notice:—1,137 children were entered on the daily registers of the Township of Sidney, and the whole amount of money expended in

paying teachers' salaries, and in furnishing the schools with all necessaries, including repairs, wood, cleaning, etc., was \$7,306.57 $\frac{1}{2}$, showing that the cost for each pupil for this year was \$6.42, in 1879 \$6. In Thurlow 1,184 children; the amount of money expended \$6,948.97; the cost of each pupil \$5.86, in 1879 \$5.50. In Tyendinaga the money spent for 1,324 children was \$7,528.69, making the cost for each pupil \$5.68. In Hungerford, for 1,250 children, \$5,775.59 were expended, making for each \$4.62, in 1879 \$4.50. In Trenton Public Schools, 464 children, \$1,983.99, or \$4.27 per head, in 1879 \$4.44. The Separate School, Trenton, with 235 children, expended \$974.93; rate per head \$4.14, in 1879 \$3. In Deseronto there are 332 children, and the amount expended for each pupil \$4.37, in 1879 \$3.75.

Irregularity of Attendance.—The compulsory clauses in the school law have been of no use. Trustees would not enforce them, and in consequence many children attended very irregularly, and some did not attend any school. At the last session of the Ontario Legislature the law was amended.

The parent and guardian of every child not less than seven nor more than thirteen years of age, is required to cause such child to attend a public school, or any school in which elementary instruction is given, during the whole time in each week for which such school is open, and for eleven weeks in each of the two terms of the public year.

Any person who receives into his house a child of any person, under the age of thirteen years, and who is a resident with him or in his employment or care, is subject to the same duty.

In case of a child employed in any manufactory, one-half of the whole time required by the Act in each week for instruction shall be deemed sufficient.

Public School Boards and Rural School Trustees may appoint an officer to ascertain and report to the School Board or Trustees, for their information, any parent or other person who has failed and omitted, and is failing and omitting, to perform the duty of providing that each child of his, or in his care or employment, between the ages of seven and thirteen years, is attending some school or otherwise being under efficient elementary instruction; and it should be the duty of such officer to notify, personally or by letter or otherwise, such parent or other person of his neglect and the consequences thereof; and it shall be the duty of the School Board or Trustees, through their said officer, to make complaint to the Police Magistrate or Justice of the Peace.

As every ratepayer is taxed for the education of all the children in the section, it is only right that the children at least between the above ages should attend school.

In Sidney 109 children between 7 and 12 are reported as not having attended any place of instruction; in Thurlow, 69; in Tyendinaga, 47; and in Hungerford, 184.

Since I presented my last report for 1879 I have carefully examined all the schools twice; besides the usual visits, I have attended many public examinations.

I am able to report a marked improvement in nearly all of them during my last visit. The teachers are doing their utmost to give the scholars a thorough and practical training in all the elementary subjects, such as reading, spelling, writing, arithmetic, practical grammar and geography; while in many the higher subjects are taught in a very efficient manner.

It has been frequently said, to have good scholars we must have good and efficient teachers. Teachers have been encouraged in every way to teach their scholars thoroughly and well.

Two meetings of the Teachers' Association have been held since my last report was presented, and the last one was very successful and thoroughly practical. On the evening of the second day, Dr. Jaques, President of Albert College, delivered in the City Hall an excellent lecture on "Mental Gymnastics," to the members of the Association and others. It was the best practical lecture on education ever delivered before the teachers of South Hastings.

Forty-nine school houses have been built during the past ten years, and this year an excellent brick house is being erected in School Section No. 19, Sidney.

The collecting of school rates by the township collectors has given very general satisfaction to trustees. It is required that all trustees shall send to the township clerk

the amount to be raised for school purposes on or before the meeting of the Council in August.

After the Model School examination last October there were more teachers than was necessary to supply all the schools. But as the standard has been raised, it will be a long time before this will again take place. Candidates for Third Class Certificates have now to pass the same examination formerly passed by candidates for Second Class.

At present there are only thirteen Second Class teachers in the Division. As candidates in the future will have to pass an examination much more difficult than in the past, it will be impossible to supply all the schools with teachers unless they come from western counties.

In consequence of this change in the law, a Board of Examiners is only necessary to conduct the examination at the close of the Model School term, as all the Second and Third Class papers will be sent by the Inspector to Toronto to be examined.

A Board composed of the two Inspectors and another thoroughly practical man who understands the work to be done in the Public Schools, will be sufficient. This will materially lessen the expenses of examination.

Twenty-five candidates were trained in the Model Schools last September and October.

After a careful inspection of all the schools, I am able to report a marked improvement in nearly all of them.

COUNTY OF HALIBURTON.

Extract from Report of C. D. Curry, Esq., Inspector.

I am pleased to state that considerable progress has been made, the classification of pupils being much better than has prevailed heretofore, and more attention having been paid to the programme.

Two very useful meetings of the Teachers' Association have been held during the year. The County Council have granted \$25 to the Association, which sum will be supplemented by the Department.

The new system of reporting the state of the school directly to the trustees after each inspectoral visit, will, I consider, be found to work well in stimulating teachers, and awakening a more lively interest on the part of trustees.

COUNTY OF YORK—NORTH.

Extract from Report of David Fotheringham, Esq., Inspector.

The economical management of finances in 1879 was extended to 1880. While the amount paid to teachers was not diminished, the income and expenditure were both less, the former by \$2,046, and the latter by \$800. No outlay on new buildings was made, while the efficiency of the schools was maintained by a larger expenditure on maps, prizes, etc., and on fuel and other incidentals. Of debts on property the sum of \$4,630 was paid off, as against \$6,321 in 1879.

Seventy-five male teachers received only \$724 more than seventy received in 1879. The average salary has thus fallen from \$432.27 to \$404.71. The average to lady teachers, of whom four fewer were employed, has risen from \$251.22 to \$260.71. This year reverses the steady increase of salaries to male teachers during the last 10 years.

The marked advance in the qualifications of teachers however leads to the hope that this reaction is only temporary. Five First Class Provincial Certificates against four in 1879; thirty-eight Second Class Provincial, against thirty-three; and thirty-nine Normal trained teachers, against thirty-four in 1879, promise well for the future. Eight, as in the previous year, taught on First Old County Board Certificates, and fifty-one instead of fifty-five on New County Board Third Class Certificates.

The average attendance was 47 per cent. of those from five to sixteen—about the same as that of 1879 and several preceding years. Forty-five fewer than in 1879 are

reported as not attending four months; that is a reduction of 9 per cent. The schools were open, on an average, one day longer than in the previous year.

The programme of studies has been more nearly followed than formerly. The number in advanced subjects is reported as much less, and the number in the subjects prescribed for the first four classes as much greater.

The record of work, as tested by inspection, shows that 14 schools passed *excellent* examinations; 25 *good*; 17 *fair*; and 25 *poor*. Thus 39 instead of 30 are *good*; 17 instead of 28 *fair*; and 25 instead of 20 *poor*.

In 80, instead of 72 out of 89 schools, devotional exercises find a place; while in 53 the Commandments are also taught. The report of visitors shows an increase of interest. The supply of maps and libraries has been kept up; but the number of books called for has fallen off seriously.

The number of successful candidates for admission to the High Schools has been much greater than usual. The school system, theoretically very complete, suffers no less than in former years from Irregular Attendance, Frequent Change of Teachers, and Great Inequality of Taxation. A thorough system of Township or District Boards would, no doubt, rapidly reduce these evils; and since popular prejudice blocks the way to this much-needed reform, some general and prolonged agitation should be started to show its necessity.

The Teachers' Association, with its regular meetings, its excellent library, and the encouragement extended by educationists from outside, is still doing good service; though many, especially new teachers, to the extent of 40 per cent., neglect to attend. This evil could be met by providing, as is done in some places, that the School Board shall pay a reasonable amount for expenses, and receive in return from the teacher a written summary of the proceedings of each Convention.

As a special report has been sent in regarding the County Model School at Newmarket, it is unnecessary to say anything here.

For the Separate School in the same town a commodious house was erected, largely through the energy and liberality of the Rev. W. R. Harris.

COUNTY OF YORK—SOUTH.

Extract from Report of James Hodgson, Esq., Inspector.

Great interest continues to be manifested by trustees and the people generally in the cause of Public School Education, and since my last report to the Education Department I have had most ample proof of the decided advantages that have already arisen from the training of teachers in our County Model School at Yorkville.

I have found, as a rule, that teachers trained therein enter upon their work with greater confidence, and display a zealous earnestness in school work which is very much to be commended, and which enters very largely into the necessary qualifications of a successful teacher.

It appears to me, however, that it is very desirable that the period of attendance in County Model Schools should be somewhat extended. This is a somewhat difficult question, as a longer session might seriously interfere with the regular and daily work of such pupils, and might be objected to by the trustees and teachers thereof. I hope that you will be able to provide some escape from this dilemma.

In my last report to the County Council of York, I ventured to state that, after mature deliberation, I had resolved to advise Public School Trustees, when a change of teachers is desirable, to make the change, if possible, at the end of the first half-year, instead of at the end of the year, for this obvious reason: After the summer vacation the attendance is always comparatively small, and that good discipline is much more easily obtained and kept up than when the attendance is much larger. Besides, in the summer term the larger scholars are not generally in attendance at a rural Public School, and consequently there is less difficulty in the management and government thereof, and a

teacher who takes charge of a Public School at that time will acquire some experience before the larger scholars would be in attendance.

To manage senior pupils well and judiciously is a work of great difficulty, and requires an amount of tact and good judgment scarcely to be expected in a young teacher who has had little or no experience. An improvement in the discipline and good government of our Public Schools is very desirable, and demands the most serious and thoughtful consideration. You will, therefore, excuse me for calling your attention to what I deem to be of very great importance.

I may add that another reason has been assigned by a County Inspector, viz., that it would be a great improvement if the school year were to close at the midsummer vacation. At present the reports of Inspectors are required just when the schools are fullest, and when an Inspector's time can be employed among them to the best advantage, and when, by reason of good roads, he could do his travelling best. At midsummer the schools are smaller; younger pupils alone are attending; the vacation is long, and an Inspector could attend to his reports with less detriment to the due performance of the more important duty of his office—the examination and inspection of the various classes in the Public Schools, so as to test the thoroughness, or otherwise, of the school work.

At the commencement of 1880, thirty teachers changed schools; but last January only twenty changes were made—a great improvement, as the frequent change of teachers is very detrimental to the efficiency of school work.

COUNTY OF BRANT.

Extract from Report of M. J. Kelly, Esq., Inspector.

The schools, as a whole, are in a satisfactory condition. They are, as might be expected, not uniformly good, or uniformly well conducted. Many well-known causes affect them for good or ill, but the ill ones are not unavoidable. Frequent changes of teachers, for instance, are not conducive to their prosperity. When a teacher has been tried, and found to be of competent ability and acquirements, and faithful in the discharge of his duties, his service ought to be retained, at whatever cost. A few dollars should not be permitted to sever his connection with the school. On the other hand, if he is unable to preserve order, has not the moral and intellectual qualifications an instructor of the young should possess, has not his heart in the work, thinks more of the salary than of the service to be rendered, lacks energy and enthusiasm, is not studious, the sooner he is got rid of the better.

A second evil that operates to retard the progress of the schools is the apathy of parents.

A third evil that injuriously affects the progress of schools, and to which public attention has been called for years, is irregularity of attendance. To meet this the compulsory clause (which however remained a dead letter) was inserted in the School Act a few years ago. By this clause all children between the ages of seven and twelve years were required to attend school four months in each year, but its enforcement was at the option of the trustees. During the last session of the Ontario Assembly a more efficient Act was passed, with this object. By the provisions of this last Act parents and guardians are required to cause their children, or children under their care, between the ages of seven and thirteen years, to attend some elementary school eleven full weeks in each half-year; but, as their enforcement still rests with trustees, there is not likely to be much improvement made in the attendance. As an incentive to regularity and punctuality, weekly or monthly reports showing the proficiency, etc., of the pupils have been recommended, and are in use in many of the schools. The most efficient means, however, of bringing about reform in this matter are to be found in zealous teachers, who succeed in making their school-rooms attractive, and who can inspire their pupils with the love of knowledge.

Disapproval is sometimes expressed of the extent of the official programme of studies, and the number of subjects therein prescribed to be taught. There is no sufficient ground

for this. There is not a subject in the programme that is not needful in a comprehensive system of instruction in English. The elementary branches of learning, however, the real basis of a sound education—the three “R’s,” as they have been called—receive now, as they always have received, the principal share of attention in the schools of this county.

1. *Uniform Promotion Examinations.*—These examinations were held in March of last year simultaneously in all the schools of the county, and the teachers reported favourably of the result. They were repeated this year.

2. *County Model School.*—This school opened after the summer vacation with an attendance of fourteen candidates, the smallest number we have yet had. All the candidates passed the professional examination held at the close of the two months’ session. The annual grant of \$100 from the county for the maintenance of this institution is, by the recent School Act, made obligatory.

3. *Certificates and Salaries.*—Sixty-nine teachers were employed in the rural schools of the county during the year. Of these six held first-class Provincial certificates; thirty second-class certificates; twenty-eight third-class New County Board certificates, and five first-class Old County Board certificates. Thirty had received their training in a Normal School.

The amount paid in salaries in the rural schools in 1880 was \$26,053.95. The highest salary paid any male teacher was \$600, the lowest \$350—average \$456. The highest salary paid a female teacher was \$400—the average \$264. The salaries are highest in the Township of Brantford; lowest in the Township of Burford. There are also more female teachers employed in the latter township.

4. *School-houses, Sites, etc.*—The number of school sections in the county is 74; of school-houses 62; of extra departments 8; total departments, 70.

5. *Entrance Examinations.*—Two of these were held during the year, in July and December. At the first, the number of candidates that presented themselves at the Brantford Collegiate Institute was 79—number passed, 55.

In December the number was 55 for entrance; number passed, 46.

6. *Teachers’ Institutes.*—Two meetings of the teachers of the county were held during the year, the sessions lasting each two days. The attendance on both occasions was large, and the last was especially successful. At the June meeting we had the valuable assistance of J. A. McLellan, LL.D., and at the meeting in November, J. M. Buchan, M.A., Inspectors of High Schools. The professional library, for the use of the teachers, is open every Saturday. It embraces about 250 volumes of choice books, most of them treating of school management, methods of teaching, and other educational topics.

7. *Public School Libraries.*—There are 35 libraries in the county—the number of volumes in them at the close of 1879 was 4,835; at the close of 1880 it was 5,269, and the number taken out was 6,101. Oâkland has two libraries, with 294 volumes; Onondaga 4, with 251 volumes; South Dumfries 7, with 1,012 volumes; Brantford 14, with 2,742 volumes; Burford 8, with 970 volumes. Brantford Township has more than half the total number.

8. *School Visits.*—The number of visits made by the Inspector was 146; by trustees, 212; by others, 1,030—total, 1,388. Every school was officially visited twice during the year.

TOWN OF PARIS.

The schools were found to be in a satisfactory state. The salaries in the Public Schools amounted to \$3,000—two male teachers at \$500 and \$600 each, and three female teachers at \$300 each, and four at \$250 each. Six hold second-class Provincial certificates, and three first-class Old County Board certificates. There are 850 children of school age in the municipality, and 775 enrolled. There are four school houses—three of brick and one rough-cast. A new building containing four fine school rooms was erected during the summer, on a good site, at the cost of \$4,000. Paris has an excellent Mechanics’ Institute library and well-kept reading room.

CITY OF BRANTFORD.

There has been little change in the Brantford Public Schools since my last Report. The attendance was slightly less than during the preceding year, owing, probably, to the employment of more children in the factories. The number enrolled was 1,943—1,019 boys, 924 girls; fifty-two passed the Collegiate Institute Entrance Examination. Twenty-eight teachers are employed. The library contains 930 volumes, and of these 1,651 were taken out. The buildings and grounds are now highly creditable to the city; but to render their equipment complete, suitable gymnasiums are required for the physical education of the children, which is altogether neglected.

COUNTY OF LINCOLN.

Extract from Report of J. B. Somerset, Esq., Inspector.

To estimate our educational progress, it is desirable sometimes to institute comparisons between its different stages.

In 1871, changes were made in our educational system of such a radical nature as to cause at the time apprehension as to the results. Sufficient time has elapsed to enable us to review the working of the system during the nine years, and to form some conclusion as to the benefits. This may be considered under the following heads:—

Financial.—Three-fourths of the money from all sources for the support of schools in this county comes from the direct tax on all assessable property, as fixed by the requisitions of the local Trustees elected by the ratepayers; and the people themselves, therefore, take the most important part in securing efficiency in their schools.

In 1871 the sum received from all sources was \$28,464.47, of which \$19,847.29 arose from the local tax. In 1880 the receipts were \$45,030.51, and \$24,672.57 from the local tax. The large expenditures on school buildings, rendered imperative by the provisions of the new law, have now ceased, so that the present expenditure may be regarded as reduced to its ordinary amount.

Moreover, this county has not—like many of the more western parts of the Province—been growing in population. In the past year there is a slight reduction in the number of enrolled pupils, though localities like Merriton, Beamsville, and Grimsby have increased in population. The increase in the receipts for school purposes therefore arises from other causes than increase of pupils, and was mainly in teachers' salaries. Thus, while the amount for 1871 for all purposes was \$26,275.83, and for teachers' salaries \$17,698.88, in 1880 the sum was \$33,621.01 for all purposes, and \$26,796.50 for teachers' salaries.

To a better appreciation of the value of teaching experience and skill by the ratepayers we may fairly attribute this increase in expenditures so closely watched as those of rural school trustees.

School Attendance.—In school attendance there is a gradual improvement. Thus of 5,081 enrolled pupils reported in 1871, the average attendance was 1,982, or 39 per cent.; in 1880 the enrolled number was 5,098, the average 2,225, being 43 $\frac{3}{4}$ per cent. of the total.

School Classification.—On the 16th and 17th of December last the first uniform Promotion Examination in each school of the county was held, this subject having been previously discussed, and the result so far has been very encouraging in bringing about a proper classification.

Teachers.—There were 80 teachers employed in the county last year, of whom two held first-class Provincial certificates, 28 second-class, 45 third-class, and five Old County certificates.

There are very few teachers of our schools who have had none of the advantages of training in the County Model or Normal Schools.

Teachers' Associations.—The comparison between the present and 1871 is very marked as regards the teachers themselves, and the work done in the school-room.

The meetings of the County Teachers' Association, half-yearly, give much assistance to teachers, from the opportunities afforded of mutual interchange of opinions, and of hearing practical educationists on various subjects relating to their work. The feature of Township Teachers' Institutes in connection with county meetings, first put into practice in this county, is now about to be recommended by the Minister of Education to all Associations.

The salaries of teachers in 1871 were: Average of male teachers, \$352; females, \$220. In 1880 the average of male teachers was \$403; females, \$263.

The frequent change of teachers in 1871 was a great evil. Nearly all schools then changed their teachers after one year's service, one-third made two changes yearly, and some even more. At present nearly all schools keep their teachers for two, three, or more years, and one-half observe the rule of never changing but for some unavoidable cause. Forty-seven schools were taught last year by persons who had been in charge for two or more years, while in 1871 twenty-one schools had made two changes of teachers.

School Accommodation.—Since 1871, twenty-seven new school-houses have been built in this county, many of them convenient and in good taste, and with much attention to health and comfort. A large number have been repaired with the same object. Forty-one schools have been refurnished with new seats and desks suitable to children of all ages, for writing or study.

In maps and apparatus much has been accomplished, and the former ones have been replaced by modern maps and apparatus in nearly every school in the county, with additional conveniences, such as tablet lesson cards, calculators, etc.

Viewing our progress generally, during the nine years since 1871, there is substantial reason for satisfaction, not only in what has been done, but as warranting just expectations of greater progress in the future. Many of the former obstacles have been removed, and others are losing influence year by year.

9. Departmental Examinations.

1. ENTRANCE EXAMINATIONS AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1879.						JUNE, 1880.					
	CANDIDATES.						CANDIDATES.					
	Examined.	Passed.	From prepara- tory form.	From Public and Separate Schools.	From private schools.		Examined.	Passed.	From prepara- tory form.	From Public and Separate Schools.	From private schools.	
Alexandria	59	22	2	50	7		48	14	7	41		
Almonte	36	22		29		7	49	25		45	4	
Armstrong	31	17		23	8		39	21		29	8	2
Aylmer	48	18		48			53	33	34	18	1	
Barrie	85	46		82	3		46	39		46		1
Beamsville	13	7		13			23	11		22		
Belleville	81	38		81			94	45		86	8	
Berth	44	23	2	42			62	41		60	2	
Bowmanville	32	28	2	30			23	18		23		
Bradford	18	18	3	15			15	15	2	13		
Brampton	59	31		59			64	20		64		
Brauford	88	44	3	85			79	59	1	75	3	
Brighton	35	11		35			24	9		24		
Brockville	34	23		34			45	21		45		
Caledonia	35	34	7	27	1		56	32		56		
Campbellford	30	19		29		1	24	13		24		
Carleton Place	33	21		33			23	12		23		
Cayuga	40	24		40			53	16	2	51		
Chatham	19	12	1	18			110	51	7	98	2	3
Clinton	44	29	6	38			42	26	9	36		
Cobourg	25	18	13	12			42	22	7	27	5	3

Colborne	35	20	1	34	22	10	22	22	10	22	.....
Collingwood	66	43	.....	60	122	24	.....	.....	24	118	.....
Cornwall	16	6	.....	16	51	19	.....	.....	19	51	.....
Drummondville	13	10	.....	13	37	31	.....	.....	31	37	.....
Dundas	19	11	.....	15	33	16	.....	.....	16	33	.....
Dunnville	32	21	.....	32	32	15	.....	.....	15	32	.....
Elora	31	20	3	28	40	24	.....	.....	24	40	.....
Farmersville	75	35	.....	75	89	24	11	.....	24	78	.....
Fergus	55	35	.....	55	48	31	.....	.....	31	48	.....
Galt	84	54	34	49	73	33	34	.....	33	37	2
Gananoque	35	21	2	33	53	6	.....	.....	6	53	.....
Goderich	59	44	.....	58	69	39	.....	.....	39	69	.....
Grimsbv	28	16	1	27	16	8	2	.....	8	14	.....
Guelph	91	44	1	73	98	52	2	.....	52	78	18
Hamilton	172	96	1	171	153	83	.....	.....	83	152	1
Harriston	58	38	.....	58	76	50	9	.....	50	67	.....
Hawkesbury	31	7	.....	31	28	13	.....	.....	13	28	.....
Ingersoll	41	28	2	39	68	43	.....	.....	43	68	.....
Iroquois	34	5	.....	34	38	18	.....	.....	18	38	.....
Kemptville	47	12	.....	47	27	11	.....	.....	11	27	.....
Kincardine	48	23	1	47	58	20	2	.....	20	56	.....
Kingston	97	65	26	68	87	39	14	.....	39	70	2
Lindsay	94	33	.....	94	86	39	.....	.....	39	86	.....
Listowel	49	24	.....	49	51	26	.....	.....	26	51	.....
London	81	79	1	80	178	81	.....	.....	81	177	1
Markham	33	23	.....	32	36	31	.....	.....	31	36	.....
Mitchell	47	34	1	47	48	26	.....	.....	26	48	.....
Morrisburgh	48	19	.....	48	54	28	.....	.....	28	54	.....
Mount Forest	39	27	1	38	60	28	.....	.....	28	60	.....
Napanee	65	26	1	64	64	16	.....	.....	16	64	.....
Newburgh	27	19	.....	27	13	13	.....	.....	13	13	.....
Newcastle	11	6	3	8	10	5	.....	.....	5	9	1
Newmarket	64	29	7	57	70	20	6	.....	20	63	1
Niagara	12	8	3	5	15	11	1	.....	11	13	1
Norwood	28	14	.....	28	35	8	.....	.....	8	35	.....
Oakville	25	12	.....	25	20	11	2	.....	11	17	1
Oakwood	47	14	.....	47	49	24	.....	.....	24	49	.....
Omeme	29	23	.....	29	26	20	1	.....	20	25	.....

Departmental Examinations—Continued.

ENTRANCE EXAMINATIONS AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1879.						JUNE, 1880.					
	CANDIDATES.						CANDIDATES.					
	Examined.	Passed.	From prepara- tory form.	From Public and Separate Schools.	From private schools.		Examined.	Passed.	From prepara- tory form.	From Public and Separate Schools.	From private schools.	
Orangeville	51	34		51		64	40	1	63			
Orillia	43	18		42	1	55	12		46	7	2	
Oshawa	47	28		43	4	47	8		44	3		
Ottawa	75	20	4	66	5	126	49	1	101		24	
Owen Sound	82	58	2	79	1	86	35		86			
Pakenham						22	15		22			
Paris	20	14		20		36	13		36			
Parkhill	54	11		54		63	19		63			
Pembroke	31	20	1	30		39	18		39			
Perth	66	36		64	2	72	50		72			
Peterboro'	52	38		51	1	76	27		76			
Picton	59	36		56	3	75	30		75			
Port Dover	14	8		14		21	7		21			
Port Hope	26	15		26		34	28		34			
Port Perry	47	40	9	38		51	41	1	49			
Port Rowan	7	2		7		19	9	2	19			
Prescott	30	6		20	7	40	19		30	8	2	
Renfrew	34	17		27	4	29	20	2	23			
Richmond Hill	49	22		49		28	14		28	4		
Sarnia	52	39		52		109	57		109			
Seaford	36	23	4	31		36	20	3	33			
Simcoe	59	39		56	1	55	28		55			

3. PROFESSIONAL EXAMINATIONS.—Number of Certificates awarded by the Education Department and by the County Boards of Examiners during 1880.

1. Third-Class Professional Certificates.

COUNTIES AND CITIES.	Number who applied.	Number who received Certificates.		
		Male.	Female.	Total.
Dundas, Stormont and Glengarry.....	178	29	28	57
Prescott and Russell.....	92	3	15	18
Carleton.....	93	12	11	23
Leeds and Grenville.....	191	44	52	96
Lanark.....	103	3	20	23
Renfrew.....	56	9	21	30
Frontenac.....	88	8	8	16
Lennox and Addington.....	64	13	16	29
Prince Edward.....	84	11	20	31
Hastings.....	133	24	22	46
Northumberland.....	72	8	17	25
Durham.....	43	15	14	29
Peterborough.....	62	18	10	28
Haliburton.....	16	9	3	12
Victoria.....	117	25	7	32
Ontario.....	97	31	17	48
York.....	122	34	51	85
Peel.....	48	5	2	7
Simcoe.....	169	42	26	68
Halton.....	46	4	7	11
Wentworth.....	57	8	9	17
Brant.....	33	7	7	14
Lincoln.....	38	9	9	18
Welland.....	47	4	22	26
Haldimand.....	40	8	18	26
Norfolk.....	82	13	10	23
Oxford.....	89	20	11	31
Waterloo.....	34	10	16	26
Wellington.....	61	22	17	39
Grey.....	169	28	30	58
Perth.....	111	14	32	46
Huron.....	120	26	32	58
Bruce.....	135	25	22	47
Middlesex.....	78	16	16	32
Elgin.....	115	15	13	28
Kent.....	87	20	14	34
Lambton.....	96	21	21	42
Essex.....	64	11	17	28
Total.....	3330	624	683	1307

2. Second-Class Professional Certificates Granted.

	Male.	Female.	Total.
Teachers who had taught three years prior to August 18, 1877.....	25	35	60
Ottawa Normal School.....	130	67	197
Toronto Normal School.....	110	97	207

3. First-Class Professional Certificates Granted.

	Male.	Female.	Total.
Toronto Normal School.....	5	1	6
Elsewhere.....	20	4	24

DEPARTMENTAL EXPENDITURE, 1880.

Paid by Department—

Salaries of Central Committee	\$2,750 00
Travelling expenses of Central Committee	611 16
Sub-Examiners at Intermediate Examinations	4,120 86
Salary of confidential Printer	600 00
Expenses, as follows:—Printing, \$516.98; Stationery, \$495.85; Type, \$49.36; Water, \$60.00; Sundries, \$171.31.....	1,293 50
Total	\$9,375 52

Cost per capita of each Candidate at the Entrance and Intermediate Examinations, also First and Second Class Professional Examination, 77 cents.

LOCAL EXPENDITURE, 1880.

Reported by Collegiate Institute and High School Boards—

Cost of Entrance Examinations (Cities and Towns).....	\$4,368 44
Cost of Intermediate Examinations	3,066 88
	7,435 32
Proportion of this cost paid by County	997 52
Total Cost to High Schools and Collegiate Institutes.....	\$6,437 80
Cost per capita of each Entrance and Intermediate Candidate.....	98 cents.

Reported by County Clerks—

Cost to Counties of County Model School Examinations	\$5,812 00
Cost to Counties of all other Examinations—(1) Entrance Examinations in Villages, etc., (2) Non-Professional Third Class*.....	8,216 80
Total Cost to Counties	\$14,028 80
Average cost per capita of County Model School Examinations	\$4 11
“ “ all other examinations	1 64
Average cost to each High School	61 90
“ “ County.....	379 14

* This Examination ceased after 1880, being now included in Intermediate.

4. NOMINAL LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.

Certificates granted 6th of January, 1830, to Candidates who have taught three years prior to 18th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4746	Martha Griffin	B	4748	Patrick J. O'Dea	B
4747	Henry S. Bulmer	B			

Certificates granted 8th January, 1880, to Candidates who passed the Professional Examination, December, 1879.

TORONTO NORMAL SCHOOL.

4749	Peter Anderson	A	4789	Byron Smith	B
4750	John Buchanan	A	4790	Robert Stirrett	B
4751	Roderick D. Cameron	A	4791	John Curtis Stoneman	B
4752	Frank Campbell	A	4792	James H. Thomson	B
4753	Wm. F. Cale	A	4793	Edward West	B
4754	John H. Haun	A	4794	Daniel M. Williams	B
4755	Wm. Henry Harlton	A	4795	Amelia A. Bean	B
4756	James Gibson Hume	A	4796	Caroline Cathcart	B
4757	Alexander Johnston	A	4797	Nellie Delmage	B
4758	Henry Johnston	A	4798	Bessie Harriet Dent	B
4759	Andrew Jackson	A	4799	S. Minnie L. Emery	B
4760	Jas. Donald McKay	A	4800	Evelina Fansher	B
4761	Colin Campbell McPhee	A	4801	Sarah Franklin	B
4762	John L. Peters	A	4802	Emily Jane Garden	B
4763	John Sinclair	A	4803	Jessie H. Greey	B
4764	Edward Slemmon	A	4804	Christina Howes	B
4765	Henry Alfred Yenney	A	4805	Alice L. Inglis	B
4766	Elizabeth Carlill	A	4806	Augusta L. Lambier	B
4767	Anna Maria Capron	A	4807	Lizzie P. McCausland	B
4768	Mary Cameron	A	4808	Sarah H. McKerrall	B
4769	Minnie E. LaMarche	A	4809	Louise McDonald	B
4770	Maria Tomlinson	A	4810	Isabella Magee	B
4771	Fairlina Twohy	A	4811	Margaret A. Mills	B
4772	John Barr	B	4812	Margaret McL. Mitchell	B
4773	William Tilt Biggs	B	4813	Caroline Moore	B
4774	Carson H. Britton	B	4814	Jessie Moscrip	B
4775	Edwin Bowes	A	4815	Frances E. Noble	B
4776	James W. Browne	B	4816	Euphemia Poole	B
4777	Henry Clay	B	4817	Mary Maud Reid	B
4778	Leopold Davidson	B	4818	Lucy O. Seager	B
4779	John M. Duncan	B	4819	Jennie Short	B
4780	Duncan A. Dobie	B	4820	Hattie M. Shelley	B
4781	Peter McEachern	A	4821	Isabella Smith	B
4782	James M. McKay	B	4822	Julia Somerville	B
4783	Roderick McLennan	B	4823	Jessie Stewart	B
4784	Charles Mason	B	4824	Clara Trasler	B
4785	Robert Park	B	4825	Mary Turnbull	B
4786	Stanley Phelan	B	4826	Henrietta Twohy	B
4787	R. Jackson Potter	B	4827	Elizabeth Yates	B
4788	Chauncey A. Sheldon	B	4828	Jessie M. Thomson	B

OTTAWA NORMAL SCHOOL.

4829	Samuel Acheson	A	4840	Elizabeth C. Campbell	A
4830	Wm. Hill Bingham	A	4841	Margaret Mills	A
4831	Robert George Code	A	4842	Elizabeth A. Wickware	A
4832	Donaldson B. Dowling	A	4843	Freeman B. Anderson	B
4833	Emerson B. Howard	A	4844	Oliver Avison	B
4834	Robert D. Irvine	A	4845	Joseph A. Bicknell	B
4835	Thomas H. Lennox	A	4846	William S. Brown	B
4836	John Everett Pickard	A	4847	Kenneth A. Brown	B
4837	Thomas Swift	A	4848	Frederick P. Burt	A
4838	Edith Emmeline Beach	A	4849	James P. Caldwell	B
4839	Janet Bursnall	A	4850	Charles A. Campbell	B

PROVINCIAL CERTIFICATES—*Continued.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4851	Neil W. Campbell	B	4881	Ainsley Megraw	B
4852	James W. Campbell	A	4882	Hewson H. Moyer	B
4853	James P. Collins	B	4883	William Hill	B
4854	James Moore Conerty	B	4884	A. Cornelius Philip	B
4855	Allan R. Davis	B	4885	Isaac Washington Puffer	B
4856	Albert E. Doherty	B	4886	Robert K. Raw	B
4857	James J. Elliott	B	4887	Arthur Levi Vanstone	B
4858	Chas. E. Filkins	B	4888	John Waugh	B
4859	William Hume Grant	B	4889	Jesse B. Weldon	B
4860	Charles R. Gray	B	4890	Edward Wm. Wright	B
4861	Jacob Hart	B	4891	Emma J. Bell	B
4862	Reuben A. Harrington	B	4892	Mary E. Black	B
4863	Finlay Hicks	B	4893	Anastasia Cahill	B
4864	John D. Houston	B	4894	Sarah A. Coone	B
4865	Samuel Adams Jackson	B	4895	Annie S. Creighton	B
4866	William Keirsted	B	4896	Elizabeth Donaldson	B
4867	David E. Kennedy	B	4897	Eliza Jane Dougan	B
4868	Dominic Patrick Kelleher	B	4898	Rosinda Fletcher	B
4869	John W. King	B	4899	Louisa Gibson	B
4870	Peter George Kimmerby	B	4900	Teresa E. McCarthy	B
4871	Andrew B. Knisley	B	4901	Margaret McDougall	B
4872	Arthur Lang	B	4902	May Morrison	B
4873	Wesley B. Lawson	B	4903	Kate Moon	B
4874	John C. MacPherson	B	4904	Meda Pake	B
4875	Adrian McCalman	B	4905	Hannah M. Paul	B
4876	Obadiah McCullough	B	4906	Janet C. Simpson	B
4877	John N. McHendrick	A	4907	Ida Jane A. Stewart	B
4878	Wm. David McLellan	A	4908	Sarah E. Twamley	B
4879	Ernest Wm. Maas	B	4909	Elizabeth C. Turnbull	B
4880	Samuel L. Martin	B	4910	Margaret A. Walsh	B

Certificates granted 17th January, 1880, to Candidates who taught three years prior to 17th August, 1877.

4911	Robert H. White	B	4914	Thomas Walter Scott	B
4912	Jennie Leonard	B	4915	John Clark	B
4913	Mina B. Pantou	B			

Certificates granted 23rd January, 1880, to Candidates who taught three years prior to 18th August, 1877.

4916	Josephine A. Lochlin	B	4917	Jennie Harvey	B
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Certificate granted 23rd February, 1880, to Candidate who taught three years prior to 18th August, 1877.

4918	John R. Campbell	B
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Certificate granted 6th April, 1880, to Candidate who taught three years prior to 18th August, 1877.

4919	John A. Monroe	B
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Certificate granted 18th April, 1880, to Candidate who taught three years prior to 18th August, 1877.

4920	Walter Smith Jamieson	B
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Certificates granted 17th April, 1880, to Candidates who passed the Professional Examination in March, 1880.

TORONTO NORMAL SCHOOL.

4921	John Cole	A	4935	Henry Horton	B
4922	William Colvin	A	4936	Andrew Kerr	B
4923	Daniel C. Hetherington	A	4937	George McI. Kilty	B
4924	William Irwin	A	4938	John McKay	B
4925	Joseph Matthews	A	4939	Alexander Reith	B
4926	William F. Mills	A	4940	James Robertson	B
4927	George McKenzie	A	4941	Thomas G. Shillinglaw	B
4928	George H. Peters	A	4942	Robert Smith	B
4929	Julia Lewis	A	4943	James B. Standing	B
4930	Jennie McLellan	A	4944	Thomas Stevenson	B
4931	Helena Patterson	A	4945	Simon H. Swartz	B
4932	Lydia H. Thatcher	A	4946	James F. Williamson	B
4933	Thomas Ballantyne	B	4947	Sarah Cameron	B
4934	William Hay	B	4948	Emma H. Cheney	B

PROVINCIAL CERTIFICATES—*Continued.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4949	Caroline Clifford.....	B	4963	Grace D. Kay.....	B
4950	Charlotte Colmorgan.....	B	4964	Mrs. Dorah A. Kesner.....	B
4951	Victoria A. Creasor.....	B	4965	Elizabeth Knowles.....	B
4952	Annie H. Green.....	B	4966	Ida K. Long.....	B
4953	Katherine Darrach.....	B	4967	Sarah Loudon.....	B
4954	Catherine Dobie.....	B	4968	Ina Meston.....	B
4955	Mary H. Dunn.....	B	4969	Jennie McGlashan.....	B
4956	Mary J. Elliott.....	B	4970	Alexina Reid.....	B
4957	Sophy Fox.....	B	4971	Agnes Steedman.....	B
4958	Maria Hall.....	B	4972	Mary R. Troup.....	B
4959	Christina Hardy.....	B	4973	Margaret L. West.....	B
4960	Margaret L. Harrison.....	B	4974	Margaret H. Wilson.....	B
4961	Minnie R. Hay.....	B	4975	Helen Wilson.....	B
4962	Susanna Howden.....	B	4976	Cyrus Witmer.....	A

OTTAWA NORMAL SCHOOL.

4977	Francis Barkey.....	A	5010	John McJanet.....	B
4978	Walter T. Cody.....	A	5011	Wesley Newell.....	B
4979	Llewyn F. Cutten.....	A	5012	Philip P. Park.....	B
4980	James E. Hanna.....	A	5013	Alfred T. Platt.....	B
4981	Francis Leigh.....	A	5014	William Pierce.....	B
4982	Alexander McDonald.....	A	5015	Charles B. Rae.....	B
4983	Peter McLaughlin.....	A	5016	Andrew Robinson.....	B
4984	Hugh S. Robertson.....	A	5017	Charles Roberts.....	B
4985	William A. Robinson.....	A	5018	William E. Rose.....	B
4986	Edward S. Ray.....	A	5019	Alfred J. Shields.....	B
4987	Harry F. Sharpe.....	A	5020	John C. Smith.....	B
4988	Mary Linton.....	A	5021	Alex. Stackhouse.....	B
4989	Ida Bell Leavens.....	A	5022	Joseph H. Thompson.....	B
4990	Elizabeth Robertson.....	A	5023	David Charles Throop.....	B
4991	William G. Armour.....	B	5024	Allen H. Weagant.....	B
4992	Frederick W. Barnett.....	B	5025	Thomas F. Young.....	B
4993	Samuel Cameron.....	B	5026	Christina Allan.....	B
4994	Adam S. Case.....	B	5027	Annie Conlon.....	B
4995	William P. Coates.....	B	5028	Mary E. Crepar.....	B
4996	Cyrus Coombe.....	B	5029	Charlotte Dunbar.....	B
4997	William Thomas Cook.....	A	5030	Dorothea J. Hall.....	B
4998	Robert G. Croskery.....	B	5031	Fannie E. Hislop.....	B
4999	John Edward Crowle.....	B	5032	Catharine M. Keane.....	B
5000	Archibald E. Duke.....	B	5033	Jessie E. Mair.....	B
5001	Isaac A. Erratt.....	B	5034	Louise M. Marsh.....	B
5002	William C. Y. Ferguson.....	B	5035	Helen E. Melville.....	B
5003	William A. Graham.....	B	5036	Evelyn M. MacDonald.....	B
5004	Anthony R. Hanks.....	B	5037	Jennie A. Patterson.....	B
5005	Hilliard Maybee.....	B	5038	Clarissa Patterson.....	B
5006	William Moore.....	B	5039	Emma J. Powell.....	B
5007	Anthony Mott.....	B	5040	Lydia Sheppard.....	B
5008	Newby Muir.....	B	5041	Mary U. Simpson.....	B
5009	Duncan McDougall.....	B	5042	Elizabeth Smith.....	B

Certificate granted 14th May, 1880, to Candidate who taught three years prior to 18th August, 1877.

5043 | William P. McClure..... | B ||

Certificate granted 12th June, 1880, to Candidate who passed Professional Examination March, 1880.

5044 | Thomas M. Bowman..... | B ||

Certificate granted 25th June, 1880, to Candidate who taught three years prior to 18th August, 1877.

5045 | Jessie McKay..... | B ||

Certificate granted 23rd June, 1880.

5046 | George Wilkinson..... | A ||

Certificate granted 9th July, 1880, to Candidate who taught three years prior to 18th August, 1877.

5047 | Janet McDermid..... | B ||

PROVINCIAL CERTIFICATES—Continued.

Certificates granted 12th July, 1880, to Candidates who passed the Professional Examination, June, 1880.

TORONTO NORMAL SCHOOL.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5048	David Armstrong	A	5082	Joseph Henry Sheppard	B
5049	William John Armstrong	A	5083	George Veitch	B
5050	John Alma Ayerst	A	5084	Douglas Gerrard Wiley	B
5051	John Duffy Burnard	B	5085	Richard F. Wilson	B
5052	Alexander Campbell	A	5086	Levi Young	B
5053	James Gow Carruthers	A	5087	James Applebe	B
5054	James Stevenson Chalk	B	5088	Frederick Lionel Burdon	B
5055	Frederick Byron Chantler	A	5089	Emily Mary Attwood	B
5056	Alexander Clark	B	5090	Susie Boughner	B
5057	William Hugh Crosby	A	5091	Carrie Cole	B
5058	Francis Brown Denton	A	5092	Agnes Irene Collins	B
5059	George Elmslie	B	5093	Maude Featherstonhaugh	B
5060	Chester Ferrier	B	5094	Annie Freeman	B
5061	Christopher Alex. Fleming	B	5095	Isabella Gillespie	B
5062	Robert Shortreed Fleming	A	5096	Elizabeth Jane Gordon	B
5063	Charles Kappler Hagedorn	B	5097	Jennie Butcher	A
5064	Austin Rowe Harvey	B	5098	Marian Jelley	B
5065	William Henderson	B	5099	Maggie Jones	B
5066	John Hodgson	A	5100	Emma McAdam	B
5067	Albert Edward Hooper	B	5101	Margaret J. McIntyre McFarlane	B
5068	Richard Rutt Hopkins	A	5102	Jessie McKenzie	A
5069	George William Jackman	A	5103	Mary Jane McQuarrie	B
5070	George E. King	A	5104	Emily Nott	A
5071	William Logie	A	5105	Edith Parlee	A
5072	John Joseph Madden	B	5106	Margaret Jane Parsons	B
5073	Matthias Harvey Mann	A	5107	Sara Scott	B
5074	Cyrus Sylvester Marshall	B	5108	Mary Beatrice Shier	B
5075	John Marty	B	5109	Jane Harris Wetherald	B
5076	Matthew Maxwell	B	5110	Lilian Westland	B
5077	John Fullerton Middlemiss	B	5111	Agnes Yocom	B
5078	John Alex. McNaughton	B	5112	Minnie Stuart	B
5079	Thomas W. Ness	B	5113	W. P. Rundle	B
5080	James Brewer Rittenhouse	A	5114	Gibson Mahaffy	B
5081	Donald Lawrence Ross	A	5115	Richard H. Morrish	B

OTTAWA NORMAL SCHOOL.

5116	Robert H. Honnor	A	5141	Alexander Stewart	B
5117	John Wesley Lininger	A	5142	Edward Herbert West	B
5118	Walter Scott McBryne	A	5143	William Joseph Welsh	B
5119	Thomas Walmsley	A	5144	Alexander Wilson	B
5120	Alice Dawson	A	5145	Bella J. Anderson	B
5121	Carrie Martin	A	5146	Hannah Beamer	B
5122	Joseph Bowes	B	5147	Bella Brodie	B
5123	Robert William Moulton	B	5148	Hughena Cameron	B
5124	Robert Henry Cowley	B	5149	Annie Davidson	B
5125	John Hugh Crow	B	5150	Maria Fraser	B
5126	Patrick John Fitzpatrick	B	5151	Annie Gilmour	B
5127	Walter Clarence Goode	B	5152	Ada Grahame	B
5128	George G. Jones	B	5153	Emma Evangeline Hales	B
5129	Francis Comfort Kennedy	B	5154	Ida Jane Hilliard	B
5130	Charles Albert Lapp	B	5155	Ida Jack	B
5131	David Muldrew	B	5156	Jennie E. Jackson	B
5132	Robert McBride	B	5157	Ella Keayes	B
5133	Thomas McJanet	B	5158	Catherine Munro	B
5134	James Templeton McKillop	B	5159	Bella McGillivray	B
5135	John Nelson	B	5160	Letitia Ann McLaughlin	B
5136	Wm. George Washington Ormerod	B	5161	Ellen Sarah Sailes	B
5137	Horace Osmond Ernest Pratt	B	5162	Christina Louisa Smyth	B
5138	John Rennie	B	5163	Annie Sarah Tomkins	B
5139	Simon Reid	B	5164	Clara Wigley	B
5140	John Franklin Ross	B			

Certificate granted 3rd August, 1880, to Candidate who taught three years prior to 18th August, 1877.

5165 | Amanda Braden | B ||

PROVINCIAL CERTIFICATES—*Continued.*

Certificate granted 24th August, 1880, to Candidate who taught three years prior to 18th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5166	E. W. Cheesman.....	B			

Certificate granted 1st September, 1880, to Candidate who taught three years prior to 18th August, 1877.

5167 | Helen McNish..... | A ||

Certificates granted 19th August, 1880, to Candidates who passed the First Class Examination, July, 1880.

No.	NAME.	1st Class.	No.	NAME.	1st Class.
5168	Milton Haight.....	A	5181	Richard Hill.....	C
5169	Allen Embury.....	A	5182	Samuel Raulston.....	C
5170	John Thomas Bowerman.....	A	5183	Isabella Elliott Oliver.....	C
5171	Katherine Ballantine.....	A	5184	Edward A. Stevens.....	C
5172	John Lennox.....	B	5185	Jabez D. Hogarth.....	C
5173	William Frederick Seymour.....	B	5186	Robert W. Murray.....	C
5174	Daniel Erastus Sheppard.....	B	5187	Mina Ross.....	C
5175	John McLaughlin.....	B	5188	Angus Martyn.....	C
5176	James Winterborn.....	B	5189	Samuel Weir.....	C
5177	George E. Phœnix.....	B	5190	Charles Ambrose Winters.....	C
5178	Peter MacLean.....	B	5191	Matilda Meehan.....	C
5179	Charles William Chadwick.....	C	5192	Richard C. Cheesewright.....	C
5180	Archibald McAlpine Taylor.....	C			

Certificates granted 16th September, 1880, to Candidates who taught three years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5221	Martha Cobb.....	B	5226	Evelyn Davis.....	B
5222	Georgina F. Gray.....	B	5227	Maggie Jarvis.....	B
5223	Donald McDonald.....	B	5228	May Fleming.....	B
5224	Jane Simpson.....	B	5229	Caleb East.....	B
5225	A. W. Thornton.....	B			

Certificates granted 16th September, 1880, to Candidates who taught three years prior to 17th August, 1877.

5230 | Carrie E. Cunningham..... | B || 5232 | Mary O'Connor..... | B
5231 | Urbane Pugsley..... | A ||

Certificates granted 1st October, 1880, to Candidates who taught three years prior to 17th August, 1877.

5233 | William H. Weston..... | A || 5235 | Sarah A. Sutton..... | B
5234 | Eleanor Walker..... | B || 5236 | Josephine E. Smith..... | B

Certificates granted 7th October, 1880, to Candidates who taught three years prior to 17th August, 1877.

5237 | Eliza J. McBrady..... | B || 5238 | Myles McCarron..... | B

Certificate granted 7th October, 1880.

5239 | Arthur Cole..... | A ||

PROVINCIAL CERTIFICATES—Continued.

Certificate granted 7th October, 1880.

No.	NAME.	1st Class.	No.	NAME.	1st Class.
5240	Mary Jane Brown	C			

Certificate granted 13th day of October, 1880, to Candidate who taught three years prior to 13th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5241	Mary Carrick.....	B			

Certificate granted 20th October, 1880, to Candidates who taught three years prior to 13th August, 1877.

5242 | Robert Wesley Bright..... | A || 5243 | Adeline Hamilton

Certificates granted 26th October, 1880, to Candidates who taught three years prior to 17th August, 1877.

5244 | Selina E. Holmes..... | B || 5247 | Kate Harrington..... | B
5245 | Mary Jane Smith..... | A || 5248 | Elizabeth Heslop..... | B
5246 | Ellen Miller..... | B || 5249 | Lily Cumming..... | B

Certificate granted 7th November, 1880.

No.	NAME.	1st Class.	No.	NAME.	1st Class.
5250	Anthony McGill.....	A			

Certificate granted 9th November, 1880, to Candidate who taught three years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5251	John F. Wright	A			

Certificates granted 12th November, 1880, to Candidates who taught three years prior to 17th August, 1877

5252 | Joseph Milburn

Certificate granted 12th November, 1880.

5254 | William H. G. Colles

Certificate granted 12th November, 1880.

No.	NAME.	1st Class.	No.	NAME.	1st Class.
5255	Lewis C. Corbett ...	A			

PROVINCIAL CERTIFICATES—*Continued.*

Certificates granted 23rd November, 1880, to Candidates who taught three years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5256	Isabella McNaughton	B	5858	Thomas C. Bourns.....	B
5257	John Burke	B	5259	Margaret Fanning	B

Certificate granted 30th November, 1880, to Candidate who taught three years prior to 17th August, 1877.

5260 | Eliza J. Baker

| B ||

Certificates granted 2nd December, 1880, to Candidates who taught three years prior to 17th August, 1877.

5261 | Eliza C. Brady

| B ||

5262 | George H. Duncan

| B

Certificate granted 6th December, 1880, to Candidate who taught three years prior to 17th August, 1877.

5263 | Elliott S. Rowe

| B ||

Certificate granted 6th December, 1880, to Candidate who taught three years prior to 17th August, 1877.

5264 | Phila E. Cody

| B ||

Certificates granted 17th December, 1880, to Candidates who taught three years prior to 17th August, 1877.

5265 | Alicia McCockwell

| A ||

5266 | Maria Stokes

| B

Certificate granted 17th December, 1880.

No.	NAME.	1st Class.	No.	NAME.	1st Class.
5267	Daniel Francis.....	A			

10. The County Model Schools, 1880.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
BARRIE	Simcoe	W. B. Harvey, 1st Prov., and seven Teachers with 2nd Prov. Certificates.	26	17	26	14
BELLEVILLE	Hastings	John Irwin, 2nd B Prov.; Christie Urquhart, 3rd; Mary Northcott, 2nd A Prov.; Jane Clark, 3rd; Lizzie Brownlee, 3rd; Sarah Simpson, 2nd B Prov.; Elizabeth Chambers, 3rd; Rose Northcott, 2nd A Prov.	25	None.	24	.....
BERLIN.....	Waterloo	J. Suddaby, 1st Prov.; G. Steuernagel, 2nd Prov.; S. L. Martin, 2nd Prov.; C. R. Gray, 2nd Prov.; Lydia Sheppard, 2nd Prov.; Aggie Young, 1st Co.; M. A. Babcock, 3rd Co.; Alice Woodsend, 3rd Co.; Aggie McDougall, 3rd Co.	16	"	16	.....
BRADFORD	Simcoe	F. Wood, 1st Prov.; E. Ferguson, 2nd A Prov.; Florence McMullen, 2nd B Prov.; Isabella McGeary, 3rd.	28	5	25	5
BRAMPTON.....	Peel	A. Morton, 1st O.C.B., 2nd Prov.; Miss A. L. Brown, 2nd Prov.; Jennie Boyle, 2nd Prov.; Miss A. Lloyd, 2nd Prov.; Miss H. Macdonald, 3rd; Jessie Macdonald, 3rd; Jessie Grey, 2nd Prov.; Miss Langlois, 3rd.	19	None.	19	.....
BRANTFORD	Brant	Wm. Wilkinson, M.A., 2nd Prov.; C. Chasgrain, 1st Prov.; Eleanor Duncan, 1st Prov.; Agnes Purves, 2nd Prov.; Jennie Woodyatt, 2nd Prov.; Lizzie Knowles, 2nd Prov.; Mary Middlemiss, 2nd Prov.; Ada Stubbs, 2nd Prov.; Katy Long, 2nd Prov.; Wilhelmina Phair, 2nd Prov.; Mary Coulter, 2nd Prov.; Hannah Tutt, 2nd Prov.; Anna Walker, 2nd Prov.	None.	14	.....	14
BROCKVILLE	Leeds	Dr. Atkinson, 1st B Prov.; Mrs. Welford, 1st A Prov.; Mrs. Atkinson, 1st A Prov.; Miss M. Fulton, 2nd B Prov.; Miss L. Webster, 2nd B Prov.; Miss A. Schofield, 2nd B Prov.; Jane Simpson, 2nd B Prov.; Janet Simpson, 2nd B Prov.; Mrs. Fox, 3rd; Miss F. Carson, 3rd Co.; Miss A. Wilson, 3rd Co.; Miss C. Jack, 3rd Co.; Miss E. Steadman, 3rd Co.; Miss A. Wild, 3rd Co.; Miss J. Campbell, 3rd Co.; Miss E. Findlay, Monitor's Certificate.	23	11	23	11

The County Model Schools, 1880—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
CALEDONIA	Haldimand	W. R. Telford, 1st B Prov.; Jessie McQuarrie, 2nd B Prov.; Marian Goodyear, 2nd B Prov.; Lizzie Davis, 3rd, and 2nd A Non-professional; Annie Morton, 3rd, and 2nd B Non-professional.	28	None.	28	.....
CHATHAM	Kent	W. H. Colles, 1st A Prov.; J. Bracken, 2nd A Prov.; J. Birch, 1st O.C.B.; J. E. Clubine, 2nd Prov.; Mary Atkinson, 2nd Prov.; Margaret McKerrall, 2nd Prov.; Margaret O'Neil, 3rd.	37	37	36	36
CLINTON	Huron	D. M. Malloch, 1st A Prov.; A. M. Taylor, 1st C Prov.; Miss M. K. McCulloch, 2nd A Prov.; Kate Ferguson, 2nd A Prov.; Miss M. E. Field, 2nd B Prov.; Miss Rogers, 3rd; Martha Corbitt, 3rd; Mary Callender, 3rd.	16	14	16	13
COBOURG	Northumberland.	W. A. Sprague, 1st A Prov.; D. E. Stephenson, 2nd Prov.; Mary Ann Reynolds, 2nd Prov.; Emma Field, 2nd Prov.; Jennie Day, 2nd Prov.; Wesley Watt, 3rd; Mary Field, 3rd; Mary Ann Gormly, 3rd; Eliza Powel, 3rd; Maria Stanton, 3rd.	34	11	25	10
CORNWALL	Stormont	George Milden, 1st Dublin, 2nd A Prov.; Clotilda Vendall, 3rd; Annie McLeod, 2nd O. C. B.; Sarah Carpenter, 3rd.	13	None.	13	.....
DURHAM	Grey	M. N. Armstrong, 1st B Prov.; Miss Carey, 2nd Prov.; Nellie Armstrong, 2nd Prov.	15	8	15	7
FARMERSVILLE	Leeds	Isaac S. Rowat, 1st A Prov.; Martha Karley, 2nd A Prov.; Helen Fulton, 2nd A.	24	24	24	24
FOREST	Lambton	Miles Ferguson, 1st B Prov.; Jennie McPhedran, 2nd B Prov.; Lucy Seager, 2nd B Prov.; Annie P. Meldrum, 2nd B Prov.	24	1	24	1
GALT	Waterloo	Robert Alexander, 1st Prov.; C. B. Linton, 2nd Prov.; A. H. Morrison, 2nd Prov.; Margaret Gray, 2nd Prov.; Jennie Ovens, 2nd Prov.; Grace D. Kay, 2nd Prov.; Helen Cant, 1st Co.; Margery McClellan, 3rd Co.; Aggie Wilson, 3rd Co.	11	None.	10	.....

The County Model Schools, 1880—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
GODERICH	Huron	W. R. Miller, 2nd A. Prov.; Matilda Trainer, 2nd B. Prov.; Annie Bond, 2nd A Prov.; Miss Longworth, 3rd; Miss Jameson, 3rd.	16	13	16	13
HAMILTON	Wentworth	G. W. Johnson, 2nd B Prov.; Bella E. Burrows, 2nd B Prov.; Mary E. Cook, 3rd.	22	None.	17	.....
INGERSOLL	Oxford	J. S. Deacon, 1st B Prov.; Rachel Horton, 1st Prov.; Isabella McCreight, 1st Prov.; Celeste Hudson, 2nd B; Elizabeth McCreight, 2nd B; Augusta Morgan, 2nd A; Hattie Dyke, 1st O. C. B.; Jennie Poole, 1st O. C. B.; Naomi Barker, 1st O. C. B.; Sarah Hovenden, 1st O. C. B.	24	"	23	.....
KINCARDINE	Bruce	F. C. Powell, 1st Prov.; Richard Hall, 2nd Prov.; Anna Johnston, 2nd Prov.; Jessie M. Thomson, 2nd Prov.; Jessie McIntyre, 2nd Prov.; Jessie McLean, 3rd.	24	"	24	.....
KINGSTON	Frontenac	<i>First Session.</i> —W. J. Summerby, 1st A Prov.; J. Campbell, 3rd; Marion Livingston, 2nd B Prov.; Jennie Hayward, 2nd B Prov.; Agnes Allen, 3rd; Bertha Cliff, 3rd. <i>Second Session.</i> —David McArdle, 1st A Prov.; Isaac Wood, 2nd A Prov.; and Misses Livingston, Hayward, Allen and Cliff as above.	16	6	16	6
LINDSAY	Victoria	J. H. McFaul, 1st A Prov.; seven teachers with Second-Class Provincial Certificates, and seven Third-Class Certificates.	19	13	17	13
LONDON	Middlesex	W. J. Carson, 1st A Prov.; Eliza Yates, 2nd A Prov.; Augusta Shaw, 2nd B Prov.; Miss C. Cannell, 2nd B Prov.	29	None.	21	.....
MADOC	Hastings	George Kirk, 1st A Prov.; Jessie Riddell, 2nd B Prov.; Miss Crepar, 2nd B Prov.; Susan Wootton, 3rd.	23	"	22	.....
MARTINTOWN	Glengarry	Alexander Kennedy, 1st C Prov.; Maria C. Smart, 3rd and Model School Diploma; Annie Cresswell, 3rd.	17	"	17	.....

The County Model Schools, 1880—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
MILTON	Halton	P. McLean, 1st B Prov.; W. H. Grant, 2nd B Prov.; James Fell, 3rd; Janet Bastedo, 3rd; Jennie Pattison, 3rd.	14	None.	14	.....
MORRISBURGH	Dundas	L. Welch, 1st B Prov.; Wm. Styles, 3rd; A. C. Smith, 2nd A Prov.; Margaret Rose, 3rd; Carrie Herbick, 3rd; Hettie Vanallen, no certificate.	23	7	20	7
MOUNT FOREST	Wellington	S. B. Westervelt, 2nd A Prov.; Rachel Mitchell, 2nd B Prov.; Jessie Birnie, 2nd B Prov.; Wm. G. Daw, 3rd; Mary A. Campbell, 3rd; Grace McRobbie, 3rd; Maria Jelley, 3rd permanent.	24	15	24	15
NAPANEE	Lennox and Ad- dington.	James Bowerman, 2nd Prov.; Wm. J. Black, 2nd Prov.; Flora Sawyer, 2nd Prov.; and six others holding 3rd, or O.C.B. Certificates.	29	None.	29	.....
NEWMARKET	York	Wm. Rannie, 1st Prov.; George Rose, 1st Prov.; Miss M. Thompson, 2nd Prov.; Miss M. McMurchie, 2nd Prov.; Miss M. Norman, 3rd.	30	14	16	14
OWEN SOUND	Grey	John A. Greig, 1st Prov.; Emma Spragg, Sarah Scott, Minerva Smith, Margaret Beith, Margaret Taylor, Maria Spragg, Mary Fox, 2nd Prov.; H. M. Moffet, Kate McIntyre, Rachel Tolton, Marion Clarke, 3rd.....	20	17	20	14
PERTH	Lanark	Henry Beer, 1st C Prov.; John Thornton, 2nd B Prov.; Miss Horsberg, 2nd B; Miss Keays, 2nd B.	24	None.	24	.....
PICTON	Prince Edward ..	N. Gordon, 1st Prov.; Miss N. R. Conger, 3rd Co. and Non-professional 2nd; Miss Martin, 2nd Prov.; Miss Johnston, 3rd Co.; Julia Gillespie, 2nd Prov.; Ada Temple, 3rd Co. and Non-professional 2nd; Nannie Hicks, 1st Co.; Rose Reynolds, 1st Co.	30	3	28	3

The County Model Schools, 1880—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
PORT HOPE	Durham	D. A. Goggin, 1st O.C.B.; Miss A. Manson, 2nd B Prov.; T. Watson, 2nd B. Prov.; Misses Marshall, Thornhill, Thompson, Gilmour, Halliday, Shepherd, Mounsay, all 2nd B Prov.; Misses Hallisay, Harris, McKay, Hoffman, Pidgeon, all 3rd; Mr. Thornhill, 3rd.	19	11	19	11
PORT PERRY	Ontario	A. M. Rae, 1st C Prov.; Susan Tomlinson, 2nd C Prov.; Christina Gordon, 2nd C Prov.; Ida Madden, 3rd C Prov.; Miss E. McArthur, 3rd C Prov.	See W	hitby.		
RENFREW	Renfrew	Ed. A. Stevens, 1st C Prov.; Hattie Reynolds, 2nd A Prov.; Margaret Mills, 2nd A Prov.; Margaret Benton, 3rd.	30	None.	30	.....
SARNIA	Lambton	Alexander Wark, 1st B Prov.; John Johnston, 2nd B Prov.; Janet Patterson, 2nd B Prov.; Ettie Thatcher, 2nd A Prov.; Isabella Mudie, 1st Co.; Carrie Cole, 2nd B Prov.; Mary A. Beatty, 3rd; Annie Lambert, 3rd; Amelia Bean, 2nd B Prov.; Jane A. Patterson, 3rd.	22	"	22	.....
SIMCOE	Norfolk	Rev. George Grant, B.A., Toronto; W. F. Crow, 2nd Prov.; John Sayers, 2nd Prov.; Elizabeth Wells, 1st Co.; Annie Brav, 1st Co.; Jennie McKeir, 2nd Prov.; Pauline McCool, 2nd Prov.	10	13	10	13
STRATFORD	Perth	W. S. Hodgins, 1st B Prov.; one Assistant, 1st B Prov.; and fourteen, 2nd Prov.	26	24	23	23
STRATHROY	Middlesex	Mr. Shepherd, 1st B Prov.; Mr. Dunsmore, 1st C Prov.; Miss Scott, 2nd B Prov.; Miss Armstrong, 2nd B Prov.; Miss Robinson, 3rd and Non-professional A; Miss Althouse, 3rd and Non-professional A; Miss Rose, 3rd and Non-professional A; Miss Rose, 3rd and Non-professional B	15	None.	11	.....
ST. CATHARINES	Lincoln	J. B. Grey, 1st A Prov.; W. F. Rittenhouse, 1st C Prov.; Margaret Crawford, 1st Prov.; Hester A. Morton, 2nd Prov.; Lizzie Patterson, 2nd Prov.; Margaret McCoy, 1st Prov.; Lucetta J. Gross, 2nd Prov.; Mary Linnely, O.C.B.; M. Y. McLaren, O.C.B	19	"	18	.....

The County Model Schools, 1880—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
ST. THOMAS	Elgin	N. M. Campbell, 1st C Prov.; Colin A. Scott, 2nd A Prov.; Catharine Darrach, 2nd A Prov.; Annie Caughell, 2nd B; Jennie Baldwin, 2nd B.	19	19	14	14
VANKLEEK HILL ...	Prescott	Henry Gray, 1st C Prov.; Maggie Cooke, 2nd B Prov.; Frances Thistlewaite, 3rd.	18	None.	18	.....
WALKERTON	Bruce	A. Miller, B.A., 1st Prov.; A. Robb, 2nd Prov.; Miss A. Robertson, 2nd Prov.; Miss G. Rothwell, 3rd; Miss E. McLean, 3rd; Miss F. Warren, 3rd; Miss S. Roether, 3rd.	16	10	14	9
WELLAND	Welland	Robert Grant, 1st C Prov.; Robert A. Campbell, 2nd Prov.; Jennie McGlashan, 2nd Prov.; Lydia Griffith, 3rd.	12	14	12	14
WHITBY	Ontario	James Brown, 1st C Prov.; Annie J. Burns, 2nd C Prov.; Alicia Hickie, 2nd C Prov.	43	16	31	15
WINDSOR	Essex	James Duncan, 1st Prov.; Miss Beith, 2nd Prov.; Mary Bartlett, 2nd Prov.; Annie Lewis, 3rd; Jennie Elliott, 1st O.C.B.; Helen McNeish, 2nd Prov.; Ina Weston, 2nd Prov.	20	5	20	5
WOODSTOCK	Oxford	J. E. Dennis, 1st Prov.; Henry Izard, 1st O.C.B.; Margaret Fergusson, 1st Prov.; Jessie McWhirter, 1st Prov.; Anna Martin, 1st O.C.B.; Miriam Byer, 1st O.C.B.; Elijah Stuart, 3rd; J. Whitelaw, 3rd; Jennie Padden, 3rd; Emily Nott, 2nd Prov.; Jessie Macker, 3rd.	14	None.	14	.....
YORKVILLE	York	W. J. Hendrie, 1st Prov.; Miss Sykes, 2nd Prov.; Miss Bailey, 2nd Prov.; Miss Pearson, 2nd Prov.	33	32	33	32
Total .....	.....	.....	1039	374	961	376

NAME OF ASSOCIATION.	Number of Associations.		Total Number of Members.		Total Number who have paid Fees.		RECEIPTS.						EXPENDITURE.					
	Number of Associations.	Total Number of Members.	Total Number who have paid Fees.	Government Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total.	Printing and Postage.	Libraries.	Miscellaneous.	Total.	Balances.					
Glengarry	1	70	..	50 00	..	..	73 80	123 80	20 40	70 00	2 23	92 63	31 17			
Stormont	1	61	13	50 00	..	6 50	20 64	77 14	2 04	..	10 29	12 33	64 81					
Dundas	1	132	74	50 00	..	30 75	106 82	187 57	30 40	25 00	52 20	107 60	79 97					
Prescott	1	60	53	50 00	..	13 25	53 33	116 58	11 91	..	53 19	65 10	51 48					
Russell	1	33	33	50 00	..	0 50	16 44	66 94	5 65	..	28 35	34 00	32 94					
Grenville	1	42	42	50 00	..	21 00	118 59	189 59	21 52	108 30	0 25	130 07	59 52					
No. 1 Leeds	1	76	76	75 00	..	38 00	15 70	128 70	28 70	..	13 50	42 20	86 50					
No. 2 Leeds	1	66	31	25 00	..	6 25	105 64	136 89	6 96	25 46	38 25	70 67	66 22					
Lanark	1	..	..	100 00	..	20 75	14 32	135 07	12 35	100 00	8 55	120 90	14 17			
Renfrew	1	74	..	100 00	..	..	51 65	151 65	1 50	..	134 95	136 45	15 20			
Frontenac	1	30	30	50 00	50 00	15 50	46 57	162 07	14 35	19 60	40 50	74 45	87 62					
Lennox and Addington	1	115	28	50 00	..	13 25	72 14	135 39	7 62	78 84	27 30	113 76	21 63					
Prince Edward	1	80	..	50 00	..	..	50 57	100 57	7 73	5 00	32 35	45 08	55 49			
North Hastings	1	70	55	50 00	..	48 20	82 31	180 51	16 07	79 12	24 05	119 24	61 27					
South Hastings	1	120	77	50 00	..	27 00	53 29	130 29	18 78	..	86 56	105 34	24 95					
Northumberland	1	101	101	100 00	..	31 25	42 69	173 94	17 50	..	78 50	96 00	77 94					
Durham	1	80	..	50 00	..	..	..	50 00	..	..	50 00	50 00	..
Peterborough	1	..	..	50 00	..	..	57 00	107 00	..	..	..	..	107 00
East Victoria	1	23	30	50 00	25 00	3 25	50 54	128 79	5 67	41 23	6 25	53 15	75 64					
West Victoria	1	50	19	50 00	..	14 25	97 45	161 70	11 40	71 95	27 95	111 30	50 40					
Ontario	1	50	..	75 00	..	33 75	76 80	185 55	12 90	..	114 10	127 00	58 55					
North York	1	44	44	50 00	..	26 50	47 56	124 06	6 41	..	43 75	50 16	73 90					
Peel	1	61	..	50 00	..	..	..	50 00	..	..	50 00	50 00	..
South Simcoe	1	68	..	50 00	..	..	72 21	122 21	24 73	..	48 15	72 88	49 33			
Halton	1	61	29	50 00	25 00	14 50	63 22	132 72	23 02	50 41	62 19	135 62	17 10					
Wentworth	1	190	34	50 00	..	9 50	100 55	160 05	12 87	..	69 05	81 92	78 13					
Brant	1	112	..	50 00	..	12 50	32 08	94 58	6 30	64 51	11 85	82 66	11 92					
Lincoln	1	120	..	25 00	..	..	108 16	133 16	48 14	..	39 73	87 87	45 29			
Welland	1	89	..	50 00	..	..	9 01	59 01	5 98	..	43 00	48 98	10 03			

Teachers' Associations, 1880—continued.

NAME OF ASSOCIATION.	Number of Asso- ciations.	Total Number of Members.	Total Number who have paid Fees.	RECEIPTS.					EXPENDITURE.					Balances. c. \$	
				Gov- ern- ment Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total.	Printing and Post- age.	Libraries.	Miscellan- eous.	Total.			
				c. \$	c. \$	c. \$	c. \$	c. \$	c. \$	c. \$	c. \$	c. \$	c. \$	c. \$	c. \$
Haldimand.....	1	113	6	50 00	.....	3 00	103 69	156 69	14 14	.....	44 10	.....	58 24	98 45	.....
Norfolk.....	1	130	76	50 00	.....	33 00	94 47	144 47	30 00	.....	32 39	.....	70 54	73 93	.....
Oxford.....	1	55	33	50 00	.....	33 00	87 70	163 70	10 75	.....	71 35	.....	119 60	58 40	.....
Waterloo.....	1	119	92	50 00	.....	61 25	31 97	143 22	8 53	.....	22 50	.....	116 19	44 10	.....
North Wellington.....	1	124	64	50 00	.....	11 90	80 46	130 46	.....	.....	.....	.....	22 75	107 71	.....
South Wellington.....	1	32	24	100 00	.....	.....	2 00	13 90	1 50	.....	.....	.....	10 90	12 40	.....
North Grey.....	1	108	61	100 00	.....	.....	33 37	133 37	10 46	.....	.....	.....	98 61	34 76	.....
South Grey.....	1	101	.....	100 00	.....	.....	27 68	127 68	28 34	.....	.....	.....	71 00	28 34	.....
South Perth.....	1	72	.....	50 00	.....	68 00	71 97	189 97	13 15	.....	.....	.....	113 10	63 72	.....
East Huron.....	1	.....	.....	25 00	.....	.....	.....	25 00	.....	.....	.....	.....	25 00	.....	.....
North Huron.....	1	51	51	25 00	25 00	23 00	98 30	166 30	8 81	.....	50 95	.....	13 60	92 94	.....
West Huron.....	1	116	37	50 00	.....	5 00	55 59	110 59	3 89	.....	.....	.....	18 50	88 20	.....
East Bruce.....	1	57	26	50 00	.....	13 00	100 30	163 30	11 47	.....	.....	.....	40 47	111 45	.....
West Bruce.....	1	60	37	75 00	.....	18 25	69 56	162 81	8 85	.....	.....	.....	27 02	57 87	.....
East Middlesex.....	1	112	95	50 00	.....	40 35	176 99	267 34	59 35	.....	22 04	.....	106 78	188 17	.....
West Middlesex.....	1	112	90	50 00	.....	30 00	189 39	269 39	29 00	.....	228 59	.....	257 59	11 80	.....
Elgin.....	1	150	32	75 00	.....	16 00	80 42	171 42	11 23	.....	37 33	.....	57 05	105 61	.....
East Kent.....	1	.....	.....	50 00	.....	.....	.....	50 00	.....	.....	.....	.....	50 00	.....	.....
West Kent.....	1	59	14	50 60	.....	7 00	32 40	89 40	6 75	.....	13 30	.....	17 00	52 35	.....
No. 1 Lambton.....	1	90	36	75 00	.....	18 00	87 31	180 31	45 72	.....	9 60	.....	70 00	125 32	.....
No. 2 Lambton.....	1	84	.....	25 00	.....	.....	127 57	152 57	8 25	.....	.....	.....	96 70	104 95	.....
North Essex.....	1	67	.....	75 00	50 00	.....	89 84	214 84	24 00	.....	109 30	.....	50 00	183 30	.....
South Essex.....	1	.....	.....	25 00	50 00	.....	177 99	252 99	10 00	.....	63 40	.....	47 85	121 25	.....
District of Muskoka.....	1	54	.....	50 00	.....	.....	33 76	83 76	.....	.....	.....	.....	50 00	50 00	.....
District of Parry Sound.....	1	41	41	50 00	.....	10 25	.....	94 01	14 65	.....	25 10	.....	40 50	80 25	.....
City of Kingston.....	1	.....	.....	100 00	.....	.....	149 12	211 87	4 25	.....	35 02	.....	2 00	41 27	.....
City of London.....	1	44	.....	50 00	.....	.....	22 05	97 05	4 95	.....	.....	.....	54 00	58 95	.....
City of Ottawa.....	1	45	.....	75 00	.....	.....	.....	.....	.....	.....	.....	.....	100 00	100 00	.....
City of Toronto.....	1	150	.....	100 00	.....	.....	.....	.....	.....	.....	.....	.....	100 00	100 00	.....
Total, 1880.....	59	4214	1586	3275 00	225 00	790 20	3738 77	8028 97	757 80	1460 29	2747 76	4965 85	3063 12	3063 12	.....
Total, 1879.....	60	4185	1792	2750 00	350 00	756 55	3775 69	7632 24	684 08	1687 68	2400 54	4772 30	2859 94	2859 94	.....
Increase.....	.....	29	.....	525 00	125 00	33 65	.....	396 73	73 72	.....	347 22	138 55	203 18	203 18	.....
Decrease.....	1	.....	176	.....	.....	.....	36 92	.....	.....	227 39	.....	.....	.....	.....	.....

Notes of the Proceedings of the Teachers' Associations for 1880 and 1881 will be found in the Proceedings of 1881.

12. *Superannuation of Teachers.*

The list of Superannuated Teachers for 1880 and 1881, with the amounts received by them, will be found on a subsequent page.

13. *Teachers Retired from the Profession during 1880.**Summary.*

Counties.	Teachers retired.	Counties.	Teachers retired.
Glengarry	1	Simcoe	8
Stormont	4	Halton	5
Dundas	6	Wentworth	5
Prescott	2	Brant	10
Russell	1	Lincoln	4
Carleton	11	Welland	5
Grenville	2	Haldimand	6
Leeds	3	Norfolk	5
Lanark	2	Oxford	9
Renfrew	4	Waterloo	10
Frontenac	2	Wellington	12
Lennox and Addington	6	Grey	9
Prince Edward	2	Perth	12
Hastings	12	Huron	15
Northumberland	7	Bruce	17
Durham	7	Middlesex	19
Peterborough	3	Elgin	9
Haliburton	3	Kent	13
Victoria	5	Lambton	4
Ontario	13	Essex	8
York	17		
Peel	2		
		Total	300

DIVISION II.

*Proceedings during the Year 1881.**1. Legislation.*

The following amendments to the School Law were made in 1881 by the Act 44 Victoria, Chapter 30, intituled "An Act for further improving the School Law." (Assented to 4th March, 1881.)

Section 1. Parent to require attendance at school of child between seven and thirteen years of age.

Section 2. Such pupil to attend the full school time for eleven weeks in each half-year.

Section 3. Any person with whom such a child resides to be under the same obligation as a parent.

(2) For children employed in manufactories half the above time will suffice.

Section 4. Attendance not required if the child is otherwise being efficiently instructed, or sick, or at too great a distance.

Section 5. Board may appoint an officer to give effect to these provisions.

Section 6. Fourteen days' notice to be given to the parent before proceeding. Unless satisfactory reason shown, the case to be brought before a justice, who shall act as the law directs.

Section 7. The apparent age to be assumed, unless disproved by defendant.

Section 8. Assessor to enter in roll children from sixteen to twenty-one, from seven to thirteen, and from five to sixteen.

Section 9. Amendments to Public Schools Act, viz.:—At any annual Township Board election after the first, but one Trustee is to be chosen for each ward; existing Township Boards confirmed; Inspector's allowance on the formation or alteration of a union section provided; Trustees' Annual Report to be sent in 31st December; Inspector to give his order for school moneys in favour of the Trustees, on their request.

(2) The Judge shall receive election complaints (except in the case of school sections) made within twenty days, and shall decide the same within a reasonable time.

(3) Directions to Municipal Clerk to transmit to County Inspector list of Separate School supporters placed on roll for County rate.

Section 10. If land is assessed against both owner and occupant, the occupant to be primarily liable, and if, on default of the occupant, the owner is required to pay, he may direct the rate to be applied to either the Public or the Separate School.

Section 11. The County Council to grant \$150 annually for Model School.

(2) Department may make regulation as to fees for Model School training.

Section 12. Teachers may not change the books in use unless such change is approved, nor until the January after such approval. Penalty \$10.

Section 13. No Trustee to be personally interested in any contract or engagement of the Trustee corporation.

Section 14. High School Trustees to be appointed at the last meeting in December of any City or Town separated.

2. Orders in Council and Minutes of Department, 1881.

I.—CERTIFICATE CANCELLED, AND DEPRIVATION OF RIGHTS AS PUBLIC SCHOOL TEACHERS.
(18th of January, 1881.)

That the standing of Samuel Wiggins, as a Second Class Public School teacher, Grade "B," be cancelled, and that the said Samuel Wiggins and his brother, Stonewall Jackson Wiggins, be deprived of any right of presenting themselves for examination as Public School teachers in the future.

II.—FURTHER REGULATIONS AS TO THE EXAMINATION OF CANDIDATES FOR PUBLIC SCHOOL TEACHERS' CERTIFICATES. (5th of February, 1881.)

This is published as a Circular, and will also appear in the Supplementary Compendium.

III.—REGULATIONS AS TO AUTHORIZED TEXT-BOOKS IN THE PUBLIC SCHOOLS. (5th of February, 1881.)

Published as a Circular, and will also appear in the Supplementary Compendium.

IV.—CENTRAL COMMITTEE OF EXAMINERS—AMENDMENT TO FORMER ORDER IN COUNCIL. (7th of February, 1881.)

That for the eighth paragraph of the Regulations respecting the Central Committee of Examiners, approved by Order in Council of the 25th day of November, 1880, the following be substituted:—

“The High School Inspectors shall, with one of the Public School Inspectors from time to time to be appointed by the Minister, discharge the duties connected with the professional examination of students at the Normal Schools, as well as their inspection, as prescribed by the Regulations in that behalf.”

V.—APPOINTMENT OF TEACHERS TO OTTAWA NORMAL SCHOOL. (8th of February, 1881.)

VI.—COUNTY BOARDS OF EXAMINERS. (26th of February, 1881.)

That at meetings of the County Boards of Examiners for the transaction of business, the County Inspector, if present, shall be the chairman thereof; and if there be more than one County Inspector present, each shall be chairman alternately; but in the special case of a County Judge being one of such Board of Examiners, he shall when present be the chairman of such Board.

VII.—FURTHER REGULATIONS AS TO PUBLIC SCHOOL TEXT-BOOKS. (21st of February, 1881.)

Regulation approved 5th February, 1881, as to prices; not to take effect until 1st January, 1881.

VIII.—CENTRAL COMMITTEE OF EXAMINERS—APPOINTMENT OF NEW MEMBERS. (22nd of March, 1881.)

Upon consideration of a report of the Honourable the Minister of Education, dated the 21st day of February, 1881, the Department of Education doth hereby order that, pursuant to the second paragraph of the Regulations respecting the Central Committee of

Examiners, approved by Order in Council of 25th day of November, 1880, the following appointments be made :—

George Paxton Young, M.A., Professor of Mental and Moral Science in University College, to be Chairman of the said Committee.

John Watson, LL.D., Professor of Logic, Metaphysics and Ethics, University of Queen's College, Kingston; Eugene Haanel, Ph.D., Professor of Natural Sciences and Chemistry, University of Victoria College, Cobourg; S. Arthur Marling, M.A., one of the High School Inspectors; John Milne Buchan, M.A., also one of the High School Inspectors; John C. Glashan, M.A., Public School Inspector; and Alfred Baker, M.A., Classical Tutor in University College, to be members of the said Committee. And the respective periods for which they are appointed are as follows: For the term of one year, ending on the 1st day of January, 1882, Professor Watson and John C. Glashan; for the term of two years, Professor Haanel and John M. Buchan; and for the term of three years, S. A. Marling and Alfred Baker.

IX.—HIGH SCHOOL PROGRAMME FOR 1881-2. (16th of April, 1881.)

Published as a Circular, and also will appear in the Supplementary Compendium.

X.—SUB-EXAMINERS APPOINTED FOR 1881. (28th of April, 1881.)

XI.—EXECUTIVE COUNCIL. (12th of May, 1881.)

That during the absence of the Honourable the Premier, three members of the Council shall be a quorum.

XII.—ADDITIONAL SUB-EXAMINERS APPOINTED. (15th of July, 1881.)

XIII.—COUNTY MODEL SCHOOL ESTABLISHED IN COUNTY OF DUFFERIN, AT ORANGEVILLE. (15th of July, 1881.)

XIV.—CANCELLATION OF CERTIFICATE OF JAMES E. CHUTE. (15th of July, 1881.)

That the Certificate of James E. Chute as a Public School Teacher, being Second Class, Grade A, be cancelled for the causes set forth.

XV.—ADDITIONAL SUB-EXAMINER APPOINTED. (13th of September, 1881.)

XVI.—REGULATIONS AS TO THE TEACHING OF HYGIENE IN THE PROVINCIAL NORMAL SCHOOLS. (23rd of September, 1881.)

Will appear in the Supplementary Compendium.

XVII.—COUNTY MODEL SCHOOLS—FURTHER REGULATIONS. (23rd of September, 1881).

Published as a Circular, and will appear in the Supplementary Compendium.

XVIII.—DEPOSITORY STOCK.—Distribution amongst Provincial Institutions, authorized 9th November, 1881.

3. Decisions of the Minister of Education.

A statement of these will appear in the Report for next year.

4. Confirmation

The following is the list of

MUNICIPALITY PASSING THE BY-LAW.	Date of Application to Confirm.	School Corporations affected.
Township of Hillier	1st February, 1881	Union of School Sections 14 and 15 as School Section 14.
" Lutterworth	10th February, 1881... ..	To form School Board for the Municipality.
United Townships of Anson and Hindon..	12th January, 1881, and 11th February, 1881.	School Board for Municipality...
Township of Raleigh	22nd November, 1880	Union School Section 5, Raleigh and Tilbury East.
" Tilbury, East	7th January, 1881.....	Union School Section 5, Raleigh and Tilbury East.
United Townships of Brudenell and Lynedoch.....	27th December, 1880	Union School Section 11, Hagarty and Brudenell.
United Townships of Hagarty, Sherwood, Richards and Jones.....	27th December, 1880, and 28th January, 1881.	Union School Section 11, Hagarty and Brudenell.
Township of Goulbourn	8th March, 1881	School Sections 11 and 14, Goulbourn.
" Thorold.....	13th May, 1881	School Section 2, Thorold
" Amabel.....	25th January and 15th February, 1881.	School Section 4, Amabel; Union School Section 8, Amabel and Albemarle.
" Elderslie	30th June, 1881.....	School Section 12, Elderslie
" Nottawasaga	11th July, 1881	School Section 14, Nottawasaga ..
" Maryboro'	20th June, 1881.....	School Section 15, Maryboro'.....
" Saugeen	26th July, 1881	School Section 1, Saugeen, Arran and Elderslie.
" Arran	2nd June, 1881	School Section 1, Saugeen, Arran and Elderslie.
" Elderslie	30th June, 1881	School Section 1, Saugeen, Arran and Elderslie.
" Dover, East and West.....	3rd August, 1881	School Section 1, Dover West
" Camden.....	20th September, 1881	School Section 6, Camden

of By-laws.

By-Laws confirmed during 1881.

Other Municipalities concerned.	How disposed of.
None	Confirmed 18th February, 1881.
Snowdon, Anson and Somerville	" 28th February, 1881.
Mindon, Lutterworth and Stanhope	" 28th February, 1881.
Tilbury East	By-Law No. 358 " 28th February, 1881.
Raleigh	" 28th February, 1881.
Hagarty, Sherwood, Richards and Jones	By-Law No. 6 " 16th March, 1881.
Brudenell and Lynedoch	By-Law No. 33 " 16th March, 1881.
None	" 17th March, 1881.
None	" 7th June, 1881.
Albemarle and Village of Wiaraton	" 13th July, 1881.
Sullivan	By-Law No. 6 " 1st September, 1881.
Mulmur	By-Law No. 289 " 1st September, 1881.
None	By-Law No. 217 " 1st September, 1881.
None	By-Law No. 281 " 17th September, 1881.
None	By-Law No. 8 " 17th September, 1881.
None	By-Law No. 4 " 17th September, 1881.
None	By-Law No. 9 " 17th September, 1881.
Village of Dresden	By-Law No. 16 " 14th October, 1881.

5.—*Inquiries by Commission in the Year 1881.*

CASE.	CHARGE.	COMMISSIONER.	DATE OF ISSUE.	HOW DISPOSED OF.
Rev. William McKee, B.A., Public School Inspector, South Simcoe.	Sleeping and want of vigilance at two or more Departmental Examinations, and consequent irregularities and improper practices of candidates thereat; also general inefficiency as an Inspector in certain other particulars.	J. George Hodgins, LL.D., Deputy Minister of Education.	14th October, 1880	Inefficiency as a Public School Inspector established as the result of the enquiry and brought to the notice of the County Council by the Minister of Education. In the Session of June the County Council accepted his resignation and appointed the Rev. Thos. McKee as his successor.
George A. Irwin, teacher in Lindsay.	Being under the influence of liquor when teaching, and otherwise intemperate.	J. H. Knight, Public School Inspector, East Victoria.	26th November, 1880	Evidence not sufficient to establish these charges.
Samuel Wiggins and Stonewall Jackson Wiggins.	Committing a fraud at the examination for Third-Class Certificates.	Clarke Moses, Public School Inspector, County of Hal- dmand.	26th October, 1880	Certificates cancelled, and deprived of the right of presenting themselves at any examination in future.
R. R. Baker	Being an inveterate drunkard, and as bringing discredit on the teaching profession by using abusive and immoral language.	Francis Elkington, Clerk, County of Frontenac.	28th September, 1881	Evidence failed to establish offences so serious as those charged, but sufficient to make it the Inspector's duty to refuse a renewal of certificate.
Intermediate and other Departmental Examinations held at Owen Sound.	Improper and fraudulent practices at examinations during the years 1878 to 1881.	J. George Hodgins, LL.D., Deputy Minister of Education.	1st November, 1881 .....	.....

6. *Training of Teachers during the Year 1881, Provincial Normal Schools.*

1. STAFF OF NORMAL AND MODEL SCHOOLS.

Staff of the Toronto Normal and Model Schools, 1881.

A. W. Davies	Principal.			
Thos. Kirkland	Science Master.			
James Carlyle	Mathematical Master.			
Samuel Clare	Writing	"		
Wm. Armstrong	Drawing	"		
H. F. Sefton	Music	"		
D. C. Bell	Elocution	"		
C. R. Dearnaly	Gymnastic	"		
Wm. Scott	Head Master, Boys' Model School.			
Jno. L. Davison	First Assistant,	"	"	
S. M. Dorland	Second	"	"	"
P. N. Davey	Third	"	"	"
M. Cullen	Head Mistress, Girls' Model School.			
K. F. Hagarty	First Assistant,	"	"	
M. E. Hunt	Second	"	"	"
J. Meneilley	Third	"	"	"

Staff of the Ottawa Normal and Model Schools, 1881.

J. A. MacCabe	Principal.			
Geo. Baptie	Science Master.			
Daniel Sawyer	Writing	"		
Martin Sparrow	Drawing	"		
W. G. Workman	Music	"		
D. C. Bell	Elocution	"		
E. B. Cope	Gymnastic	"		
Edwin D. Parlow	Head Master, Boys' Model School.			
Smith Curtis	First Assistant	"	"	
Samuel W. McCready	Second	"	"	"
Adeline Shenick	Head Mistress, Girls' Model School.			
Maggie Cusack	First Assistant	"	"	
Mary G. Joyce	Second	"	"	"
Annie MacLardy	Third	"	"	"

2. ATTENDANCE OF STUDENTS, COUNTIES, ETC.

The Toronto Normal School.

ATTENDANCE OF STUDENTS—1880-1881.

SESSIONS.	ADMITTED 1880.		ADMITTED 1881.	
	Male.	Female.	Male.	Female.
First Class Yearly Session	23	4		
Second " 1st "	51	50	36	56
2nd "	48	51	28	24
3rd "	39	18	48	52
Total	161	123	112	132

COUNTIES OF 1ST AND 2ND CLASS STUDENTS ATTENDING—1880-1881.

Year	Glengarry.	Stormont.	Dundas.	Prescott.	Russell.	Carleton.	Grenville.	Leeds.	Lanark.	Renfrew.	Frontenac.	Lennox and Addington.	Prince Edward.	Hastings.	Northumberland.	Durham.	Peterborough.	Victoria.	Ontario.	York.	Peel.	
For the year 1880	1	1	1	1	1	2	1	1	1	1	1	3	2	3	1	3	2	1	1	13	3	
For the year 1881	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	2	4	2	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11	10	24	4	16	4	18	8	7
	5	3	4	9	12	6	2	8	1	4	1	4	1	4	2	2	4	2	4	2	4	2
	5	10	2	7	12	1	3	2	4	1	3	5	8	11								

RELIGIOUS PERSUASIONS OF STUDENTS.

	Church of England.		Roman Catholic.		Presbyterian.		Methodist.		Baptist.		Congregationalist.		Other persuasions.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
For the year 1880.....	24	18	6	3	67	36	56	35	13	7	4	4	10	1
For the year 1881.....	10	24	3	3	43	53	43	33	3	10	4	4	7	4

The Ottawa Normal School.

ATTENDANCE OF STUDENTS.	NUMBER ADMITTED—1880.		NUMBER ADMITTED—1881.	
	Male.	Female.	Male.	Female.
	Second Class, 1st Session	73	28	30	19
Do. 2nd do.	50	28	22	17
Do. 3rd do.	11	9	45	41
Total	134	65	97	77

COUNTIES OF SECOND CLASS STUDENTS ATTENDING.

	Glenagarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Lennox and Addington.		Prince Edward.		Hastings.		Northumberland.		Durham.		Peterborough.		Victoria.		Ontario.		York.		Peel.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
For the year 1880	5	1	1	1	1	1	7	7	7	3	3	1	9	8	6	2	5	4	6	3	4	1	3	6	4	3	11	5	3	4	3	4	6	4	1	1		
For the year 1881	4	1	2	3	5	1	2	3	3	2	3	2	4	1	5	2	2	4	2	4	2	4	2	4	2	4	4	1	6	3	1	5	1	8	1	1				

	Simcoe.	Halton.	Wentworth.	Brant.	Lincoln.	Welland.	Haldimand.	Norfolk.	Oxford.	Waterloo.	Wellington.	Dufferin.	Grey.	Perth.	Huron.	Bruce.	Middlesex.	Elgin.	Kent.	Lambton.	Essex.	Quebec.	
	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Male.	Female.
	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.
For the year 1880	1	1	1	2	2	2	1	2	1	4	5	2	2	1	2	2	3	3	2	2	2	1	1
For the year 1881	4	1	3	1	4	1	2	1	2	4	8	2	1	1	3	3	6	4	1	1	1	1	1

RELIGIOUS PERSUASIONS OF STUDENTS.

	Church of England.	Roman Catholic.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Other.
	Male.	Male.	Male.	Male.	Male.	Male.	Male.
	Female.	Female.	Female.	Female.	Female.	Female.	Female.
For the year 1880	14	8	25	47	7	1	10
For the year 1881	9	5	46	34	8	2	3

3.—SUMMARY OF INSTRUCTION GIVEN FOR SECOND CLASS CERTIFICATES—PROVINCIAL
NORMAL SCHOOL, TORONTO.

(1) *Summary of Instruction given for Second Class Certificates and time for each subject during the week.*

Total time for each week, 27½ hours.

EDUCATION.—Lectures on Theory and Methods, six hours each week and four hours of practical illustration. Practice in Model School, under direct supervision and criticism of teacher of division, six hours a week. Visiting City Schools, five hours during the Session. Time spent in purely professional work during Session of 160 hours. N.B.—The average length of Session is about twelve weeks.

READING AND ELOCUTION.—Two hours a week (Theory) for half the Session; (Practice three hours a week for same time, with regular teacher. Rest of Session with Principal

MENTAL ARITHMETIC.—From two to three hours each week.

CHEMISTRY.—*Theory*, from one to two hours a week. *Practice*, eight hours a week.

MUSIC.—Theory and Practice of Vocal Music, three hours a week for each class; in all, six hours a week.

DRAWING.—Practical, three hours a week for each class; in all, six hours a week.

HYGIENE (INCLUDING TEMPERANCE).—From three to four hours a week.

DRILL AND CALISTHENICS.—Three hours each, per week, or six hours in all.

WRITING AND BOOK-KEEPING.—Two hours each per week, or four hours in all.

(2) *Number of Masters and Instructors, and nature and amount of work performed by each during School Week.*

PRINCIPAL.—Lectures on Education and Educational Methods, illustrating as far as practicable School Organization, etc.; hears classes read during absence of Teacher of Elocution; examines the daily reports of teaching done in Model School; criticises before the class and privately; criticises the teaching done in his presence; exercises a general supervision over the Model Schools, and prepares certain examination papers for Model School examinations. When time allows, the ordinary Lectures on Education are supplemented with Lectures on great Educational Reformers and their Methods. About twenty hours per week.

MATHEMATICAL MASTER.—Lectures on Physiology, Hygiene, and Geography, in addition to Arithmetic; special classes from the Model School are taught by him in presence of the Normal School Students; criticises teaching done in his presence. About twenty hours per week.

NATURAL SCIENCE MASTER.—Theoretical and Practical Chemistry. About twelve hours per week.

TEACHER OF ELOCUTION.—Time employed depends on length of Session, one half only being spent here. By his report, about twenty-seven hours is the time devoted to this school.

These Masters are employed in the NORMAL SCHOOL only.

The other Masters divide their time between the Normal and Model Schools.

DRAWING MASTER.—Normal School, six hours a week. Model School, eight hours a week. Total, fourteen hours.

MUSIC MASTER.—Normal School, six hours a week. Model School, eight hours a week. Total, fourteen hours.

WRITING MASTER.—Normal School, four hours a week. Model School, sixteen hours a week. Total, twenty hours.

DRILL MASTER.—Normal School, six hours a week. Model School, seven hours a week. Total, thirteen hours.

(3) *Number of Students present during Academic Year 1880-81.*

First Session—57 Males, 41 Females.

Second Session—36 Males, 56 Females.

Third Session—28 Males, 24 Females.

(4) *Number of Students during current Session.*

47 Males, 51 Females.

4.—SUMMARY OF "METHODS OF TEACHING" EMPLOYED IN PROVINCIAL MODEL SCHOOL, TORONTO.

(1) *Reading.*

Fourth Division.—Pupils are first taught to recognize entire words. When a number of these are known they are taught the sounds of the letters, and are then required to recognize words and pronounce them by sounding their different parts. The teacher makes use of the blackboard and tablets in teaching word recognition.

Reading is mainly taught by imitation. The teacher reads and requires the pupils to read after him simultaneously and individually. Care is taken to correct all mistakes, the blackboard being used for this purpose.

In the Third, Second and First Divisions this subject is taught in a similar manner, being more and more minutely dealt with as the pupil progresses.

(2) *Spelling.*

Fourth Division.—At first *oral spelling* only is taught. The blackboard is always used in doing this. New words and those misspelled are placed upon it, and the pupils drilled until each word is thoroughly known.

Oral spelling is taught to all the divisions in a similar manner.

Written spelling is taught to all the class capable of writing.

The pupils are required to prepare a passage found in their reading lesson; then they write this at the dictation of the teacher, in books for the purpose. These books are examined by the teacher, and the pupil is required to correct thoroughly each word misspelled. These words are frequently reviewed. Spelling is taught at every lesson from the fact that all difficult words are written upon the blackboard and the especial attention of the pupils drawn to them.

(3) *Arithmetic.*

All the Divisions.—Pupils are first taught to *count*, the balls on the numeral-frame, marbles, etc., being used for this purpose.

They are then taught *notation* and *numeration*, the blackboard and numeral-frame being used.

They are next taught the *Addition Table* from the numeral-frame, and in doing sums are not allowed to count. The Subtraction, Multiplication and Division Tables are thoroughly mastered before the pupils are required to work examples involving a knowledge of these tables.

The tables of *Weights and Measures* are taught by *object lessons*.

New rules are taught from easy mental examples, and from these the pupils deduce the rules, form the definitions, etc.

Problems are given to test the understanding of the pupil. When he fails to work these, the principles are taught again. Reviews are of daily occurrence.

(4) *Geography.*

All the Divisions.—The definitions are taught by *object lessons*, the teacher being aided by pictorial illustrations.

Mathematical geography is taught by means of globes, diagrams drawn on the board, etc.

The pupils are taught what a map is. This is done by drawing a picture of the school-room on the blackboard and enlarging it so as to include the building, then the grounds, etc.

Thoroughness and exactness are secured by frequent drills. No lessons are assigned to be prepared in books until the part assigned has been carefully taught to the class.

In teaching such physical phenomena as winds, currents, tides, etc., the lessons are conversational; the pupils are never told; the teacher directs the pupils and leads them to draw the proper inference, etc.

Map-drawing is taught in all the divisions except the fourth.

(5) *Object Lessons.*

Third and Fourth Divisions.—*Every lesson* is taught objectively, when possible, in all the divisions, but the object lesson proper is confined to the above-named divisions.

In this lesson, as, indeed, in all the lessons taught, the teacher is careful of the following points:—

1. To be merely the director, the pupils observing and thinking for themselves.
2. Never to tell the pupil a point which depends upon his understanding.
3. To have frequent reviews.
4. To make the pupils express themselves in full sentences.
5. To use the blackboard at every stage of the lesson.

(6) *Composition.*

All the Divisions.—Oral composition is taught in all the classes and at every lesson. This is done by the teacher setting a good example for imitation, by requiring all answers to be given in the form of complete sentences, by correcting every mistake in composition, and by requiring the correct form of expression to be repeated by the pupil.

Lists of common errors are made, and the pupils frequently drilled upon the correct form of expression.

Written composition is practised from the Second-book Class upward. Subjects of the simplest kind are given at first, such as elliptical sentences to be filled out, the substance of the last reading lesson to be written out, etc. As the pupils advance they are required to write sentences of a certain kind, to introduce grammatical equivalents, to paraphrase, to write original compositions, etc.

The greatest care is taken by the teacher in detecting errors in the written compositions, and whatever errors have been made are required to be corrected by the pupils.

(7) *Etymology.*

Third, Second and First Divisions.—The Anglo-Saxon suffixes and prefixes are first taught from examples, such as work, worker; run, runner; kind, unkind, etc.

The blackboard is employed for this purpose, and the pupils are led to ascertain the meaning of each suffix and prefix from suitable words. They are not told the meaning and asked to remember it, but they ascertain the meaning for themselves.

The classic prefixes, suffixes and chief root words are taught in a similar manner, from the blackboard, in the Second and First Divisions. Exercises in word-building are frequently given to test the knowledge and excite the interest of the pupils in this study.

(8) *Mental Arithmetic.*

All the Divisions.—All the rules of Arithmetic are introduced by easy mental problems.

Two kinds of examples are given: the first, which deals with simple computation, is intended to secure quickness and accuracy of calculation; the second, which deals with concrete numbers, is given for the purpose of cultivating the reasoning powers. The blackboard is used for teaching a typical example, and then many such are given to the class.

(9) *History.*

Third, Second and First Divisions.—This subject is taught in conversational lessons with the pupils. No text-books are used. In the First and Second Divisions, after a lesson has been taught, the heads of the lesson are copied by the pupils. These are used for aiding the pupils in their reviews. The map is used at every lesson, and every place named carefully located. Reviews are very frequent. Collateral reading is recommended to pupils of First Division.

(10) *Grammar.*

Third, Second and First Divisions.—This subject is taught by the *inductive method*. The teacher, by using appropriate examples, leads the pupils to the conclusions desired. Pupils are never required to learn definitions or rules from a book until these have been made by themselves under the guidance of the teacher.

The different parts of this subject are discussed in the following order:—1st, the sentence and its definition; 2nd, the parts of the sentence; 3rd, the parts of speech; 4th, the inflections, etc.

(11) *Physiology and Hygiene.*

Second Division.—By means of diagrams drawn on the board, charts, a skeleton, and certain pieces of apparatus, the teacher makes the pupils acquainted with sufficient anatomy to understand the physiological facts to be taught.

Hygiene is taught incidentally during the teaching of physiology.

Care is taken to make the lessons as practical as possible.

The teacher is careful to make every lesson an object lesson, so there is no lecturing on his part.

(12) *Algebra.*

First Division.—This subject is taught from the blackboard in a similar manner to Arithmetic, Grammar, etc. By means of appropriate examples the pupils are led to make the definitions, deduce the rules, etc. When a principle has been taught, it is illustrated by *many* examples, the aim of the teacher being to proceed thoroughly rather than quickly.

(13) *Mensuration.*

Second and First Divisions.—The definitions are taught from the blackboard as they are required for use. The pupils deduce the rules from easy examples under the direction of the teacher. Diagrams, figures cut in paper, wood, or leather, are used to illustrate the mode of solution. No text-book is used.

(14) *Chemistry.*

First Division.—All the teaching is done by means of experiments. No lectures are given. The pupils are not told and asked to remember, but are shown various experiments, each intended to illustrate some point, and are required to infer and gather the facts from these. The blackboard is used at every stage of the lesson. The heads of each lesson are copied by the pupils into their note-books.

(15) *Geometry.*

First Division.—The definitions are taught from the board. At first each proposition is carefully taught before the pupils are allowed to use their text-books. This is done by the method of analysis, the construction being made, the resulting figure carefully examined, the consequences noted, etc., etc. The pupils are thus led to observe that there is a reason for each step in the construction and demonstration, and they thus see the necessity of mastering the principles involved, rather than the words of the text-book.

(16) *Natural Philosophy.*

First Division.—This subject is, as far as possible, taught experimentally. Each principle is fully illustrated by means of diagrams, philosophical charts, apparatus, etc., and numerous problems depending upon it are given for solution.

(17) *Literature.*

All the Classes.—This subject is taught during the time taken by the teacher in preparing the *reading* lesson for the next day. The pupils are taught the exact force of each word in this lesson, and in the higher classes are made acquainted with the more common figures of rhetoric and the leading characteristics of the author of the passage.

(18) *Discipline.**Boys' School.*

No corporal punishment is employed. The teacher governs his class by his personal influence and by keeping it engaged. No pupil is ever allowed to be idle. Frequent opportunities arise of showing the pupils how much better an orderly mode of doing things is than for each pupil to do the same things, but in a way which each one selects for himself. Thus, the pupils are taught to sit at the desks in a uniform manner, to move from room to room in an orderly way at the command of the teacher, etc. The pupils are shown the way the teacher would prefer to have things done, and the public opinion of the class is appealed to to decide whether this is a good way or not. The pupils are shown that talking and disorderly movements, etc., interfere with the working and efficiency of the class, and are required to co-operate in rendering their class a model one.

Certain rules are laid down to be observed in playing in the yard and on the field. These are all made for the well-being and proper protection of the pupils, and this is carefully pointed out at the time of laying down these rules, so that in this case the pupils themselves are generally found to see that there is no very flagrant violation of them.

When a pupil is careless and troublesome in regard to his conduct, his teacher talks to him in private at first ; then, in case of necessity, reproves him publicly and gives him a demerit mark. He is then reported to the Head Master, who after a proper reprimand punishes him by depriving him of some privilege, such as playing in the field, &c., or he is required to remain in his seat for a certain time after school.

Where these modes of treatment fail, the parent is communicated with. His influence is invoked, and if the pupil still continues obdurate, he is suspended for a shorter or longer period. In case the pupil still remains careless, and interferes with the efficient working of the class, the parent is requested to remove him from school.

All offences in the yard or field are visited by the offender being deprived of some privilege pertaining to the yard or field.

Frequent opportunities are taken to give lessons on morals. The necessity of doing to others as we would have others do to us, of always speaking the truth, etc., is inculcated.

Removal for misconduct and suspensions are extremely rare ; the former does not average one per year, and the latter two or three per session.

The methods of keeping order and of securing discipline outlined above are so efficacious, that were it not for the Normal Students allowing their classes to get into trouble (nearly always by being unable to keep them busy), there would be very few punishments for misconduct. The class is taught the habit of behaving, and this is generally sufficient to prevent any grievous breach of discipline, even when it has little or nothing to do.

Girls' School.

To ensure the understanding of the rules of the school by the *new* pupils, and also to remind the *old* ones of their obligation in that respect, the whole school is assembled as soon as fully organized at the commencement of each Session, and the style of conduct expected from each scholar expounded in plain and unmistakable language ; also the necessary permissions, prohibitions, and regulations for the maintenance of good order are emphatically laid down.

In cases of violation of any of the rules, different methods are adopted according to the gravity of the offence.

First, and perhaps in some cases most effectual, may be mentioned kind and gentle admonition in private by teacher of class, or head mistress, or an occasional moral lecture to class.

Other punishments are frequently resorted to, as *public censure, sitting drill, loss of recess, detention after school-hours, misconduct marks, suspension* for a short time, of which the pupils' parents are notified.

Corporal punishment is NEVER inflicted.

If, after repeated warnings and punishments, a pupil still persists in gross misconduct, so that her influence for evil materially affects the class, or if it be proved that a child is morally bad, her parents are requested to remove her from the school.

5. SUMMARY OF INSTRUCTION GIVEN FOR SECOND CLASS CERTIFICATES, OTTAWA NORMAL SCHOOL.

(1) *Summary of Instruction given for Second Class Certificates, and time for each subject during the week.*

Total time for each week, 27½ hours.

EDUCATION.—Lectures on Theory of Education, six hours each week; Model School practice—which includes practical teaching on *all* the subjects taken up in the Model School programme—five hours each week; visiting Model School, one hour each week. Total time spent in purely professional work—twelve hours each week—132 hours per Session of eleven weeks.

READING AND ELOCUTION.—Theory and Practice of Elocution, seven hours each week for half the Session, about thirty-eight hours per Session.

MENTAL ARITHMETIC.—Two hours each week, twenty-two hours each Session of eleven weeks.

CHEMISTRY.—Theory and Practice—Theory one hour each week; Practice three hours each week. Total four hours each week, forty-four hours per Session of eleven weeks.

MUSIC.—Theory and Practice—the latter consisting in vocal music, and in *teaching* a class of students—three and a half hours each week, about thirty-eight hours per Session.

DRAWING.—Practical drawing on blackboard and on paper, two hours each week, twenty-two hours per Session.

HYGIENE.—One hour each week, eleven hours per Session.

DRILL AND CALISTHENICS.—Two hours each week, twenty-two hours per Session of eleven weeks.

(2) *Number of Masters and Instructors, and Nature and Amount of Work performed by each during School Week.*

PRINCIPAL.—Educational work; the strictly *professional* work of the Session, together with Mental Arithmetic; Educational Work; Lectures on the Theory of Education, including Method, School Organization, School Management, etc., etc., nine hours each week; Superintending Model School Practice, seven hours each week; Mental Arithmetic, two hours each week—making in all eighteen hours of regular work each week, irrespective of office work and supervision of Model School.

SCIENCE MASTER.—Practical Chemistry and Hygiene, Normal and Model School classes. Practical Chemistry, Normal School, twelve hours each week. Model School four hours each week. Theoretical Chemistry and Hygiene, one hour each, each week—making total for Science Master each week eighteen hours.

DRAWING MASTER.—Normal School five hours each week ; Model School seventeen hours each week—making for Drawing Master a total of twenty-two hours per week.

MUSIC MASTER.—Vocal Music, Normal and Model Schools. Normal School four and a half hours each week ; Model School eleven and a half hours each week—making a total for Music Master for each week, sixteen hours.

WRITING MASTER.—Normal School, Writing only. Model School, Writing and Book-keeping. Normal School four hours each week ; Model School twelve and a half hours each week—making a total of sixteen and a half hours each week for Writing Master.

DRILL INSTRUCTOR.—Normal and Model Schools—Normal School four hours each week ; Model School four hours each week—making a total for Drill Instructor each week, eight hours.

TEACHER OF ELOCUTION.—Normal School only—seven hours each week for half the Session.

(3) *Number of Students present during the Academic Year 1880.*

1st Session,	47	males,	19	females,
2nd	“	30	“	19
3rd	“	21	“	16

(4) *Numbers present during current Session.*

45 males, 41 females.

6.—REPORT OF MODEL SCHOOLS, OTTAWA.

(1) *Subjects and Hours.*

SUBJECTS.	Fourth Division.	Third Division.	Second Division.	First Division.
Reading and English Literature	7 hours.	2½ hours.	3 hours.	1½ hours.
Spelling and Dictation	2½ “	2 “	1½ “	½ “
Writing	2½ “	1½ “	1½ “	1 “
Book-keeping . . . . .	.....	.....	.....	1 “
Arithmetic	4 “	3 “	3½ “	2½ “
Mental Arithmetic . . . . .	.....	1 “	½ “	¾ “
Geography	½ “	2 “	1½ “	1 “
Drawing	1½ “	1 “	1½ “	1½ “
Vocal Music	1½ “	1½ “	1½ “	1 “
Object Lesson	1 “	1 “	.....	.....
Grammar	½ “	2 “	2 “	2 “
Composition . . . . .	.....	1 “	1 “	1 “
History . . . . .	.....	1½ “	1½ “	1½ “
Chemistry or Physiology & Hygiene . . . . .	.....	.....	1½ “	1 “
Algebra . . . . .	.....	.....	¾ “	1½ “
Geometry . . . . .	.....	.....	.....	1½ “
Mensuration . . . . .	.....	.....	.....	½ “
Natural Philosophy . . . . .	.....	.....	.....	1 “
Drill and Calisthenics	½ “	½ “	½ “	½ “

School open 9 to 12 forenoon, with fifteen minutes' recess; and 1.30 to 3.30 afternoon, with fifteen minutes' recess.

(2) *Attendance, 1881.*

DIVISIONS.	NO. CLASSES.	BOYS' MODEL SCHOOL.		GIRLS' MODEL SCHOOL.	
		Seniors.	Juniors.	Seniors.	Juniors.
First Division	Two Sections	17 pupils.	25 pupils.	17 pupils.	27 pupils.
Second “	Two “	20 “	34 “	22 “	35 “
Third “	Two “	25 “	31 “	36 “	24 “
Fourth “	Two “	33 “	25 “	33 “	27 “

Total number of Pupils, Boys' Model School 210
 Total number of Pupils, Girls' “ “ 221

(3) *Methods of Teaching adopted in each Subject.*

1. **READING.**—Subject matter discussed, reading individually and simultaneously, using blackboard for accentuation, emphasis, etc. All the Divisions.
 2. **SPELLING.**—Orally and from dictation. All the Divisions.
 3. **ENGLISH GRAMMAR.**—Analysis and Parsing taught orally, using blackboard for schemes and examples. Text-books used for definitions and reference. First, Second and Third Divisions.
 4. **COMPOSITION.**—Lectures on style in general, using blackboard for forms of letters, etc. Pupils composing orally or on paper, in class. First, Second and Third Divisions.
 5. **LITERATURE.**—Text-books and lectures. First Division.
 6. **GEOGRAPHY.**—Orally and from blackboard, using globes and maps. Text-books used for preparation of work after school hours. First, Second and Third Divisions.
 7. **ARITHMETIC.**—Orally and from blackboard, using calculator in Fourth Division. Text-books used only for practice by pupils. All the Divisions.
 8. **ALGEBRA.**—Orally and from blackboard. Text-books used only for practice by pupils. First and Second Divisions.
 9. **GEOMETRY.**—Each proposition taught orally, aided by diagrams on blackboard, before pupils are required to use text-books. First Division.
 10. **MENSURATION.**—Orally and from blackboard; no text-books. First and Second Divisions.
 11. **NATURAL PHILOSOPHY.**—Lectures; diagrams on blackboard; models and apparatus; no text-books. First Division.
 12. **CHEMISTRY.**—Lectures, illustrated by experiments. First Division.
 13. **DRAWING.**—From copies chiefly; occasional use of blackboard; pupils using rulers for Mathematical Drawing. All Divisions.
 14. **WRITING.**—From headlines, oral instruction and blackboard. All the Divisions.
 15. **PHYSIOLOGY.**—Lectures, blackboard and charts; no text-books. Second and Third Divisions.
 16. **OBJECT LESSON.**—Taught from the object itself or a representative of it, aided by blackboard illustration, oral teaching and questioning in such a manner as to form a developing lesson. Fourth Division.
 17. **MUSIC.**—Theory, taught orally and from the blackboard; Singing, accompanied by an instrument; no books. All the Divisions.
 18. **BOOK-KEEPING.**—Single and Double Entry; orally and from blackboard. First Division.
 19. **HISTORY.**—Lectures; notes and use of blackboard and text-books.
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The subjects prepared after school hours are :—

1. READING.—First, Second and Third Divisions.
2. SPELLING.—First, Second and Third Divisions.
3. ENGLISH GRAMMAR.—First, Second and Third Divisions prepare definitions. First, Second and Third Divisions occasionally write short exercises on work previously taught in class, and prepare derivations.
4. GEOGRAPHY.—First, Second and Third Divisions occasionally review work previously taught in class. Text-books used then only.
5. HISTORY.—First, Second and Third Divisions.
6. COMPOSITION.—First Division occasionally write essays.

Ages of pupils who prepare lessons after school hours vary from ten years to seventeen years.

(4) *Discipline of the School, and How Enforced.*

The discipline of the school is maintained chiefly—

1. By appealing to the ambition, sense of duty, and honour of the pupils.
2. By laying before the pupils clear and well-defined rules, and adopting a system of marking which records all infringements of the rules.
3. By offering rewards for careful obedience to all rules.
4. The fear of being suspended or expelled from the advantages of the school seems to be sufficient punishment.
5. No extra lessons are given as punishment.
6. Corporal punishment does not exist under any circumstances.

(5) *Encouragement for Proficiency.*

1. The marks registered for the work of each day, and from these marks the appearance of names on the honour roll.
2. The promotions, from a lower to a higher division.
3. The prizes allowed by the Department at the end of each scholastic year.

The tests of proficiency are :—

1. The examination by teacher of all written work done by pupils.
2. The oral examinations, or drill on every-day work.
3. The half-yearly *written* examinations.

(6) *Number of Teachers and Nature of Daily Work.*

1. There are four regular teachers in each school, each teacher having full charge of a division, consisting of two sections ; each teacher teaching all subjects taught in his or her division except Music, Drawing, Writing, and Drill. In addition to the work of teaching, the assistant-teachers (three in each school) superintend the pupils during recreation hours, both in the halls of the building and in the play-grounds. From 8:40 a.m. until 4 p.m. the pupils are constantly under supervision, one of the teachers of each school always remaining during noon recess.

Each teacher criticises the work of the Normal students who teach in his or her division of the Model School, taking notes upon the students' manner, method, etc. Two copies of these criticisms are prepared each day—one to be entered in a book kept for the purpose, and one sent to the Principal, Mr. MacCabe. The teacher in charge gives his or her criticism orally to the students after 4 p.m.

The Head Master and Head Mistress, besides teaching all subjects taught in First Division except Music, Drawing, Writing, Book-keeping, Chemistry, and Drill, are required to visit the other divisions so often as to enable them to have a thorough knowledge of the working of each division. They are also required to prepare, in addition to the daily report of the Normal students, a full report of the work of each Normal student done in Model School during whole Session; the latter report completed at the close of each Session of Normal School.

In addition to the regular Model School Teachers there are special Masters for Music, Drawing, Writing, Book-keeping, and Drill. These Masters teach their own special subjects in both schools, and are responsible for the pupils' progress.

7.—EXPENDITURE, 1880.

Normal and Model Schools, Toronto:—

Salaries	\$18,975 00	
Expenses	3,942 99	
		\$22,917 99

Normal and Model Schools, Ottawa:—

Salaries (Model School open four months only)	\$9,229 94	
Expenses	3,546 14	
Public School Board, Ottawa (for use of city schools).	1,000 00	
		\$13,776 08

8.—INSPECTION OF TORONTO NORMAL SCHOOL, 1880.

Report of Inspectors Buchan and Marling.

We, the undersigned members of the Central Committee, have the honour to report that, in accordance with your directions, we inspected the Toronto Normal School on the 25th and 26th November last, and also took part in the examinations at the close of the session.

On account of temporary changes in the programme, to make room for Prof. Bell's Lectures on Elocution, we were unable to see as much of the work of the Principal and of the Mathematical and Science Master as we wished; and, as our visit happened to be paid in a week during which the Teachers-in-training were occupied in observing the methods employed by the Model School masters and mistresses, we did not hear them teach or criticise one another's teaching. For these reasons, our report must be understood not to cover all the work of the Normal and Model Schools.

There were about a hundred Second-Class Teachers-in-training. Considering their number, the shortness of the session, and other difficulties, the results seem to be as good as can reasonably be expected. It is all-important for this class that the Model School should be thoroughly efficient, and we are pleased to be able to express a very decided opinion that it is so in both the boys' and the girls' departments.

There were only seven in attendance in the First-Class. The smallness of this number, and the fact that many of the Collegiate Institutes and some of the High Schools now prepare candidates for First-Class Certificates, raise the question of the advisability of ceasing to give non-professional instruction to this class of students at the expense of the

country. If this were done, the whole time of the masters could be devoted to professional work. A good, short professional course might be devised for the benefit, not only of candidates for First-Class Certificates, but also of persons intending to teach in High Schools. We think it advisable, however, that before any change of this kind is made, a little time be suffered to elapse, in order that the effect of the recent alterations in the programme for First-Class candidates may become evident.

Professor Bell having been appointed during this session to teach Reading and Elocution, we paid special attention to his work. We have much pleasure in stating that his services are of very great value, and that we consider his appointment one of the very best ever made in connection with the Normal Schools.

J. M. BUCHAN.
S. ARTHUR MARLING.

9.—INSPECTION OF OTTAWA NORMAL SCHOOL, 1881.

Extract from Report of Inspectors Buchan and Glashan on Ottawa Normal School.

We have the honour to present the following report as a result of our inspection of the Ottawa Normal and Model Schools, and our examination of the teachers-in-training thereat during the third and fourth weeks of the month of March, and of a second inspectoral visit paid by one of us on the 26th and 27th days of April.

We have, in the first place, much pleasure in stating that the Principal and masters of the Normal School appear to have done their work with zeal and efficiency.

The Model School has this year, for the first time, been equipped with a full staff. On its efficiency that of the Normal School largely depends. If, too, the teachers employed are not as good as those in the Ottawa Public and Separate Schools, it will be impossible to keep up the attendance and to make it self-supporting. We have accordingly devoted considerable time to ascertaining its condition.

J. M. BUCHAN.
J. C. GLASHAN.

9th May, 1881.

10.—INSPECTION OF TORONTO NORMAL SCHOOL, 1881.

Report of Inspector Marling.

I have the honour to report that I inspected the Normal School at Toronto on the 16th and 17th days of March last, spending one day (March 18th) in the Model School.

There were present in the First or Senior Division, 7 students and 1 lady.

“ “ Second or Junior “ 92 “ 60 being ladies.

The work of the Session is conducted according to a time-table, which appears to be judiciously arranged, and generally adhered to. Professor Bell's instructions in Elocution, continuing for six weeks and occupying a part of each day, broke in upon the short Session to a considerable extent. At the time of my visit the Principal was giving instruction in reading, Mr. Bell having proceeded to Ottawa.

I subjoin the time-table for two days, Wednesday and Thursday:—

WEDNESDAY.

First Division.		Second Division.	
A. M.—9—9.45	Physics (K)	Section B, Model School. Section A, Mental Arithmetic (C).	
10.30	Geometry (C)	Section A, Reading (P). Section B, Model School.	
11.15	English Literature (P).	Chemistry (K).	
12.00	Algebra (K).	Education (P).	
P. M.—1.30—2.30	Model School.	Sec. B (ladies), Practical Teaching (K).	
3.15	Model School.	Drawing (ladies) (A).	
4.00	.....	Drawing (gentlemen) (A).	
4.30	.....	Music.	

THURSDAY.

First Division.		Second Division.	
A. M.—9—9.45	Natural Philosophy (K).	Mental Arithmetic (C).	
—10.30	Arithmetic (C).	Chemistry, etc. (K).	
—11.15	Grammar (P).	Hygiene (C).	
—12.00	Euclid (C).	Education (P).	
P. M.—1.30—2.30	History (C).	Experimental Chemistry (gentlemen) (K).	
—3.15	Chemistry (K).	{ Drawing (ladies). { Music (gentlemen).	
—4.00	.....	{ Music (ladies). { Drawing (gentlemen).	
—4.30	.....	Drill (gentlemen).	

NOTE.—(P.), the Principal; (K.), Mr. Kirkland; (C.), Dr. Carlyle; (A.), Mr. Armstrong.

Religious instruction is given on Friday afternoons.

The following lectures and other exercises were given in my presence :—

1. By the Principal: Subject, Reading (Death of Lord Chatham), Sec. A., 16 gentlemen and 26 ladies present.
2. By the Principal: English Literature (The Spectator), Senior Division, 6 gentlemen and 1 lady present.
3. By Mr. Kirkland: Chemistry (Tests for Nitric Acid, etc.), Second Division, 32 gentlemen and 60 ladies present.
4. By Mr. Kirkland: Algebra (Roots of Equations), Senior Division, 6 gentlemen and 1 lady present.
5. By the Principal: Education (Registers and Classification).
6. By Mr. Kirkland: Practical Teaching (Chemistry) with Criticisms, Second Division, 32 gentlemen and 60 ladies present.
7. By Mr. Armstrong: Drawing (review of Geometrical figures in Manual), Second Division, 25 ladies present.
8. By Mr. Kirkland: Practical Chemistry (experimental verifications of previous lecture), Sec. B, 35 ladies present.
9. By Mr. Sefton: Music; gentlemen, singing.
10. By Mr. Armstrong: Drawing; 32 gentlemen present.
11. By Mr. Kirkland: Natural Philosophy (Hydrostatics, review), Senior Division, 6 gentlemen and 1 lady present.
12. By Dr. Carlyle: Mental Arithmetic, Second Division.
13. By Dr. Carlyle: Arithmetic (Mortgages, etc.)
14. By Mr. Kirkland: Chemistry examination, Second Division.
15. By Dr. Carlyle: Hygiene (the Eye).
16. By the Principal: English Grammar, practically illustrated before First Division.
17. By the Drill Instructor: (a) Boys' Drill; (b) Calisthenics, ladies; 52 present.
18. By Mr. Kirkland: Chemistry (Carbon Disulphide), First Division, 6 gentlemen and 1 lady present.
19. By the Drill Instructor: Second Division, gentlemen.

I spent one day (March 18th) in the Model School, where I witnessed the teaching of eight classes by the Model School teachers.

As the result of my observations I beg leave to report as follows :—

1. The lectures were for the most part able and thorough, accompanied with adequate illustrations and black-board notes. In the lecture numbered 15 it would, I think, have been an improvement if a model of the eye had been used, and the technical terms "cerebro-spinal," "ciliary processes," etc., had been written down on the black-board. All physiological lectures should have the fullest illustration by model. Many candidates at the Professional Examination, trusting to the ear alone, wrote "cerigo-spinal" and the like. The practical teaching under criticism was one of the most valuable exercises, and as much time as possible should be given to it.

2. The teaching in the Model School appears to be careful, correct and energetic. The discipline and order are excellent. In the Third Division boys I noticed, occasionally such expressions as "Craig don't know the position," etc., "Lillie don't know," etc. "this is connected to that," allowed to pass. Teachers cannot be too careful in using correct language.

3. The rooms in the Normal School require painting and tinting.

4. The rooms in the Model Schools are, with the exception of the large assembly rooms, for the most part quite unsuitable as "Model School rooms," those upstairs being extremely faulty as to light and ventilation. The teachers do all that lies in their power to remedy these defects, which, however, are too radical to be removed except by a reconstruction of the building.

5. I recommend that the sessions of the Normal School be lengthened. Very many of the candidates come up extremely deficient in important rudiments of education, as have had occasion to report in a special memorandum on this subject. They require more time for laboratory practice; for practical teaching with criticism; for training in reading

for getting rid of vulgarisms or solecisms in speech and writing ; for improvement in penmanship, music and drawing. It might be well, at present, to have two sessions in the year ; ere long, however, I hope to see a whole year of Normal School training made compulsory for a Provincial life certificate.

6. In view of the fact that many now squeeze through the Intermediate Examination with very low marks in such important subjects as Grammar and Arithmetic, I strongly recommend that, in the case of candidates for Teachers' Certificates, a respectable minimum in these subjects should be rigorously exacted, and that sub-examiners be instructed accordingly. Candidates should write "For Teaching Certificate" on their envelopes, and account should be taken of this in reading the papers.

7. I recommend that the teachers of Music and Drawing in the Normal Schools be requested to select from time to time such students as possess special aptitude and talent in these subjects, and that those so recommended be given the opportunity to improve themselves in schools of art in the city, and that, after examination, they receive special certificates of qualification in these important but neglected subjects.

8. I recommend that the masters of the Normal School be allowed the opportunity to become acquainted with the system of corresponding institutions in the United States, with a view to introducing improvements where practicable.

In conclusion, I have much pleasure in reporting that the Normal School is doing very valuable work.

7. High Schools.

REPORT OF HIGH SCHOOL INSPECTORS ON RESOLUTIONS PASSED BY THE HIGH SCHOOL SECTION OF ONTARIO TEACHERS' ASSOCIATION, ON HIGH SCHOOL QUESTIONS SUBMITTED BY THE MINISTER OF EDUCATION.

(1) Report of J. A. McLellan, Esq., LL.D., Inspector.

*First Resolution**: "That the fixed grant to Schools should be one-fourth the amount annually paid for teachers' salaries."

This resolution appears to have been framed specially in the interests of the larger schools. But why should the schools in the cities and populous towns be further aided at the expense of the smaller but equally efficient schools? Under the proposed plan a few of the larger schools would receive the lion's share of the Legislative grant, and a serious injustice would be done to many excellent schools which are even now treated with scant liberality. As an illustration of this let us take the Hamilton Collegiate Institute and the Caledonia High School. In Hamilton there is, I believe, no fifth class maintained in the Public Schools; their highest aim is to fit pupils to pass the High School "Entrance Examination." All who pass this examination are ranked as High School pupils, and their teachers are of course called High School teachers, though not a few of them must be doing, in fact, nothing but Public School work. The Hamilton school, then, has 19 teachers and pays \$15,000 in salaries, and therefore its minimum grant would be \$3,750. On the other hand, the Caledonia school employs three teachers, and pays salaries to the amount of \$2,100; its minimum grant would therefore be \$525, or less than *one-seventh* of the minimum grant to the Hamilton school. Now, as Hamilton passed 28 pupils at the last Intermediate Examination and Caledonia passed 24, it may be pertinently asked whether there is any known principle on which such a distribution can be justified. But further, why should not Toronto, Ottawa, London, and other cities decide to follow the example of Hamilton, and rank all pupils above the fourth class as High School pupils? In that event Toronto would probably receive the handsome minimum of \$10,000; and by the time each of the other cities received its "minimum," there would be but little left to meet the claims of many thoroughly good schools. But even if the other cities do not imitate the Hamilton system, enough has been adduced to show that the mode of distribution proposed in the resolution would result in gross injustice to

* The resolutions appear also on page 127, with the proceedings of the Ontario Teachers' Association.

such schools as Barrie, Bowmanville, Port Hope, Caledonia, and a score of others, which are, in every department, doing as good work as are any of the larger schools.

I may add, that the simple plan of giving a minimum of \$400 or \$450 to each school, which the Department of Education has long followed, is infinitely preferable to the one proposed; it does substantial justice to the schools and to the COUNTIES which contribute so liberally to their support.

Second Resolution: "A portion of the grant should be distributed on general average attendance."

As a portion of the grant is now, and always has been, distributed "on general average attendance," this resolution must mean that the present payment (about \$2.70) per unit of average attendance should be increased, or, at least, should not be diminished. In either case, it recommends what will work a serious injury to education and a grave wrong to many good schools. For the temptation of an increased money-grant will renew—indeed it has already renewed—the old tendency to crowd ill-prepared pupils into the High Schools, to the injury of both High and Public Schools. And further, the practical effect of the proposed plan will be to foster the large schools at the expense of the smaller, and of their own efficiency. For example: Hamilton, under its peculiar system, has an average of over 400, and would receive about \$1,200 under this head, while Caledonia, with an average attendance of about 60, would receive \$180. The total grant to Hamilton by the schemes proposed in these two resolutions would be \$4,950, and to Caledonia \$705—and as the latter passed 24 pupils at the Intermediate, while the former passed 28, it seems to me that we have, by the recognized equitable principle of payment on results, the curious proportion 24 : 28 : : 705 : 4,950. This proportion cannot be verified by any known principles of mathematics; neither can the proposed "apportionment" be vindicated on any recognized principles of justice.

It is of the highest importance to the cause of sound education that the tendency to deplete and weaken the Public Schools should be removed. Why should the Department encourage by such a premium the crowding into overcrowded High Schools of a vast number of pupils who do not need a High School education—who never, in fact, reach the point of passing the Intermediate Examination? So long as the grant per pupil in High Schools is greater than that given to the Public School pupil, this tendency is aggravated. The original recommendation on this point made by the High School Inspectors is a wise one, namely, that only \$1 per pupil (per annum) should be paid on average attendance in the Lower School. Even then the High Schools in populous cities, which gather in from the Public School all who get beyond fourth class work, would have an advantage. No High School ought, under this head, to be credited with a higher average than 250. At all events, if the tendency in question is not checked, there will be a recurrence of the evils so forcibly depicted in former reports of High School Inspectors.

The Second Resolution further proposes that "A grant of \$3 per pupil should be made on the average attendance of Intermediate pupils—*i. e.*, those who pass the Intermediate Examination."

The Intermediate is the most important examination instituted by the Department; it has worked a complete revolution in the High Schools of the country, bringing up the poor schools and making still better the good ones; it is the most important test of the excellence of the schools. I do not hesitate to say that the standing of any school may be fairly determined by the results of the Intermediate Examination. And yet students who pass this examination are to be ranked—in a money-grant based on payment on results—as nearly on a level with those who pass the Entrance Examination. I need not now enlarge on the question. But I am prepared to uphold the Intermediate Examination as a most important factor in promoting efficiency in our High Schools, and to show the injustice of "rewarding" success at such examinations in the way proposed. There are many first-rate schools, which, though not able to secure the Collegiate Institute grant of \$750 by reporting an "average of 60 in Latin," are nevertheless not inferior to many of the Institutes. The rights of these schools were in a measure protected under the late mode of distributing the grant, which gave them a fair apportionment under the head of "Results of Inspection." That plan has been

abandoned, and now the chief protection of these schools rests on the "fixed grant" and the Intermediate Examination. Holding their own against the large Institutes, they can always be fairly successful at this examination; and if a liberal money-grant is made to depend on its results, they may win a substantial reward for their good work. It seems to me, therefore, that the resolution under consideration proposes to degrade the Intermediate Examination to utter insignificance, and to strike another blow at the many superior High Schools, which already meet with scant justice in competition with the Institutes. Instead, then, of a "grant of \$3 per pupil"—scarcely enough to pay the expenses of the examination—there should be, in my opinion, a grant of at least \$10 per pupil.

It may not be out of place to add that the "Board of Regents of the University of the State of New York,"—who have charge of secondary education in that State—have for some years pursued a system of examinations similar to our own, and originated for similar causes. They found that the distribution of the fund for higher education on the basis of average attendance alone, worked very unsatisfactorily. Thousands of pupils ignorant of the rudiments of learning were gathered into the High Schools, and reported as doing academic work, and as a consequence, both the High and Public Schools suffered degradation. A Primary and an Intermediate Examination—corresponding respectively with our Entrance and Intermediate—were established, and the fund accruing for higher education (about \$40,000) was made to depend on the "Intermediate" Examination.

The results, as I am informed by the highest educational authorities in that State, have proved eminently satisfactory, though there was at first the usual outcry about "cramming," and "high pressure," and "suppression of individuality," and "ignoring the grand end of education," etc. From what I have been able to gather, I am prepared to say that not an educator of any eminence could now be found who would venture to deny the beneficial effects of the New York "Intermediate," and recommend a return to the system which it has superseded.

Third Resolution: "Collegiate Institutes to continue, but basis broadened by including girls, and by recognizing other studies as well as Greek and Latin."

If girls are also to be counted, in determining the Latin test, the number of Collegiate Institutes will be rapidly increased. Even now multitudes of boys are forced into the study of Latin—a marked evil. The resolution proposes to aggravate the evil by encouraging the forcing process to be applied to girls. I should say that under this proposal, at least twenty schools will be ready within a year to be exalted into "Institutes," and \$15,000 will be paid to emphasize an existing and acknowledged evil. The phrase "by including other studies as well as Latin and Greek" seems very vague. Does it mean that "other studies" are to be taken along with Latin and Greek? That is the case now. We pay a premium on the study or nominal study of Latin, but it is not in the regulations that Latin is alone sufficient. Does it mean that an average of 60 in other studies will do? Or does it mean that the average may be partly made up of students in Latin, and partly of students in other studies? It seems to me that the resolution does not contribute a single definite or practical suggestion towards the solution of the somewhat difficult question of Collegiate Institutes. This much, however, is certain—Latin must no longer be kept in its supreme position. Science also must be recognized. In a recent letter to the Minister, I recommended the forming of a purely Science Group for the Lower School course, and I offer the opinion that a Science Group should be put at least on a par with Latin—*e. g.*, Chemistry with its application to Agriculture, Elements of Botany and Physiology. In regard to Collegiate Institutes, the following conditions at least should be insisted upon:—

- (1) Suitable buildings, out-buildings, grounds, and appliances for physical training.
- (2) Chemical laboratory, with all the necessary chemicals and apparatus for teaching the subject properly.
- (3) At least four masters—specialists in the four departments—Classics, Mathematics, Science, and Modern Languages.
- (4) A necessary condition should be that the sciences (Chemistry, Botany, and Physics)

should be taught experimentally. The teaching of Chemistry now is, for the most part, exceedingly imperfect. The Department should be satisfied not only that the necessary appliances exist, but that the subjects are thoroughly and practically taught. If all these conditions be fulfilled, the Department might make a special grant equal (say) in amount to 20 per cent. of the salaries of the four masters. In addition to the above four conditions, there might be a fifth condition, namely, the old test of 60 average in Latin, or two alternatives—thus :

(a) An average of 60 boys in Latin, or

(b) An average of 60 boys in the Science Group, or

(c) The Latin Group and Science Group to aggregate an average of 60. The pupils in Latin to be *bona fide* students of the subject, and the like in the Science Group. The general principle on which the extra grant should be given is the equipment and general excellence of the school.

Fourth Resolution—“Minimum grant not to be less than \$400, and maximum grant not to be more than the highest sum paid to any school this year.”

In view of what I have already advanced, this would seem to require but little comment. It seems to be a concession to smaller schools, whose grants were likely to be little or nothing under the operation of these resolutions, which would certainly make the minimum grant to such schools very small. Unless there is to be given a large amount per unit of average attendance, I see no urgent reason for fixing a maximum, *i. e.*, if I am right in the foregoing views.

Fifth Resolution—“A minimum fee of \$5 per annum should be established.”

It may be desirable to have a small fee imposed in many or most of the High Schools ; but I venture to suggest that this is not a matter for legislation.

The schools are sustained in a large measure by local effort, and if those who bear the burden choose to make them free, I cannot see why the Legislature should interfere. The increased cost of maintenance will probably soon compel most of the High School Boards to impose a fee ; but this question should, I think, be left to those whose duty it is to provide higher education. I understand that several of the counties give liberal subsidies to their High Schools on condition that no fee shall be imposed.

Sixth Resolution—On this I will merely remark that a suitable elementary text-book in English History *has* been prescribed by the Department for preparatory study in the Public Schools ; I refer to the introductory text-book (by Creighton) in the series, “Epochs of English History.”

Seventh Resolution—“Course of study in High Schools should be made more flexible, especially in the case of girls, to secure the payment of greater attention to the higher English branches.”

I believe that all girls of ordinary ability and industry can get up the present course sufficiently well to pass the Intermediate Examination. Already girls can substitute Latin or French or German for the group—Natural Philosophy, Chemistry and Book-keeping. As before remarked, there must be a new scientific group formed—Chemistry, Botany and Physiology. Girls might take this instead of Natural Philosophy, Chemistry and Book-keeping. Or if they wished to devote themselves more fully to the higher English branches, they might drop both these groups, but they should not be licensed as teachers of Public Schools. Or they might drop the Mathematical group on the same condition. Teachers should know something about Mathematics and Science. Many of them who now pass the Intermediate know but little of these branches. In my opinion the cry about the inability of girls to learn Elementary Mathematics (except in few instances) is groundless. It is true in instances where girls are obliged to learn Greek, Latin, French, German, and English, besides a modicum of History, Geography, etc., and piano practice at home for two or three hours a day. It is no wonder that such girls

have no taste, or no room in the overburdened brain, for Mathematics. I would suggest that girls not intending to become teachers might be allowed to take any one of the three groups, (a) Mathematics, (b) the (new) Science Group, (c) the present Natural Philosophy Group, and that those intending to be teachers should take Mathematics, and either of the other two groups (b) and (c).

Eighth Resolution—"Too much Latin and French for the Intermediate. *Pro Archia*, or its equivalent, should be dropped."

I do not concur in this opinion. If any advantage is to arise from the study of Latin by the great number who are now engaged in it, it must be mainly from the acquisition of a vocabulary and a fair facility in rendering easy Latin into idiomatic English. I do not believe in the grammatical idolatry which marks some masters. Of the thousands of pupils who are studying Latin, comparatively few go beyond the Intermediate work; with the passing of the Intermediate, or before, their Latin course is finished. Why should such pupils waste time and energy over niceties of grammar or construction? If we are bound to have Latin studied by so many, let it be studied so as to have as great an educational value as may be under the circumstances.

Ninth Resolution—"Opinion is re-affirmed that the tendency of the Intermediate is to give undue prominence to Mathematics, and to prevent other subjects, such as Reading, Writing and Composition, from receiving that attention to which their importance entitles them."

I shall probably take another opportunity of discussing this proposition. I do not believe it represents the opinion of the masters in general; I am certain that it does not express the opinion of the successful Mathematical teachers, who are best qualified to judge. For the present I remark:—

(1) It is gratifying to learn that the Intermediate has given prominence to any study; for even prominence in Mathematics is a symptom of intellectual life.

(2) I have found that generally from one-fourth to nearly one-third of the school time is taken up with Mathematical work. I do not think this is disproportionate in view of their practical value and of their worth in discipline.

(3) In some cases, indeed, greater attention must be given to Mathematics by both teachers and students. I mean in the case of those who enter school with but little preliminary knowledge of the subject, and yet expect to be prepared for the Intermediate in less than half a year. It is surely not the intention of the Department that such crude material should be fashioned into teachers in six months.

(4) Already many get through the examinations who are very deficient in Arithmetic, etc., as the Normal School Masters and Inspectors can testify. What will be the consequences if the examination papers were made easier, or more mechanical? It would appear, on the testimony of the Intermediate Examiners, that, with the existing standard in the other branches, the Mathematical group is about the only one for which pupils cannot be "crammed." That group requires study, reflection, time, and therefore a measure of intelligence is secured. Reduce that group to the level of one of the "cram" kind, and all faith in the value of the Intermediate as a test of qualified teachers will be destroyed.

(5) The argument is implied that too much time to Mathematics means too little time for Reading, Writing and Composition.

I know the schools well, and what they are doing. I knew the schools well ten years ago, and what they were doing. The pupils of ten years ago, when Mathematics were not prominent—when, in fact, there was but little good Mathematical teaching in the Province—were no better readers, writers and composers than those of the present day. On the contrary, I affirm that the latter days are better than the former in every

particular. The students of to-day are not only better mathematicians, but (I believe largely as a consequence of this) better readers and composers, better in Classics and Modern Languages.—in a word, they are of altogether higher attainments and higher intelligence. I challenge any one to produce, from the High Schools of to-day, any such examples of gross illiteracy and absence of intelligence as those given by Professor Young and others in the days when Mathematics, by no stretch of language, could be declared “prominent.”

The University authorities everywhere declare that not only in Mathematics, but in every other department, the matriculating students of to-day are very greatly in advance of those of a few years ago. Take the results of the recent examination in the University of Toronto as a refutation of this resolution as to the burden of Mathematics. There were 141 candidates for honours; of these there were 90 candidates for honours in Mathematics.

Of these in Mathematics, 60 went up for honours in at least one other department, and 33 went up for honours in at least two other departments. If the mathematical men were over-weighted, how did so many of them master so much additional honour work? If five-eighths of the school time were devoted to Mathematics, they must have made remarkably good use of the remaining three-eighths. Or is it that the increased power and intelligence given by the study of Mathematics enable the student to acquire other branches with great facility?

In conclusion, I cannot but think that the course recommended by most of the preceding resolutions would hasten the return of evils from which we have but recently escaped; and, certainly, their general tenor is in favour of the larger schools and against the smaller schools. It is not, I think, the policy of the Department to build up a few large—shall I say, unwieldy?—schools in the chief centres of population. To give EQUALITY OF OPPORTUNITY to as many as possible is the grand principle which underlies our system of education; and therefore *good schools in many centres* has been and should continue to be the policy of the Department.

J. A. McLELLAN,

High School Inspector.

(2) *Report of S. Arthur Marling, Esq., M.A., Inspector.*

I have the honour to acknowledge the receipt of letter (9107 H.) enclosing a copy of the “Result of the consideration by the High School Section of the Ontario Teachers’ Association, at its recent session, of the memorandum submitted by the Minister as to certain questions respecting Collegiate Institutes and High Schools.” As instructed, I now beg leave to submit some observations thereon.

First Resolution—“The fixed grant to the High Schools to be one-fourth of the amount paid annually for teachers’ salaries.”

I am not sure that I understand this resolution, not seeing how one-fourth of a variable amount can be a “fixed grant.” The sum paid for salaries in 1878 was \$223,010; in 1879, \$241,097; in 1880, \$247,394. But whatever it means, I submit—

(a) That there is no good reason for departing from the practice of having a small fixed grant, which should not, in my opinion, be more, in the present state of the Legislative grant, than \$450 a year. This sum, with the municipal supplement, ensures the stability of the smaller schools, which in their limited sphere are doing valuable work, and deserve to have their interests protected.

(b) I believe it to be against the public interest to adopt such a novel principle as is contemplated without fuller discussion and more careful consideration than have been

possible in this case. I have heard, moreover, that the High School Masters are by no means agreed on this new departure. That its adoption at present would be likely to embarrass School Boards will I think appear, if the Minister will be good enough to refer to the last column of the accompanying table, in which are given the percentages of the salaries paid by the Government Grant in several schools. Is it possible that the High School Masters' Section contemplate equalizing these percentages—reducing or raising them to the uniform standard of 25 per cent.?

(c) I submit that the Collegiate Institutes are sufficiently fostered by their large double fixed grant, with its municipal supplements, and that the time has come to consider the case of these schools, which, though not quite up to the letter of the requirements for Collegiate Institutes, are doing as good work and are as well equipped as some of them, and in many cases doing better work and better equipped. I respectfully ask the attention of the Minister to a list of these in the table already referred to, and to their equipment and their general character. Is it not worth while considering whether some of these, in view of their admirable accommodation, complete outfit and adequate staff, with large Upper and Lower Schools, should not be placed in a distinct class and receive an additional grant?

(d) It is my belief that schools should be encouraged to provide good accommodation and outfit, and that in any distribution of the grant, distinct account should be taken of this. The encouragement given by the Government in the past has stimulated local Boards to increased efforts, and to this stimulus are owing the many fine and well-equipped school buildings so conspicuous at this day in the towns of Ontario.

(e) From the table it appears that the lowest percentage, on amount paid for salaries received from the Government Grant, is that paid to Hamilton. In this city the High School Entrance Examination is the limit of the Public School course. Four divisions of the Collegiate Institute are taught in the Central School building, and, with the exception of a small modicum of the High School programme, are virtually Public Schools. Their teachers, however, rank as Collegiate Institute Teachers, and the Institute, under the proposed arrangement, but for the saving clause in Resolution IV., would receive an additional share of the grant to the extent of \$750. I do not think it would be well to offer a premium to the Boards of other cities to follow this example. The perfecting of the Public Schools of the cities, by raising them to the highest attainable degree of excellence, is surely more to be desired than crowding the Collegiate Institutes with a host of boys and girls who are never likely to get even so far as the "Intermediate" forms.

(f) Any radical change in the distribution of the grant which would violently disturb existing regulations would, I think, be unwise at present, in view of the contemplated re-arrangement of the Collegiate Institute basis.

Second Resolution—"That a portion of the grant should be distributed on the general average attendance, and that a small amount, say \$3 per pupil, should be granted on the average attendance during the preceding year of those who pass the Intermediate Examination."

(a) I trust that the Minister of Education will recur to the payment on general average attendance of an amount nearly equal to that paid to pupils attending the Public Schools, *i.e.*, about \$1 per annum. To increase this to any great extent is to encourage Head Masters to open their doors too widely at the Entrance Examination. The High School Inspectors found evidences of loose marking in the direction of "marking up" at the last Entrance Examination.

(b) With regard to the \$3 named as the sum to be paid for Upper School average, while I think that the undue competition between schools, which has been fostered by a large money-grant to successful "Intermediates," should be discouraged, I believe the sum named somewhat small, and would recommend \$4, *i.e.*, \$2 for each half year under this head.

Third Resolution—"That Collegiate Institutes should continue to exist, but that the basis of establishment and continuance should be broadened by including girls as well as boys, and by recognizing other studies as well as Latin and Greek."

I believe that it will be necessary to change the basis on which Collegiate Institutes are differentiated from the other High Schools, and submit that the requirements should be as follows :

(1) First-rate accommodation as to buildings and premises to be kept up, with gymnasium and library.

(2) A full staff of at least four male teachers of proved ability in their several departments.

(3) Full provision for the teaching of the four great departments of Classics, Mathematics, Natural Sciences and Modern Languages.

(4) A laboratory and other appliances for the practical study of Natural Sciences.

(5) That French and German together, or Chemistry, Botany and Physiology together, be accounted on a par with Latin, but that (a) an average attendance of pupils of either sex, *bona fide* students in the subject, be requisite ; and that (b) a certain stage of proficiency be reached before they are recognized as meeting the requirement in (c); this proficiency to be tested by the Intermediate Examination, which should, as applied for simply High School purposes, be limited strictly to the range of the two lower forms. As applied as a test to ascertain the qualification of teachers, the Intermediate papers should, in my opinion, have a special and additional set of questions for teachers only.

If all these conditions were rigorously exacted, I do not think there would be any danger of unduly multiplying the number of Collegiate Institutes ; the farce of "qualifying Latin" would lose its attractions ; pupils would not take up a study without reasonable prospect of making such attainment in it as would be of real benefit to them ; and Science-teaching could be made of real educational value as to both knowledge and discipline. The so-called "Science group," as now constituted, is a sham, and injurious, in my opinion, except in a few cases, rather than beneficial, to those who pursue it with the idea that they are learning "Science."

Fourth Resolution—"That no school should receive a total grant of less than \$400 or more than the highest sum paid to any school this year."

I have already recommended the continuation of the fixed grant. I am unable to offer any opinion as to the necessity of a maximum sum. If the grant on the general average attendance be kept down to \$1, I do not imagine there will be any danger of a "superior limit" being necessary.

Fifth Resolution—"A fee of say \$5 to be compulsory," etc.

I believe that fees ought to be paid by High School pupils, and that unless the fee is made uniform throughout all, there will be a danger of fresh touting for pupils, which has already been a discredit to certain High Schools. I think this resolution might, if there is no legal incompetency, be made a regulation of the Department.

Sixth Resolution—"Text-book on History, for entrance, desirable. Entrance Examination to remain as it is."

Creighton's "Epoch Primer of English History" was placed on the authorized list of Public School text-books some time ago, specially for this purpose.

Seventh Resolution—"Lower School course to be made more flexible, especially for girls, and to secure more attention to the higher English branches."

If the ordinary Intermediate certificate is to continue to give authority as a non-professional pass for teachers, it would, in my opinion, be unwise to drop any of the small

amount of Lower School Mathematics required. In the case of girls who do not intend to be teachers, but merely to enter the Upper School, I am in favour of allowing them to exercise an option between Mathematics and some other subject, or to take less Mathematics (*i.e.*, Euclid or Algebra might be omitted).

Eighth Resolution—"Cicero pro Archia" and a portion of the French to be struck out."

I trust the Minister will not concur with this, for the following reasons :

(1) The amount of Latin prescribed was settled by the High School Inspectors after full deliberation and discussion, and I do not know that they have changed their opinion.

(2) The Intermediate Examination, with its classical standard fixed, has been accepted by many Corporate Examining Boards, and it would be foolish and disastrous to curtail it to the extent desired, or to any extent.

(3) One object in requiring the prescribed amount of Latin is to give the student more acquaintance with the subject-matter of the authors and a wider vocabulary than he could otherwise have. For my own part, I would rather increase the amount of translation, have sight translations, and dispense, at this stage of the student's course, with much of the grammatical and somewhat fantastic learning that takes up too much of the boys' time in some of the High Schools at present.

Ninth Resolution—"Affirms that the tendency of the Intermediate Examination is to give undue prominence to Mathematics, and to prevent other subjects, such as Reading, Writing and Composition, from receiving that attention to which their importance entitles them."

I do not think this is the tendency of the Intermediate in itself, but that such has been the result of crowding forward to the Intermediate, without sufficient time being given in the lower forms, will hardly be denied. Let a well-qualified pupil pass the Entrance Examination, begin at once the High School course, spend two full years in faithful work, and I do not believe he will, if of average ability, find any difficulty, under skilful teaching, in qualifying himself for the Intermediate Examination. The trouble is that in some cases the preparatory work is not well divided, or not soon enough begun ; and in other cases, that pupils come in expecting to be "ground up" for the Intermediate in six months, if not in three months, and will touch nothing that will not tell at their examination. If a certificate of having attended a High School for two years were exacted of all candidates for a teacher's certificate, it would go far to correct the innumerable evils of this rage to get a certificate, and to get it in the least possible time.

SCHEDULE TO REPORT.—TABLE A.—*Collegiate Institutes.*

COLLEGIATE INSTITUTES.	No. of Teachers.		Average Attendance.		Amount paid for Salaries.	Amount of Grant.	Percentage of Salary paid by Grant.	REMARKS.
	Male.	Female.	Upper School.	Total.				
Barrie.....	4		20	58	4100	1623	39.06	
Brantford.....	6	1	50	189	6779	2065	29.59	
Cobourg.....	4		23	101	4388	1637	37.30	
Collingwood.....	6		37	140	4968	1806	36.35	
Galt.....	5	1	7	81	5588	1368	24.48	
Hamilton.....	17	2	59	386	13473	2622	19.46	
Kingston.....	4	1	8	100	3847	1508	39.20	
London.....	6	1	17	199	6498	1812	27.88	
Ottawa.....	5	1	15	102	5343	1575	29.47	
Peterborough.....	4	1	27	127	5123	1747	34.10	
St. Catharines.....	10		52	248	7831	2524	32.23	
St. Marys.....	5		28	160	3575	1811	50.65	
St. Thomas.....	5		18	160	4000	1714	40.28	
Toronto.....	8	1	51	229	9182	2198	23.93	

TABLE B.—High Schools with Three or More Teachers.

HIGH SCHOOLS.	No. of Teachers.		Average Attendance.		Amount paid for Salaries.	Amount of Grant.	Percentage of Salary paid by Grant.	REMARKS.
	Male.	Female.	Upper School.	Total.				
Almonte	3	1	4	80	2025	665	32.84	.....
Berlin	3	.....	8	57	2710	659	24.30	Premises and equipment excellent.
Bowmanville	3	.....	18	67	2800	768	27.42	Equipment good.
Brampton	3	.....	12	81	2402	742	30.58	Premises admirable; equipment fair.
Caledonia	3	.....	13	75	2278	726	31.91	.....
Chatham	4	.....	8	86	3208	706	22.06	Premises and equipment excellent.
Clinton	3	.....	14	70	3142	723	23.01	Premises and equipment excellent.
Farmersville.....	3	.....	9	69	1850	665	35.94	Premises and equipment excellent.
Goderich	3	1	12	110	3443	795	23.08	Premises and equipment excellent.
Guelph.....	3	1	13	116	2825	842	29.80	Premises and equipment excellent.
Kincardine	3	.....	4	62	1930	624	32.33	Premises and equipment very fair.
Lindsay	4	.....	15	98	3041	815	41.80	.....
Mount Forest	3	.....	10	86	2158	745	34.52	.....
Oshawa	2	1	10	64	2164	680	31.42	.....
Owen Sound.....	4	.....	15	132	3600	872	24.22	Premises and equipment first-rate.
Perth	4	.....	19	177	2700	929	34.04	Premises and equipment first-rate.
Port Hope	2	2	11	97	2950	774	26.23	.....
Port Perry	4	.....	16	76	2356	756	32.08	.....
Sarnia.....	2	1	11	78	2100	711	33.85	Premises excellent.
Seaforth.....	3	.....	5	67	2567	649	25.28	Premises and equipment excellent.
Stratford.....	4	.....	6	127	2970	792	26.66	.....
Strathroy	4	.....	15	87	2503	762	30.44	Premises and equipment good.
Uxbridge.....	3	1	14	71	2250	739	32.84	.....
Welland	3	.....	6	75	2100	682	32.47	Premises excellent.
Whitby	4	.....	14	127	3078	865	28.10	Premises and equipment excellent; defective play-ground.
Windsor	3	.....	8	60	2450	649	26.50	.....
Woodstock	3	.....	7	64	2550	660	25.88	Premises and equipment first-rate.

S. ARTHUR MARLING,
High School Inspector.

8. Public School Inspection.

The list of Inspectors will be found on page 25. Extracts from their remarks will appear in the Report for next year.

9. Departmental Examinations.

1. ENTRANCE EXAMINATIONS AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1880.					JUNE, 1881.				
	CANDIDATES.					CANDIDATES.				
	Examined.	Passed.	From preparatory form.	From Public and Separate Schools.	From private schools.	Examined.	Passed.	From preparatory form.	From Public and Separate Schools.	From private schools.
			Pub.	Sep.				Pub.	Sep.	
Alexandria	34	13	3	27	4	30	6	3	27	.....
Almonte	33	17	2	26	5	30	12	.....	.....	.....
Arnprior	4	4	.....	4	.....	32	28	.....	26	6
Aylmer	34	16	.....	34	.....	53	29	.....	53	.....
Barrie	53	45	1	47	5	56	49	.....	54	.....
Beamsville	20	10	.....	19	1	11	6	.....	11	.....
Belleville	95	43	.....	93	2	88	56	.....	84	4
Berlin	28	17	1	27	.....	53	31	.....	53	.....
Bowmanville	40	35	1	39	.....	36	27	.....	36	.....
Bradford	21	11	.....	21	.....	22	16	.....	22	.....
Brampton	54	23	.....	54	.....	64	34	.....	64	.....
Brantford	55	47	2	51	2	69	56	1	59	9
Brighton	30	12	.....	30	.....	23	11	.....	23	.....
Brockville	54	42	.....	54	.....	48	40	6	41	1
Caledonia	35	15	.....	35	.....	57	31	2	55	.....
Campbellford	32	16	.....	32	.....	20	7	.....	17	3
Carleton Place	33	14	.....	33	.....	28	14	.....	28	.....
Cayuga	92	65	4	88	.....	30	20	2	26	.....
Chatham	54	31	1	53	.....	132	50	1	129	2
Clinton	61	38	8	53	.....	35	30	1	33	1
Cobourg	48	28	13	30	3	54	19	12	31	11
Colborne	28	14	.....	30	.....	21	8	.....	21	.....
Collingwood	83	23	4	79	.....	88	38	.....	87	.....
Cornwall	27	12	.....	12	5	54	24	.....	54	1

Drummondville.....	18	5	17	1	19	10	19	19	19	39	2
Dundas	32	20	30	2	41	17	39	39	39	29	2
Dunnville	23	22	23	.....	29	21	29	29	29	21	.....
Elora	47	32	43	3	48	27	45	45	45	3	.....
Farmersville	78	32	78	.....	59	23	59	59	59	1	.....
Fergus	34	13	34	.....	43	31	42	42	42	.....	.....
Galt	57	33	28	3	57	13	38	38	38	1	.....
Gananoque	32	14	32	4	39	17	39	39	39	.....	.....
Goderich	75	54	75	.....	67	38	63	63	63	2	.....
Grimsby	19	3	19	.....	18	9	15	15	15	.....	.....
Guelph.....	117	70	87	30	92	57	89	89	89	3	.....
Hamilton	159	112	158	1	135	79	135	135	135	.....	.....
Harriston	42	20	42	.....	52	22	52	52	52	.....	.....
Hawkesbury	23	15	23	.....	21	3	21	21	21	.....	.....
Ingersoll	48	31	47	1	65	35	65	65	65	.....	.....
Iroquois	41	12	41	.....	35	11	35	35	35	.....	.....
Kemptville	34	19	34	.....	27	16	27	27	27	.....	.....
Kincardine	48	16	46	2	72	18	71	71	71	.....	.....
Kingston	86	44	73	9	70	22	53	53	53	11	.....
Lindsay	89	39	88	1	64	26	62	62	62	2	.....
Listowel	40	22	40	.....	40	20	40	40	40	1	.....
London	140	62	136	1	113	68	112	112	112	.....	.....
Markham	29	22	26	3	41	25	41	41	41	.....	.....
Mitchell.....	39	19	39	.....	35	22	35	35	35	.....	.....
Morrisburg	66	33	66	.....	40	12	39	39	39	.....	.....
Mount Forest	53	28	48	3	59	36	59	59	59	.....	.....
Napanee	50	33	50	.....	68	30	68	68	68	.....	.....
Newburgh	5	5	5	.....	12	12	11	11	11	.....	.....
Newcastle	14	11	13	1	13	7	13	13	13	.....	.....
Newmarket	56	40	49	7	46	26	46	46	46	.....	.....
Niagara	17	8	16	1	13	8	11	11	11	1	.....
Norwood	23	23	23	.....	43	14	42	42	42	1	.....
Oakville	22	7	16	4	17	11	14	14	14	.....	.....
Oakwood	21	12	21	.....	88	52	88	88	88	3	.....
Omenee	22	14	22	.....	12	6	11	11	11	.....	.....
Orangeville	36	25	35	1	88	49	88	88	88	.....	.....
Orillia	33	21	26	2	60	32	53	53	53	2	.....
Oshawa	41	19	38	3	32	20	29	29	29	3	.....
Ottawa.....	122	57	212	.....	104	28	97	97	97	.....	.....

1. ENTRANCE EXAMINATIONS AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1880.					JUNE, 1881.				
	CANDIDATES.					CANDIDATES.				
	Examined.	Passed.	From prepara- tory form.	From Public and Separate Schools.	From private schools.	Examined.	Passed.	From prepara- tory form.	From Public and Separate Schools.	From private schools.
Owen Sound	59	31	.....	59	.....	90	41	.....	90	.....
Pakenham	23	11	.....	21	.....	26	9	.....	20	4
Paris	85	55	.....	85	2	65	32	.....	65	.....
Parkhill	37	24	.....	28	9	34	25	.....	30	4
Pembroke	71	38	.....	69	.....	71	42	.....	69	2
Perth	67	37	.....	67	2	71	51	.....	51	.....
Peterborough	71	48	.....	71	.....	75	37	.....	74	1
Pictou	16	6	.....	16	.....	24	15	.....	20	4
Port Dover	39	25	.....	39	.....	53	34	.....	53	.....
Port Hope	3	16	.....	28	.....	49	32	.....	49	.....
Port Perry	12	6	2	12	.....	18	11	.....	18	.....
Port Rowan	29	13	.....	28	1	34	15	.....	28	6
Prescott	37	20	2	30	.....	39	22	.....	32	5
Renfrew	29	17	.....	29	5	19	12	.....	19	.....
Richmond Hill	60	46	.....	60	.....	126	83	.....	126	.....
Sarnia	32	23	.....	32	.....	65	29	.....	65	.....
Seaforth	47	22	1	46	.....	72	32	.....	72	.....
Simcoe	32	31	2	30	.....	29	24	.....	29	.....
Smith's Falls	15	8	.....	15	.....	18	8	.....	18	.....
Smithville	91	41	.....	80	10	107	45	.....	91	11
Stratford	83	47	.....	83	1	79	55	.....	79	.....
Strathroy .....			.....		.....			.....		.....

Streetsville	17	9	14	3	20	12	20	12	20	20	8	20
St. Catharines	61	31	43	9	57	27	6	6	43	43	2	43
St. Marys	76	32	72	4	72	44	.....	.....	70	70	2	70
St. Thomas	123	70	123	.....	126	93	.....	.....	124	124	2	124
Sydenham	26	15	26	.....	37	28	4	.....	33	33	.....	33
Thorold	31	12	31	.....	54	26	.....	.....	54	54	.....	54
Toronto	89	56	44	42	109	60	.....	.....	109	109	.....	109
Trenton	32	15	31	1	32	10	1	.....	26	26	3	26
Uxbridge.....	26	26	25	.....	23	23	.....	.....	23	23	.....	23
Vankleek Hill	24	10	23	1	26	11	.....	.....	25	25	.....	25
Vienna.....	18	7	18	.....	13	9	.....	.....	13	13	.....	13
Walkerton	83	32	78	.....	86	30	.....	.....	83	83	.....	83
Wardsville	33	20	33	.....	28	16	.....	.....	28	28	.....	28
Waterdown	32	20	32	.....	38	29	.....	.....	38	38	.....	38
Welland	36	7	36	.....	49	33	.....	.....	43	43	.....	43
Weston	24	10	24	.....	31	12	.....	.....	25	25	.....	25
Whitby	73	44	63	10	84	60	.....	.....	76	76	8	76
Williamstown	24	10	24	.....	29	14	.....	.....	29	29	.....	29
Windsor	82	41	82	.....	60	11	.....	.....	60	60	.....	60
Woodstock	80	46	80	.....	69	27	.....	.....	69	69	.....	69
<i>Summary of the foregoing :</i>												
Collegiate Institutes	1363	759	1205	103	1322	700	48	1222	34	1222	18	1222
High Schools	3571	1885	3412	51	3971	2104	36	3826	68	3826	41	3826
Grand Total	4934	2644	4617	154	5293	2804	84	5048	102	5048	59	5048

8. Departmental Examinations—Continued.

2.—INTERMEDIATE EXAMINATION.

TIMES AND PLACES OF EXAMINATION.	Candidates Examined.		Pupils of the School where examined.	Candidates from elsewhere.	Passed for Class II, Grade A.	Passed for Class II, Grade B.	Passed for Class III. (Intermediate) Standing.		Failed.	SUBJECTS AND NUMBER OF THE FAILURES.																															
										Group I.			Group II.			Group III.			Group IV.																						
										English Grammar.	Composition.	Dictation.	History.	Geography.	Eng. Literature.	Arithmetic.	Algebra.	Euclid.	Nat'l Philosophy.	Chemistry.	Book-keeping.	Latin.	French.	German.	Group I.	Group II.	Group III.	Group IV.													
July, 1879.	633	1885	538	95	43	155	In 1879 these were allowed II. B.	435	Group I.			Group II.			Group III.			Group IV.			158	422	9																		
Collegiate Institutes				333	110	437		1338	6	4	4	63	1	7	95	156	47	24	71	1	89	60	1	91	171	386	158														
High Schools				21	5	5		16	.....	.....	.....	1	.....	2	.....	.....	.....	3	3	2	1	4	.....	5	5	14	9													
Other places																																									
Total	2539		2090	449	153	597		1789	20	24	13	221	5	48	322	530	140	66	224	16	339	150	10	392	672	1363	569														
July, 1880.	1055		855	200	51	232		604	38	15	10	67	3	64	119	160	47	111	73	21	55	122	6	199	262	437	258														
Collegiate Institutes				366	69	381		1400	112	49	14	200	10	206	269	553	112	237	164	39	161	216	31	573	628	984	610														
High Schools				.....	1	3		29	.....	.....	.....	4	1	4	5	8	4	6	9	2	1	.....	.....	.....	5	8	9	12												
Other places																																									
Total	3185		2619	566	121	616		2033	150	65	24	271	14	274	393	721	163	354	246	62	217	339	37	777	898	1430	880														
July, 1881.	1082		902	180	35	204		710	154	156	102	18	25	28	46	22	20	88	37	81	110	110	1	268	264	613	183														
Collegiate Institutes				380	48	384		1705	368	427	219	85	60	62	165	52	85	285	135	168	243	165	18	772	740	1442	511														
High Schools				50	1	2		39	5	14	7	2													
Other places																																									
Total	3592		2982	610	84	590		2454	527	597	328	105	85	90	213	74	107	394	181	265	355	275	19	1055	1024	2085	730														

NOTE.—(1.) This examination is instituted midway between the beginning and the end of the High School Course, for promotion from the Upper to the Lower School, upon the same papers as are set to candidates for Second and Third Class Certificates. Pupils who pass this examination will form the Upper School, while those who have not passed it will form the Lower School, in any High School or Collegiate Institute.

(2.) Candidates are examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches or groups:—(a) Latin; (b) French; (c) German; (d) Natural Philosophy, Chemistry and Book-keeping. The number of those examined in the group Natural Philosophy, Chemistry and Book-keeping (Group IV.) in 1879 was 1200; in 1880, 1507; in 1881, 1639.

Latin in 1879 was 540; in 1880, 627; in 1881, 715.

French “ “ “ 593; “ “ “ 1107.

German “ “ “ 81; “ “ “ 131.

3.—PROFESSIONAL EXAMINATIONS.—Number of Certificates awarded by the Education Department from 1st January to 6th December, 1881.*

1. Second Class Professional Certificates Granted.

	Males.	Females.	Total.
Teachers who had taught three years prior to 17th August, 1877	8	27	35
Ottawa Normal School	60	41	101
Toronto Normal School	91	83	174
	159	151	310

2. First Class Professional Certificates Granted.

	Males.	Females.	Total.
Toronto Normal School	3	..	3
Elsewhere	6	1	7
	9	1	10

* The number of Third Class Professional Certificates granted at the Model School Examinations by County Boards will appear in next year's report.

4.—NOMINAL LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.

Certificates granted 5th January, 1881, to Candidates who passed the Professional Examination, December, 1880.

TORONTO NORMAL SCHOOL.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5268	James Bassingthwaite.....	A	5294	Alexander C. McPhail.....	B
5269	Charles James Dutton.....	A	5295	John Alexander Neff.....	B
5270	Edward Ferguson.....	A	5296	Matthew Parkinson.....	B
5271	John Hotson.....	A	5297	Rebecca Beamish.....	A
5272	Wellington Johnston Knox.....	A	5298	Sarah Eleanore Phillips.....	A
5273	Hugh Stewart McLean.....	A	5299	Elizabeth C. Sturrock.....	A
5274	John C. McLeod.....	A	5300	Mary Eliz. Billington.....	B
5275	Edward Trought.....	A	5301	Mary Bridge Bremner.....	B
5276	Thomas Alfred Amos.....	B	5302	Annie Louise Brown.....	B
5277	Charles Anderson.....	B	5303	William Valentine Wright.....	B
5278	John Anderson.....	B	5304	Mary Jane Cluness.....	B
5279	Philip Andrew.....	B	5305	Mary Emma Fox.....	B
5280	Henry Mitchell Boddy.....	B	5306	Mary Flowers.....	B
5281	John Alfred Burgess.....	B	5307	Janet Forbes.....	B
5282	Loftus Cuddy.....	B	5308	Ella Jane Geddes.....	B
5283	William Douglass.....	B	5309	Emma George.....	B
5284	Thomas Elliott.....	B	5310	Mary Gray.....	B
5285	Henry Glendinning.....	B	5311	Margaret H. Kirkwood.....	B
5286	Alexander Nichol Hotson.....	B	5312	Mary Ann McBride.....	B
5287	Thomas Higgins.....	B	5313	Elizabeth C. Neelands.....	B
5288	Jeremiah F. Kennedy.....	B	5314	Elneah Enetta Reilly.....	B
5289	Richard Miller.....	B	5315	Elizabeth Jane Simpson.....	B
5290	David E. McConnell.....	B	5316	Louise Mary Trainer.....	B
5291	George McCulloch.....	B	5317	Margaret Jane Wallace.....	B
5292	Donald McKinnon.....	B	5318	Annie Willis.....	B
5293	John B. McMillan.....	B			

OTTAWA NORMAL SCHOOL.

5319	Eli Herbert Bailey.....	A	5343	William G. Pelton.....	B
5320	Robert James Ball.....	A	5344	John M. Purtill.....	B
5321	William H. Bourns.....	A	5345	Joseph John Rae.....	B
5322	Alexander C. Casselman.....	A	5346	Samuel Sheldon.....	B
5323	Thomas G. Chapman.....	A	5347	John P. Shaw.....	B
5324	John J. Coutts.....	A	5348	David J. Ritchey.....	B
5325	Thomas Packer.....	A	5349	John Calvert Robson.....	B
5326	Alonzo S. Allyn.....	B	5350	Robert Henry Sampson.....	B
5327	John S. Bingeman.....	B	5351	Arthur Toal.....	B
5328	Frederick H. Brennan.....	B	5352	Mary M. Andison.....	B
5329	Dugald L. Campbell.....	B	5353	Amelia Horkin.....	B
5330	James W. Campbell.....	B	5354	Carrie J. Livingstone.....	B
5331	Thomas Allan Craig.....	B	5355	Margaret J. Lynn.....	B
5332	Thomas Clarke Doidge.....	B	5356	Ella McMurchy.....	B
5333	Lewis Flath.....	B	5357	Lucy A. Richardson.....	B
5334	Charles Forfar.....	B	5358	Eliza Ann Ross.....	B
5335	Robert Gray.....	B	5359	Louisa Sherwood.....	B
5336	Charles W. Heutchell.....	B	5360	Genevieve Stafford.....	B
5337	William S. Johnstone.....	B	5361	Metta Stafford.....	B
5338	Thomas Kirkconnell.....	B	5362	Eliza Tyner.....	B
5339	Lionius H. Luck.....	B	5363	Mary M. Wright.....	B
5340	Stewart C. Mastin.....	B	5364	Mary E. Williams.....	B
5341	Sylvester Moyer.....	B	5365	Minnie H. Connor.....	B
5342	Horatio Gilbert Parker.....	B			

Certificates granted 7th January, 1881, to Candidates who taught three years prior to 17th August, 1877.

5366	Hannah Wilson.....	B	5367	Catharine Leonard.....	B
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Certificate granted 12th January, 1881, to Candidate who passed the Professional Examination.

5368	Ner Steele.....	B
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PROVINCIAL CERTIFICATES—*Continued.*

Certificate granted 19th January, 1881, to Candidate who has taught three years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5369	Nellie McClory	B			

Certificate granted 2nd February, 1881, to Candidate who taught three years prior to 17th August, 1877.

5370 | Barbara Kirkman

Certificate granted 3rd March, 1881, to Candidate who taught three years prior to 17th August, 1877.

5371 | Edgar Kesner

Certificate granted 2nd March, 1881, to Candidate who taught three years prior to 17th August, 1877.

5372 | Ellen Jane Graham

Certificate granted 24th March, 1881, to Candidate who taught three years prior to 17th August, 1877.

5373 | Catharine Rowan

Certificates granted 12th April, 1881, to Candidates who passed the Professional Examination, March, 1881.

TORONTO NORMAL SCHOOL.

5374	Edward Hartley Dewart	A	5413	Isabella Lyons	A
5375	George Edwin Dixon	A	5414	Hannah M. Macdougall	A
5376	Jerome Housberger	A	5415	Sarah Alice Spencer	A
5377	William B. Martin	A	5416	Elizabeth Bertha Ayerst	B
5378	Gilbert A. Powell	A	5417	Annie Virginie Beattie	B
5379	Charles Winter Schierholtz	A	5418	Mary Stewart Cork	B
5380	Abraham R. Sherk	A	5419	Catherine Cowan	B
5381	Thomas Sherk	A	5420	Elizabeth Jeannette Cox	B
5382	Melvin Swartout	A	5421	Matilda Amelia Draper	B
5383	William John Baycroft	B	5422	Mary Ellen Edmonds	B
5384	Henry Bewell	B	5423	Mary Fleming	B
5385	James Brebner	B	5424	Susan Hunt	B
5386	David Sturrock Brown	B	5425	Caroline Edith Holtby	B
5387	John L. Buck	B	5426	Clara Holtorf	B
5388	James McLarty Cole	B	5427	Margaret McGowan	B
5389	David Dobie	B	5428	Helen Maud Macdonald	B
5390	Thomas Thatcher Grimmett	B	5429	Esther Marshall	B
5391	Andrew W. Heaslip	B	5430	Marie Louise Merritt	B
5392	Richard Foster Howson	B	5431	Grace Amelia Moore	B
5393	Alexander King	B	5432	Ella McCormack	B
5394	Robert Henry Leighton	B	5433	Louise Elizabeth McCraney	B
5395	Moorehouse Mitchell	B	5434	Mary Jane McDonald	B
5396	Hugh Henry McKague	B	5435	Annie Isabella McIntosh	B
5397	Duncan Patterson McPhail	B	5436	Alice Plant	B
5398	Apollas Fletcher Phillips	B	5437	Wilhelmina Phair	B
5399	Thomas Rankin	B	5438	Lizzie V. Rioch	B
5400	Walter Renwick	B	5439	Helen Robertson	B
5401	Duncan Nulty Sinclair	B	5440	Ella Rodgers	B
5402	Michael Steele	B	5441	Rebecca Rodgers	B
5403	Frederic Timothy Tapscott	B	5442	Harriett Sayers	B
5404	Walter W. Thompson	B	5443	Jessie Porteous Semple	B
5405	Charles Andrew Timewell	B	5444	Ella Amelia Sitlington	B
5406	Francis A. Walker	B	5445	Robina Telfer	B
5407	Thomas Patrick Weir	B	5446	Jane Telford	B
5408	Jane Elliott Brebner	A	5447	Catharine Ann Watson	B
5409	Ellen Daw	A	5448	Harriet Eliz. Wickham	B
5410	Sarah Isabel Hatch	A	5449	Lucy Williams	B
5411	Bella Agnes Kennedy	A	5450	Eliza Williamson	B
5412	Henrietta Burnet Laidlaw	A	5451	Martha J. Brown	B

OTTAWA NORMAL SCHOOL.

5452	John F. Argue	A	5457	Joseph P. Haffey	B
5453	Robert A. Bruce	A	5458	Irvie A. Harper	B
5454	Arthur W. Guttridge	A	5459	Michael James	B
5455	George McLay Paul	A	5460	N. Joseph Kearney	B
5456	John Dolph	B	5461	John Keating	B

PROVINCIAL CERTIFICATES—*Continued.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5462	John Laird	B	5472	Letitia Friers	B
5463	William R. Nichols	B	5473	Rose E. Halley	B
5464	John G. Orr	B	5474	Marion Neilson Lawrence	B
5465	Robert C. Sinclair	B	5475	Elizabeth Manson	B
5466	Ralph H. Tinsdale	B	5476	Sarah Jane McLeod	B
5467	Mary Isabella Brackenbury	A	5477	Maria L. McIntosh	B
5468	Lizzie Keele	A	5478	Bella McKerracher	B
5469	Jessie Macnab	A	5479	Almira Plumb	B
5470	Bella Cunningham	B	5480	Nelly H. Steacy	B
5471	Kate Ferguson	B	5481	Mary Watson	B

Certificate granted 26th April, 1881, to Candidate who passed the Professional Examination.

5482 | George M. Robinson
 A | || |

Certificate granted 2nd June, 1881, to Candidate who passed the Professional Examination.

5483 | Joseph E. Ross
 B | || |

Certificates granted 15th July, 1881, to Candidates who passed the Professional Examination, June, 1881.

TORONTO NORMAL SCHOOL.

5484	Charles Knight Grigg	A	5502	Thomas Reid	B
5485	John Wesley Hughes	A	5503	William Henry Stewart	B
5486	William Francis Robinson	A	5504	John Spence	B
5487	Cecil Holmes N. Thompson	A	5505	Jesse Tilley	B
5488	Mary Alice Callander	A	5506	Samuel H. Turner	B
5489	Elizabeth Jane Davis	A	5507	Charles Ambrose Toole	B
5490	Amy Fell	A	5508	Thomas Shaw Webster	B
5491	Christina Gardiner Head	A	5509	John Edington	B
5492	Jane Milne	A	5510	Mary Jane Beckett	B
5493	Marion E. L. Sanders	A	5511	Lydia Caroline Dent	B
5494	Charles Bennett Abbott	B	5512	Francis Geeson	B
5495	Alfred Stevens Brown	B	5513	Annie Martha M. Morton	B
5496	William C. Campbell	B	5514	Janet Scott	B
5497	Carson John Cameron	B	5515	Adelaide Elizabeth V. Todd	B
5498	Edward Mihell Copeland	B	5516	Sarah Tomlinson	B
5499	Charles Douglas Lockyer	B	5517	Hattie Foxton	B
5500	Duncan Neil McDonald	B	5518	Maggie Stuart	B
5501	John Nelson McKim	B			

OTTAWA NORMAL SCHOOL.

5519	A. R. McRitchie	A	5531	Albert Olver	B
5520	Charlotte Armstrong	A	5532	Myron Cleland	B
5521	Mary E. Luke	A	5533	Susanna Bond	B
5522	Elizabeth D. McArthur	A	5534	Annie Budd	B
5523	Ida Shafer	A	5535	Ida Marilla Clarke	B
5524	John James Broad	B	5536	Julia Kennedy	B
5525	Robert D. Davidson	B	5537	Bella Moore	B
5526	William Egbert	B	5538	Christina McCallum	B
5527	Edward Fee	B	5539	Anne Sinclair	B
5528	John W. Hopper	B	5540	Hattie E. M. O'Shea	B
5529	Peter T. Kilgour	B	5541	John Baird	B
5530	M. A. McGill	B			

Certificates granted 31st August, 1881, to Candidate who passed the Professional Examination.

5542 | John Smith
 B | || | 5543 | John Hay | B |

Certificates granted 31st August, 1881, to Candidates who passed First Class Examination, July, 1881.

5544	George E. Phenix	A	5549	Annie A. Gray	C
5545	Charles W. Chadwick	A	5550	David Robb	C
5546	Daniel E. Sheppard	A	5551	Robert H. Cowley	C
5547	George Stone	C	5552	William H. Harlton	C
5548	Albert D. Griffin	C	5553	Peter Talbot	C

PROVINCIAL CERTIFICATES—*Continued.*

Certificates granted 8th September, 1881, to Candidates who taught three years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5554	M. Mackinnon	A	5556	Matilda Mainprize	B
5555	R. McBride	B			

Certificates granted 13th September, 1881, to Candidates who taught three years prior to 17th August, 1877.

5557	R. A. Lyons	B	5558	Margaret J. Warren	B
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Certificates granted 21st September, 1881, to Candidates who taught three years prior to 17th August, 1877.

5559	Maggie Anderson	B	5561	George E. Crawford	B
5560	Minnie Smith	B	5562	Thomas A. Moore	B

Certificates granted 23rd September, 1881, to Candidate who passed the Professional Examination.

5563	Hannah K. Currey	B
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Certificates granted 28th September, 1881, to Candidates who taught three years prior to 17th August, 1877.

5564	Charles Huggard	B	5565	Mary McArthur	B
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Certificate granted 5th October, 1881, to Candidate who taught three years prior to 17th August, 1877.

5566	Christina McNaughton	B
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Certificate granted 19th October, 1881, to Candidate who passed the Professional Examination.

5567	Robert E. Preston	B
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Certificate granted 13th October, 1881, to Candidate who passed the Professional Examination.

5568	C. M. Wilson	A
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Certificate granted 13th October, 1881, to Candidate who taught three years prior to 17th August, 1877.

5569	Eleanor E. Lillie	A
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Certificate granted 19th October, 1881, to Candidate who passed the Professional Examination.

5570	Amy Sanderson	B
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Certificates granted 25th October, 1881, to Candidates who passed the Professional Examination,

5571	Minnie Drury	B	5573	Sarah A. Smith	B
5572	Georgette Robinson	B			

Certificates granted 3rd November, 1881, to Candidates who taught three years prior to 17th August, 1877.

5574	Mary F. Platt	A	5575	Almira Avery	B
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Certificates granted 9th November, 1881, to Candidates who taught three years prior to 17th August, 1877.

5576	Susannah Weir	B	5577	Josephine M. Johnston	B
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Certificates granted 16th November, 1881, to Candidates who taught three years prior to 17th August, 1877.

5578	Emma Braden	B	5579	Emily Sutherland	B
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Certificates granted 16th November, 1881, to Candidates who passed the Professional Examination.

5581	Hugh R. Spence	B
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Certificate granted 22nd November, 1881, to Candidate who taught three years prior to 17th August, 1877.

5582	Elizabeth Tinline	B
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Certificates granted 30th November, 1881, to Candidates who taught three years prior to 17th August, 1877.

Certificate No.	NAME.	Female.	Male.	Grade of Certificate Awarded.
5583	Carrie Birnie.....	1	..	B
5584	John A. McGill.....	..	1	A

Certificates granted 2nd December, 1881, to Candidates who taught three years prior to 17th August, 1877.

Certificate No.	NAME.	Female.	Male.	Grade of Certificate Awarded.
5585	Annie Bush.....	1	..	B
5586	Isabella McSween.....	1	..	B

Certificates granted 6th December, 1881, to Candidates who taught three years prior to 17th August, 1877.

Certificate No.	NAME.	Female.	Male.	Grade of Certificate Awarded.
5587	Emma Braden.....	1	..	B
5588	Sophie E. Labadie.....	1	..	B

5.—THIRD CLASS CERTIFICATES EXTENDED BY THE MINISTER OF EDUCATION DURING
THE YEARS 1880-1881.

No.	COUNTIES.	1880.	1881.
1	Glengarry.....	30	18
2	Stormont.....	21	8
3	Dundas.....	1	..
4	Prescott.....	..	..
5	Russell.....	13	11
6	Carleton.....	5	2
7	Grenville.....	5	4
8	Leeds.....	30	11
9	Lanark.....	30	13
10	Renfrew.....	9	31
11	Frontenac.....	10	3
12	Lennox and Addington.....	1	1
13	Prince Edward.....	9	5
14	Hastings.....	20	6
15	Northumberland.....	11	4
16	Durham.....	2	..
17	Peterborough.....	..	..
18	Haliburton.....	1	..
19	Victoria.....	7	5
20	Ontario.....	1	2
21	York.....	14	19
22	Peel.....	4	1
23	Simcoe.....	34	16
24	Halton.....	14	14
25	Wentworth.....	3	2
26	Brant.....	6	1
27	Lincoln.....	4	..
28	Welland.....	7	12
29	Haldimand.....	1	1
30	Norfolk.....	8	11
31	Oxford.....	1	..
32	Waterloo.....	..	1
33	Wellington.....	9	12
34	Dufferin.....	..	5
35	Grey.....	52	23
36	Perth.....	6	5
37	Huron.....	12	5
38	Bruce.....	42	25
39	Middlesex.....	4	10
40	Elgin.....	2	5
41	Kent.....	28	10
42	Lambton.....	1	13
43	Essex.....	5	11
	District of Algoma and Parry Sound.....	1	..
	District of Muskoka.....	1	..
	Total.....	465	326

6.—TEMPORARY CERTIFICATES AUTHORIZED DURING THE YEARS 1879-1881.

1879.	1880.	1881.
356	88	101

10. *The County Model Schools.*—Proceedings of 1881.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
BARRIE	Simcoe	W. B. Harvey, 1st B; R. R. Jennison, 2nd A; J. B. Carruthers, 2nd B; Lousia D. Lee, 2nd B; Emma King, 2nd A; Eva Lee, 2nd B; Eliza Applebe, 2nd A; Janet Todd, 3rd; Mary Wilson, 3rd; Margaret Boys, 3rd; Clara King, 3rd; Mary A. Watson, 1st Co.	17	.....	17	.....
BELLEVILLE	Hastings	John Irwin, 2nd B Prov.; William McKeown, 2nd B Prov.; Christie Urquhart, 3rd; Mary Northcott, 2nd A Prov.; Jane Clark, 3rd; Sarah Simpson, 2nd B Prov.; Rose Northcott, 2nd A Prov.; Anne Mathison, 3rd; Lizzie Robertson, 2nd A Prov.	10	None.	9	.....
BERLIN	Waterloo	J. Suddaby, 1st Prov.; S. L. Martin, 2nd Prov.; S. Moyer, 2nd Prov.; Aggie Young, 1st Co.; Frederick Sheppard, 3rd Co.; Lydia Sheppard, 2nd Prov.; M. A. Babcock, 3rd Co.; Alice Woodsend, 3rd Co.; Mary Boyd, 3rd Co.	6	"	5	.....
BRADFORD	Simcoe	Staff unchanged.	4	"	4	.....
BRAMPTON	Peel	A. Morton, 1st O.C.B., 2nd Prov.; Miss A. L. Brown, 2nd Prov.; Jennie Boyle, 2nd Prov.; Mrs. Corbet, 2nd Prov.; Jessie Gray, 2nd Prov.; Miss H. Macdonald, 2nd Prov.; Miss A. Lloyd, 2nd Prov.; Kate Neelands, 2nd Prov.; Miss Kirkland, 2nd Prov.; Emma Machdam, 2nd Prov.	16	7	16	Exa'n not yet held.
BRANTFORD	Brant	Staff unchanged. ....	.....	8	.....	"
BROCKVILLE	Leeds	Staff unchanged, except that Bella Moore, 2nd B Prov., replaced Miss E. Steadman.	10	9	10	"

The County Model Schools.—Proceedings of 1881—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
CALEDONIA	Haldimand	W. R. Telford, 1st B Prov.; Jessie McQuarrie, 2nd B Prov.; Jeannie Ross, 2nd B Prov.; Lizzie O'Neil, 3rd, and 2nd B Non-professional; Annie Morton, 2nd B Prov.	11	None.	11	.....
CHATHAM	Kent	Staff unchanged, except that C. J. Kellogg, 2nd Prov., replaced J. E. Clubine, and Minerva Green, 3rd, was added to the staff.	4	4	4	Exa'n not yet held.
CLINTON	Huron	Staff unchanged.	11	None.	11	"
COBOURG	Northumberland.	Staff unchanged.	14	10	10	"
CORNWALL	Stormont	Staff unchanged.	6	None.	6	"
DURHAM	Grey	Staff unchanged, except that Mary C. Black, 2nd Prov., replaced Miss Carey.	7	"	7	.....
FARMERSVILLE	Leeds	Staff unchanged.	10	8	10	Exa'n not yet held.
FOREST	Lambton	Staff unchanged, except that Ella A. Sitlington, 2nd B Prov., replaced Lucy Seager, and Elizabeth Lemon, 2nd B Prov., replaced Annie P. Meldrum.	7	None.	7	.....
GALT	Waterloo	Robert Alexander, 1st Prov.; C. B. Linton, 2nd Prov.; A. H. Morrison, 2nd Prov.; Margaret Gray, 2nd Prov.; Jennie Ovens, 2nd Prov.; Helen Cant, 1st Co.; Miss Addison, 1st Co.; Aggie McDougall, 3rd Co.; Aggie Wilson, 3rd Co.	2	"	2	.....

The County Model Schools.—Proceedings of 1881—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training,
together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	No. OF STUDENTS.		PASSED FINAL EXAMINAT'N	
			1st Session.	2nd Session.	1st Session.	2nd Session.
GODERICH	Huron	Staff unchanged, except that students were sent to another Ward School taught by Miss McMahan, 3rd; Miss Watson, 2nd B Prov.	15	None.	15	.....
HAMILTON	Wentworth.....	Staff unchanged, except that Maggie Weston, 2nd B Prov., replaced Mary E. Cook.	21	"	21	.....
INGERSOLL	Oxford	R. W. Paterson, 3rd; Jennie Poole, 1st O.C.B.; Lucy Gardiner, 2nd B Prov.; Jane Hatch, 3rd.	10	"	10	.....
KINCARDINE	Bruce	Staff unchanged.	7	8	7	Exa'n not yet held.
KINGSTON	Frontenac	David McArdle, 1st A Prov.; Etta McLroy, 2nd A Prov.; Sarah J. Hyssop, 2nd B Prov.; Eva Macdonald, 2nd B Prov.; Martha Middleton, 3rd.	16	None.	16	.....
LINDSAY	Victoria	J. H. McFaul, 1st A Prov.; six Teachers with Second-Class Prov. Certificates, and five with Third-Class Certificates.	16	"	16	.....
LONDON	Middlesex	Staff unchanged.	26	"	15	.....
MADOC	Hastings	Staff unchanged, except that Miss Janet McDiarmid, 2nd B Prov., replaced Miss Crepar.	7	"	7	.....
MARTINTOWN	Glengarry	Staff unchanged. ....	.....	7	.....	Exa'n not yet held.

The County Model Schools.—Proceedings of 1881—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
MILTON	Halton	P. McLean, 1st B. Prov.; James Fell, 3rd; Maggie Jarvis, 2nd B Prov.; Jennie Pattison, 3rd; Annie Kennedy, 3rd.	10	None.	10	.....
MORRISBURGH	Dundas	H. McDiarmid, 1st A Prov.; Wm. Styles, 3rd; A. C. Smith, 2nd A Prov.; Margaret Rose, 3rd; Carrie Herbick, 3rd.	16	8	15	Exa'n not yet held.
MOUNT FOREST	Wellington	S. B. Westervelt, 2nd A Prov.; Rachel Mitchell, 2nd B Prov.; E. H. Bailey, 2nd A Prov.; Madeline Jelley, 3rd; Mary A. Campbell, 3rd; Helen Flett, 3rd; Maria Jelley, permanent.	21	None.	21	.....
NAPANEE	Lennox and Addington.	Staff unchanged, except that Jessie Mair, 2nd Prov., replaced Flora Sawyer.	23	"	23	.....
NEWMARKET	York	Staff unchanged, except that Adeline Watson replaced Miss M. Norman.	9	"	9	.....
OWEN SOUND	Grey	Staff unchanged, except the addition of Mia Moffett, 3rd.	8	1	8	Exa'n not yet held.
ORANGEVILLE	Wellington	S. S. McCormack, 2nd A Prov.; Andrew McLim, 2nd B Prov.; Charlotte West, 2nd B Prov.; Alfred Perfect, 3rd; Jean Elliott, 3rd; Miss McFaul, 3rd; George Suttie, 3rd.	12	None.	12	.....
PERTH	Lanark	T. O. Steele, 1st A Prov.; John Thornton, 2nd B Prov.; Miss Keays, 2nd B; Miss Neilson, 2nd B.	19	"	19	.....
PICTON	Prince Edward ..	R. W. Murray, 1st Prov.; Miss N. R. Conger, 3rd Co. Non-professional, 2nd; Miss Cote, 2nd Prov.; Miss O'Neal, 2nd Prov.; Julia Gillespie, 2nd Prov.; Miss Goodyear, 2nd Prov.; Nannie Hicks, 1st Co.; Rose Reynolds, 1st Co.	8	.....	8	.....

The County Model Schools.—Proceedings of 1881—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
PORT HOPE	Durham.....	Staff unchanged, except that Mr. Griffin, 1st C Prov., replaced Miss Manson; and Miss Shaw, 2nd Prov., replaced Mr. Watson.	12	5	7	Exa'n not yet held.
PORT PERRY	Ontario.....	Staff unchanged.	See	Whitby.		
RENFREW	Renfrew.....	Staff unchanged, except that Bella Mitchell, 3rd, replaced Margaret Benton.	None.	None.		
SARNIA	Lambton.....	Staff unchanged, except that Minnie Sinclair, 3rd, replaced Mary A. Beatty.	9		9	
SIMCOE	Norfolk.....	Staff unchanged, except that Louis W. Dean, 3rd, replaced John Sayers.	4	5	4	Exa'n not yet held.
STRATFORD	Perth.....					
STRATHROY	Middlesex.....	Staff unchanged.	15		10	
ST. CATHARINES	Lincoln.....	Staff unchanged.	8	None.	8	

The County Model Schools.—Proceedings of 1881—Continued.

Staff and Qualifications of Instructors, and Attendance of Teachers-in-Training, together with the results.

MODEL SCHOOL.	COUNTY.	STAFF AND QUALIFICATIONS.	NO. OF STUDENTS.		PASSED FINAL EXAMINAT'N.	
			1st Session.	2nd Session.	1st Session.	2nd Session.
ST. THOMAS	Elgin	C. F. Maxwell, 2nd B Prov.; Lizzie Hall, 2nd B; Catharine Darrach, 2nd A; Lizzie Ayerst, 2nd B; Mary H. DeVan, 2nd A.	19	None.	17	.....
VANKLEEK HILL ...	Prescott.....	Henry Gray, 1st C Prov.; C. R. Gray, 2nd B Prov.; C. E. McIntosh, 3rd.	4	"	4	.....
WALKERTON	Bruce	A. Miller, B. A., 1st Prov.; A. Robb, 2nd Prov.; Miss A. Robertson, 2nd Prov.; Miss E. Hales, 2nd Prov.; Miss E. McLean, 3rd; Miss F. Warren, 3rd; Miss M. Walker, 3rd.	5	"	4	.....
WELLAND	Welland	Staff unchanged, except that Julia Ferguson, 1st O.C.B., replaced Lydia Griffith.	2	"	2	.....
WHITBY	Ontario	Staff unchanged	26	"	24	.....
WINDSOR.....	Essex	Staff unchanged	6	None.	6	.....
WOODSTOCK	Oxford.....	Staff unchanged	11	"	11	.....
YORKVILLE	York.....	Staff unchanged	9	"	9	.....
Total .....	.....	.....	509	80	476	.....

These figures include the Port Perry Model School

11. Teachers' Associations—Proceedings of 1880 and 1881.*

ONTARIO TEACHERS' ASSOCIATION, 1880.

Extracts from the Proceedings of Convention, held on 10th, 11th and 12th August.

The Chairman introduced Hon. Adam Crooks, Minister of Education, to the Convention.

Mr. Crooks cordially welcomed the Convention to the Normal School building. He said that he warmly sympathized with their efforts, and that he had always watched the proceedings of former Conventions with great interest, in order to ascertain the opinions of the educators of the country. He also read statistics showing that the number of First and Second Class Certificates was on the increase, while the number of Third Class Certificates was decreasing.

On Recent School Legislation.

An address by Mr. Millar on this subject was followed by a discussion, and it was

Resolved,—That while the members of this Association highly estimate the efforts made to secure improvement in the training of teachers by means of County Model Schools, and the encouragement given to the establishment of County Associations, they cannot but feel called upon to condemn, as retrogressive steps, the withdrawal from School Boards of the power to levy rates for school accommodation, and the discretionary power given to some School Boards to curtail the summer holidays.

A Committee on Legislation was also appointed to report to the Minister annually, or oftener, the views of the teaching profession on those questions which are, or might be, brought before the Provincial Legislature.

The subject of the address of the President (Mr. R. Alexander) at the evening session, was The Early History of the Association.

Mr. John S. Clark, of Boston, delivered an able and exhaustive address on Industrial Drawing, exhibiting a large collection of drawings and models.

On County Model Schools.

Resolved,—

1. That the Head Masters of the County Model Schools should be the holders of First Class Provincial Certificates.

2. That an extra room for Model School purposes be considered indispensable.

3. That the Legislative Grant be not less than \$200 per annum, and that the County Councils be required to raise an equivalent, either by making a grant for the purpose or by imposing a rate bill on teachers-in-training not to exceed \$10 per term; and in the case of cities, that the Board of Education be invested with the same powers as County Councils in regard to the imposition of fees.

4. That the Model School term shall begin on the 1st of September and end on the 30th of November.

5. That Boards of Trustees be recommended to engage an assistant during the Model School term, in order to enable the Head Master to devote more attention to the students of the County Model School.

6. That Head Masters, in addition to delivering the lectures prescribed for County Model Schools, be required to carefully supervise the method of teaching pursued by the students themselves, and to award the marks for teaching given them while in attendance.

* For Financial Statement, see page 62.

7. That instead of the present maximum of twenty-five teachers-in-training at each Model School, Public School Inspectors be instructed to admit only qualified candidates to the number of not more than five for each room used for Model School purposes.

8. That it is desirable to have a convention of Model School Masters called at some central point to discuss the best means of increasing the efficiency of the reports.

Public School Section.

Resolved,—

1. That the discretionary power given to Public School Inspectors to permit Third Class Teachers, holding Intermediate and Third Class Certificates, to go up for their professional training for a Second Class Certificate at the end of a year's experience in teaching, should be withdrawn.

2. That the present method of granting permits and permanent certificates to Third Class Teachers is liable to abuse, and should be altered so as to afford a reasonable guarantee that those teachers securing these privileges are worthy of them.

3. That the votes for Public School Trustees should be by ballot.

4. That the age of candidates on entering the profession of teaching should be—for females, eighteen (18), and for males, twenty (20) years.

Mr. S. McAllister read the Report of a Committee appointed to confer with the Minister of Education in reference to the Superannuation Fund.

The Committee, in fulfilment of the duty imposed upon them by the resolution passed at the last meeting of the Public School Section, waited upon the Minister of Education on the 13th of December last, by appointment. He courteously received them, and entered very largely into a discussion of the various aspects of the Superannuation Fund. As opportunity occurred, they laid the terms of the resolution before him, and advanced various reasons in its favour. He admitted the anomalous condition of the Fund, and also the meagre allowance it provided for worn-out teachers. He did not see, however, how the latter could be increased except by the co-operation of those to be benefited by it, in making larger contributions. He pointed out that already the Legislature appropriated a very large sum to supplement the moiety the teachers gave; two years ago it was two-and-a-half times, and last year it was three times as much as theirs. The Committee assured him that there would be no lack of reasonable co-operation on the part of the profession to put the Fund on a proper basis, provided the time of active service to secure the benefit of the Fund could be reduced to a reasonable length, say twenty-five years, and the allowance be increased to afford a possible means of support on retirement. His attention was directed to the liberal scheme of superannuation the British Government had adopted in favour of the Irish National school teachers. He would not hold out any hope of lessening the period of service, or, in fact, of doing anything with the Fund during the session then approaching; but he promised to give the matter his earnest consideration during the present summer, after which he would be able to indicate in what direction his opinions tended, with a view to legislation.

Mr. Duncan moved:

1. That twenty-five years' service in the profession, or having attained the age of fifty, entitle a teacher to superannuation.

2. That no teacher who retires before ten years' service be allowed a refund of more than ten per cent. of his payments to the Superannuation Fund.

3. That the allowance to superannuated teachers be increased, and if need be, that the yearly subscription to the Fund be increased also.

4. That provision be made for the widows of superannuated teachers.

High School Masters' Section.

Resolved unanimously,—

1. That inasmuch as the Department has issued a regulation appointing Head Masters of High Schools presiding examiners in their own schools at the Entrance Examinations in those cases where the Inspector cannot be present, and inasmuch as the Head Masters have their full share in the examining of the papers afterwards, the High School Section

would respectfully recommend that the Head Masters be placed on the same footing as the Inspectors with regard to remuneration, as is already done in a number of schools.

2. Inasmuch as the Intermediate Examinations have reference largely to work done in High Schools, and as often those appointed to preside at the examinations have no special fitness for the work, the High School Section thinks that, as a class, the High School Masters are most competent to preside on such occasions, and would respectfully suggest to the Minister of Education the propriety of making appointments as examiners from among such, direct from the Department.

3. That this Section would desire to impress upon the Minister of Education the advisability, in the interest of education, of adopting the principle of rotation of examiners as put into practice in connection with the examinations of the University of Toronto.

4. That in order to secure a more regular gradation in the difficulty of the papers, the High School Section would recommend that the examiner who prepares the papers in any subject for the Entrance Examination should also prepare those for all the other Departmental Examinations in that subject.

5. That, taking into consideration the object of the Intermediate Examination, and the instructions given to the examiners by the Honourable Minister of Education in his circular of December, 1877, this Section considers that the paper on English Literature, given at the last examination, assumed too great maturity on the part of purely Intermediate candidates; that the paper on Arithmetic was too difficult; while that on Algebra was wholly unsuitable.

6. That in the opinion of this Section the tendency of the Intermediate Examinations has been, and is, to give undue prominence in our schools to the subjects composing the mathematical group, and to prevent the other departments from receiving that measure of attention to which their importance entitles them.

The following resolutions were also adopted:

1. That the present regulations of the University Senate preventing candidates over twenty-three years of age from obtaining Scholarships at the Junior Matriculation Examination should be amended.

2. That this Section would respectfully urge upon the Minister of Education the advisability, in the interest of the High Schools, of taking steps to give the High School Masters additional representation in the Senate of the University of Toronto.

3. That in the opinion of this Section, before the Senate finally adopt any statutes or resolutions affecting the interests of the High Schools, they should authorize the Registrar to furnish the representative of the High School Masters with such documents as he may deem necessary for obtaining thereon the opinion of the High School Masters, or of such committee of them as he may appoint for that purpose.

Public School Inspectors' Section.

Messrs. Smith, Beamer and McKinnon were appointed a Committee to suggest amendments to the School Law, such as would to some extent remedy the injustice suffered by the smaller and weaker Sections of a township, under the present system of taxation for school purposes.

It was unanimously resolved, that in the opinion of this Section, gentlemen holding First Class, Grade A, Certificates should be eligible to the Head Masterships of High Schools. Also that no Public School Inspector's Certificate should be granted to any person who has not passed the Professional First Class Examination, including successful practice in a Provincial Model School, and that no First Class Provincial Certificate should be granted to any one who has not taught successfully for at least two years in a Public School in Ontario.

Also, That in the opinion of this Section the half-yearly subscription to the Superannuated Public School Teachers' Fund should be increased; that Public and High School Teachers, male and female, as well as School Inspectors should be required to contribute; that no refund of subscriptions should be made, except in case of death; and that Teachers and Inspectors should be allowed to retire on the completion of a stated term of service.

Messrs. Carson, Somerset and Smith were appointed to represent the views of the Section on this subject to the Minister.

It was resolved that the examination of candidates for entrance to High Schools should be entrusted to the Boards of Public School Examiners.

ONTARIO TEACHERS' ASSOCIATION, 1881.

Extracts from the Proceedings of Convention, held on 9th, 10th and 11th August.

Report of Committee on Legislation.

Mr. Hughes presented the following Report, which was thereupon adopted :

GENTLEMEN,—The Committee on Legislation appointed at the last Annual Meeting of the Association, beg leave to present the following Report :

1. After obtaining the opinions of the teachers throughout the Province with regard to important educational questions, your Committee had several interviews with Hon. Adam Crooks, Minister of Education, at which those matters which were to be submitted by him to the Legislature were carefully considered.

2. Prominent among these was the question of the Superannuation of Teachers. Your Committee found the Minister of Education was exceedingly desirous to secure the Fund for this purpose on a basis that would give greater satisfaction both to the country and to teachers themselves. He felt that it would be better that no change should be made, however, until the teachers throughout the Province had an opportunity of expressing their views concerning the proposed amendments, and at his request your Committee issued a circular, outlining the leading principles of these amendments, for the consideration of the Local Associations. Many of these have reported their views, and your Committee recommend that these reports be tabulated and forwarded to the Minister of Education by their successors. They would further recommend, that this Association, representing as it does the several sections of the profession, and the various parts of the Province, should also thoroughly discuss the clauses of the circular referred to. Copies of the circular have been provided to facilitate the discussion.

3. Your Committee strongly urged the withdrawal of the amendment of 1879 restricting the powers of School Boards in providing school accommodation, and a clause was drafted giving Boards the right of appeal to the Minister of Education, if their estimates were not granted, and authorizing him to compel the section or municipality to raise the necessary funds, if on inquiry he found the school accommodation to be insufficient. This clause, your Committee regret to state, was not embodied in the School Bill submitted to the House, and they recommend this Association to state clearly its views regarding this important question.

4. The necessity for granting increased aid in support of County Model Schools was also pressed upon the attention of the Minister of Education. In this particular, important changes were made by the Legislature. The amount of the Government Grant has been increased to \$150 per annum, and the County Grant to an equal amount has been made *compulsory*.

5. Your Committee have much pleasure in reporting that they were received by the Minister of Education with the utmost courtesy. He evinced the deepest interest in the welfare of this Association, and kindly promised to give, in the future, additional proofs of that interest by recommending an annual grant of \$200 in aid of this Association, and by incorporating an account of its proceedings in his Annual Report.

6. Your Committee are glad to note that some Local Associations have followed the example set by this Association in appointing a Committee on Legislation. This they believe to be of great value in bringing the views of the Association directly under the notice of the individual members of the Legislature, and in forming a means of communication between the Legislative Committee of this Association and the Inspectoral districts throughout the Province, and they therefore recommend that the Secretary of this Association be instructed to issue a circular to the Local Associations of Ontario, showing

the benefits which would be likely to result from the general appointment of such Committees on Legislation.

Mr. James Mills, M. A., President of the Guelph Agricultural College, delivered a very able and interesting address on Agricultural Education in Schools, as also did Mr. Johnston, of the Agricultural College.

Mr. J. I. Hughes explained and illustrated, in an interesting and practical manner, the method of teaching Drawing employed in the Toronto Public Schools. A large collection of the results of the system was on exhibition in the hall of the building.

Resolutions adopted: That, in the opinion of this Association, the minimum age for admission to Public Schools should be increased from five to seven years; or if this change be not made, that the students-in-training in the Normal Schools should receive training in the principles and practice of Kindergarten work.

That, in the opinion of this Association, the 29th clause of the Amended School Act of 1879 should be rescinded, or so amended as to place no restrictions on School Boards in providing additional school accommodation where the existing school accommodation is insufficient.

Report of the Committee on Hygiene and Methods of Teaching.

The Committee on Hygiene and Methods of Teaching beg to report that they recommend—

1. That the Minister of Education be requested to prepare a circular of information for distribution in every School Section, to set forth the importance of proper ventilation, lighting and heating of school houses, and with a view of preparing the way to make it obligatory on every School Corporation to secure the approval, by the Education Department, of the plans of any Public or High School building which is proposed to be erected, and the best method of accomplishing the same.

2. That a Committee of this Association be appointed to consider proposed improvements in the methods of teaching and school management, for the purpose of submitting them to the Minister of Education, that they may be properly tested by experiment, under the direction of the Education Department, in case such proposed improvements commend themselves to the said Committee, and report to this Convention.

Report of the Legislative Committee on the Superannuation Fund.

The following amended Report of the Legislative Committee on the Superannuation Fund was adopted:

1. In lieu of the present provisions of the law respecting the Superannuated Teachers' Fund, "The Teachers' Retiring Provident Fund," in this Act termed "The Fund," is hereby established, and such Fund shall consist of all sums which may from time to time be appropriated by the Legislature out of the consolidated revenue of the Province, and of all sums hereinafter provided to be paid by all persons entitled to a retiring allowance, as hereinafter also provided.

2. The following are entitled to a retiring allowance, namely: Every male teacher of a Public or Separate School holding a First, Second or Third Class Certificate of qualification under the regulations of the Education Department, or a valid County Board Certificate of the old standard; also every female teacher of a Public or Separate School holding any like Certificate; also every legally qualified master or assistant master of a High School or Collegiate Institute, and every Public or High School Inspector.

3. The conditions on which any such person shall be entitled to the retiring allowance are as follows: Each person must have contributed annually the sum of \$4, with the privilege of paying 8, 12, 16 or 20 dollars per year during service.

4. All persons enumerated in Clause 2 as entitled to a retiring allowance shall be required to comply with the conditions of Clause 3 during each year of the period of their service.

5. The said sum shall be made by way of abatement from the annual apportionment of the Legislative Public School Grant, and the Minister of Education shall in his

certificate to the Provincial Treasurer of such apportionment also state the amount to be deducted from the salary of each person as his or her annual payment to the said Retiring Fund, and all sums so deducted shall be paid into and form part of the "Teachers' Retiring and Provident Fund."

6. All moneys from time to time payable to the said Fund shall be carried by the Provincial Treasurer to a separate account for this Fund, distinct from the consolidated revenue fund, and also any interest accruing thereon.

7. Every person who complies with the foregoing conditions as to contributions to the Fund, may retire from the teaching service, in his discretion, after twenty-five years of actual teaching, or having reached the age of fifty-five, and shall thereupon be entitled to receive an annual retiring allowance equal to the sums which such person has contributed to the Fund, as provided in Clause 2.

8. The interest of any person in the Fund, or in any retiring allowance when granted, shall not be assignable by such person, or be subject to any execution, attachment or process of any court of law or equity, or judge's order under judgment in the Division Court.

9. No retiring allowance shall be made for any period of service of less than ten years, and no person who retires before having served the full period of twenty-five years will be entitled to a retiring allowance, unless it has been established by evidence satisfactory to the Education Department that he has become incapacitated by bodily or mental infirmity from performing his duties as a teacher, master, or inspector, as the case may be, or unless such person has reached the age of fifty-five years; but any such retiring allowance is liable to be withdrawn in any year unless the incapacity continues, and the recipient is annually to present himself to his or her inspector in order that they may report thereon to the Education Department; and any teacher whose disability may cease, and who resumes the service of teaching, will become entitled to the benefits of this Fund when such person again retires.

(2) Any teacher or inspector upon reaching the full age of fifty years shall be entitled to his or her retiring allowance, notwithstanding the periods hereinbefore provided have not been fully served by such teacher or inspector.

10. No person shall be entitled to receive back any sum contributed to the Fund, but in case of the decease or after two years' continued disability of such person without his or her having been placed on this Fund, he or she, or his or her wife or husband as the case may be, or other legal representative, shall be entitled to receive back all sums paid by him or her into the Fund, with interest at the rate of five per cent. per annum.

11. The period or periods during which any teacher, before the passing of this Act, has been engaged in teaching, shall be allowed for as if served under its provisions, and any payments made by him on account of the former "Superannuated Teachers' Fund" shall be considered and taken as payments made *pro tanto* to the Fund hereby established, and any sum which is required to be paid to equal the amount annually payable to the Fund under this Act may be made up by payments in five equal annual instalments after the passing of this Act, or as otherwise provided by the regulations of the Education Department; but those persons enumerated in Clause 2 as entitled to participate in the Fund, and who have not been compelled by any former Act to contribute thereto, shall be permitted to comply with Clause 3 for the period of service already completed.

12. The allowance to teachers who are now on the list of those superannuated, under the provisions of any former law, will continue to be paid to them under and subject to the conditions thereof.

It was also *Resolved*: That any scheme for the superannuation of teachers do also contain provision for the widows and children of superannuated teachers, the extent of such provision and the conditions thereof to be determined by the Minister of Education.

Public School Section.

Mr. Spence read the following Report, which, after discussion, was adopted.
Report of the Committee appointed at the last meeting of the Public School Section

of the Ontario Teachers' Association, to lay before the Minister of Education the following resolutions :

1. That the discretionary power given to Public School Inspectors to permit Third Class Teachers, holding Intermediate and Third Class Certificates, to go up for their professional training for a Second Class Certificate, at the end of a year's experience in teaching, should be withdrawn.

2. That the present method of granting permits and permanent certificates to Third Class Teachers, is liable to abuse, and should be altered so as to afford a reasonable guarantee that those teachers securing these privileges are worthy of them.

3. That the vote for Public School Trustees should be by ballot.

4. That the age of candidates on entering the profession should be—for females eighteen (18), and for males twenty (20) years.

5. That twenty-five years' service in the profession, or having attained the age of fifty, entitle a teacher to superannuation.

6. That no teacher who retires before ten years' service be allowed a refund of more than ten per cent. of his payments to the Superannuation Fund.

7. That the allowance to superannuated teachers be increased, and, if need be, that the yearly subscription be increased also.

8. That provision be made for the widows of superannuated teachers.

9. That rotation of Examiners, applied to the various Departmental Examinations, would add to the improvement of education throughout the country.

10. That, in the opinion of this Section, it would be to the advantage of the Province to retain the apparatus part of the Depository for the present year.

The Committee, consisting of Mr. McAllister, Mr. Spence, and Mr. Doan, had no less than three interviews with the Minister of Education to discuss the foregoing resolutions with him. On the 8th of January last they laid them before him. In regard to the first, he pointed out that Inspectors had now no discretionary power, as the Department had decided, by regulation, that all candidates for Second Class Certificates might be admitted to professional training after one year's experience in teaching. He admitted that it was an open question whether the term was too short or not, and said he did not consider the present regulations as unalterable ; and upon the urgent representations of the Committee, he gave them to understand that the term of service should be lengthened so soon as the supply of teachers would warrant it.

He assured the deputation that strict enquiry was made in every case before a permit was granted. When the Inspector did not certify a scarcity of teachers as a reason for the application for a permit, it was refused. The number was yearly decreasing, and he hoped permits would soon be things of the past, except in the remote districts.

He was, on principle, opposed to secret voting, and therefore could hold out no hope of proposing to introduce the ballot into School Trustee elections.

He admitted the desirability of making a higher limit for the age of both male and female candidates for the teaching profession, but doubted whether the respective ages should be twenty and eighteen, or nineteen and eighteen.

He did not think any good purpose would be gained by retaining the apparatus portion of the Depository, as articles of a better quality, and at less price, can be got from private dealers.

He had already adopted the principle of rotation of Examiners, and proposed to have more Public School Inspectors among the sub-examiners. The fitness of Public School Masters to act as sub-examiners was brought before him, and he promised to give the matter his consideration.

The remaining, and indeed the main portion of the interviews the Minister granted the Committee, was taken up in discussing the Superannuation scheme. The views of the Public School Section were first laid before him. He then submitted a scheme of his own to the Committee, and finally he asked them to lay any plan they could agree upon before him, and he would give it fair consideration.

The Committee gave a good deal of time and labour to the matter, and finally submitted to the Minister a scheme, of which the following are the principal features :

An annual compulsory contribution, on the part of all male teachers in our Public

Schools, of two per cent. of their salaries. An annual allowance to superannuated teachers of two per cent., or one-fiftieth of the average annual salary. Teachers to be allowed to retire and participate in the Fund after twenty-five years' service. No allowance to be made for more than thirty years' service, nor for less than ten, except in case of disability. No deductions to be made from the Fund in favour of those who retire before being entitled to an allowance. Those teachers who do not contribute to the Fund, to pay an annual fee of not less than two dollars, which should go to the purposes of the Fund. Training in the Normal School to be accounted as part of the term of service. Provision to be made for the widows of superannuated teachers. Those teachers who receive less than three hundred dollars per year, to have the privilege of making an annual contribution large enough to entitle them to a pension on a salary up to that amount.

The Committee thanked the Minister for his patient consideration of the matter it was their duty to bring before him, when they finally withdrew.

Mr. J. Duncan delivered an address on Model Schools and Model School Work.

The Committee appointed to draft resolutions embodying the views of the Section on the question of Over Supply of Teachers, submitted a series of resolutions, which, as amended and approved, are as follows :

That distinguished success in teaching should entitle any teacher to promotion to a higher grade of Certificate, without examination, at the discretion of the Minister of Education.

That all candidates who write at Examinations for Second Class Certificates, be required to take the Science Group in the Intermediate Course.

That the period of Model School training should be materially lengthened.

That all students-in-training at the Model School be required to pay a fee of ten dollars, half of which shall be refunded to unsuccessful candidates, and the unrefunded portion to go to the support of the Model Schools.

That permits, except in remote and thinly-settled districts, should be abolished.

That all persons going up for Teachers' Examinations shall pay a fee of ten dollars, said sum to go towards defraying the expenses of examination, and the balance to be placed in aid of the Superannuation Fund—no further fee being charged for passing to a higher grade.

High School Section.

On the subject of the memorandum submitted by the Minister of Education for consideration, the following resolutions were adopted :

1. That in the opinion of the High School Section, the fixed grant to High Schools should be one-fourth of the amount paid annually for teachers' salaries.

2. That a portion of the grant should be distributed on general average attendance, and that a small sum, say \$3 per pupil, should be granted on the average attendance, during the preceding year, of those who pass the Intermediate Examination.

3. That Collegiate Institutes should continue to exist, but that the basis of establishment and continuance should be broadened by including girls as well as boys, and by recognizing other studies as well as Latin and Greek.

4. That no school should receive a total grant of less than \$400, or more than the highest sum paid to any school this year.

5. That it is desirable that a minimum fee of, say, \$5 per annum, should be established in all High Schools, provided some arrangement be made to meet the case of those towns which contain High Schools and whose Public Schools contain no fifth and sixth classes.

6. That the standard for admission to High Schools remain as at present, but that some suitable elementary text-book in English History should be prescribed for Public Schools for use in preparation for the Entrance Examination to High Schools.

7. That it is desirable that the course of study prescribed for the lower school should be revised, so as to make it more flexible, especially in the case of girls, and to secure the payment of greater attention to the higher English branches.

8. That the amount of Latin and French prescribed for the Intermediate in 1882 is

too great, and that the programme should be amended by striking out *Cicero Pro Archia*, or some equivalent, and a portion of the French.

9. That this Section re-affirms the opinion expressed by it last year, that the tendency of the Intermediate Examination has been and is to give undue prominence to Mathematics, and to prevent other subjects, such as Reading, Writing, and Composition, from receiving that attention which their importance entitles them.

This Section preferred not to offer any opinion regarding United Boards.

Public School Inspectors' Section.

The following resolutions were passed :

Whereas it is by law the duty of Public School Inspectors to inspect the accounts, classes, and working of Mechanics' Institutes ;

Whereas the work involves considerable travel, labour, responsibility and time ;

Whereas the labour involved does not depend upon membership, nor to any considerable extent on the obtaining of the Government Grant to each institute ; and

Whereas the responsibility and time of Inspectors are worth at least five dollars a day and travelling expenses :

Resolved,—That the remuneration proposed is wholly inadequate, and that the treatment of Inspectors in setting their services aside in 1880, and then in 1881 insisting upon their doing the work of inspection for remuneration, which, when reduced by reasonable allowance for horse-hire and other expenditure, does not equal that made to ordinary day labourers, is not worthy of the usually reasonable and considerate course of the Education Department.

Resolved,—That, in the opinion of this Section, it is desirable that the Non-professional Examination of teachers be separated from the High School Intermediate Examination as at present established.

1. To provide for examination of candidates for Teachers' Certificates in the subjects of reading and penmanship.

2. To abolish the option of taking Latin, or French, or German, in lieu of the Natural Philosophy Groups.

Resolved,—That in the opinion of this Section the professional training of First and Second Class Teachers is quite defective, and the attention of the Hon. the Minister of Education is hereby respectfully directed to the necessity of a thorough investigation into the character of the lectures delivered in the Normal Schools, and into the methods of teaching practised in the Model Schools.

Resolved,—That it is the opinion of this Section that Clause 29 of the amended School Act of 1879 should be repealed, as detrimental to the best interests of education.

Resolved,—That whereas the present method of extending Teachers' Certificates has proved unsatisfactory ; therefore, in the opinion of this Section, the power of extending such Certificates should be vested in the County Boards of Examiners ; that the said Boards of Examiners should be empowered to require candidates for such extensions to attend any one of the Departmental Examinations or not, at their discretion.

Resolved,—That whereas in several counties there is at present a scarcity of teachers, this Section would respectfully recommend that in these the Boards of Examiners be authorized, on representing their necessities, to grant Third Class Certificates, on receiving the necessary Model School training, to a sufficient number selected from the best of those rejected at the Intermediate Examination held in such counties, in order to relieve such scarcity ; and for this purpose the Boards, on application to the Department, be furnished with the marks obtained at this Examination.

Resolved,—That in the opinion of this Section it is unnecessary to have the marks returned for every question in the Entrance Examination Report, as these marks are put on the papers of the candidates, which are all sent to the Department.

 GLENGARRY TEACHERS' ASSOCIATION.

During the years 1880 and 1881 very successful half-yearly meetings of the Teachers' Association were held in Alexandria. Each meeting extended over two days, and the proceedings were conducted as nearly as possible in accordance with the Regulations of the Education Department.

The exercises consisted principally in the reading of papers on educational subjects, and illustrating various methods of teaching the subjects of the Public School course, followed by discussions in which prominent members took an active part; and as the object constantly kept in view was to make the work engaging the attention of the members, practical, much benefit has been derived by them from their connection with the Association. This is very apparent from their increased efficiency as well as in the improved methods of teaching adopted, which being to a great extent similar throughout the county, the evil resulting from a frequent change of teachers will not be so great as heretofore.

 STORMONT TEACHERS' ASSOCIATION.

The Teachers' Association for the County of Stormont was in successful operation during the years 1880 and 1881. The first meeting for the year 1880 was held in the village of Aultsville, on the 21st and 22nd of May. The number of teachers present was about thirty. Essays were read and discussions held on the following subjects, viz. :—Mental Arithmetic, Reading, Arithmetic, Public School Programme, and Hygiene. A Question Drawer was also opened, which elicited practical remarks on several subjects connected with the teacher's work. A public lecture was delivered on the evening of the first day by the Rev. J. B. Saunders, on "Glimpses of London and Paris."

The second meeting of the Association for the year 1880 was held in the Model School, in Cornwall, on the 11th and 12th of November. The subjects of essays and discussion were the following :—Geography, Teaching Grammar to Junior Classes, School Law and Regulations, Duties of a Teacher, and Hygiene. A considerable portion of both days was occupied in discussing points suggested by "Hughes' Mistakes in Teaching." The number of teachers present was about forty.

The first meeting for the year 1881 was held at Newington, on the 3rd and 4th of February. Number present, about fifty. A considerable portion of the first day was occupied with discussions on various topics connected with school work suggested by "Hughes' Mistakes in Teaching." A public lecture on Sir Walter Scott was delivered by W. A. Whitney, Esq., M.A. The other subjects discussed were, the "Course of Study in the Public Schools," and the teaching of Algebra.

A special meeting for the purpose of considering suggestions regarding the Sustentation Fund was held at Newington, on the 18th of June. Very few of the teachers of the county attended.

The second regular meeting for the year 1881 was held on the 6th and 7th of October, at Newington. Number of teachers present, about forty. The following list of subjects constituted the chief part of the programme :—Short Methods in Arithmetic, Algebra, Notes on the last meeting of the Provincial Teachers' Association, Chemistry, Goldsmith and Cowper. A Question Drawer led to the discussion of several subjects connected with education. A public lecture on the evening of the first day, on the "Achievements of the Age we live in," was delivered by Mr. George Bigelow. Number of volumes in library, about 200.

 DUNDAS TEACHERS' ASSOCIATION

Is known by the name of "The Educational Association of the County of Dundas." Two sessions were held in 1880, and three in 1881. The regular meetings are held in February and September. The regular sessions last two days. The average attendance of members for 1880 was sixty-five; for 1881, seventy-four.

In 1880, seven essays were read, eleven subjects discussed, five addresses delivered, and two entertainments held; in 1881, these exercises were three, eight, nine and one respectively. The membership fee is fifty cents for males, and twenty-five cents for females, annually.

The library of the Association comprises some 115 volumes, exclusive of those recently forwarded from the Department. The catalogue covers all but about \$20 worth received since the catalogue was printed. The catalogue prices of all the books amount to more than \$100. Ninety-seven volumes were taken out by members in 1880.

PRESCOTT TEACHERS' ASSOCIATION.

1880.—Two meetings were held, one at Hawkesbury, June 4th, and one at Vankleek Hill, October 8th. Number of members present at June meeting, forty; number of members present at October meeting, fifty; number of paid members for 1881, twenty-eight. J. Maxwell, B.A., lectured on the evening of June 4th. There was no lecture in October.

1881.—Both meetings were held at Vankleek Hill—the first, June 9th and 10th; the second, October 14th and 15th. Number of members present at June meeting, seventy-five; number of members present at October meeting, fifty; number of paid members for 1881, twenty-two. At the June meeting, Mr. Buchan, High School Inspector, assisted during the day, and in the evening delivered his lecture on "Poetry and Politics" to a large audience in the Presbyterian Church. In October the evening meeting was held in the Town Hall, which was crowded to its utmost capacity. The programme consisted of essays, addresses, and vocal and instrumental music.

At all the meetings papers on teaching were read and discussed.

RUSSELL TEACHERS' ASSOCIATION.

1880.—Two meetings were held—one at Cumberland, June 11th and 12th; the other at Bearbrook, October 1st and 2nd. Number of teachers present at each meeting, fifty; number of paid members for 1880, thirty-three. The Rev. J. May, M.A., I.P.S., County Carleton, lectured at both meetings.

1881.—The meeting was held at Plantagenet, June 3rd and 4th. No second meeting was held, as it was thought well to change the time from autumn to winter. Number present at June meeting, fifty-five; number of paying members for 1881, eighteen. The Rev. J. May, M.A., lectured on the evening of the 3rd June, to a large audience, in the town-hall.

At all the meetings papers were read and discussions held on the best methods of teaching the different subjects on the Public School programme.

DISTRICT No. 1 LEEDS TEACHERS' ASSOCIATION.

The number of members who have handed in their subscriptions to date of the current year is 49. The fee is fifty cents each.

The spring session was held at Brockville on May 24th and 25th, when about sixty teachers were present. The lecturers were Inspectors Bigg and Kinney, and the High School Masters, Messrs. McGregor and Johnston. The subjects treated of and discussed were Arithmetic, Euclid, History, the Superannuation Question, Algebra, Geography, the Half-Time System, Grammar, etc., etc. The Institute was in session the first day from 9 a.m. to 4 p.m.

The second sessional attendance of the teachers is called at Farmersville for Thursday and Friday, November 3rd and 4th next.

 RENFREW TEACHERS' ASSOCIATION.

For the year 1880.—The Association held two semi-annual meetings of two days each : the first at Renfrew, 20th and 21st May ; the second at Pembroke, 14th and 15th October.

At the first meeting a public lecture was delivered on the evening of the first day, by W. Riddell, Esq., B.A., B.Sc. At the second meeting a public lecture, on the evening of the first day, was delivered by Dr. McLellan, I.H.S.

The meetings and lectures were well attended, and, altogether, the work of the Association for the year was successful.

For the year 1881.—The first semi-annual meeting for this year was held at Arnprior, 19th and 20th May ; the second meeting is to be held at Renfrew, on 8th and 9th December inst. At the first meeting a public lecture was delivered by J. May, Esq., M.A., I.P.S., on the first evening. Both the meetings and the lecture were well attended, and the Association continues in a prosperous state.

GRENVILLE TEACHERS' ASSOCIATION.

The Grenville County Teachers' Association, which was founded as a separate Association in 1874—having previously been combined with the County of Leeds Association—continues in a satisfactory state of efficiency.

In accordance with the regulation, it meets twice a year, generally in the month of May or June, and in the month of October, and its session on each occasion continues two days.

When only one Association existed for the United Counties of Leeds and Grenville, the inconvenience and expense of travelling to the place of meeting was found to be a serious drawback. Even now that a separate Association exists for the County of Grenville alone, this inconvenience is considerable, and to obviate it as far as possible the meetings are held successively or in rotation at the three following places—Merrickville, Kemptville and Prescott.

In 1880 the Association met at Kemptville, May 21st and 22nd ; at Prescott, October 14th and 15th. The admission fee is fifty cents, and the payment of this fee being the test of membership, it appears from the records that the number of members enrolled for that year was forty-two, although this does not show the actual attendance at the meetings.

In the present year (1881) the Association met at Merrickville, June 3rd and 4th ; at Kemptville, October 27th and 28th. In consequence of unfavorable weather, the meeting at Merrickville was not very numerously attended, but was, on the whole, satisfactory. The recent meeting at Kemptville (27th and 28th ult.) showed a much better attendance and gave general satisfaction. There were present about fifty or sixty.

In the course of last year (1880) the sum of \$75 was expended in purchasing from the Department the nucleus of a Teachers' Library, embracing at present 123 volumes, with printed catalogue and regulations. The balance of the funds is expended for the necessary printing of notices, for payment for evening lecture, and for the supply of each member with a copy of the *Canada School Journal*.

The fact that in these United Counties, and generally in Eastern Ontario, the great majority of our teachers are young females, renders it difficult, if not unadvisable, to urge *too emphatically*, attendance at the meetings of the Association when not held near the places at which they happen to be residing for the discharge of their duties.

LANARK TEACHERS' ASSOCIATION.

FIRST MEETING.

Almonte, May 21st and 22nd, 1880.

1. General Business.
2. My Method of Teaching Writing. Alfred Devitt, S.S. No. 6, Ramsay.
3. Essay—Want of Connection in Studies. George Berlanguette, S.S. 12, Ramsay.
4. How to Teach History. John McCarter, Almonte P.S. This Paper was published in *Canada School Journal*.
5. Prize System of Our Public Schools. William Hanna, Lanark P.S.
6. Grammar, and How to Teach It. John Raine, Carleton Place P.S.
7. Assigning Lessons. Edward Anderson, S.S. 2, Pakenham.
8. Certain motions of an educational character were then submitted for the consideration of the Association.

May 22nd.

9. Reading. Principal MacCabe, Ottawa N.S.
10. School Management. R. Lawe, Almonte H.S.
11. Conducting Examinations. J. P. Anderson, Balderson P.S.
12. Lesson in Algebra (3rd Class). F. L. Michell, Perth H.S.

SECOND MEETING.

Perth, October 15th and 16th, 1880.

1. General Business.
2. Address by the President. H. L. Slack.
3. Our Dull Boys. J. P. Anderson.
4. Geography. R. Lawe, Almonte H.S.
5. Lesson on Drawing. A. W. Burt, Perth H.S.
6. Reading. J. Bowerman, Pakenham P.S.

October 16th.

7. Lesson on Vulgar Fractions (Blackboard). H. Beer, Perth Model School.
8. Experiments in Chemistry. Pupils of High School.
9. Auditors' Report.
10. The Complement of Predicate. A. W. Gutridge, Perth S.S.
11. Essay—"The Moral Influence which Our School Should Exert." John Raine.
12. Closing Business.

FIRST MEETING.

Almonte, May 5th and 6th, 1881.

1. Use of Factors. H. M. Boddy, Pakenham P.S.
2. Grammar. R. Whittington, Almonte H.S.
3. General Business.

PUBLIC MEETING.

4. Superannuation of Teachers. Members of Association.
5. Formation of Torpedoes. J. Fawcett, Almonte P.S.
6. Stereoscopic Views. J. Fawcett, Almonte P. S.

May 6th.

7. Election of Officers.
8. Half-Hours with the Microscope. T. B. Caswell.
9. Elementary Arithmetic (Blackboard). J. J. Birchard, Perth Coll. Inst.
10. Fourth Book Literature (Practically). John Raine.
11. Closing Business.

SECOND MEETING.

Perth, October 14th and 15th, 1881.

1. President's Address.
2. Elementary Arithmetic continued. J. J. Birschard.
3. Class in Grammar. John McCarter, Almonte P.S.
4. Gleanings. J. S. Jamieson, Carleton Place H.S.
5. Composition. T. O. Steele, Perth M.S.
6. Fourth Book Literature. Members of Association.
7. History (Practically). A. W. Gutridge.
8. Retention of Ideas. R. Whittington.
9. Mood in Grammar. J. A. Clarke, Smith's Falls H.S.
10. Drawing continued. A. W. Burt.

FRONTENAC TEACHERS' ASSOCIATION.

The County of Frontenac Teachers' Association met at the Court House, Kingston, on Friday and Saturday, the 28th and 29th ultimo, when papers were read and addresses given on the following subjects, namely:—The Claims and Privileges of the Public School Master; Teaching Decimals; Physiology in School, how it should be taught; Reading; English Orthography from the Teacher's Point of View; and Horner's Method of Division.

Reports were received from the delegates appointed to attend the meeting of the Ontario Teachers' Association. A question drawer was opened, and replies to the queries were given by members of the Committee. Most of the papers elicited more or less discussion. Owing to the unfavourable weather the attendance was not so good as usual, yet the meeting proved satisfactory.

LENNOX AND ADDINGTON TEACHERS' ASSOCIATION.

With regard to our Teachers' Association, in 1880 there were 104 members enrolled. During the year there were two meetings—one in April, and one in October—at both of which there was an excellent attendance, notwithstanding the extremely inconvenient shape of this County, and the consequent trouble and expense to which teachers are put in attending.

For this year (1881) there are 96 members enrolled; and there have been two meetings—one in May, and one in the present month—both of which were well attended. At all our meetings the exercises have been of a decidedly practical character, dealing chiefly with methods of teaching and school management.

In connection with the Association excellent evening lectures were delivered—last year by Samuel Woods, Esq., A.M., and Professor Wright, of Albert College; and this year by J. M. Buchan, Esq., A.M., and Professor Dupuis, of Queen's College. Our teachers appear to take a hearty interest in the work of the Association, and they have been greatly benefited by the exercises which they have witnessed at the semi-annual meetings.

The library in connection with the Association is tolerably well patronized, especially by the teachers near the town.

Our teachers feel very grateful for the kind interest taken by the Honourable the Minister of Education in their work, and for the pecuniary aid which he has secured for the Association.

NORTH HASTINGS TEACHERS' ASSOCIATION.

In 1880, three meetings of the Association were held in Madoc. Each of two of these continued for two days, and the third was held on a Saturday.

At these conventions there were discussions on the methods of teaching the following subjects, viz. :— Junior Arithmetic, Reading to Second and Third classes, Geography, Junior Geography, Literature, Grammar, Writing, Arithmetic, Algebra, Reading to Juniors, Elementary Grammar. In addition, the following topics were discussed, viz. :— School Drill ; Teaching, How to make School Attractive ; Morals and Manners, Written Examinations ; and lectures, in the evenings, were delivered by High School Inspector Buchan and Professor Wright, Albert University.

In 1881 there were held a one-day meeting, and two which lasted for two days. Among the subjects discussed were the following, viz. :—Method of Teaching Writing, Practical Arithmetic, Geography of Ontario, Method of Teaching Composition, Spelling, Railway System of Ontario, Method of Teaching English History, Method of Teaching Reading, Method of Teaching Canadian History, Method of Teaching Grammar, Quarterly Examinations, Uniform Promotion Examinations. In addition, addresses on practical subjects were delivered by visiting Inspectors and by myself, and a lecture on Professional Enthusiasm was delivered by Dr. Jaques, President of Albert University.

Generally, our meetings are made attractive by music and readings. During the current year, a system of Uniform Promotion Examinations has been established under the auspices of the Association. These examinations are for promotion to the Junior Third, Senior Third, Junior Fourth, Senior Fourth, and Fifth Classes. For entrance to the first two of these classes, the examinations are held in each school-house, and are under the control of the teacher, who is, however, guided by regulations adopted by the Association. The examinations for promotion to the other classes are held at three central points, and are conducted by committees appointed by the Association, but the answers of the candidates are read and valued by a committee of examiners, who perform their work at Madoc, on a day fixed upon by the Association. Printed questions (one for each candidate) are supplied for all the examinations, and writing paper for the examinations for promotion to the fourth and fifth classes.

The expenses connected with printing of examination papers, circulars, etc., are defrayed partly by the Association and partly by the School Sections whose pupils are examined. For this purpose each Board of Trustees is requested to contribute seventy-five cents.

For obvious reasons, we have not attempted to apply the system to the schools in the new townships north of Madoc township. A number have voluntarily adopted it, however.

The plan is, of course, an experiment, but its success is assured. It has met with the support of the majority, and the active opposition of none. In connection with the Association there is a carefully selected library containing nearly 300 volumes.

Fifty of our members are subscribers to two professional periodicals—*The Canada Educational Monthly* and *New York Teachers' Institute*. These are supplied by the Association for \$1.65 yearly.

During 1880 there were 50 members. At present we have 53 members who have paid their fees. We recognize no non-paying members. Our annual fee is fifty cents. The average attendance at our meetings is from 60 to 80.

Since its establishment in 1874, the Association has been one of the most effective means used for the elevation of the schools. It has grown steadily in usefulness, and its decrease would be productive of great injury to our schools.

Our efforts to increase its beneficial influence have been materially hampered by poverty. The grant obtained from the Department has been of great service, but no grant has, so far, been given by the County, chiefly because it has not been asked.

SOUTH HASTINGS TEACHERS' ASSOCIATION.

The first semi-annual meeting of the South Hastings Teachers' Association for 1880 was held in the Central School Building, Belleville, on Thursday and Friday, May 20th and 21st.

It was a good, practical meeting. One hundred and twelve teachers out of one hundred and twenty were present. The roll was called each morning and afternoon.

The second meeting of the year was held in the same building on Thursday and Friday, October 28th and 29th, beginning each day at nine o'clock.

This was an excellent meeting, being very practical and useful to all Public School teachers, and the good results could be seen in the schools. The roll was called each morning and afternoon. The time was profitably spent, and no discussions foreign to the subject in hand were allowed. Out of 120 teachers, 114 were punctual and regular in attendance each day.

The first meeting of 1881 was held in the same building on Thursday and Friday, 2nd and 3rd June, beginning each day at nine o'clock.

The teachers took up all the subjects in a very able and practical manner. There was no waste of time, and every teacher on time with note-books. They take full notes during the discussion of a subject by the one appointed, and questions are allowed to be asked at the close.

An excellent lecture was delivered in the City Hall in the evening of the first day by the Rev. Dr. Jaques, on Mental Gymnastics, to the teachers and others. It was the best lecture on education ever delivered in the city.

The second meeting of the year was held in the same building on Thursday and Friday, September 29th and 30th. There was a large attendance, as usual. The teachers were punctual and regular, and the meeting was considered by all to be one of the best, if not the best, ever held in South Hastings. There were 116 teachers present out of 120, and the four who did not appear sent notes to the effect that they were sick, and unable to be present.

The teaching of many of the subjects was illustrated by classes from several of the schools in the country. A lecture was to be delivered by the Rev. Dr. Jeffers, but a short time before the time for the lecture he was taken sick.

The monthly conventions held from 1871 up to the time of the new regulations did a vast amount of good, as well as the conventions held in the different townships.

PRINCE EDWARD TEACHERS' ASSOCIATION.

There are about 85 teachers in the county, all of whom are considered members of the Association, without the payment of a fee, and who attend the semi-annual two days' conventions held in May and October of each year. The programme consists entirely of practical explanations of the several subjects required to be taught in each school, which are given by members of the Association, aided by leading educationists of the Province. Last year R. Lewis, Esq., and Dr. McLellan were employed to give lectures before the Association, and this year Mr. Buchan, late High School Inspector, came to our assistance. The Association has no income except what is derived from the Government grant. There is in connection with the Association a library of about three hundred volumes, open to all members, and kept at the residence of the Inspector. It is very well patronized. A large portion of the books are on the best methods of teaching, and the rest are mostly works of general information. It is but fair to say that most of the library was purchased by the proceeds of the annual Teachers' Excursion, before the grant was given by the Legislature. The custom of having an annual excursion is still kept up.

The Association is very useful. It is observable that those most regular and punctual in their attendance at its meetings are the most successful teachers in the school-room.

DURHAM TEACHERS' ASSOCIATION.

The Teachers' Association for the County of Durham numbers about 90 members, and the attendance of members is usually about 80. Many who are not teachers also

attend. Conventions are held each half year. The exercises consist of the discussion of topics connected with the teachers' profession, the teaching of classes, and public lectures.

While these meetings are interesting and beneficial, especially to young teachers, they would be far more useful if some competent person were appointed to conduct a Teachers' Institute once a year in each county. Our Association furnishes an educational journal to its members at twenty-five cents per annum. The Government Grant is of great assistance to us. The County Council gives nothing.

EAST VICTORIA TEACHERS' ASSOCIATION.

Two conventions were held last year—one at Bobcaygeon, the other at Lindsay. This year there have been two conventions—one at Omeme, the other at Lindsay. The intendance generally has been satisfactory. At the convention held on the 4th and 5th instant all but fifteen of the teachers were present. The subjects discussed were of an attesting character, and calculated to advance the efficiency of the schools. The library is not as much used as it ought to be.

ONTARIO (COUNTY) TEACHERS' ASSOCIATION.

In 1880 we had 50 members belonging to our Teachers' Association; fees of membership 50 cents per annum.

The *Canada School Journal* and the *Educational Monthly* are supplied to the members at 75 cents for both, per annum, out of the general fund.

We have discussed the best methods of teaching the different subjects of the Public School programme, and also school discipline, management and government.

Lectures have been delivered on various educational topics; as "The Influence of the Teacher," "The Value and Acquirement of Knowledge," etc.

NORTH YORK TEACHERS' ASSOCIATION.

The members paying fees in 1880 numbered about 30, and this year over 40. The number who attended the semi-annual conventions last year was nearly 60, and this year the number has increased to over 60; while the attendance of High School students and friends of education at the regular discussions has also largely increased, making the regular sessions average from 60 to 100. At the public meetings on the evening of the first day the largest room of the Model School is usually crowded. Owing to the distance some teachers have to travel, and the early hour at which the only available train leaves in the afternoon of Saturday, the session of the second day is considerably smaller.

The character of the work done at the conventions is invariably of a practical kind, and is usually accompanied with practical teaching and blackboard illustration. The aid of leading educationists has been secured at every convention of late. Among these may be named Mr. Hughes, P.S.I., Toronto; Mr. Scott, Provincial Model School; Mr. and Miss Lewis, Elocutionists; Dr. McLellan, Mr. J. M. Buchan, etc., etc.

The subjects taken up at our convention last week were:—

Teaching Reading and Speaking, Miss Lewis.

Best Methods of Teaching a Child How to Read.

Reading, by Convention.

Subjunctive Mood.

Drill and Calisthenics.

Simple Rules in Arithmetic.

Elementary Music.

School-room Hygiene.

Methods of Teaching Geography.

From opinions expressed by some present, and from observation, it is apparent that the Association is growing in interest and usefulness. It offered, during the closing year, to supply the *Canada School Journal* to paid-up members for 25 cents, paying the balance on club rates out of the funds of the Association. For next year it is proposed, at the same rate, to supply members with two educational monthlies.

The library, though containing many valuable professional works, is not used so extensively as its merits deserve.

NORTH SIMCOE TEACHERS' ASSOCIATION.

With respect to the Teachers' Association, it is in a most flourishing condition.

Two half-yearly meetings were held within each year, as required by law, of which the following sketch is appended:—

May 13th and 14th, 1880.

1. Under what circumstances, if any, should Third Class Certificates be extended or endorsed? Miss W. B. Harvey, D. Finlayson, Geo. Sneath, R. McKinnell, J. Matthews, W. A. Furlong.
2. Proper place of Fractions in teaching Arithmetic. D. McKay.
3. Address on Modern Science. H. S. Spotton.
4. Simultaneous Examinations for Promotion in all the Schools. G. McKee, J. B. Carruthers, W. C. Gardiner, S. Finney. J. Hewgill.
5. Algebra. Inspector McLellan.
6. Tonic Sol-Fa method of singing. Miss Porter.
7. Grammatical Difficulties in "Traveller" and "Elegy." Mr. Williams.
8. Influence of Entrance Examinations. R. R. Tennison, N. J. Campbell, S. H. Smith, J. Cartwright, J. Callaghan.

September, 1880.

1. On the proper management of County Associations. W. L. Parker.
2. School Legislation. W. B. Harvey.
3. Professional Examinations. M. V. Lynch.
4. Defects in Simultaneous Examinations. Open Discussion, led by Inspector.
5. Marking in schools. Geo. Sneath.
6. School Discipline. Mr. Tennison.

May 19th and 20th, 1881.

1. Report of Committee to Central Association. Mr. Harvey, Mr. Hunter.
2. History to a Class IV. F. J. Gillespie.
3. How to Teach Geography. J. B. Carruthers.
4. The Necessary Connection of Elocution with Good Reading. Miss Sanford.
5. School Management. Inspector Ross.
6. Rewards and Marking. Mr. G. E. Sneath.
7. Object Lesson Teaching. Miss Eva Lee.
8. Grammar to Form III. Mr. Geo. McKee.
9. Tonic Sol-Fa System of Music. Miss Porter.

September 29th and 30th, 1881.

1. Educational Journals. Open Discussion.
2. Discipline: How Lost; How Maintained. R. R. Jennison.
3. History. Mr. Tait.
4. Order and Management, Elements of. W. A. Furlong.
5. Writing. J. Hume.
6. New Constitution. Open Discussion.
7. Report of Delegation. Mr. Parker.
8. English Literature. Mr. Williams.

Our grant has enabled us to make a most generous offer to our teachers with respect to the taking of different educational journals, and the result has been a very lively interest in that class of literature, and a much more intelligent appreciation of the end and aim of teaching, and a more thorough mastery of the principles which should govern it. Teachers' Associations are doing very great good, and your Department would accomplish much by preparing a circular, and sending to Inspectors for general distribution, in which it was distinctly stated that every teacher would be *required* to attend, and that Trustees were to see that they did so if possible. An opinion prevails, to a larger extent than is generally believed, that these meetings are simply an excuse for the teachers to meet together as a mutual admiration society and to enjoy themselves. To remedy this state of things we are endeavouring to secure the attendance of Trustees at the meetings, and already much good has been done. Next meeting it is intended to discuss certain questions from their standpoint, and to invite them to prepare papers.

Our attendance has been each day from 80 to 120, speaking very highly for the interest among the teachers. As, however, the entrance or membership fee is very small, this represents only a small amount of money, but with the grant we have been able to keep out of debt, except to our officers.

HALTON TEACHERS' ASSOCIATION.

1. It has been the practice of the Association, for some years past, to meet at the following places in rotation, viz. :—Milton, Oakville, Georgetown, Acton and Burlington. The citizens of these places have shewn a warm interest in the Association, and have greatly aided in making the meetings successful, by their hospitality to the members, and by their attendance at the various sessions.

2. The Association meets semi-annually, in the months of February and October. The meetings extend over two days and a half. On the first and second days, morning, afternoon and evening sessions are held. The morning and afternoon sessions are devoted to the reading of papers, and to the discussion of subjects pertaining to Public School work. Committees also are appointed to prepare reports on matters affecting the welfare of the schools, the pupils, or the teachers. For example, reports on school equipment, truancy and absenteeism, teachers' residences, and the Superannuation Fund, have been considered. The lectures in the evening have been uniformly interesting and successful.

3. It has been the aim of the management committee to make the meetings of practical service to the teacher in the school-room, and to bring into sympathetic union the teachers and the people.

4. The number of teachers present at the first meeting held in 1880 was 61; at the second, between 50 and 60. These numbers were increased in 1881. At the first meeting 71 teachers were present, and at the second 66.

BRANT TEACHERS' ASSOCIATION.

The membership of the Institute is about 120. The attendance during the past nine years has been usually good, and the work done of great advantage, especially to the young teachers.

In 1880 two meetings were held, each extending over two days. The first was on Friday and Saturday, the 4th and 5th June; the second was on Friday and Saturday, the 19th and 20th November. In 1881, the first meeting was on Friday and Saturday, the 10th and 11th June. The second meeting will be held on the 18th and 19th of November, prox. I enclose the programmes, as showing in brief the character of the work done at these meetings.

 LINCOLN TEACHERS' ASSOCIATION.

Two meetings were held in 1880—one in May and the other in October. The register shows 115 teachers to have attended the first, from county, city, and outside. The second meeting, owing to foul weather, was not so largely attended. Outside assistance was given from Messrs. J. L. Hughes, W. Scott, George W. Ross, M.P., Professor D. C. Bell, and others.

In 1881, the first meeting was held in May, conducted by J. M. Buchan, M.A., Mr. Eckert, of London East, and others from our own locality. About 110 teachers were in attendance.

Instead of a second meeting, we are holding a series of Township Institutes, with very great advantage, (1) in securing a full attendance of teachers, none absenting themselves; (2) in being able to use a school in actual session for our illustrations; (3) in securing assistance from many persons who would not venture to help at a county meeting; and (4) in being able to take up the actual difficulties of the teachers, they being more free in stating them on such occasions.

Five such meetings have now been held here, and I have no hesitation in saying that they not only accomplish all that the county meeting could have done, but exceed it in usefulness in some respects.

 WELLAND TEACHERS' ASSOCIATION.

1880.—*Meetings*.—The County Teachers' Association held two meetings during the year 1880, the first at Port Colborne, and the second at Clifton.

Attendance.—The number of teachers in attendance at the first meeting was about 80, and at the second about 60.

Receipts.—The receipts comprised the Government Grants alone, amounting to \$50.

Expenditure.—The expenditure for all purposes amounted to \$23.98.

1881.—*Meetings*.—Two meetings have been held—one at Welland, and the other at Thorold.

Attendance.—About 85 teachers were present at the first meeting, and about 55 at the second.

Finance.—The receipts to date amount to \$25, and the disbursements are between \$45 and \$50.

Work of Association.—As to the work of the Association, it is difficult to speak. To say that it has been largely useful would be over-estimating its value. Whether the practical benefit is proportionate to the annual grant and the expense of attending, is a question which is open to argument. It is doubtful, however, if the cause of education would have suffered from a want of the Association.

The meeting together of persons belonging to the same calling may be made to be advantageous; but when individuals, overlooking the objects for which such meeting is designed, employ means calculated to cause it to subserve purposes quite different from its legitimate objects, and the time to be uselessly employed, it becomes a question whether, instead of being a benefit, it is not, on the contrary, an evil.

For training purposes, a well-conducted Model School would no doubt quite supersede the usefulness of a Teachers' Association, and the most certain way to affect the schools favourably is to give the teachers as thorough a training as possible before granting them certificates, and with a view to this the new Model School Regulations are a step in the right direction.

 HALDIMAND TEACHERS' ASSOCIATION.

During the years 1880 and 1881 the regular semi-annual meetings of the Haldimand Teachers' Association were held. The regulations governing Teachers' Associations, and approved of by the Hon. the Minister of Education, have been fully complied with. The attendance of the teachers at these semi-annual meetings was all that could be desired.

The Association is doing a good work, inasmuch as it tends largely to improve and unify the system of instruction in all the schools throughout the county.

We have in connection with the Association, a Teachers' professional library of 167 volumes.

Up to the present year the Legislative appropriation has been duly received, but since the organization of the Association only one grant of \$50 has been received from the County Council.

NORFOLK TEACHERS' ASSOCIATION.

In 1880 two Institutes were held—the first on February 13th and 14th, at which the attendance aggregated (118) one hundred and eighteen; the second was held on July 2nd and 3rd, 1880, the attendance at which was (77) seventy-seven.

In 1881 there were also held two Institutes—first on February 4th and 5th, 76 teachers being present; the second on June 30th (lasting only one day, for reasons previously explained by Inspector), at which the attendance was about (70) seventy.

In the latter part of 1880 the Association expended over \$30 in purchasing books for a professional library, and have since added several volumes. The library now consists of some 60 volumes.

At the various Institutes held by the Association, the time has been occupied chiefly with discussions of the various methods of teaching the subjects of the school, and in considering other matters of interest to the profession.

It has been the endeavour to make them as useful and practical, and, at the same time, as interesting as possible.

Several of the clergymen and others of the town have contributed and read papers on various educational topics.

In connection with the several meetings of the Association, public meetings have been held and addresses, papers, readings and music have formed the evening's entertainment. The object of such meetings has been to arouse a deeper interest in the public mind in regard to educational matters.

Altogether the Association is in a very good condition.

Observations by Inspector Wadsworth.

There is some difficulty in getting up an attractive programme every six months. In fact, the subjects have been worn threadbare. We want a "new departure" in these Institutes. Perhaps an Institute held yearly in some central town, at which the teachers of four or five counties could meet and hear addresses from first-rate men, in addition to their own contributions, might work well. It would do us good to get out of our own county groove. There would be more mental friction. Something is needed.

OXFORD TEACHERS' INSTITUTE.

1880.—Two Sessions. Attendance 100, at least, each.

EXERCISES.

First Session.—First Day. Forenoon—(1) Normal Institute—Subject "School Discipline."

Afternoon—(2) "Infinitive Participle and Gerund"—Head Master, Ingersoll H.S.; (3) Algebra, "Quadratic Equations"—Assistant Master, Ingersoll H.S.; (4) Address, "The Pulpit and the School-House"—Rev. Mr. Carson.

Evening—Professor Bell—Readings.

Second Day. Forenoon—(1) "Resolution of Forces;" (2) Lecture, "Reading"—Professor Bell.

Afternoon—Address, "Order of Development of the Faculties of the Mind"—Rev. Mr. McEwen; (3) "Gravity."

EXERCISES.

Second Session—Similar to those of First Session.

1881.—Two Sessions. Attendance averaged 100 each.

EXERCISES.

First Session—(1) Discussion, "Superannuated Teachers' Fund;" (2) Essay, "Education;" (3) "Time Table;" (4) "History;" (5) "Geography;" (6) Essay.

Evening—Addresses, Inspector Butler (Elgin), Rev. Mr. Carson; Recitations and Music.

Second Day—(1) "Music in Public Schools;" (2) Lesson on "Literature;" (3) "Incomplete Verb;" (4) "Difficulties in School Discipline, How to Deal with Them;" (5) "How to Stimulate Indifferent Pupils;" (6) "School Hygiene," by a member of the Medical Profession.

Second Session.—First Day. (1) Algebra, "Factoring;" (2) Arithmetic, "Fractions;" (3) Lesson, "Fourth Book Literature;" (4) "How to Teach History;" (5) "Reading"—G. W. Ross, M.P.P.

Evening—Lecture, Mr. Ross.

Second Day—(1) "Teaching Writing;" (2) Essay, "Errors in Discipline;" (3) "Teaching Linear Drawing in Public Schools;" (4) "Chemical Experiments;" (5) "School Management," Mr. Ross.

FEATURES OF MANAGEMENT.

1. Time of the Institute is devoted to practical work, "How I teach the subject" being the motto. After each exercise, *questions* are in order, if bearing on the subject before the Institute, and *short criticisms*.

2. So far as is possible without risking the success of the Institute, "local" talent is used.

3. After the Institute had been fairly launched under the Regulations of the Department, the Inspector withdrew from official connection with the Institute, leaving it in the hands of the Treasurer of the County.

4. The interest is sustained, teachers now looking forward to the Sessions of the Institute with pleasure.

5. There is no doubt that many points discussed at the Institute are bearing fruit in the school-room.

6. The Sessions are remarkably free from all signs of jealousy, or other causes of contention among members.

7. Members assigned work for the Institute are gradually overcoming the tendency to exhibit a knowledge of the subject, and are substituting instead thereof *methods of teaching the subject*.

8. No pressure has been brought to bear on teachers or trustees with the view of securing attendance of the former. Trustees as a rule are ready to attend when a good programme of work is published, and are willing their teachers should close school in order to attend the Institute.

WATERLOO TEACHERS' ASSOCIATION.

1880.—This Association was in a most efficient condition during last year. There was a meeting in January and another in September, each lasting two days. The programme consisted of methods of teaching, essays and debates. Number of members, 55; number of volumes in library, 200.

1881.—This Association continues in a flourishing condition. There was a meeting in January and one in September, each lasting two days. The time was taken up in illustrating methods of teaching, and with essays, debates and discussions on questions relating to the profession generally. Number of members, 71; number of volumes in library, 241.

DUFFERIN TEACHERS' ASSOCIATION.

The Teachers' Association in this County was formed on the 25th June last, and was in session for one day, and the semi-annual session for the last half of 1881 was held in Orangeville on the 14th and 15th October. At the first meeting 26 teachers were enrolled as members, and 18 more at the last meeting—44 in all. Every teacher in the county and town was present at the last meeting excepting 4. The last meeting was very interesting, many of the teachers taking part in discussing the best methods of teaching, etc.

The teachers show much enthusiasm in regard to the Association, and it is probable that in a short time we will have one in operation that will be a credit to the County, nearly every member taking some educational paper.

The fee is \$1, and the Association furnishes the educational paper, or 50 cents without, per annum, and, by resolution, the grant from the Department and County Council is to be expended in purchasing books for a Teachers' Library.

NORTH GREY TEACHERS' ASSOCIATION.

1. The Association held two meetings in 1880 and two in 1881, at the last three of which meetings the subjects named in the accompanying programmes were taken up and discussed.

2. At the October meeting of 1880, the question of a Teachers' Library for the Riding was discussed, and the desirability of the establishment of one was unanimously conceded, but the want of funds was then held to be an insurmountable difficulty. This difficulty is, however, being slowly overcome, in a chief degree by subscriptions and by proceeds of entertainments, the amount in hand, and now in the Library Fund, being nearly \$35. When the grant from the Department is received, a Library will be procured at once.

3. At the October meeting of the present year, a broad and comprehensive scheme for the uniform classification of the schools in the Riding was brought up, discussed and adopted, and it is proposed to give effect to it in 1882.

4. Resolutions have also been passed respecting the Superannuation Fund and vacations and other matters.

5. The average attendance of teachers at the meetings is from 50 to 60. The number of members on the roll is 40, of whom 26 have paid their membership fees.

6. The amount of money now in hand for all purposes is over \$35.

SOUTH GREY TEACHERS' ASSOCIATION.

Our annual meetings are held on the last Thursday and Friday of May in each year at Flesherton; and the semi-annual meeting in the early part of October, at Durham, and are usually attended by from 50 to 70 teachers of the Inspectorate.

In 1881 we held two very successful and profitable conventions in May at Flesherton, and in October at Durham. About 70 of the teachers were present, and about \$40 were expended in paying lecturers, who were invited from a distance.

An annual fee of 25 cents is charged, which has been paid by 60 members, each of whom has been supplied, free of any other charge, with a copy of the *Canada School Journal* or the *Examiner*.

The second semi-annual meeting of the South Grey Teachers' Association was held at the town of Durham on the 6th and 7th days of October inst.

The sessions were largely attended, the discussions were practical and highly interesting, and the opinion was generally and freely expressed, that this was one of the most interesting and successful meetings of the Association ever held.

SOUTH PERTH TEACHERS' ASSOCIATION.

During the year 1880 there were two meetings of the South Perth Teachers' Association held, at which John M. Moran, the President, occupied the chair. There were not more than ten per cent. of the teachers of the Riding absent from either meeting, and the attendance on each occasion was increased by the presence of parties interested in, though not connected with, the profession of teaching. At the meeting held on the 12th and 13th March, at Mitchell, we had a discussion on "Spelling," introduced by Mr. Shaw; on "Time Tables," by Mr. McGregor; on "Reading," by Miss B. Oliver; on "English," by Mr. Jolliffe, and an entertainment in the evening under the management of Mr. McNeil, to which the people of the town turned out in such numbers as to fill the town hall beyond its comfortable capacity.

On the 15th and 16th of October in the same year we had a meeting at St. Marys, attended by almost all the teachers of the district and very many "outsiders." The subject of "Writing" was brought up for discussion by Miss B. Oliver; "Grammar," by Messrs. Munro and McGregor; and afterwards we had essays or lectures on "English Literature" and "History" from Mr. Buchan, High School Inspector; on "Primary Teaching," by Mr. J. Dearness, of London; on "Examinations and Certificates of Teachers," by Miss K. Ballantine, of Stratford.

In the spring of 1881 the Association met at Mitchell again, with Mr. S. Nethercott as President, and was addressed by Mr. J. M. Buchan on the subjects of "English" and "History." Dr. Dunsmore's address on "Hygiene" was attentively listened to, and was followed by Mr. Moran's remarks on "Hasty and Superficial Teaching." There were several other subjects discussed, and there was a public entertainment in the evening, Miss Reidy, of Simcoe, being the chief performer, which was very well attended. This meeting, taken altogether, was considered one of the most satisfactory and profitable meetings the Society ever had.

The two Associations of the County united in having a large convention on the 7th, 8th and 9th July, 1881. The "Superannuation of Teachers" was discussed by Mr. A. S. McGregor; "Our Poor Relations," by Mr. Boyle, of Elora; "Canadian History," by S. Woods, M.A., of Stratford; "English," by J. M. Buchan, M.A.; "Elocution," by Miss Lewis, of Toronto; "How to Teach Writing," by Mr. Eckert, of London East. The attendance at this meeting was very large, and its effect very beneficial. There was an entertainment in connection with it.

On the 5th inst. the South Perth Association met at St. Marys, but not half the teachers were present, on account of the very bad weather. Nevertheless, the meeting was not without interest and profit. Besides the election of officers, the following subjects occupied the attention of the teachers present: "Discipline," Mr. Nethercott; "Requisites of a Successful Teacher," John M. Moran; and "Professional Etiquette," Mr. Kirkpatrick.

WEST MIDDLESEX TEACHERS' ASSOCIATION.

There are 112 teachers engaged in this Division, and of these the average attendance at the Association is 90. These meetings are largely attended, considering the inconveniences for travelling and the state of the roads generally. At the annual meeting, usually held in May, the officers and committees are chosen by a vote of the members present, and hold these offices for one year. The Managing Committee are summoned by the Secretary-Treasurer by order of the President, and when collected arrange the programme for the next Association. This usually takes place one month before the Association meets. The programme usually consists of the subjects taught in Public Schools, and the lecturers are chosen from among the best teachers in the division. After each lecture is closed some time is allowed for discussion, thus spurring the lecturer to do justice to his subject. The Association consists of four sessions averaging three hours, during which time the roll is called eight times. The last session is devoted largely to general business, consisting of improvements on our system of promotion, discussing superannuation, report from Ontario Teachers' Association, etc. Our present system of

promotion consists of: The pupils write answers to questions prepared by the Public Schools Inspector, and these answers are read by a central committee of examiners chosen by the Association.

WEST HURON TEACHERS' ASSOCIATION.

The West Huron Teachers' Institute secured the assistance of Mr. G. W. Ross at the February (1880) meeting. Since that time the meetings have been conducted by ourselves. They are held at Goderich and Exeter alternately, so as to suit all the teachers in the District, at least once a year. The attendance has been kept up very well, and the interest seems to increase with each succeeding meeting. We find that teachers will ask questions and discuss subjects when we are alone, and the preference is to fully discuss subjects of importance from which we shall receive benefit. The attendance has averaged at least one hundred, and the results of the meetings are very satisfactory.

P.S.—Upon behalf of the Association, the thanks of its members are returned for the handsome present of books and reports made to the Institute.

EAST BRUCE TEACHERS' ASSOCIATION.

There were two meetings held in each year, one at Walkerton and the other at Paisley. In 1880 the meetings were in June and December, and in 1881 in June and October. Each meeting continued for two days, and consisted of the exercises of a programme previously arranged, and of which the teachers had a month's notice, according to the Regulations. One meeting of each year was conducted solely by the members of the Association, but at the other meeting we were assisted by outside talent. In 1880 we were assisted by Prof. Harrison, who gave us lessons in Elocution, also Readings on Friday evening. In 1881 our assistance was G. W. Ross, Esq., M.P., who lectured on Intellectual Forces on Friday evening, and discussed before the Association, School Management and Routine, Reading, and questions propounded through the Question Drawer.

The exercises contributed by the members consisted of addresses, essays, discussions of approved methods of teaching, particular subjects and educational topics generally, reports, Question Drawer, and the general business of the Association.

We have a library in connection with the Association, but during these years it has not been extensively patronized.

WEST BRUCE TEACHERS' ASSOCIATION.

1880.—This Association held two Sessions, of two days each, in 1880—one in June, and the other in October. There were about 80 teachers present at the June meeting, and the great majority of them took great interest in the programme, which was exceedingly practical. Besides readings, recitations, and two or three excellent essays, there were illustrations given of the most approved methods of teaching the following subjects: Decimal Fractions; Grammatical Definitions; Map Geography, with class; Algebra, "Symmetry;" Mental Arithmetic, with Association formed into a class; Spelling and Dictation, with illustration of method of correcting errors; Map Drawing, with class. There was also an address on Education by the Rev. Mr. Starr.

At the October meeting there were about 70 teachers present. Besides the usual essays and recitations, the following subjects were discussed very creditably: History, Tudor Period; Penmanship; Merit Marks; Percentage applied to Interest and Discount; Fourth Book Literature; Exercise in Pronunciation; Algebra; Mensuration. The Rev. Mr. Pomeroy gave an address on Education, and Rev. Mr. McDonagh gave a very able lecture on "Religion and Science, on the same Basis."

1881.—The West Bruce Teachers' Association held two successful conventions during the current year—one in June, and the other in October. At the June meeting, there were about 75 teachers present, most of whom took part in the work of the Association, and showed their interest in the discussions by remaining till the close. There were addresses given on the Methods of Keeping the daily, general and class

registers; the Duties of Teachers in regard to the preparation of reports; and the Regulations in regard to text-books. The essays were carefully prepared, and, being highly practical, were listened to with great attention. There were also very interesting and valuable discussions on the following subjects: Township Associations and the Best Method of Conducting Them; Corporal Punishment; Recording the Work of the Day; Proposed Regulations in regard to Superannuated Fund. The programme was also interspersed by music and recitations.

There were about 65 teachers in attendance at the October meeting. The following subjects were taken up by different members of the Association: Infinitives and Participles; Vulgar Fractions; Algebra; Agricultural Education; Short Methods in Arithmetic; Canadian History. There was a very valuable discussion on "How to Secure Regular Attendance." G. W. Ross, M.P., dealt with "School Routine," and "How to Deal with Indolent Pupils," in a manner which clearly showed that he is a practical educationist. He also very clearly answered the questions which were found in the "Question Drawer." Mr. Ross gave an excellent lecture in the Town Hall before an appreciative audience.

We have a carefully-selected teachers' library, which adds materially to the interest taken in the Association.

In reviewing the past four years, it may be stated unhesitatingly that this Association has conferred a great benefit on the teachers that availed themselves of its meetings, and contributed in no small degree to the progress made in education in this Inspectoral Division.

ELGIN TEACHERS' ASSOCIATION.

May Session, 1880.—Attendance 100 to 150. Principal lecturer, Mr. Kirkland, of Toronto Normal School.

December Session, 1880.—Lecturers, Messrs. Butler and Millar. Attendance 100 to 200.

June Session, 1881.—Lecturer, Geo. W. Ross.

November Session, 1881.—Lecturer, Prof. Bellows, A.M., C.E., from State Normal School, Ypsilanti, Michigan.

It may be conscientiously said that the Association has never had an uninteresting or an unprofitable Session. The attendance embraces nearly all the teachers from the County of Elgin and the City of St. Thomas. It has been our constant aim to devote the whole time to work of a practical nature; that is, to work that has a direct bearing on the teachers' duties in the school-room; and we have tried to have also in mind the motto of "The greatest good to the greatest number."

The library has been lately increased by the addition of several volumes of Kindergarten literature from the publishing house of E. Steiger & Co., N.Y., and is now valued at \$600. We are endeavouring to have the spirit of the Kindergarten prove a leaven for the work of teaching in all the primary classes and schools.

It is believed by all here that the Association is an important element in our educational system.

EAST KENT TEACHERS' ASSOCIATION.

This Association, held in 1880 and 1881, semi-annual meetings, at which very fair Institute work was done. The enclosed programmes will show the kind of work. These meetings were attended by an average of about 50 teachers. There are 235 volumes in the teachers' library, and the teachers have access to over 400 volumes in the Ridgetown Mechanics' Library. With a view of introducing educational journals to the notice of teachers, 32 copies in all of the following were circulated for one year, viz.: "Canada Educational Monthly," "Canada School Journal," "Hamilton School Magazine," "New York Journal," "Educational Weekly," "New England Journal of Education," "Ohio Monthly," and the "Pennsylvania School Journal." These were in addition to those subscribed for privately by the teachers.

 DISTRICT NO. 1—LAMBTON TEACHERS' ASSOCIATION.

The Association would have had considerable money in the treasury, but the County Council refused to give the usual grant last year, and so far this year. At the last meeting of the Association a delegate was appointed to attend the next meeting of the Council, in December, and lay the claims of the Association before them.

In reference to the work done at the Association, it has been of a very practical character, and must prove a very great benefit to the teachers in the discharge of the duties of the school room. The attendance of teachers is usually very good, but there are some teachers who scarcely ever think it worth while attending the Association; the number, however, is diminishing.

Our next meeting will be held in February, 1882.

 WEST LAMBTON TEACHERS' ASSOCIATION.

All the teachers of the Riding are held to be members, and no fees are charged. Of about one hundred teachers of all kinds in the Division, no more than five or six have not attended any meeting in 1880 and 1881. Some of the High School teachers think they are under no obligation to attend, and occasionally do not, even when the School is closed on account of the Association meeting. The Separate School teachers are in doubt as to their relation to the Association. Some of them attend. At our last meeting over eighty teachers were present in spite of rain and mud, one walking eleven miles to a railway station by 5.30 a.m. of October 13.

Owing to the great distance at which many are apart, it is found very difficult to use our library, although it has been arranged that the Association will pay the postage one way for all books sent out. Some of our members think that lectures by prominent educationists are of more benefit than the library, while a majority think a good educational journal is better than either. During the present year the Association has paid for the *School Journal*, and a copy has been addressed to the teacher of every section, and a parcel to each of the larger schools; but the County Council having refused to make the usual grant for 1881, we have no funds to pay for it for next year.

All who attend regularly at all the sessions are convinced that they are greatly benefited by the meetings; and as some need a little gentle compulsion, we have made an alphabetical list of the teachers, and ten in order are required to say something on the subject marked on the programme sent him. The names are called as they occur on the list after the person appointed to open has taken half the time allotted to the subject. In this way many were got to take part in our last meeting who never had anything to say before, and some of them did much better than others who were wont to talk a great deal, but have now to wait their turn. More good has been done this year by the Association than in any previous one.

 DISSRICT NO. 1—NORTH ESSEX TEACHERS' ASSOCIATION.

Local conventions were held in every Township of the North Riding in May, 1880 and 1881, when the ablest teachers were assigned lessons to teach to different classes, and their methods of teaching were criticised by the other teachers. The teachers have to attend two of these local conventions.

We had, in October, 1880, a grand convention of all the teachers of North Essex, which was held in Windsor. Mr. Buchan, Inspector of High Schools, and Mr. G. W. Ross, M.P., were present, and delivered several very useful lectures. Another grand convention was held in Sandwich this year, during the month of October. Dr. McLellan, Inspector of High Schools, has taken a great part in it, and by his interesting lectures raised a great enthusiasm among the teachers. Professor Sills, Superintendent of the Schools of the City of Detroit, was also present, and delivered a very interesting lecture.

12. Superannuation of Teachers.

LIST OF SUPERANNUATED PUBLIC SCHOOL TEACHERS IN 1880 AND 1881, ALSO YEARS
OF TEACHING AND AMOUNT OF ALLOWANCE.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.	
				\$	c.	\$	c.	\$	c.
42	W. R. Thornhill	83	22	132	00	128	00	128	00
47	John Nowlan	90	24	144	00	140	00	140	00
49	George Reynolds	86	28 ³ / ₄	171	00	167	00	167	00
55	John Donald	82	20 ³ / ₄	123	00	119	00	119	00
56	Angus McDonell	86	33 ³ / ₄	201	00	197	00	197	00
57	James Forde	79	18	108	00	104	00	104	00
63	Donald McDougall	81	14	84	00	80	00	80	00
79	William Glasford	71	18 ³ / ₄	111	00	107	00	107	00
82	John Vert	71	21 ³ / ₄	129	00	125	00	125	00
83	William Benson	84	23	138	00	134	00	134	00
84	William Kearns	88	25	150	00	146	00	.....	.....
88	Hector McRae	85	20	120	00	116	00	116	00
92	Emily Cozens	76	27	162	00	158	00	158	00
93	William Dermott	82	13	78	60	74	00	.....	.....
107	Daniel Wing	78	26	156	00	152	00	152	00
115	Isabella Kennedy	79	22	132	00	128	00	128	00
122	Peter Fitzpatrick	89	23	138	00	134	00	134	00
126	James Kehoe	80	19	114	00	110	00	.....	.....
128	James McQueen	74	22 ³ / ₄	135	00	131	00	131	00
129	John Miskelly	83	12 ³ / ₄	75	00	71	00	71	00
135	Andrew Power	63	17	102	00	98	00	98	00
140	John Brown	83	34	204	00	200	00	200	00
141	John Monaghan	77	15	90	00	86	00	86	00
142	Richard Youmans	77	20	120	00	116	00	116	00
144	William Ferguson	81	24	144	00	140	00	140	00
149	Daniel S. Sheehan	97	20	120	00	116	00	116	00
157	Jeremiah O'Leary	81	28	168	00	164	00	164	00
162	James Bodfish	77	20	120	00	116	00	.....	.....
165	E. Redmond	81	32 ¹ / ₄	195	00	191	00	191	00
170	W. B. P. Williams	77	9	54	00	50	00	50	00
171	Julius Ansley	77	18	108	00	104	00	104	00
173	Thomas Buchanan	76	20	120	00	116	00	116	00
174	Matthew M. Hutchins	74	22	132	00	128	00	128	00
178	Helen McLaren	72	21	126	00	122	00	122	00
179	Ralph McCallum	71	23	138	00	134	00	.....	.....
184	John Dodds	76	21	126	00	122	00	122	00
186	P. G. Mulhern	81	29	174	00	170	00	170	00
188	Thomas Sanders	89	30	180	00	176	00	176	00
190	George Weston	83	22 ¹ / ₄	135	00	131	00	131	00
193	Robert Hamilton	88	16	96	00	92	00	92	00
196	Joseph D. Thomson	72	14	84	00	80	00	80	00
198	Henry Bartley	74	23	138	00	134	00	134	00
200	Melinda Clarke	71	15 ³ / ₄	93	00	89	00	89	00
201	James Brown	76	27 ³ / ₄	165	00	161	00	161	00

The Superannuated or Disabled Public School Teachers—*Continued.*

No.	NAME.	Age	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.
				\$ c.	\$ c.	\$ c.
202	Daniel Callaghan	84	30	180 00	176 00	176 00
206	James Robinson	66	18	108 00	104 00	104 00
207	Jane Tyndall	77	21	126 00	122 00	122 00
209	William Brown	68	13	78 00	74 00	74 00
210	James Armstrong	68	25	150 00	146 00	146 00
211	Caroline F. Mozier	72	27	162 00	158 00	158 00
212	Eliza Barber	63	18½	111 00	107 00	107 00
214	James McFarlane	75	27	162 00	158 00	158 00
215	James McKay	71	33	201 00	177 00	177 00
216	J. C. Van Every	78	20	120 00	116 00	116 00
217	Benjamin Woods	81	29	174 00	170 00	170 00
218	John Younghusband	86	33½	201 00	197 00	197 00
219	William Irvine	82	36	216 00	212 00	212 00
221	Richard Campbell	81	31	186 00	182 00	182 00
222	James Mahon	71	20	120 00	116 00	116 00
228	John Douglass	86	22	132 00	128 00	128 00
229	Daniel McGill	76	30	180 00	176 00	176 00
231	Anna McKay	78	18	108 00	104 00	104 00
234	Robert Jordan	86	28	168 00	164 00	164 00
235	David Kee	66	17	102 00	98 00	98 00
238	Thomas Whitfield	72	32½	195 00	191 00	191 00
240	John Robinson	80	17	102 00	98 00	98 00
241	Archibald C. Boyd	55	19½	117 00	113 00	113 00
242	James Briggs	70	37	222 00	218 00	218 00
245	John Graydon	77	30	180 00	176 00	176 00
247	John Ross	71	22	132 00	128 00	128 00
248	John Roberts	80	16	96 00	92 00	92 00
251	Mary Crawford	61	15	90 00	86 00	86 00
252	William Lewis	64	22½	135 00	131 00	131 00
253	John Russell	76	30	180 00	176 00	176 00
254	George Wilson	82	20	120 00	116 00	116 00
258	Benjamin Meeds	72	23½	141 00	137 00	137 00
259	J. A. G. Williamson	62	17	102 00	98 00	98 00
261	Thomas Howatson	82	10	60 00	56 00	56 00
263	Alexander McLeod	77	48	288 00	284 00	284 00
264	William Moore	61	23	138 00	134 00	134 00
265	Thomas C. Smyth	78	15	90 00	86 00	86 00
266	George Wilkin	73	25	150 00	146 00	146 00
267	Michael Gallagher	64	29	174 00	170 00	170 00
268	Robert Futhey	75	32	192 00	188 00	188 00
270	Alexander McIntyre	62	24	144 00	140 00	140 00
271	Frederick Rimmington	49	12	72 00	68 00	68 00
273	James W. McBain	48	20	120 00	116 00	116 00
274	John Quin	60	31	186 00	182 00	182 00
275	Adam Robinson	75	16½	99 00	95 00	95 00
276	Mary Blount Thorn	58	14	84 00	80 00	80 00
278	William Trenholm	64	23	138 00	134 00	134 00
279	John Ferguson	50	16	96 00	92 00	92 00
282	Ephraim Rosevear	47	22	132 00	128 00	128 00
283	Adam Scott	76	21½	129 00	125 00	125 00
284	James Banks	75	16	96 00	92 00	92 00
286	Richard Coe	53	13½	81 00	77 00	77 00
287	William Curry	51	16	96 00	92 00	92 00
288	John Jamieson	64	25	150 00	146 00	146 00
289	Mary Jane Haight	60	22½	135 00	131 00	131 00
290	William Thorn	72	16	96 00	92 00	92 00

The Superannuated or Disabled Public School Teachers—*Continued.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.	
				\$	c.	\$	c.	\$	c.
291	Edwin Bates	62	17	105	00	101	00	101	00
292	John Burke	69	22 $\frac{3}{4}$	132	00	128	00	128	00
293	Henry Buckland	55	18	111	00	107	00	107	00
295	James Milner	67	32 $\frac{3}{4}$	195	00	191	00	191	00
296	Patience S. Courtney	57	17 $\frac{3}{4}$	102	00	98	00	98	00
297	William Armstrong	70	45	270	00	266	00	266	00
298	Joseph D. Booth	56	21	126	00	122	00	122	00
299	Michael Brennan	71	16	96	00	92	00	92	00
300	Henry Beuglet	61	21	126	00	122	00	122	00
301	Patrick Donovan	69	28	168	00	164	00	164	00
302	John Fraser	79	16	96	00	92	00	92	00
303	John Isbister	80	15	93	00	89	00	89	00
304	Barbara A. Irvine	47	22 $\frac{3}{4}$	132	00	128	00	128	00
305	Robert Marlin	67	26	156	00	152	00	152	00
306	Archibald McSween	69	20	120	00	116	00	116	00
307	Daniel McRae	73	24	144	00	140	00	140	00
308	Timothy J. Newman	65	23	155	00	151	00	151	00
311	James Scott	66	14	84	00	80	00	80	00
312	James Simpson	73	10	60	00	56	00	56	00
313	Thomas Chaplin	48	17	102	00	98	00	98	00
314	James Cooke	48	16	96	00	92	00	92	00
315	Frances Johnson	56	19	114	00	110	00	110	00
316	Robert Rooney	54	23	138	00	134	00	134	00
317	John Gibbs	67	18	108	00	104	00	104	00
318	Robert Kerr	69	28	168	00	164	00	164	00
319	Charles Macartney	65	18	108	00	104	00	104	00
324	James Elliott	57	23	138	00	134	00	134	00
325	Rebecca A. Johnson	47	15	90	00	86	00	86	00
326	Luke D. Maxwell	64	24	144	00	140	00	140	00
328	Timothy McQueen	52	25	153	00	106	35	106	35
329	Francis Reynolds	53	14 $\frac{3}{4}$	84	00	80	00	80	00
332	Robert Dickson	63	18	108	00	104	00	104	00
333	Matthew Elder	90	28	168	00	164	00	164	00
334	William Gorman	57	26	159	00	155	00	155	00
335	John Lawson	75	44 $\frac{1}{2}$	264	00	260	00	260	00
336	Joseph Leighton	73	6	39	00	35	00	35	00
337	George McGill	59	26 $\frac{3}{4}$	156	00	152	00	152	00
338	Luke Morris	68	19	114	00	110	00	110	00
339	Dawson Reid	65	13	78	00	74	00	74	00
341	James R. Neillie	60	27	162	00	158	00	158	00
342	William Gilmer	77	10	60	00	56	00	56	00
344	Elizabeth Greerson	71	27	162	00	158	00	158	00
345	Levi T. Hyde	45	17	116	00	112	00	112	00
346	Michael McAuliffe	71	23	138	00	134	00	134	00
349	Charles F. Russell	46	19	114	00	110	00	110	00
350	Robert H. Wickham	66	33	198	00	194	00	194	00
351	William Watson	63	24	147	50	143	50	143	50
352	William Bradley	75	28	168	00	164	00	164	00
353	John Bruce	73	27	162	00	158	00	158	00
354	Benjamin Burkholder	67	28 $\frac{3}{4}$	171	00	167	50	167	50
355	Asahel B. Clark	45	17	117	50	113	50	113	50
356	James C. Clark	60	26	156	00	152	00	152	00
358	Robert Graham	71	25	150	00	146	00	146	00
359	Henry Greer	74	26	156	00	152	00	152	00
362	John S. Kingston	69	8 $\frac{1}{2}$	51	00	47	00	47	00
363	A. B. C. McConnell	70	9	54	00	50	00	50	00

The Superannuated or Disabled Public School Teachers—*Continued.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.	
				\$	c.	\$	c.	\$	c.
366	William J. Ridley	65	20	120	00	116	00	116	00
368	William R. Rodway	70	16	96	00	92	00	92	00
370	Solomon P. Smith	67	35	210	00	206	00	206	00
372	Daniel Sullivan	54	22 $\frac{1}{2}$	135	00	131	00	131	00
373	Alexander Best	62	15	90	00	86	00	86	00
374	Nathan Bicknell	58	13 $\frac{1}{2}$	81	00	77	00	77	00
375	Alexander Canning	56	14	84	00	80	00	80	00
376	Jane S. Chadwick	53	18 $\frac{1}{2}$	111	00	107	00	107	00
377	Margaret Cozens	71	15	90	00	86	00	86	00
378	William Earngey	60	16	96	00	92	00	92	00
379	James Hodgson	70	18	126	00	122	00	122	00
381	James Joyce	76	13	78	00	74	00	74	00
382	Elizabeth Murray	64	24	161	00	157	00	157	00
383	John McAdam	61	30	180	00	176	00	176	00
385	James Ovens	66	23	138	00	134	00	134	00
386	John Paul	79	14	84	00	80	00	80	00
387	John Beaton	70	19	114	00	110	00	110	00
389	John B. Diamond	51	12	72	00	68	00	68	00
390	Henry Dugdale	61	25	150	00	146	00	146	00
391	John Fraser	74	24	144	00	140	00	140	00
393	James B. Hilton	69	30	180	00	176	00	176	00
394	Joseph Hugill	71	26	156	00	152	00	152	00
395	James Kelley	54	28	171	50	167	50	167	50
396	Allan Kennedy	80	14	84	00	80	00	80	00
399	Alexander Rodgers	58	27	162	00	158	00	158	00
400	J. G. Rothwell	71	36	216	00	212	00	212	00
403	E. G. Woodward	51	19	114	00	110	00	110	00
404	John Bremner	64	22	132	00	128	00	128	00
406	Christianna Elliott	37	12	72	00	68	00	68	00
407	Patrick J. Moran	58	12 $\frac{1}{2}$	75	00	71	00	71	00
408	John G. McGregor	81	18	126	00	122	00	122	00
409	Andrew McKenzie	71	10	60	00	56	00	56	00
410	James Scott	70	24	144	00	140	00	140	00
411	Adam S. Stephen	66	33	198	00	194	00	194	00
412	Matthew Wellhauser	67	21	126	00	122	00	122	00
413	Huldah L. Whitcomb	56	24	160	00	156	00	156	00
414	John Blackley	75	29	174	00	170	00	170	00
415	John Conn	57	25 $\frac{1}{2}$	153	00	149	00	149	00
416	Arthur Hollis	71	11	66	00	62	00	62	00
418	Thomas E. Jackson	48	13	78	00	74	00	74	00
419	William Kerr	59	27	162	00	158	00	158	00
420	James Leonard	69	11	66	00	62	00	62	00
421	James Moriarty	66	27	183	00	179	00	179	00
423	Adam Simpson	75	13 $\frac{1}{2}$	81	00	77	00	77	00
425	William Davidson	65	14 $\frac{1}{2}$	87	00	83	00	83	00
426	Alexander Kennedy	66	30	180	00	176	00	176	00
427	Oliver O. Kenney	73	23	138	00	134	00	134	00
428	Jeremiah D. O'Sullivan	65	27	162	00	158	00	158	00
429	Alexander Weldon	75	20	120	00	116	00	116	00
430	James Cavanagh	52	11 $\frac{1}{2}$	69	00	65	00	65	00
431	James De Cantillon	55	26 $\frac{1}{2}$	159	00	155	00	155	00
432	William Davidson	74	16 $\frac{1}{2}$	99	00	95	00	95	00
433	Thomas W. Garland	61	28	168	00	164	00	164	00
434	Elizabeth Hopkins	65	24 $\frac{1}{2}$	151	50	147	50	147	50
435	J. W. Poole	58	24 $\frac{1}{2}$	147	00	143	00	143	00
437	William John Hull	70	30 $\frac{1}{2}$	183	00	179	00	179	00

The Superannuated or Disabled Public School Teachers—Continued.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.	
				\$	c.	\$	c.	\$	c.
438	William Poole	69	28	168	00	164	00	164	00
439	James A. Thompson	68	35 $\frac{1}{2}$	213	00	209	00	209	00
440	John Anderson	62	15 $\frac{3}{4}$	99	00	113	00	95	00
442	Samuel Derby	58	22	132	00	128	00	128	00
444	John McNamara	53	17	102	00	98	00	98	00
446	Margaret Brown	48	11 $\frac{1}{2}$	69	00	65	00	65	00
447	George W. Dulmage	65	22	132	00	128	00	128	00
448	William Emerson	77	2	12	00	8	00	8	00
449	Hugh Hamilton	67	22 $\frac{1}{2}$	135	00	131	00	131	00
450	William F. Kennedy	69	46 $\frac{1}{2}$	279	00	275	00	275	00
451	Alexander Stewart	79	12	72	00	68	00	68	00
453	Parsons D. Henry	44	17	102	00	98	00	98	00
454	Adele B. Rochan	61	10 $\frac{3}{4}$	63	00	59	00	59	00
455	Bernard Daly	65	38 $\frac{1}{2}$	231	00	227	00	227	00
456	John Dunlop	79	18 $\frac{1}{2}$	111	00	107	00	107	00
457	Patrick O'Brien	66	17	115	00	111	00	111	00
458	Richard W. Young, M.A.	64	26	169	00	165	00	165	00
459	Adolphus Andrews	59	21	126	00	122	00	122	00
460	Richard H. Banks	41	14	95	00	91	00	91	00
461	William M. Crewson	56	21	126	00	122	00	122	00
462	William H. Meredith	55	23	138	00	134	00	134	00
463	Jeremiah W. Palmer	54	19	114	00	110	00	110	00
464	William Millar	83	17	102	00	98	00	98	00
465	William Elmslie	48	17	102	00	98	00	98	00
466	Alexander Goulet	50	20	120	00	116	00	116	00
467	John Ireland	61	26	156	00	152	00	152	00
468	Robert Russell	45	17 $\frac{1}{2}$	105	00	101	00	101	00
469	James Doyle	76	22	132	00	128	00	128	00
473	Hugh Gauley	62	22 $\frac{1}{2}$	135	00	131	00	131	00
474	Robert Preston	57	19 $\frac{1}{2}$	117	00	113	00	113	00
475	Andrew Quinton	54	26 $\frac{1}{2}$	159	00	155	00	155	00
476	William H. Griffin	64	26	156	00	152	00	152	00
477	James B. Lynn	70	32	192	00	188	00	188	00
478	Francis Kedsle	64	21	126	00	122	00	122	00
479	Mary Jane Barry	39	13	78	00	74	00	74	00
480	Charles F. H. Metzdorf	49	18	108	00	104	00	104	00
481	James O'Meara	47	19	114	00	110	00	110	00
482	Helen Cullen	49	23	138	00	134	00	134	00
483	Duncan McColl	50	17 $\frac{1}{2}$	105	00	101	00	101	00
484	Edward Rose	58	25 $\frac{1}{2}$	153	00	149	00	149	00
485	Samuel Vandewater	50	17	116	50	112	50	112	50
486	Thomas S. Agar	73	22 $\frac{1}{2}$	146	00	142	00	142	00
487	John Coleman	67	9	54	00	50	00	50	00
489	Alexander Hamilton	67	19 $\frac{1}{2}$	117	00	113	00	113	00
490	John Lindsay	75	12	72	00	68	00	68	00
491	John G. McLaughlin	67	20	120	00	116	00	116	00
492	Christopher J. Shaw	68	28	168	00	164	00	164	00
493	Patrick Sullivan	72	23	138	00	134	00	134	00
494	Henry Wilson	76	20	120	00	116	00	116	00
495	James Bell	75	36 $\frac{1}{2}$	234	50	230	50	230	50
496	Jeremiah O'Meara	81	30	180	00	176	00	176	00
497	Robert Wiggins	63	15	90	00	86	00	86	00
499	Elizabeth R. Mowat	56	24	144	00	140	00	140	00
501	David Sloan	62	7	42	00	38	00	38	00
502	William Campbell	66	16	96	00	92	00	92	00
503	Robert W. McKay	63	32	192	00	188	00	188	00

The Superannuated or Disabled Public School Teachers—*Continued.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.	
				\$	c.	\$	c.	\$	c.
504	Archibald Thomson	68	22	132	00	128	00	128	00
506	David Johnston	53	18½	111	00	107	00	107	00
508	Robert McClelland	56	33	204	50	200	50	200	50
509	John Mackay	57	28	168	00	164	00	164	00
511	W. A. Pringle	70	32	192	00	188	00	188	00
512	Peter Cameron	58	12½	75	00	71	00	71	00
513	Walter Renwick	53	21	126	00	122	00	122	00
514	Thomas Armstrong	61	26	156	00	152	00	152	00
515	John Sinclair	53	23	138	00	134	00	134	00
516	Philip D. Harty	68	19½	117	00	113	00	113	00
517	William Wilson	64	21	126	00	122	00	122	00
518	Philip J. Shevlin	66	29	174	00	170	00	170	00
519	Elizabeth Scott	46	16	96	00	92	00	92	00
520	Eliza C. Brown	61	21	126	00	122	00	122	00
521	A. D. Fordyce	65	22	154	00	150	00	150	00
522	Thomas Kelly	68	24	144	00	140	00	140	00
523	Rev. J. Kilgour	69	21½	149	50	145	50	145	50
524	J. C. Bateman	55	14½	87	00	83	00	83	00
526	John Earl	72	22	132	00	128	00	128	00
527	Robert McLean	86	11½	69	00	65	00	65	00
528	Henry Selman	80	12½	75	00	71	00	71	00
529	James Magill	55	30	180	00	176	00	176	00
530	Alexander Forbes	61	25½	153	00	149	00	149	00
531	Hugh C. Henry	60	25	150	00	146	00	146	00
532	Angus E. Kennedy	58	16	96	00	92	00	92	00
533	Margaret Dodge	49	20½	123	00	119	00	119	00
534	John Ferguson	62	30	180	00	176	00	176	00
535	Robert Blackwood	57	19½	136	50	132	50	132	50
536	Dennis O'Brien	71	27	162	00	158	00	158	00
537	Jacob A. Brown	78	10	60	00	56	00	56	00
538	Samuel Rabb	66	30	180	00	176	00	176	00
539	Reuben De Courcey	56	16	96	00	92	00	92	00
540	A. J. Merriman	41	19	114	00	110	00	110	00
541	Robert Conway	80	10	60	00	56	00	56	00
542	Patrick O'Meara	63	24½	147	00	143	00	143	00
543	Catharine Carter	47	20	120	00	116	00	116	00
545	Robert Nixon	58	15½	93	00	89	00	89	00
546	T. B. Townsend	70	15	90	00	86	00	86	00
547	Alexander Watt	90	10	60	00	56	00	56	00
548	Malcolm Currie	31	8½	54	00	50	00	50	00
549	Ralph Foster	50	22	152	00	148	00	148	00
550	Duncan McColl	49	21	133	50	129	50	129	50
551	George Peters	49	19	133	00	129	00	129	00
552	James Bishop	70	13	78	00	74	00	74	00
553	William Gerrard	65	25	150	00	146	00	146	00
554	Joseph Mills	63	14	84	00	80	00	80	00
555	Joseph G. Ward	49	25	150	00	146	00	146	00
556	Amos Clendenan	63	10½	63	00	59	00	59	00
557	C. Donaldson	63	25	150	00	146	00	146	00
558	Andrew Glass	66	28	168	00	164	00	164	00
559	Alexie M. Lindsay	66	4	24	00	20	00	20	00
560	John W. Walker	60	14½	87	00	83	00	83	00
561	Alexander Bell	69	15½	93	00	89	00	89	00
562	Robert Elliott	66	14	84	00	80	00	80	00
563	Robert Hoops	80	16	96	00	92	00	92	00
564	James McDonnell	64	16½	99	00	95	00	95	00
565	V. A. Coleman	47	23½	147	00	143	00	143	00

The Superannuated or Disabled Public School Teachers—*Continued.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1880.		Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December, 1881.	
				\$	c.	\$	c.	\$	c.
566	Theo. McKerrall	47	25	157	50	153	50	153	50
567	Henry W. Perrett	40	17	102	00	98	00	98	00
568	Duncan Ferguson	64	13	78	00	74	00	74	00
569	David Forbes	77	10	60	00	56	00	56	00
570	Daniel Wright	63	34½	210	50	206	50	206	50
571	Donald McDonald	68	24	144	00	140	00	140	00
572	Rev. George Blair	64	5	35	00	31	00	31	00
573	John Bodaly	56	14½	87	00	83	00	83	00
574	Burton Schooley	50	22	132	00	128	00	128	00
575	Rev. W. A. Ferguson	78	23	161	00	157	00	157	00
576	Oliver Ohnstead	65	25	150	00	146	00	146	00
577	James Y. Cameron	68	15½	108	50	104	50	104	50
578	William Landon	69	11	66	00	62	00	62	00
579	Colin McKeracher	45	18½	128	50	124	50	124	50
580	Peter Comrie	62	33½	201	00	197	00	197	00
581	Jesse Gillett	69	19½	117	00	148	00	113	00
582	John Guppy	64	7	42	00	42	50	19	00
583	James Matthie	80	13	78	00	96	00	74	00
584	William McArthur	58	30½	183	00	323	00	179	00
585	William Cowan	62	25	150	00	133	50	146	00
586	William Martyn	70	8½	51	00	94	00	47	00
587	Margaret McPhail	55	11½	69	00	127	50	65	00
588	L. G. Young	50	13	78	00	142	84	74	00
589	Irene Ireland	37	9	54	00	100	00	50	00
590	D. M. McDonald	52	18½	111	00	194	00	107	00
591	G. P. Lanon	66	19	128	00	295	50	143	00
592	Benjamin Swales	62	10	60	00	56	00	56	00
593	William Stuckey	63	10	60	00	58	50	56	00
594	David I. Johnston	54	27	186	00	178	00	182	00
595	John S. Snelgrove	59	16	104	00	100	00	100	00
596	John E. Johnson	49	24½	147	00	124	00	143	00
597	Daniel A. Brown	72	13	78	00	17	00	74	00
598	Daniel Rose	71	18	108	00	80	00	104	00
599	D. Y. Hoyt	62	34	204	00	141	00	200	00
600	George Ellis	62	18	108	00	104	00	104	00
601	James McWilliams	53	21½	129	00	103	00	125	00
602	James Gamble	71	17	102	00	98	00	98	00
603	J. P. Hennin	62	30½	183	00	147	00	179	00
604	Margaret Capsey	48	22½	151	00	133	00	147	00
605	Albert Ehnlinger	37	16	96	00	92	00	92	00
606	James O'Neill	34	5	30	00	21	00	26	00
607	Lewis Chipman	62	6	36	00	8	00	32	00
608	John Wood	56	33	198	00	166	00	194	00
609	Robert Carswell	67	18½	111	00	112	00	107	00
610	Donald McKay	64	19	114	00	66	00	110	00
611	Alexander Sim	66	7½	51	50	47	50	47	50
612	James Young	62	16	96	00	92	00	92	00
613	Menzies Currie	55	12	81	50	75	00	75	00
614	D. L. Williams	50	28	192	50	177	00	188	50
615	Hugh Cameron	37	10½	70	50	66	50	66	50
616	William Anderson	51	30	180	00	119	00	176	00
617	Joseph Cahill	53	26	156	00	138	00	152	00
618	Robert Eward	48	22	132	00	123	00	128	00
619	James A. Lynan	61	27	162	00	113	50	158	00
620	Robert Porter	49	20½	123	00	113	00	119	00
621	G. H. Warburton	52	22½	148	00	129	50	144	00

The Superannuated or Disabled Public School Teachers—*Concluded.*

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				\$	c.	\$	c.	\$	c.
622	James Forrest	51	28	168	00	151	00	164	00
623	Margaret Hawey	46	20 $\frac{1}{2}$	123	00	119	00	119	00
624	H. T. B. De Scudamore	54	32	217	00	185	00	213	00
625	Colin Kennedy	56	7 $\frac{1}{2}$	111	00	41	00	52	00
626	William Warburton	59	33 $\frac{1}{2}$	219	00	116	75	215	00
627	W. H. Beatty	49	17	102	00	105	50	98	00
628	John Sheehan	52	20 $\frac{1}{2}$	126	25	106	25	122	25
629	John McPherson	67	36 $\frac{1}{2}$	219	00	55	50	215	00
630	D. C. Sullivan	63	24	165	00	46	00	161	00
631	Daniel Talbot	41	14	89	00	82	50	85	00
632	Rev. T. Henderson	66	13 $\frac{1}{2}$	94	50	30	17	90	50
633	Z. Robinson	63	19 $\frac{1}{2}$	117	00	81	00	113	00
634	William L. Johnston	64	39	234	00	.....	.....	182	00
635	Richard Unsworth, B.A.	53	25 $\frac{1}{2}$	161	50	.....	.....	147	50
636	William Eden	51	17 $\frac{1}{2}$	105	00	.....	.....	101	00
637	Cranswick Craven	60	12	72	00	.....	.....	68	00
638	Ann Elizabeth Cuyler	60	24	144	00	.....	.....	88	00
639	Patrick Downey	60	37 $\frac{1}{2}$	225	00	.....	.....	179	00
640	Henry Fry	62	21	126	00	.....	.....	122	00
641	William Heavener	60	26	156	00	.....	.....	150	00
642	Anne Douglas	72	51	Special.	.....	.....	.....	100	00
643	Peter Story	46	21 $\frac{1}{2}$	129	00	.....	.....	125	00
644	William Cruickshank, A.M.	63	26 $\frac{1}{2}$	180	50	.....	.....	176	50
645	Jeremiah Gallivan	60	13	84	50	.....	.....	80	50
646	Delphaett J. Doran	38	12	80	50	.....	.....	76	50
647	William Lamb	29	8 $\frac{3}{4}$	56	50	.....	.....	102	50
648	Austin Chisholm	69	11	66	00	.....	.....	18	00
649	Mrs. F. S. Hunt	55	26	172	00	.....	.....	128	00
650	James Young	43	18	108	00	.....	.....	104	00
651	Alonzo Sliter	50	26 $\frac{1}{2}$	167	00	.....	.....	155	00
652	Catherine Costello	49	22	132	00	.....	.....	128	00
653	John Sharpe	60	21	126	00	.....	.....	61	00
655	Alfred Goodbow	31	10	68	00	.....	.....	56	50
656	William Carleton	60	39 $\frac{1}{2}$	237	00	.....	.....	62	50
657	Alexander Robb	72	18	108	00	.....	.....	28	75
658	John Hughes	58	25	150	00	.....	.....	138	00
659	Arthur Nolan	61	28	168	00	.....	.....	64	00
660	Julia A. Fetterley	50	14	84	00	.....	.....	17	00
661	Samuel White	36	13 $\frac{1}{2}$	81	00	.....	.....	38	50
						\$47,926	36	\$48,971	00

In the above table, where the number is omitted, the individual is either dead, has resumed teaching, or has withdrawn.

The allowances are subject to a deduction, before payment, of \$4 for annual subscription required by law.

During 1880, \$3252.92 were returned to subscribers withdrawing from the Fund, and during 1881 \$2872.13.

The amount paid to superannuated teachers for the first year is affected by the amount of arrears of subscriptions they have respectively paid in.

The total number of superannuated Public School Teachers in receipt of retiring allowances for 1880 was 391, and for 1881, 402.

2. SUPERANNUATED TEACHERS' FUND.

Summary for Years 1876 to 1881.

YEAR.	No. of Teachers on List.	Expenditure for the year.	Gross contributions to the Fund.	Amount refunded to retiring Teachers.	Net contributions and what per cent. of payments.	
					\$ c.	\$ c.
1876.....	266	31,768 82	12,647 25	1,252 83	11,394 42	35
1877.....	293	35,484 35	14,283 25	1,576 07	12,707 18	35
1878.....	339	41,318 95	13,767 12	1,591 64	12,175 48	29
1879.....	360	43,774 50	14,064 84	2,237 79	11,827 05	27
1880.....	391	48,229 13	15,816 45	3,252 92	12,563 53	26
1881.....	399	49,129 43	14,197 75	2,872 13	11,325 62	23

13. Teachers Retired from the Profession during 1881.

Counties.	Teachers retired.	Counties.	Teachers retired.
Glengarry	2	Wentworth	11
Stormont.....	3	Brant	7
Dundas	1	Lincoln	6
Prescott	4	Welland	2
Carleton	11	Haldimand	10
Grenville.....	2	Norfolk	3
Leeds	4	Oxford.....	11
Lanark	6	Waterloo.....	7
Renfrew	4	Wellington.....	14
Frontenac	5	Dufferin	1
Lennox and Addington.....	6	Grey	17
Prince Edward	11	Perth	4
Hastings	14	Huron	15
Northumberland	6	Bruce	15
Durham	6	Middlesex	14
Peterborough	4	Elgin	13
Haliburton	2	Kent	11
Victoria	6	Lambton	16
Ontario	20	Essex	6
York	22	Parry Sound	3
Peel.....	4	Algoma	3
Simcoe.....	15		
Halton	2	Total	349

14. *Teachers out of Employment, as reported by the Inspectors in July, 1881.*

Counties.	Teachers out of employment.	Counties.	Teachers out of employment.
Glengarry	0	Halton	3
Stormont.....	6	Brant	16
Prescott and Russell	0	Lincoln	7
Carleton	5	Haldimand	5
Grenville.....	1	Norfolk	0
Leeds	0	Oxford.....	11
Lanark	0	Waterloo.....	10
Renfrew	7	Dufferin	0
Frontenac	0	Grey (East and West)	1
Lennox and Addington	5	Huron	13
Hastings	0	Bruce	15
Prince Edward	3	Middlesex	3
Northumberland.....	5	Elgin	4
Durham	3	Kent	1
Peterborough	1	Lambton	10
Haliburton	0	Essex	0
Ontario	5	District of Muskoka	0
York	4		
Peel	2	Total for 38 counties.....	154
Simcoe.....	8		

NOTE.—Six counties have not replied to above Circular.

15. *Educational Depository.*

EXAMINATION AND DISTRIBUTION OF STOCK.

The following will show the condition of the Depository on the 1st of January, 1880 and 1881 respectively:—

Statement of Educational Depository Stock, from 1st January 1880, to 1st Dec. 1881.

1880.	
Stock on hand, 1st January, 1880, as per the Honourable the Minister's Letter of Instructions to Dr. May, and dated 23rd January, 1880.....	\$31,032 95
Voted for Supplies for 1880, \$9,000—expended only.....	8,370 51
	<u>\$39,403 46</u>
Less Cash received from Sales, and transmitted to the Treasury Department in 1880.....	18,710 40
	<u>\$20,693 06</u>
1881.	
Stock on hand, 1st January, 1881, including profits made in 1880.....	\$20,693 06
Realized from above as follows:—	
Distribution to Public Institutions.....	\$15,995 82
Cash received from Sales to 30th November..	3,277 08
Transfer of stock to Toronto Normal School Depository, July 1st, 1881.....	1,200 00
Transfer of stock to Ottawa Normal School Depository, July 1st, 1881.....	1,926 70
Approximate value of stock on hand, December 1st, 1881.....	1,000 00
	<u>\$23,399 60</u>

This shows an increase of \$2,706.54 above valuation of 1st of January, 1880, being profits on the transactions of 1880.

In closing the Depository Branch of the Education Department, it was considered desirable in the public interests that an examination of the stock on hand on the 1st of January, 1881, should be made, with the view of ascertaining what portion thereof, as well as of articles in the Museum, were specially applicable to the respective objects of each of the Provincial Institutions, and that each Institution should receive a transfer of such stock, being charged with the value thereof upon a fair estimate of its salable value, if sold without sacrifice, and that the Depository and Museum should respectively receive credit for such amounts.

This work of examination was energetically entered upon by Dr. May, the Superintendent of the Museum and Depository, with the assistance of Mr. Wilkinson and other clerks of this Department; and in the selection and distribution the official heads of the different Provincial Institutions, and the members of the Government in whose respective Departments the same were in charge, were consulted, and their directions and approvals obtained; and from time to time, as this work progressed, proper bills of lading, lists, and inventories of the different articles selected, were prepared in complete form, and sent to each Institution for future reference. A summary of the values of all books, maps, apparatus, and other material transferred from the Educational Museum and Depository to the several public Institutions is hereto annexed, as well as a statement of the gross amounts of the different articles sent. From the summary it will appear that from the Museum their value was \$12,316.43; from the Depository, \$15,995.82; being a total of \$28,312.25, of which the

Agricultural College at Guelph received	\$7,923 32
Parliamentary Library, Toronto	4,098 79
School of Practical Science, Toronto	3,172 95
Normal and Model Schools, Toronto	1,987 83
County Teachers' Association, Ontario	1,824 00
Normal and Model Schools, Ottawa	1,817 72
Institution for Deaf and Dumb, Belleville	1,796 77
Asylum for Insane, Toronto	878 90
Andrew Mercer Reformatory, Toronto	748 92
Asylum for Insane, Kingston	650 20
Institution for Blind, Brantford	649 29
Asylum for Insane, London	634 88
Asylum for Insane, Hamilton	617 83
Provincial Reformatory, Penetanguishene	603 67
Central Prison, Toronto	468 68
Ontario Government Departments	222 80
Asylum for Idiots, Orillia	215 70

Details.

Agricultural College, Guelph.

Museum.

Books and Periodicals	\$5,037 60
Pictures	200 00
Models of Agricultural Implements	200 00
Stuffed Mammals, Birds, etc.	300 00
Canadian Insects	50 00
Plants, Culinary Apparatus, etc.	100 00
	5,887 60

Depository.

Books	\$1,005 34
Apparatus, Maps, etc.	1,539 30
	\$2,544 64
Twenty per cent. off.	508 92
	2,035 72
	\$7,923 32

*Parliamentary Library, Toronto.
Museum.*

Periodicals, Reviews, Newspapers, etc.	\$2,973 15	
Specially bound and rare Canadian Books	474 75	
Books on various subjects	526 09	
	3,973 99	
<i>Depository.</i>		
Maps, Globe, etc.	\$86 00	
Standard Barometer	70 00	
	\$156 00	
Twenty per cent. off.	31 20	
	124 80	
		\$4,098 79

*School of Practical Science, Toronto.
Museum.*

English and Canadian Minerals, Geological Models and Fossils	\$408 00	
Stuffed and Dried Fishes	150 00	
Collection of Skeletons	55 00	
Copies of Fossils, etc.	10 00	
Botanical Specimens	20 00	
Japanese Shells	100 00	
Astronomical Apparatus, Telescope, etc.	480 00	
Glass Cases, Tables, etc.	310 00	
Insects injurious to vegetation and architecture.	275 00	
Apparatus, Globe, etc.	50 00	
Raised Maps, Plans of Fortifications, etc.	85 00	
Models of Crystals	40 00	
Corals, and other Natural History Specimens	30 00	
Specimens of Lava	30 00	
	2,043 00	
<i>Depository.</i>		
Books	\$142 74	
Apparatus, Maps, etc.	1,269 69	
	\$1,412 43	
Twenty per cent. off.	282 48	
	1,129 95	
		\$3,172 95

*Normal and Model Schools, Toronto.
Depository.*

Books	\$473 13	
Apparatus, Maps, etc	2,011 65	
	\$2,484 78	
Twenty per cent. off.	496 95	
	1,987 83	

*County Teachers' Associations, Province of Ontario.
Depository.*

Sixty packages of Text Books, etc., each \$38	\$2,280 00	
Twenty per cent. off.	456 00	
	1,824 00	

Education Department.

Sixty sets of Annual Reports	Gratis.
Sixty sets of Journal of Education	Gratis.

*Normal and Model Schools, Ottawa.
Depository.*

Books	\$638 48	
Apparatus, Maps, etc	1,633 66	
	\$2,272 14	
Twenty per cent. off	454 42	
	1,817 72	

Institution for the Deaf and Dumb, Belleville.

<i>Museum.</i>	
Periodicals	\$109 84
	109 84
<i>Depository.</i>	
Books, etc	\$944 31
Apparatus, Maps, etc	1,164 60
	\$2,108 91
Twenty per cent. off	421 98
	1,686 93
	\$1,796 77

Provincial Lunatic Asylum, Toronto.

<i>Museum.</i>	
Periodicals	\$121 00
	121 00
<i>Depository.</i>	
Books, etc	\$574 09
Apparatus, Maps, etc	373 28
	\$947 37
Twenty per cent. off	189 47
	757 90
	\$878 90

Andrew Mercer Reformatory, Toronto.

<i>Museum.</i>	
Periodicals	\$42 00
	42 00
<i>Depository.</i>	
Books, Stationery, etc	\$590 09
Apparatus, Maps, etc	293 55
	\$883 64
Twenty per cent. off	176 72
	706 92
	\$748 92

Rockwood Lunatic Asylum, Kingston.

<i>Museum.</i>	
Periodicals	\$28 00
	28 00
<i>Depository.</i>	
Books, etc	\$504 21
Apparatus, Maps, etc	273 53
	\$777 74
Twenty per cent. off	155 54
	622 20
	\$650 20

Institution for the Blind, Brantford.

<i>Museum.</i>	
Collections of Models of Natural History (Russian)	\$34 00
	34 00
<i>Depository.</i>	
Books, etc	\$286 33
Maps, Apparatus, etc	482 78
	\$769 11
Twenty per cent. off	153 82
	615 29
	\$649 29

<i>Lunatic Asylum, London.</i>		
<i>Museum.</i>		
Periodicals	\$28 00	28 00
<i>Depository.</i>		
Books, etc.	\$498 13	
Maps, Apparatus, etc.	260 46	
	\$758 59	
Twenty per cent. off	151 71	
		606 88
		\$634 88

<i>Lunatic Asylum, Hamilton.</i>		
<i>Museum.</i>		
Periodicals	\$28 00	28 00
<i>Depository.</i>		
Books, etc.	\$489 74	
Apparatus, Maps, etc.	247 54	
	\$737 28	
Twenty per cent. off	147 45	
		589 83
		\$617 83

<i>Provincial Reformatory for Boys, Penetanguishene.</i>		
<i>Museum.</i>		
Periodicals	\$21 00	21 00
<i>Depository.</i>		
Books, Stationery, etc.	\$174 04	
Apparatus, Maps, etc.	554 29	
	\$728 33	
Twenty per cent. off	145 66	
		582 67
		\$603 67

<i>Central Prison, Toronto.</i>		
<i>Depository.</i>		
Books, etc.	\$435 70	
Apparatus, Maps, etc.	150 15	
	\$585 85	
Twenty per cent. off	117 17	
		\$468 68

<i>Ontario Government Departments, Toronto.</i>		
<i>Depository.</i>		
<i>Attorney-General's Department.</i>		
Maps	\$49 70	
<i>Public Works Department.</i>		
Maps	49 70	
<i>Treasury Department.</i>		
Maps	49 70	
<i>Crown Lands Department.</i>		
Maps	64 70	
<i>Provincial Secretary's Department.</i>		
Maps	64 70	
	\$278 50	
Twenty per cent. off	55 70	
		\$222 80

<i>Asylum for Idiots, Orillia.</i>		
<i>Depository.</i>		
Books, etc.	\$146 44	
Maps, Apparatus, etc.	125 68	
	\$272 12	
Twenty per cent. off	54 42	
		\$215 70

Summary of Depository Stock, December, 1881.

Total distribution to public institutions (including Normal and Model Schools).....	\$15,995 82
Total sold to November 30th, 1881	3,277 08
“ in Toronto Normal School Depository from Educational Depository, July 1st, 1881	1,200 00
Total in Ottawa Normal School Depository, July 1st, 1881 ..	1,926 70
Balance of stock on hand (approximately).....	1,000 00
Total	\$23,399 60

DIVISION 3.

*Statistics of Public, Separate, and High Schools for the Year 1880.**1. Public Schools.*

1. RECEIPTS AND EXPENDITURES, ALSO COMPARISONS WITH THE YEAR 1879.

Receipts.—1. The amount apportioned from the Legislative grant was \$263,454, being \$249,352 for Public Schools, and \$14,102 for Separate Schools—increase, \$10,889. The apportionment is made to the several Counties, Townships, Cities, Towns and Incorporated Villages, according to the ratio of the population in each, as compared with the whole population of the Province, as shown by the last annual returns from the respective Counties, Cities and Towns separate. The principle of distribution amongst the respective Schools in each Municipality is according to the average attendance and the time of keeping open the Schools, Public and Separate, in each such Municipality.

2. The amount from County Rates was \$878,715, showing an increase of \$4,644.

3. The amount available from Local Municipal Rates was \$1,443,212—increase, \$10,059.

4. The amount from the Municipalities Fund, Surplus Distribution, and other like sources, applied to School purposes in 1880, was \$669,446—increase, \$2,505.

5. The total receipts for all Public School purposes for the year 1880 amounted to \$3,254,829, showing an increase of \$28,098 over the total receipts of the year 1879.

6. A Table (A) also is given showing the receipts in detail.

Expenditure.—1. The amount paid by Trustees for salaries of Teachers in 1880 was \$2,113,180—increase, \$40,357.

2. For maps, globes, prize books and libraries, \$25,221—decrease, \$7,400.

3. For sites and building of school-houses, \$249,389—decrease, \$56,635.

4. For rent and repairs of school-houses, etc., \$434,261—increase, \$12,647.

5. Total expenditure for all Public School purposes, \$2,822,052—decrease, \$11,031.

6. Balance of school moneys not paid at the end of the year when the returns were made, \$432,776—increase, \$39,130.

7. The average cost per pupil, based on total expenditure, was \$5.66 for rural districts, \$6.90 for cities, \$6.07 for towns, being for the whole Province \$5.85. In 1876, these figures were \$5.98, \$8.00, \$6.10, and \$6.15 respectively. The cost per pupil is therefore 32 cents for counties, \$1.10 for cities, 3 cents for towns, and 30 cents for the Province, less than in 1876.

8. The cost per capita of each pupil based on expenditure for Teachers' salaries was \$4.37; on maps, apparatus, etc., 6 cents; on capital account, 52 cents; all other sources, 90 cents.

9. Particulars in detail will be found in Table A.

2. SCHOOL POPULATION—AGES OF PUPILS—PUPILS ATTENDING PUBLIC SCHOOLS—
AVERAGE ATTENDANCE.

The School Act of 1881 requires every Municipal Council, after the 1st of January next, to cause its Assessor to set down on the annual assessment roll, in separate columns, the number of children of the ages, over 16 and under 21, and between 7 and 13, in addition to the column between 5 and 16.

The law at present requires that the Trustees' returns of school population shall include the whole number of children resident in their school division; and confers the *equal* right of attending the schools upon all residents in such divisions, between the ages of five and twenty-one years.

1. The school population (comprising only children between the ages of five and sixteen years) reported by Trustees was 489,924—decrease, 4,500.

2. The number of pupils between the ages of five and sixteen years attending the schools was 464,395—decrease, 3,450. Number of pupils of other ages attending the schools, 18,650—decrease, 517. Total number of pupils attending the schools, 483,045—decrease, 3,967.

3. The number of boys attending the schools, 255,677—decrease, 3,379. The number of girls attending the schools, 227,368—decrease, 588.

4. The number reported as not attending any school for four months during the year is 30,195—increase, 2,786. These were between the ages of seven and twelve years, during which School Boards and Trustees were required by law to see that all the children in their school districts attended school for four months in the year; but by the School Act of 1881, now in force, the parent or guardian of every child between the ages of 7 and 13 is required to cause such child to attend a public school for eleven weeks in each of the two terms of the Public School Year, and the attendance must be during the whole time, in each week, except in cases where half-time is allowed.

5. The following is an estimate of the total number of children of school age who are not attending any school:—

1. Total No. of Children of School Age (5 to 16) not attending any School.

The total school population (5 to 16) of the Province of Ontario.....	489,924
“ No. of pupils attending (5 to 16) Public Schools ...	464,395
No. of pupils attending High Schools (deducting 25 per cent. for ages over 16)	9,633
No. of pupils at Universities, Colleges, Private Schools, &c. (deducting 50 per cent. for ages under 5 and over 16) ..	5,750
	479,778

Estimate of number not attending any school 10,146

Or, 2 per cent. of the total school population.

2. Estimate of Total No. of Children between 7 and 12 years of age not attending any School.

According to data in Table, the No. of children between 7 and 12 years of age should be at least one-half of the total school population (5 to 16), viz.: 244,962; but to this there has been added 20 per cent. = 48,992, for the prevailing ages (7 to 12), thus making 293,954 children between those ages; 2 per cent. of this would give the total number of children from 7 to 12 not attending any school as..... 5,878

Or, 2 per cent. of the total number of children (7 to 12).

It is to be remembered that under the provisions of the law in force during the year 1880 and for the first half of 1881, while the principle of compulsory attendance was recognized and any parent was liable in penalties for the non-attendance of his children between 7 and 12 years of age during four months of the year, yet, inasmuch as no proceeding could be taken until after such default had occurred, these provisions were practically inoperative. The School Act of 1881, 44 Vic., chap. 30, however, provides efficient

machinery for securing the attendance of each child during the respective periods of 11 weeks in each of the two Public School terms, by similar provisions to those in compulsory by-laws under the elementary English Act and under the compulsory clauses of the Scotch Act. The Provincial Act took effect during the last term of 1881, and when its provisions for securing the attendance of children as well as the obligation resting upon School Boards and Trustees are generally understood, it is to be anticipated that in future years the number of children of school age not receiving instruction will be gradually reduced to comparative insignificance.

6. The average attendance, viz., the aggregate daily attendance divided by the number of legal teaching days in the year, being 221 for Rural and 212 for Urban Schools, was 220,068—increase, 626.

7. The percentage of average attendance, as compared with total number attending school, is for Rural Districts, 43 per cent. ; Cities, 57 per cent. ; Towns, 55 per cent. ; Province, 46 per cent.

8. The average attendance of pupils is $11\frac{1}{2}$ per cent. of the total population.

	Pupils under 5.	5 to 16.	17 to 21.	Over 21.
Percentage for Counties	$\frac{30}{100}$	$95\frac{34}{100}$	$4\frac{18}{100}$	$\frac{17}{100}$
" Cities.....	$\frac{5}{100}$	$99\frac{17}{100}$	$\frac{73}{100}$	$\frac{5}{100}$
" Towns.....	$\frac{8}{100}$	$98\frac{86}{100}$	$1\frac{50}{100}$	$\frac{8}{100}$
" Province	$\frac{26}{100}$	$96\frac{07}{100}$	$3\frac{52}{100}$	$\frac{15}{100}$

9. 9 per cent. of the pupils attended for less than 20 days during the year.

18	"	"	from 20 to 50.
25	"	"	" 51 to 100.
21	"	"	" 101 to 150.
22	"	"	" 151 to 200.
5	"	"	" 201 to whole year.

10. Particulars in detail will be found in Table B.

3. NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This table shows the number of pupils as classified under the present system.

The following summaries show :

1. The percentage in the several classes, as compared with the whole number of pupils attending school.

	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.
Percentage for Counties	32	23	26	16	3	$\frac{2}{100}$
" Cities.....	35	21	24	14	5	$1\frac{00}{100}$
" Towns.....	34	22	26	16	2	$\frac{17}{100}$
" Province	33	22	26	16	3	$\frac{30}{100}$

2. The percentage in the principal subjects of instruction, as compared with the whole number of pupils attending school.

	Spelling and Dictation.	Writing.	Arithmetic.	Geography.	Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.
Percentage for Counties	81	82	85	57	27	24	33	42	14	14
" Cities	87	86	93	74	69	84	60	56	17	20
" Towns	89	87	96	65	44	48	50	47	14	16
" Province	82	83	87	60	33	32	37	44	14	15

3. Particulars in detail will be found in Table C.

4. NUMBER OF TEACHERS—ANNUAL SALARIES—CERTIFICATE.

1. *Number of Teachers, Male and Female.*—In the 5,137 schools reported, 6,747 teachers have been employed—increase, 151; of whom 3,264 are male teachers—increase, 111; and 3,483 are female teachers—increase, 40. There are 200 more female than male teachers.

2. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$900—the lowest, \$120; in a *City*, the highest, \$1,000—the lowest, \$300; in a *Town*, the highest, \$1,000—the lowest, \$200. The *average* salary of *male* teachers in *Counties* was \$382—of *female* teachers, \$241; in *Cities*, of male teachers, \$743—of female teachers, \$324; in *Towns*, of male teachers, \$564—of female teachers, \$256. The average salaries of teachers for 1880 have been calculated on a new and more accurate principle than in previous years. The total number of teachers is now divided into the total aggregate salaries at which they are engaged. (1) For *Counties*. (2) For *Cities*. (3) For *Towns*. (4) For *Province*. A comparison cannot therefore be made this year with 1879. The number of teachers who had attended the Normal Schools at Toronto or Ottawa was 1,636, an increase of 262.

3. *Teachers' Certificates.*—Total number of certificates or licensed teachers reported, 6,747—increase, 151; Provincial Certificates, 1st class, 239—decrease, 14; 2nd class, 1,875—increase, 274; County Board Certificates of the Old Standard, 1st class, 279—decrease, 28; 2nd Class, 104—decrease, 21; New County Board 3rd class Certificates, 3,706—increase, 48; Interim Certificates, 356—decrease, 118; other Certificates, 188—increase, 10.

4. Particulars in detail will be found in Table D.

5. SCHOOL BOARDS AND RURAL SCHOOL CORPORATIONS.

1. The number of *Urban School Boards* was as follows:—In *Cities*, 18; in *Towns*, 87; in *Incorporated Villages*, 139, being a total of 244.

2. The number of *Urban School-houses* was as follows:—In *Cities*, 130; in *Towns*, 190; in *Incorporated Villages*, 189.

3. The number of *Township School Boards* was 6, that is to say, in the following *Townships*—Enniskillen, Tuckersmith, Macaulay, Morrison, McKellar, and Christie.

4. The number of *Rural School Sections* (including *Incorporated Villages*) was 5,195—increase, 40. The number of *Rural Schools* reported as kept open was 5,137—increase, 14.

5. The increase in number of *Rural School-houses* was 34.
6. The whole number of School-houses reported is 5,182, of which 1,666 are *brick*, 513 *stone*, 2,397 *frame or concrete*, 706 *log*.
7. *Titles to School Sites*.—*Freehold*, 5,014—increase, 66 ; *Rented*, 168—decrease, 31.
8. *School Visits*.—By Inspectors, 13,418—increase, 384 ; by other persons, 57,111—decrease, 8,815. Total School visits, 90,043—decrease, 12,514. Trustees especially are bound to show their zeal and interest in Public School Education by personal visits to the schools.
9. *School Lectures*.—By Inspectors, 474—decrease, 172 ; by other persons, 202—increase, 27.
10. *Time of keeping the Schools open*.—The average time of keeping the Schools open, exclusive of holidays, vacations, and Sundays, was *two hundred and eight days* in 1880. The actual number of legal teaching days was 221 for Rural and Urban Schools not united with High Schools, and 212 for Urban and Rural Schools united with High Schools.
11. *Public School Examinations*.—The whole number of Public School Examinations was 8,976—decrease, 687 ; though less than two for each School. In each School a *quarterly* examination is required to be held, and the teacher is directed to give notice to trustees and parents of pupils, and to the school visitors resident in the Section. It is intended that such examinations be tests of efficiency on the part of teachers, and of the progress of pupils.
12. *School Prizes and Merit Cards*.—The number of Schools in which prizes are reported as having been distributed is 1,502—decrease, 206.
13. *Prayers and Ten Commandments*.—Of the 5,137 Schools reported, the daily exercises were opened and closed with prayers in 4,489 of them—increase, 12 ; and the Ten Commandments were taught in 2,726—decrease, 125. While the Public Schools Act provides that "No person shall require any pupil in any Public School to read or study from any religious book, or to join in any exercise of devotion or religion objected to by his or her parent," the Department has framed regulations of a recommendatory nature on the subject, with forms of prayers, in the earnest hope that School Boards, Trustees, and Teachers may thus be better enabled to impress upon their pupils the principles and duties of our common Christianity. In 4,489 out of 5,137 schools, religious exercises of the kind recommended by the Department are voluntarily conducted.
14. *Maps*.—Maps are used in 4,752 schools—increase, 8. Total number of maps used in schools, 40,104—increase, 117.
15. See Table E.

2. Roman Catholic Separate Schools.

1. The number of Roman Catholic Separate Schools is 196—increase during the year, 5.
2. *Receipts*.—The amount apportioned and paid by the Department of Education from the Legislative Grant to Separate Schools, according to average attendance of pupils as compared with that at the Public Schools in the same Municipalities, was \$14,102—increase, \$1,002. The amount of school *rates* from the supporters of Separate Schools, was \$90,733—increase, \$1,346. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$32,038—increase, \$432. Total amount received from all sources was \$136,873—increase, \$7,781.
3. *Expenditure*.—For payment of teachers, \$77,285—increase, \$2,119 ; for maps, prize books, and libraries, \$2,318—decrease, \$256 ; for sites and building School-houses, \$19,873—decrease, \$911 ; for other School purposes, \$28,985—increase, \$4,679.
4. *Pupils*.—The number of pupils reported as attending the Separate Schools was 25,311—increase, 532. *Average attendance*, 12,734—decrease, 339.
5. The whole number of teachers employed in the Separate Schools was 344—decrease, 2 ; male teachers, 100—decrease, 1 ; female teachers, 244—decrease, 1.
6. Table F shows the branches taught in the Separate Schools, and the number of pupils in each branch ; also the number of schools using maps.

3. *Public School Inspectors.*

The average amount paid to each Inspector from Legislative Grant is \$483 ; from Municipal Council and allowances, \$660 ; average salary, \$1,143. Particulars will be found in Table G.

4. *High Schools.*

1. COMPARATIVE STATEMENT—YEARS 1879 AND 1880.

1. A comparative statement will be found in Table H, of the progress or decline of each High School in 1880, as contrasted with the work of the previous year, 1879, under the respective headings of total number of pupils, average attendance both total and in the Upper School, percentage of the pupils attending in the Upper, percentage in the Lower School, admission and intermediate examinations, apportionment of Legislative grant and expenditure.

2. RECEIPTS AND EXPENDITURES—PUPILS—NUMBER OF SCHOOLS.

1. *Receipts.*—The amount received by the High School Boards from Legislative grant, for the salaries of teachers, was \$82,904—increase, \$6,070. The amount of *Municipal Grants* in support of High Schools was \$222,634—increase, \$32,307. The amount received for *pupils' fees* was \$28,528—increase, \$2,302. Balances of the preceding year and other sources, \$98,242—decrease, \$24,485. Total receipts, \$432,309—increase, \$14,848.

2. *Expenditures.*—For salaries of masters and teachers, \$247,894—increase, \$6,797 ; for building, rent and repairs, \$66,416—increase, \$12,142 ; for fuel, books and contingencies, \$97,991—decrease, \$2,211 ; for maps, prize books, apparatus and libraries, \$1,626—decrease, \$3,586. Total expenditure for the year, \$413,929—increase, \$13,141. Balance of moneys not paid out at the end of the year, \$18,380—increase, \$1,706.

3. *Number of Pupils*, 12,910—increase, 774.

4. *Number of Schools*, 104.

5. The cost per pupil, based on total receipts, was for—

	From Total Receipts.	From Leg. Grant.	From County Rate.	From Tuition Fees.	From other Sources.
Collegiate Institutes.	\$36 34	\$5 95	\$15 60	\$4 66	\$10 13
High Schools.....	31 94	6 67	18 14	0 88	6 25
Collegiate Institutes and High Schools.....	33 48	6 42	17 24	2 21	7 61

6. The percentage of average attendance to total number attending Collegiate Institutes was 57 per ct.

" " " High Schools " 56 "

" " " Collegiate Institutes and High Schools " 56 "

7. The percentage of (average attendance) Upper School to total number attending, is for Collegiate Institutes	10 p.c.	} For Coll. Insts. and High Schools, 7 per cent.
The percentage of (average attendance) Upper School to total number attending, is for High Schools	6 "	
The percentage of (average attendance) Lower School to total number attending, is for Collegiate Institutes	56 p.c.	} For Coll. Insts. and High Schools, 49 per cent.
The percentage of (average attendance) Lower School to total number attending, is for High Schools	44 "	

8. Thirty-six High Schools charge fees varying from 75 cents per term to \$8 ; 69 are free ; 57 are united with Public Schools.

9. Particulars will be found in Table I.

3. NUMBER OF PUPILS IN THE SUBJECTS OF STUDY.

1. The details appear in Table K, and the following is a summary in the principal subjects of the total number, as well as the respective percentages of the whole number of pupils attending :—

English Grammar.	Composition.	Reading, Dictation and Elocution.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Mensuration.	History.	Geography.	French.	German.	Latin.	Greek.
12,765	12,288	12,128	4,542	12,825	12,669	12,304	8,296	12,654	12,634	5,464	859	5,559	1,100
or 99	or 95	or 94	or 35	or 99	or 98	or 96	or 64	or 98	or 98	or 42	or 6	or 43	or 9
per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.

No. of Pupils.—In *English Grammar and Literature*, 12,765 ; in *Composition*, 12,288 ; in *Reading, Dictation and Elocution*, 12,128 ; in *Penmanship*, 7,115 ; in *Linear Drawing*, 2,397 ; in *Book-keeping*, 4,542 ; in *Arithmetic*, 12,825 ; in *Algebra*, 12,667 ; in *Geometry*, 12,304 ; in *Trigonometry*, 622 ; in *Mensuration*, 8,296 ; in *History*, 12,654 ; in *Geography*, 12,634 ; in *Natural Philosophy*, 2,519 ; in *Chemistry*, 2,991 ; in *Natural History*, 95 ; in *Physiology*, 131 ; in *French*, 5,464 ; in *German*, 859 ; in *Latin*, 5,559 ; in *Greek*, 1,100 ; in *Gymnastics and Drill*, 2,697.

4. HIGH SCHOOL PUPILS MATRICULATED IN UNIVERSITIES, 1880.

Number of High School or Collegiate Institute Pupils who were matriculated at Universities in 1880 :—

University of Toronto	147
Queen's College	25
McGill "	19
Victoria "	13
Trinity "	2
Albert "	1
London (Eng.)	1

Total 208

Number who passed at Senior Matriculation Examination 29

Number who obtained Scholarships at matriculation..... 28

5. ACCOMMODATION AND MISCELLANEOUS.

For particulars as to school accommodation, maps, globes, etc., see Table L, also for names, university and degrees of Head Masters, number of Assistants, etc.

I.—TABLE A.—The Public

COUNTIES. (Including Incorporat'd Villages, but not Cities or Towns.)	RECEIPTS.						
	For Teachers' Salaries (Legislative Grant).			School Municipal Grant.	Trustees' School As- sessment.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School Purposes.
	Public Schools.	R. C. Separ'te Schools.	Total.				
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Glengarry	2591 00	246 00	2837 00	3113 73	15100 65	2716 56	23767 94
Stormont	2288 00	56 50	2344 50	2511 88	13800 83	2234 37	20891 58
Dundas	2724 00	.....	2724 00	6001 09	17998 55	3737 45	30461 09
Prescott and Russell..	4370 00	323 50	4693 50	6210 29	22156 11	5234 33	38314 23
Carleton	4369 00	256 00	4625 00	6658 21	35295 43	7235 97	53814 61
Grenville	2676 00	25 00	2701 00	4672 65	13936 37	7348 95	28658 97
Leeds	4327 00	8 50	4335 50	6751 08	33022 07	14571 94	58680 59
Lanark	4174 00	88 50	4262 50	10619 76	25471 77	5525 80	45879 83
Renfrew	6907 00	296 00	6303 00	8306 13	26001 03	10233 48	50843 64
Frontenac	3232 00	134 50	3366 50	5642 30	25969 50	6210 76	41189 06
Lennox and Addington	3362 00	67 00	3429 00	5123 53	21333 61	8889 43	38775 57
Prince Edward	2475 00	.....	2475 00	2341 98	23234 65	8478 81	36530 44
Hastings	5682 00	90 50	5772 50	12026 67	39973 79	12316 13	70089 09
Northumberland	4322 00	80 00	4402 00	7313 01	33278 17	13265 63	58258 81
Durham	3685 50	.....	3685 50	6428 72	34188 99	5073 58	49376 79
Peterborough	2913 00	109 00	3022 00	6929 67	21457 98	5379 06	36788 71
Haliburton	1586 55	.....	1586 55	1194 65	6570 60	1243 81	10595 61
Victoria	7245 50	.....	7245 50	16836 94	33632 24	8853 10	66567 78
Ontario	6107 00	.....	6107 00	11155 72	43090 43	15077 01	75430 16
York	8410 00	210 00	8620 00	20610 48	59958 78	33627 60	122816 86
Peel	3066 00	30 00	3096 00	4980 73	24553 02	11275 92	43905 67
Simcoe	10449 50	105 50	10555 00	12387 35	68518 53	16869 73	108330 61
Halton	2836 00	.....	2836 00	8512 66	18549 55	8981 52	38879 73
Wentworth	3349 00	13 50	3362 00	3455 00	27334 63	17464 24	51615 87
Brant	2451 00	.....	2451 00	2532 86	19351 62	11642 33	35977 81
Lincoln	3259 00	166 00	3425 00	7817 42	20218 28	13745 92	45206 62
Welland	3335 00	92 00	3427 00	5974 32	21646 84	20906 93	51955 09
Haldimand	3353 50	7 50	3361 00	7341 00	25154 27	9276 23	45132 50
Norfolk	3985 00	35 00	4020 00	6766 33	32087 21	13162 87	56036 41
Oxford	4983 00	.....	4983 00	7033 65	48356 85	17604 52	77980 02
Waterloo	4285 00	152 00	4437 00	8783 07	38217 37	21779 32	73216 76
Wellington	7178 00	281 00	7459 00	14425 05	55786 30	17782 62	95452 97
Grey	8483 00	260 00	8743 00	9108 92	71465 36	15069 96	104387 24
Perth	4998 75	77 00	5075 75	4666 72	45379 48	10541 96	65663 91
Huron	8786 00	97 50	8883 50	12172 22	65854 80	14883 19	101793 71
Bruce	7947 00	43 50	7990 50	1784 02	57712 30	13109 85	96656 67
Middlesex	8819 00	123 00	8942 00	19122 34	70736 84	18307 58	117108 76
Elgin	4744 50	.....	4744 50	9514 77	35144 28	9335 95	58739 50
Kent	5227 00	186 00	5413 00	17440 29	45687 67	27757 02	96297 98
Lambton	5496 00	88 00	5584 00	13135 58	54158 02	22408 16	95285 76
Essex	4436 00	207 00	4643 00	9673 51	35098 72	14839 25	64254 48
Districts	6186 33	.....	6186 33	3942 64	16729 20	5971 46	32829 63
Total	200201 63	3955 50	204157 13	357078 94	1443212 69	509990 30	2514439 06
CITIES.							
Belleville	1124 00	307 50	1431 50	11429 12	.....	976 47	13837 09
Brantford	1297 00	198 50	1495 50	14032 44	.....	12391 48	27919 42
Guelph	1184 00	265 00	1449 00	11135 10	.....	942 85	13527 05
Hamilton	4278 00	889 50	5167 50	36421 68	.....	9042 60	50831 78
Kingston	1627 00	620 50	2247 50	14756 08	.....	2322 01	19325 59
London	2538 00	449 00	2987 00	26098 59	.....	15615 25	44700 84
Ottawa	1746 00	1637 00	3383 00	34208 60	.....	31655 46	69247 06
St. Catharines	1086 00	410 50	1496 50	12144 95	.....	2466 50	16107 95
Toronto	8756 00	1806 50	10562 50	117513 00	.....	6816 09	134891 59
Total	23636 00	6584 00	30220 00	277739 56	.....	82228 81	390188 37

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.		For Maps, Apparatus, Prizes and Libraries.		For Sites and Building School-houses.		For Rent and Repairs, Fees, Fuel and other Expenses.		Total Expenditure for all Public School Purposes.		Balances.		Average Cost per Pupil.	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
17341	29	93	59	1184	63	2718	37	21337	88	2430	06	4	10
16348	30	14	00	558	20	2037	82	18958	32	1933	26	4	13
21300	18	189	64	3437	83	2421	21	27348	86	3112	23	4	84
26192	75	156	14	3168	74	4757	48	34275	11	4039	12	4	21
39426	03	575	82	2820	32	6080	87	48903	04	4911	57	5	44
20930	68	35	52	2337	88	2663	71	25967	59	2691	38	4	91
38684	92	295	56	8326	61	5589	64	52896	73	5783	86	6	42
33949	62	246	42	1010	11	5556	00	40762	15	5117	68	5	33
32904	02	213	95	7376	12	4020	98	44515	07	6328	57	5	54
28453	65	87	16	1935	06	4820	66	33296	33	5892	73	4	81
28769	10	29	45	1086	37	4318	78	34203	70	4571	87	5	59
26368	19	228	24	1256	59	3301	87	31154	89	5375	55	6	70
49303	41	359	81	4167	95	7325	67	61156	84	8932	25	5	63
41141	22	185	01	3679	89	5758	30	50764	42	7494	39	5	73
38507	23	151	31	838	38	5630	01	45126	93	4249	86	6	00
27069	85	110	80	2776	55	3468	04	33425	24	3363	47	6	00
7557	35	41	11	493	10	1085	44	9177	00	1418	61	6	42
40910	28	293	77	12067	10	6050	46	59321	61	7246	17	5	97
51728	99	404	74	7573	78	8591	94	68299	45	7130	71	6	07
79279	96	981	99	10876	97	16636	50	107775	42	15041	44	6	15
30889	20	154	94	3066	52	4541	54	38652	20	5253	47	6	09
72341	14	694	27	11348	46	11635	46	96019	33	12311	28	5	14
26974	29	149	37	2628	51	4437	21	34189	38	4690	35	6	50
31782	20	330	54	7365	20	5909	76	45387	70	6228	17	6	63
26053	95	193	61	269	82	4400	83	30918	21	5059	60	6	38
26796	50	232	37	2500	17	4091	97	33621	01	11585	61	6	60
29055	84	259	31	3361	28	6776	89	39453	32	12501	77	6	31
30735	25	218	00	1741	35	5014	82	37709	42	7423	08	5	64
34343	00	221	78	3728	89	5209	98	43503	65	12532	76	4	87
51965	48	547	59	8056	09	8177	43	68746	59	9233	43	6	73
46928	77	539	91	3011	85	7241	43	57721	96	15494	80	6	83
67847	05	542	85	6255	88	9288	93	83934	71	11518	26	5	23
74779	00	622	77	7270	50	11228	26	93900	53	10486	71	4	86
46612	53	222	36	3087	81	8250	21	58172	91	7491	00	5	51
77572	36	402	26	4190	96	10131	52	92297	10	9496	61	4	78
68269	10	409	95	7375	12	10352	27	86406	44	10250	23	4	96
83894	12	582	76	5567	98	12900	85	102945	71	14163	05	5	89
41719	54	212	21	2630	58	5727	87	50290	20	8449	30	5	59
50676	77	279	72	16965	92	9542	93	77465	34	18832	64	6	52
53744	75	460	63	15178	32	11121	75	80504	85	14780	91	6	78
40816	53	758	63	7512	94	8153	84	57241	94	7012	54	6	47
21905	95	296	48	4062	48	5347	45	31612	36	1217	27	6	73
1701869	94	13025	74	204148	81	272316	95	2191361	44	323077	62	5	66
9579	78	.....	.....	200	00	3512	65	13292	43	544	66	5	59
9921	88	80	15	724	08	4766	02	15492	13	12427	29	6	72
8630	16	95	69	20	81	4657	92	13404	58	122	47	6	65
33132	44	583	37	906	67	14891	96	49514	44	1117	34	6	95
9954	79	359	65	657	30	5763	89	16735	63	2589	96	4	30
16986	93	81	24	.....	.....	10789	56	27857	73	16843	11	5	93
23155	98	144	75	11153	18	16093	32	50547	23	18699	83	8	39
11445	50	.....	.....	.....	.....	4485	11	15930	61	177	34	6	62
78096	50	1376	03	7772	33	29138	99	116383	85	18507	74	7	55
200903	96	2720	88	21434	37	94099	42	319158	63	71029	74	6	90

TABLE A.—The Public

TOWNS.	RECEIPTS.						
	For Teachers' Salaries (Legislative Grant).			School Municipal Grant.	Trustees' School As- sessment.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School Purposes.
	Public Schools.	R. C. Separate Schools.	Total.				
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Amherstburgh	144 00	169 50	313 50	3731 38		1657 29	5702 17
Barrie	570 00	127 50	697 50	4388 25		1308 14	6393 89
Berlin	494 00	69 50	563 50	5031 19		460 24	6054 93
Bothwell	146 00		146 00	1122 50		1389 67	2638 17
Bowmanville	463 00		463 00	3848 00		90 51	4401 51
Brampton	457 00		457 00	3327 60		410 29	4194 89
Brockville	819 00	241 00	1060 00	7458 62		3022 71	11541 33
Chatham	850 00	191 50	1041 50	11710 83		5758 39	18510 72
Clifton	207 00	89 50	296 50	3001 96		1535 90	4833 86
Clinton	351 00		351 00	3200 00		354 44	3905 44
Cobourg	592 00	139 50	731 50	4650 00		2568 42	7949 92
Collingwood	620 00		620 00	4159 22		1009 16	5788 38
Cornwall	364 00	195 50	559 50	4280 43		1200 00	6039 93
Dundas	368 00	129 50	497 50	3493 30		777 83	4768 63
Durham	141 00		141 00	1800 00		388 46	2329 46
Galt	570 00	74 50	644 50	6023 10		3369 30	10036 90
Goderich	574 00	59 00	633 00	4992 03		100 91	5725 94
Harriston	214 00		214 00	2032 92		227 05	2473 97
Ingersoll	639 00	87 50	726 50	5125 59		1349 92	7202 01
Kincardine	500 00		500 00	3900 00		361 54	4761 54
Lindsay	459 00	312 00	771 00	5666 20		2508 70	8945 90
Listowel	382 00		382 00	2618 00		287 27	3287 27
Meaford	248 00		248 00	1252 68		853 75	2354 43
Mitchell	387 00		387 00	3150 00		359 29	3896 29
Milton	182 00		182 00	1952 31		1690 52	3824 83
Mount Forest	244 00	19 00	263 00	2735 46		516 36	3514 82
Napanee	444 00		444 00	3835 50		545 84	4825 34
Niagara	198 00		198 00	1220 07		363 37	1781 44
Oakville	211 00	42 50	253 50	1769 39		231 60	2254 49
Orangeville	351 00		351 00	2425 00		1536 43	4312 43
Orillia	393 00		393 00	4090 95		968 40	5452 35
Oshawa	572 00	77 00	649 00	4574 07		1282 34	6505 41
Owen Sound	616 00	39 50	655 50	4844 46		306 53	5806 49
Palmerston	222 00		222 00	2006 83		2 33	2231 16
Paris	382 00	62 00	444 00	4742 78		6049 04	11235 82
Pembroke	233 00	149 00	383 00	4209 89		899 75	5492 64
Perth	325 00	73 00	398 00	2900 51		1170 34	4468 85
Peterborough	667 00	264 00	931 00	8191 89		2705 75	11828 34
Petrollea	444 00		444 00	4403 00		121 37	4968 37
Picton	349 00	60 00	409 00	4304 11		1119 52	5832 63
Port Hope	770 00		770 00	6600 00		377 99	7747 99
Prescott	262 00	149 50	411 50	3431 02		1505 23	5347 75
Sandwich	153 00		153 00	2089 88		536 17	2779 05
Sarnia	453 00	127 00	580 00	5259 82		696 56	6336 38
Seaforth	336 00		336 00	1250 00		2144 50	3730 50
Simcoe	386 00		386 00	2536 21		30 66	2952 87
St. Mary's	575 00	90 00	665 00	4194 67		838 91	5698 50
St. Thomas	893 00	112 50	1005 50	6812 00		2191 73	10009 23
Stratford	1055 00	216 00	1271 00	9536 69		665 04	11472 73
Strathroy	500 00		500 00	4150 00		594 37	5244 37
Thorold	275 00	147 00	422 00	3068 16		2080 70	5570 86
Tilsonburg	255 00		255 00	2181 46		415 31	2851 77
Walkerton	343 00		343 00	2759 80		2469 11	5571 91
Waterloo	272 00		272 00	3000 00		433 05	3705 05
Welland	357 00		357 00	4308 20		172 31	4837 61
Whitby	382 00	48 50	430 50	4377 58		238 00	5046 08
Windsor	882 00		882 00	7794 92		352 09	9029 01
Wingham	240 00		240 00	2613 23		113 05	2966 28
Woodstock	733 00		733 00	9764 10		2948 99	13446 09
Total	25514 50	3562 50	29077 00	243897 46		69662 54	342637 00

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries,	For Maps, Apparatus, Prizes and Libraries,	For Sites and Building School-houses.	For Rent and Repairs, Fees, Fuel and other Expenses.	Total Expenditure for all Public School Purposes.	Balances.	Average Cost per Pupil.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
3121 34		356 00	1279 44	4756 78	945 39	6 93
5105 00	17 58		1034 82	6157 40	236 49	5 64
4599 24	22 72	98 74	1118 20	5838 90	216 03	6 43
1251 50	15 00		276 00	1542 50	1115 67	5 89
3464 92			666 38	4131 30	270 21	5 76
2945 84			893 07	3838 92	355 97	5 28
5837 69	12 55	1770 36	2129 10	9749 70	1791 63	6 32
9690 00	75 35	790 17	4295 58	14851 10	3659 62	7 46
2081 00	58 88	122 00	462 13	2724 01	2109 85	6 09
3075 00	34 30	28 00	671 44	3808 74	96 70	6 32
4400 23	83 24	1415 00	1487 58	7386 05	563 87	6 24
4265 19	3 75		983 50	5252 44	535 94	4 92
2828 62	43 28	736 00	840 92	4448 82	1591 11	4 45
3104 34	13 90	162 75	1424 00	4704 99	63 64	5 28
1250 00		520 00	559 46	2329 46		7 84
5237 09	97 32	400 00	1276 81	7011 22	3025 68	6 38
4320 00			1195 74	5515 74	210 20	5 07
1855 00			609 04	2464 04	9 93	5 34
4826 28	12 50	881 50	1193 23	6913 51	288 50	6 26
3382 75		183 30	946 20	4512 25	249 29	4 58
6756 95	107 68	556 63	1351 82	8773 08	172 82	6 20
2335 03			676 86	3011 89	275 38	4 82
1805 00			434 32	2239 32	115 11	4 60
3075 00			676 19	3751 19	145 10	6 34
1850 00	37 81	446 00	309 36	2643 17	1181 66	6 96
2421 00	13 55	48 71	722 24	3205 50	309 32	4 97
3627 27			972 80	4600 07	225 27	4 70
1100 00			198 06	1298 06	483 38	4 81
1792 66	9 54		447 29	2249 49	5 00	5 02
2448 37		81 96	1782 10	4312 43		6 10
3180 63	35 60	723 00	1398 05	5337 28	115 07	6 53
4184 81	9 64		1448 64	5643 09	862 32	5 70
4000 00			1766 27	5766 27	40 22	5 07
1849 83			370 14	2219 97	11 19	4 92
3367 29		4089 57	1285 88	8742 74	2493 08	11 20
3450 00	15 95	630 95	1084 89	5181 79	310 85	7 34
2675 01	50 00	300 00	1327 36	4352 36	116 49	7 54
7993 16		9 98	1949 67	9932 81	1895 53	5 18
2948 00			1654 48	4602 48	365 89	5 40
3439 40			953 55	4392 95	1439 68	6 28
6172 92			1506 62	7679 54	68 45	6 64
3214 16	20 00	1113 55	1000 04	5347 75		6 84
1750 87	35 00	554 29	260 74	2600 90	178 15	10 74
4405 00	54 00		1363 46	5822 46	713 92	4 92
2457 00			455 09	2912 00	818 50	5 06
2359 47	84 83		508 57	2952 87		5 37
3400 00	67 00	1287 17	944 00	5698 17	41	6 91
4999 43	25 00	250 00	2825 68	8100 11	1909 12	4 86
7664 42	15 00	420 00	3270 59	11370 01	102 72	6 13
3896 61			867 56	4764 17	480 20	4 98
2828 00		33 97	579 24	3441 21	2129 65	5 22
1910 83	28 00		429 69	2368 52	483 25	4 92
2569 10		75 65	2927 16	5571 91		8 80
2568 74	90 16		701 52	3360 42	344 63	6 61
2175 25			842 26	3017 51	1820 10	7 09
4008 50			907 08	4915 58	130 50	5 89
6350 06			2277 09	8627 15	401 86	6 43
2038 00		80 00	848 28	2966 28		4 50
4717 50	720 84	5641 31	1177 48	12257 13	1188 96	11 11
210406 29	1909 97	23806 56	67844 68	303967 50	38669 50	6 07

TABLE A.—The Public

TOTALS.	RECEIPTS.						
	For Teachers' Salaries (Legislative Grant).			School Municipal Grant.	Trustees' School As- sessment.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School Purposes.
	Public Schools.	R. C. Separate Schools.	Total.				
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Counties, etc.	200201 63	3955 50	204157 13	357078 94	1443212 69	509990 30	2514439 06
Cities	23636 00	6584 00	30220 00	277739 56	.....	82228 81	390188 37
Towns	25514 50	3562 50	29077 00	243897 46	.....	69662 54	342637 00
.....	.....	.....	.....	.....	.....	*7565 00	7565 00
Grand Total, 1880	249352 13	14102 00	263454 13	878715 96	1443212 69	669446 65	3254829 43
do. do. 1879	239464 75	13100 00	252564 75	874071 43	1433153 17	666941 11	3226730 46
Increase.....	9887 38	1002 00	10889 38	4644 53	10059 52	2505 54	28098 97
Decrease .....	.....	.....	.....	.....	.....	.....	.....

* For Maps, Apparatus, etc. (Legislative Grant).

NOTE.—All moneys reported in this or any of the following tables represent actual payments made between the 1st of January and the 31st of December.

Tables A, B, C, D, E, include the statistics of Roman Catholic Separate Schools. These statistics are, however, given in detail in Table F.

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rent, and Repairs, Fees, Fuel and other Expenses.	Total Expenditure for all Public School Purposes.	Balances.	Average Cost per Pupil.	Average Cost per Pupil for 1876.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1701869 94	13025 74	204148 81	272316 95	2191361 44	323077 62	5 66	5 98
260903 96	2720 88	21434 37	94099 42	319158 63	71029 74	6 90	8 00
210406 29	1909 97	23806 56	67844 68	303967 50	38669 50	6 07	6 10
.....	7565 00	.....	.....	7565 00	.....	.....	.....
2113180 19	25221 59	249389 74	434261 05	2822052 57	432776 86	5 85	6 15
2072822 78	32622 14	306025 65	421613 68	2833084 25	393646 21	.....	.....
40357 41	.....	.....	12647 37	.....	39130 65	.....	.....
.....	7400 55	56635 91	.....	11031 68	.....	.....	.....

Cost per capita of each pupil, based on expenditure for	Teachers' Salaries	\$4 37
do	Maps, Apparatus, etc.	0 06
do	Sites and Building School-houses	0 52
do	Rent, Repairs, Fees, etc.	0 90
do	Total Expenditure	\$5 85

TABLE showing the progressive increase or decrease in the amounts levied, and also the yearly increase or decrease in the Total Receipts since 1871.

	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
Legislative School Grant.....	\$ 178,975	204,758	224,934	244,933	248,061	249,956	251,962	258,538	252,564	263,454
County Municipal Assessment ...	492,481	531,391	601,351	606,538	758,467	793,161	858,305	872,354	874,071	878,716
Trustee School Assessment	1,027,184	1,232,101	1,439,390	1,608,437	1,547,125	1,553,574	1,564,126	1,405,686	1,433,153	1,443,213
All other Receipts.....	425,831	562,020	701,690	779,363	811,801	796,964	748,792	710,743	666,042	669,446
Total Receipts	2,124,471	2,530,270	2,967,365	3,239,271	3,365,454	3,393,655	3,423,185	3,247,321	3,226,750	3,254,829
Increase in Total Receipts	180,107	405,799	437,095	271,906	126,183	28,201	29,530	.....	.....	28,098
Decrease								175,864	20,591	.....

TABLE showing the progressive expenditure and also the yearly increase or decrease in the Total Expenditure since 1871.

	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Teachers' Salaries	1,191,476	1,371,593	1,520,123	1,647,750	1,758,100	1,838,321	2,038,099	2,011,207	2,072,822	2,113,180
Sites, and Building School-houses	261,833	456,042	609,113	639,547	702,330	630,265	477,392	413,392	306,025	249,389
All other Expenses	349,985	379,729	475,290	518,035	532,650	537,870	557,998	464,748	454,237	459,483
Total Expenditure	1,803,294	2,207,364	2,604,526	2,865,332	2,993,080	3,006,456	3,073,489	2,889,347	2,833,084	2,822,052
Increase in Total Expenditure	91,233	404,069	397,161	260,806	127,747	13,375	67,033	.....	.....	.....
Decrease .....	.....	.....	.....	.....	.....	.....	.....	184,142	56,263	11,031

II.—TABLE B.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
Glengarry.....	5260	17	5010	173	4	5204	2740	2464
Stormont.....	4847	14	4419	148	10	4591	2443	2148
Dundas.....	5639	15	5426	206	11	5658	2985	2673
Prescott and Russell.....	8859	49	7892	189	4	8134	4192	3942
Carleton.....	9120	47	8530	412	12	9001	4811	4190
Grenville.....	5276	6	5034	247	6	5293	2807	2486
Leeds.....	8150	9	7899	330	11	8249	4345	3904
Lanark.....	8493	21	7431	179	17	7648	4004	3644
Renfrew.....	8086	34	7789	193	21	8037	4221	3816
Frontenac.....	7246	17	6960	238	7	7222	3714	3508
Lennox and Addington.....	5900	12	5804	290	5	6111	3159	2952
Prince Edward.....	4300	17	4232	390	13	4652	2558	2094
Hastings.....	11352	22	10332	503	12	10869	5700	5169
Northumberland.....	8500	40	8389	414	14	8857	4837	4020
Durham.....	7392	5	7119	402	13	7539	4191	3348
Peterborough.....	5753	36	5402	146	5	5589	2957	2632
Haliburton.....	1580	16	1369	42	3	1430	763	667
Victoria.....	10014	63	9516	350	10	9939	5253	4686
Ontario.....	12108	9	10557	674	18	11258	6101	5157
York.....	17156	52	16761	697	28	17538	9420	8118
Peel.....	5915	19	6071	238	12	6340	3376	2964
Simcoe.....	18061	67	17888	689	33	18677	10028	8649
Halton.....	5000	3	4981	267	6	5257	2857	2400
Wentworth.....	6558	24	6428	386	10	6848	3755	3093
Brant.....	4926	7	4610	224	3	4844	2616	2228
Lincoln.....	4961	22	4843	225	8	5098	2730	2368
Welland.....	6268	14	5982	251	10	6257	3335	2922
Haldimand.....	6422	18	6319	338	5	6680	3536	3144
Norfolk.....	8510	17	8398	481	30	8926	4709	4217
Oxford.....	9872	12	9575	604	10	10201	5616	4585
Waterloo.....	8426	11	8190	242	6	8449	4622	3827
Wellington.....	15717	43	15254	731	40	16068	8789	7279
Grey.....	18536	82	18137	1045	36	19300	10240	9060
Perth.....	10508	30	10165	344	17	10556	5619	4937
Huron.....	18825	49	18505	689	48	19291	10362	8929
Bruce.....	17299	58	16668	635	36	17397	9340	8057
Middlesex.....	17402	19	16724	718	15	17476	9458	8018
Elgin.....	8600	48	8525	404	20	8997	4834	4163
Kent.....	11450	20	11193	631	37	11881	6355	5526
Lambton.....	11557	31	11502	324	15	11872	6253	5619
Essex.....	9355	26	8542	254	15	8837	4658	4179
Districts.....	5027	15	4534	136	4	4689	2445	2244
Total.....	384226	1136	368905	16079	640	386760	206734	180026
CITIES.								
Belleville.....	2610		2372	7		2379	1184	1195
Brantford.....	2900		2291	13		2304	1201	1103
Guelfh.....	2270		2004	9		2013	1002	1011
Hamilton.....	7500	9	7086	21	2	7118	3646	3472
Kingston.....	4400	4	3852	41		3897	1945	1952
London.....	4800	5	4675	18	2	4700	2468	2232
Ottawa.....	6500		6000	21	3	6024	2977	3047
St. Catharines.....	2500	3	2381	23		2407	1188	1219
Toronto.....	18000	10	15400	3	1	15414	7799	7615
Total.....	51480	31	46061	156	8	46256	23410	22846

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			
616	1100	1382	1141	713	252	768	2094	40
557	911	1211	906	832	174	212	1880	40
538	973	1219	1228	1335	365	914	2671	47
1068	1708	2167	1538	1341	312	1093	3312	41
841	1754	2321	1984	1580	521	335	3704	41
584	988	1294	1108	1078	241	317	2314	44
807	1474	1990	1842	1799	337	261	3625	44
647	1199	1846	1544	1739	673	484	3787	50
935	1755	2155	1645	1222	325	803	3123	39
1019	1652	1793	1296	1162	300	1116	2830	39
682	1229	1463	1255	1140	342	460	2658	44
331	766	1137	1117	1038	263	192	2140	46
1233	2133	2822	2198	2031	452	1261	4774	44
793	1509	2312	1952	1782	509	486	3831	43
675	1508	1947	1642	1443	324	300	3462	46
636	1083	1490	1060	1080	240	692	2375	43
247	361	377	230	128	87	269	492	35
1197	2126	2569	1964	1644	439	638	3925	40
1149	2055	2968	2344	2181	561	481	4900	44
1681	3213	4509	3455	3545	1135	614	7614	43
599	1187	1631	1290	1384	249	298	2624	41
2178	3877	4918	3770	3138	796	728	8215	44
449	946	1404	1075	1178	205	579	2350	45
664	1237	1978	1400	1305	564	946	2862	42
350	849	1273	1141	946	285	54	2150	44
405	828	1274	1198	1141	252	327	2342	46
589	1136	1662	1406	1147	317	269	2596	42
673	1175	1652	1457	1392	331	835	3025	45
1080	1833	2452	1853	1466	242	164	3508	39
647	1708	2553	2244	2418	631	330	4728	47
460	1164	1899	1806	2290	830	294	4157	49
1496	3135	4305	3334	3076	722	1795	*7000	44
2372	4344	5253	3699	2778	854	2266	7009	36
677	1671	2639	2522	2486	561	335	4909	47
1672	3226	4817	4070	4354	1152	967	8805	46
1770	3413	4470	3467	3469	808	2054	7511	43
1456	2996	4182	3881	4165	796	763	8136	47
783	1669	2211	2059	1815	460	102	4015	45
1332	2272	3298	2626	2000	353	1192	4768	40
1130	2260	2936	2421	2567	558	908	5240	44
1097	1838	2287	1836	1556	223	813	3485	39
690	948	1225	892	692	242	677	1708	39
38805	73209	99291	80896	75576	18983	28392	166654	43
191	330	501	570	667	120	.....	1197	50
166	415	539	467	640	77	.....	1263	55
108	263	407	479	694	62	.....	1060	53
320	735	1675	1432	2698	258	.....	4594	65
292	467	1236	927	846	129	.....	1978	51
349	764	1138	1024	1194	231	798	2354	50
437	757	1756	1371	1320	383	.....	2948	49
177	367	492	496	728	147	45	1326	55
685	1530	3294	2686	4730	2489	.....	9553	62
2725	5628	11038	9452	13517	3896	843	26273	57

* The average attendance of Wellington in 1879 was 7104, not 4069 as published.

TABLE B.—The Public

TOWNS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 yrs of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 yrs of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
Amherstburgh	720		672	15		687	363	324
Barrie	1300		1060	32		1092	526	566
Berlin	1200		906	2		908	474	434
Bothwell	307	2	252	8		262	136	126
Bowmanville	861		714	3		717	383	334
Brampton	890		726	1		727	381	346
Brockville	1660	1	1539	4		1544	804	740
Chatham	2000		1958	31	3	1992	1007	985
Clifton	550		441	6		447	224	223
Clinton	650		602			602	291	311
Cobourg	1800	2	1172	10		1184	616	568
Collingwood	1100		1051	15	1	1067	548	519
Cornwall	1050		975	24		999	560	439
Dundas	950		887	3	1	891	480	411
Durham	320	2	286	9		297	133	164
Galt	1234		1098	1		1099	564	535
Goderich	1250		1072	15	2	1089	568	521
Harriston	476		449	9		458	222	236
Ingersoll	1200		1102	3		1105	549	556
Kincardine	1000	4	977	3		984	483	501
Lindsay	1500		1373	40	2	1415	677	738
Listowel	644		624			624	324	300
Meaford	490		471	16		487	242	245
Mitchell	650		589	1	1	591	280	311
Milton	401		363	16	1	380	208	172
Mount Forest	700		637	6	1	644	335	309
Napanee	1000		972	6	2	980	510	470
Niagara	341		266	4		270	159	111
Oakville	550		446	3		448	230	218
Orangeville	750		704	1		705	353	352
Orillia	1000	1	810	6		817	428	389
Oshawa	1050		972	15		987	485	502
Owen Sound	1200	21	1110	7		1138	607	531
Palmerston	43		441	8	2	451	237	214
Paris	850		775	5		780	402	378
Pembroke	750		704	2		706	341	365
Perth	650	1	573	3		577	266	311
Peterborough	1950		1906	6	1	1913	1000	913
Petrollea	900		840	12		852	447	405
Picton	750	7	664	28		699	369	330
Port Hope	1300		1153	4		1157	573	584
Prescott	850		777	5		782	365	417
Sandwich	250		228	15		243	108	135
Sarnia	1235	6	1163	15		1184	598	586
Seaforth	575		571	4	1	576	290	286
Simcoe	600		550			550	300	250
St. Mary's	945		813			813	389	424
St. Thomas	1700		1648	19		1667	830	837
Stratford	1900	5	1846	3		1854	992	862
Strathroy	1000		949	6	1	956	491	465
Thorold	700		650	9		659	315	344
Tilsonburg	540		476	5		481	254	227
Walkerton	700	2	624	6	1	633	323	310
Waterloo	555		507	1		508	274	234
Welland	502		419	6		425	217	208
Whitby	900		817	18		835	466	369
Wingham	700		627	18		645	338	307
Windsor	1472		1336	5	2	1343	617	726
Woodstock	1200		1096	7		1103	581	522
Total	54218	54	49429	524	22	50029	25533	24496

Schools of Ontario.

THE PUBLIC SCHOOLS.

Less than 20 days during the year.	NUMBER OF PUPILS ATTENDING SCHOOL.					No. of children between 7 and 12 years of age not attending any school for four mos. of the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			
43	111	149	143	221	20		339	50
40	89	132	167	558	106		709	65
29	111	208	220	331	9		477	53
24	37	80	52	55	14		144	55
40	62	140	156	319			430	60
42	87	137	130	322	9		401	55
98	177	299	362	560	48	56	886	57
147	287	437	459	599	63		975	49
15	82	47	63	174	66	50	280	64
38	91	158	107	203	5		343	56
75	149	351	264	303	42		592	50
104	165	286	251	243	15		519	48
113	187	253	203	225	18		440	45
66	142	215	183	240	45	61	447	50
31	30	65	77	79	15		153	51
73	137	221	240	380	48		596	55
44	122	181	283	445	14		646	60
27	68	86	102	158	17		230	50
60	157	275	246	555	12		561	51
77	149	304	270	177	7		436	44
79	132	277	338	489	100		786	56
32	108	148	154	143	39	10	387	62
44	69	95	89	152	38		251	52
30	42	93	153	241	32		384	65
25	50	78	89	130	8	18	176	46
53	86	119	141	219	26	64	351	55
118	149	209	225	260	19	100	473	48
12	52	75	67	47	17		153	58
28	58	110	126	126		39	235	53
106	124	254	138	75	8	45	304	43
61	111	191	164	254	36		433	53
55	127	226	212	307	60		611	62
93	153	207	249	436			589	52
43	82	93	86	110	37		207	46
47	96	190	161	265	21		418	54
48	90	130	147	224	67	71	404	58
18	30	79	107	175	168		388	67
121	259	565	416	535	17		1006	53
73	141	221	247	170			384	45
47	91	143	183	215	20		432	61
60	122	233	230	478	34		734	63
45	124	205	174	234		4	412	53
16	33	65	77	52		113	128	53
121	145	246	236	422	14	66	633	54
35	75	100	118	229	19	2	320	55
50	70	119	122	169	20		280	51
41	95	140	271	262	4		530	65
113	253	373	374	554		89	877	53
138	212	361	436	606	101		1068	58
67	100	157	160	402	70		548	57
41	90	163	142	204	19	13	377	57
36	74	107	89	115	60		238	50
60	108	161	114	185	5		308	49
29	38	88	112	221	20		303	60
40	98	119	105	63		56	177	42
70	96	129	215	296	29		490	59
48	62	114	151	189	81		335	52
46	145	332	345	443	32	39	853	64
68	186	289	268	292			554	50
3443	6616	11028	11209	15939	1794	960	27141	55

II.—TABLE B—The Public

TOTALS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
Counties, &c.	384226	1136	368905	16079	640	386760	206734	180026
Cities	51480	31	46061	156	8	46256	23410	22846
Towns	54218	54	49429	524	22	50029	25533	24496
Grand Total, 1880	489924	1221	464395	16759	670	483045	255677	227368
Do. 1879	494424	1255	467845	17195	717	487012	259056	227956
Increase								
Decrease	4500	34	3450	436	47	3967	3379	588

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			
38805	73209	99291	80896	75576	18983	28392	166654	43
2725	5628	11038	9452	13517	3896	843	26273	57
3443	6616	11028	11209	15939	1794	960	27141	55
44973	85453	121357	101557	105032	24673	30195	220068	46
44580	84767	123481	103341	107328	23515	27409	219442	.....
393	686	.....	.....	.....	1158	2786	626	.....
.....	.....	2124	1784	2296	.....	.....	.....	.....

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES. (Including Incorporated Vil- lages, but not Cities or Towns.)	READING.						Spelling and Dicta- tion.	Writing.	Arithmet- ic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Glengarry	1656	1083	1237	1106	122	....	5204	4455	4462	2807
Stormont	1524	939	1020	978	130	....	3494	3130	3277	2153
Dundas	1560	1159	1529	1270	140	....	4113	4265	4783	3163
Prescott	3405	1717	1755	1079	170	8	4709	5249	5785	2572
Russell										
Carleton	2463	1883	2343	1593	690	29	5953	7013	6820	3657
Grenville	1500	1058	1394	1076	248	17	4252	4160	4371	2494
Leeds	2225	1817	2400	1679	128	....	6347	6446	6725	5241
Lanark	2251	1873	2119	1223	182	....	5743	5919	6293	4507
Renfrew	3109	1909	1812	1063	130	14	4877	5410	5840	4956
Frontenac	2532	1833	1992	830	35	..	5910	5938	6004	4453
Lennox and Addington	1707	1389	1882	1072	51	10	5440	6022	5897	4163
Prince Edward	1162	883	1230	1098	273	6	3908	4042	4010	3560
Hastings	4391	2679	2512	1059	212	16	8693	8844	9401	6255
Northumberland	2630	2284	2373	1381	157	32	7495	7515	8020	6247
Durham	2177	1708	2181	1286	172	15	5961	6274	6304	4167
Peterborough	2084	1366	1466	686	37	....	4667	4927	4889	3999
Haliburton	574	380	319	154	3	....	1319	1046	1086	797
Victoria	3038	2309	2799	1572	219	2	7065	8351	8362	6854
Ontario	3339	2273	3203	2187	225	31	8539	8278	9369	6232
York	5310	3687	4689	3234	577	41	13909	14626	14593	9891
Peel	2427	1389	1608	885	30	1	5651	5480	5581	3542
Simcoe	6470	4796	4621	2602	176	12	13498	14503	15309	10353
Halton	1866	1331	1512	542	6	....	5234	5236	5144	2083
Wentworth	1719	1537	1975	1336	269	12	5893	5819	6092	4136
Brant	1331	1095	1249	965	204	....	4637	4292	4492	4207
Lincoln	1386	1145	1551	892	124	....	4160	4096	4039	2992
Welland	1721	1186	1622	1280	423	25	4769	5256	5281	3825
Haldimand	1860	1596	1631	1284	305	4	5664	5657	5496	4654
Norfolk	2538	1788	2338	1785	474	3	6368	6772	7040	4099
Oxford	2957	2343	2860	1756	276	9	9078	8478	9342	6611
Waterloo	2685	1890	2581	859	253	181	7508	6503	8125	5601
Wellington	4900	3625	4268	2731	517	27	13383	13493	14037	9211
Grey	5813	4795	5177	3118	367	30	14354	15696	14450	10854
Perth	2924	2216	3433	1332	504	147	8821	9202	9447	6374
Huron	6061	4112	5556	2792	714	56	16690	17383	18395	13698
Bruce	6166	4394	4703	1871	248	15	15404	14534	15857	10507
Middlesex	5411	4363	4581	2594	520	7	14615	14367	15774	6952
Elgin	2190	1748	2403	2094	515	47	6771	6883	7230	4891
Kent	3818	2803	3017	1801	430	12	9604	9476	9834	6862
Lambton	4210	2885	3010	1560	199	8	9997	9560	7619	7204
Essex	4126	2067	1798	771	75	....	8099	8046	8301	4719
Districts	1790	1242	1120	475	59	3	3344	3699	3723	2372
Total	123006	88575	102869	60901	10589	820	311252	316341	326999	223917
CITIES.										
Belleville	936	444	666	333	....	....	1846	2147	2197	1548
Brantford	725	513	675	280	111	....	2394	2040	2234	2142
Guelph	594	461	461	473	24	....	1548	1620	1900	1326
Hamilton	2629	1462	1709	1123	185	10	7020	6675	7020	4646
Kingston	1149	703	854	712	322	157	3522	3538	3738	2881
London	1640	1097	1090	704	169	....	3603	3440	4372	3075
Ottawa	2055	1025	1795	664	462	23	4489	5137	4989	2532
St. Catharines	683	405	636	574	101	8	2407	1783	2348	2199
Toronto	5957	3514	3234	1668	670	371	13542	12906	14218	12951
Total	16368	9624	11120	6531	2044	569	40282	39286	43016	33300

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
1493	839	2726	2465	813	943	133	179	83	77	...	7	...	52	...
296	305	580	1920	215	469	98	...	89	101	2	3	...	49	1
293	429	459	2704	801	873	53	...	111	96	3	3	...	105	15
707	441	1803	2465	542	627	107	71	100	87	18	6	89	46	488
1023	1097	1267	3347	458	1214	237	202	388	298	46	30	3	178	229
356	203	1306	1980	390	750	94	73	164	173	30	24	10	81	110
891	449	1477	3860	1613	1435	364	321	187	135	14	14	...	109	95
1604	1445	1631	3870	585	1102	100	147	142	139	39	11	...	61	211
598	750	1289	3487	303	849	26	71	152	135	10	7	80	62	301
1703	1551	1883	2759	637	638	38	55	86	48	7	4	79	47	521
2711	1366	1079	2650	368	880	26	249	98	78	37	17	...	134	1004
2365	655	1685	2592	804	972	127	453	196	147	22	21	...	210	369
2396	3267	4032	3805	1214	1033	378	41	240	312	39	40	...	157	2883
2125	1589	2498	4428	880	1153	142	310	230	219	30	37	16	198	2145
535	1168	1061	3532	373	1004	83	94	253	194	39	30	...	174	774
1266	548	688	3995	383	487	27	...	56	52	...	...	...	12	255
49	339	314	379	63	104	57	...	16	11	...	...	...	...	...
4121	4756	2583	4019	620	990	401	228	255	285	7	39	69	163	2134
2078	2687	3804	5112	734	1885	296	266	328	347	38	43	...	283	1355
8372	7787	8125	8123	1917	3031	613	1273	410	430	53	41	89	379	3658
3084	1395	2023	2364	831	777	44	120	84	114	25	25	...	70	205
3493	3386	4199	7829	2035	2111	496	610	342	450	39	44	20	201	2205
4306	1235	3844	2255	841	608	54	266	111	134	2	2	...	74	522
1798	1997	1901	3532	904	1199	629	230	268	249	16	29	10	102	485
1341	1606	1392	2449	1185	1075	146	275	227	219	3	32	...	256	586
562	869	546	2808	231	759	25	50	103	87	...	...	...	109	260
1151	2370	1952	3077	637	1031	203	238	223	231	62	106	96	257	771
1412	789	1658	3184	241	1500	91	164	192	167	22	16	...	98	464
1062	604	560	3259	343	1079	158	108	199	163	14	19	5	391	74
2737	1734	2980	5086	1251	1626	166	406	418	387	18	32	...	456	841
4167	4532	4545	3833	2307	1204	131	1215	297	434	22	33	13	166	1474
3394	3960	4184	7375	2524	2664	182	1055	484	611	43	78	...	394	2507
5074	5671	5120	7139	2743	2536	451	996	598	649	163	159	88	314	2346
3974	2780	3671	5236	2159	1666	404	337	625	500	24	53	2	146	674
1054	9671	10137	9345	6482	3399	331	3951	842	945	68	104	44	336	5790
5545	4923	7083	7135	4464	1715	151	827	299	291	18	33	13	235	2697
6306	5460	7493	7761	3178	2497	448	820	435	422	17	36	52	221	4428
923	577	3038	3954	432	1849	135	71	279	205	33	45	...	136	154
5621	2385	4472	5100	1227	1544	460	459	394	369	87	39	12	261	1473
2762	3649	5360	4753	2732	1548	112	660	288	261	51	41	...	223	2189
2789	2765	5550	1995	1499	720	89	386	89	103	14	17	34	124	2368
1319	1724	1899	1751	543	468	92	125	66	50	18	17	34	38	378
102757	95744	123917	167292	52202	54012	8297	17402	10444	10405	1182	1337	858	7108	49439
1806	1366	1438	1069	545	365	...	...	18	14	...	...	...	...	43
2086	2241	1764	1096	494	478	...	162	196	130	...	...	61	186	363
1275	1291	1046	961	285	502	172	76	29	32	...	...	...	32	1306
5579	5590	5119	3536	2494	2044	200	733	87	57	30	80	1200	67	1560
2025	2174	2620	2166	904	1006	338	811	444	444	86	157	1497	237	1422
1348	3908	2708	2201	250	1461	...	106	136	161	...	...	...	30	174
3736	4780	2895	2625	389	723	27	1117	375	398	...	17	2561	294	572
1851	2294	1555	1586	352	596	111	387	41	281	...	...	...	140	1740
12853	12642	9432	9005	2367	1966	1334	7897	1412	1478	...	943	1803	1433	8603
32649	36286	28577	24245	8080	9141	2202	11289	2738	2995	116	1197	7122	2419	15983

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling and Dictation.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Amherstburgh	284	122	177	93	11	....	600	542	687	401
Barrie	261	267	319	245	....	....	970	915	1005	715
Berlin	312	242	250	77	20	7	596	645	908	366
Bothwell	74	66	86	25	11	....	155	193	238	188
Bowmanville	242	160	196	119	....	....	717	717	717	404
Brampton	283	170	153	121	....	....	688	727	727	444
Brockville	553	275	417	245	54	....	1389	1480	1481	991
Chatham	720	475	483	284	30	....	1613	1709	1844	1302
Clifton	136	100	93	106	12	....	402	384	370	263
Clinton	224	143	122	54	59	....	463	378	602	310
Cobourg	374	319	324	114	24	29	1003	1099	1174	729
Collingwood	433	208	290	136	....	....	1014	994	1067	1009
Cornwall	392	237	192	95	83	....	958	613	999	685
Dundas	255	205	230	178	23	....	831	891	831	613
Durham	79	49	58	59	45	7	245	245	297	297
Galt	393	158	325	130	93	....	869	802	1075	542
Goderich	380	298	258	132	21	....	1089	1089	1089	812
Harriston	108	92	189	69	....	....	458	402	445	246
Ingersoll	399	203	303	200	....	....	786	1105	1097	735
Kincardine	336	243	238	167	....	....	984	787	984	648
Lindsay	529	244	345	231	44	22	939	939	1319	918
Listowel	185	190	182	67	....	....	439	439	439	439
Meaford	146	68	143	105	25	....	379	379	487	341
Mitchell	124	184	160	123	....	....	538	538	538	317
Milton	162	79	98	31	10	....	380	380	380	218
Mount Forest	238	139	187	76	4	....	617	419	627	409
Napanee	295	184	342	159	....	....	980	980	980	165
Niagara	85	46	75	64	....	....	270	185	185	181
Oakville	178	89	110	60	11	....	467	467	462	260
Orangeville	250	130	274	51	....	....	705	455	705	325
Orillia	379	176	138	124	....	....	669	507	816	437
Oshawa	495	187	322	82	....	....	888	844	844	759
Owen Sound	335	193	401	209	....	....	1078	1051	970	803
Pahnerston	163	98	139	42	9	....	451	272	451	230
Paris	250	154	209	167	....	....	780	780	780	564
Pembroke	317	140	157	92	....	....	676	706	706	383
Perth	130	144	138	165	....	....	548	408	534	462
Peterborough	659	419	373	438	24	....	1763	2200	2247	1321
Petrolea	423	142	151	72	53	11	625	549	852	539
Pictou	215	152	129	151	49	3	677	651	651	651
Port Hope	348	251	261	244	53	....	1157	1157	1157	809
Prescott	262	206	147	167	....	....	675	782	782	410
Sandwich	75	48	67	53	....	....	243	243	243	153
Sarnia	429	295	233	189	31	7	888	1143	1141	914
Seaforth	174	101	192	109	....	....	576	541	541	380
Simcoe	172	132	136	110	....	....	550	400	550	400
St. Mary's	250	115	272	176	....	....	801	811	801	563
St. Thomas	604	397	337	329	....	....	1667	1569	1569	924
Stratford	658	384	564	248	....	....	1820	1729	1719	1196
Strathroy	288	270	220	178	....	....	956	956	956	668
Thorold	171	125	167	134	62	....	573	652	629	480
Tilsonburg	204	70	123	63	21	....	481	481	481	297
Walkerton	157	149	168	159	....	....	633	633	633	518
Waterloo	156	122	123	107	....	....	413	413	508	352
Welland	127	69	132	97	....	....	229	298	425	229
Whitby	225	207	177	130	96	....	679	787	787	549
Wingham	145	187	186	93	34	....	500	475	645	475
Windsor	538	257	292	245	4	7	1176	1200	1229	1014
Woodstock	473	291	196	143	....	....	1103	1103	1103	498
Total	17153	10866	12769	8132	1016	93	44819	44240	48509	32161

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
404	483	325	309	156	99	...	...	11	11	...	2	150	18	126
...	125	225	526	14	236	...	...	15	5	...	...	...	2	50
367	842	533	366	254	202	...	...	38	38	...	7	72	...	103
149	...	...	149	26	26	...	...	7	7	...	...	...	5	...
...	717	402	283	...	53	...	...	...	...	...	...	...	...	...
547	299	706	274	153	121	...	121	...	...	...	...	...	28	404
32	108	48	667	434	249	98	...	38	18	...	...	...	32	...
1652	1698	1341	844	287	419	12	108	26	11	26	26	180	26	...
327	222	307	182	...	85	40	...	12	7	...	...	...	17	307
54	489	489	235	54	59	...	36	59	...	...	...	...	...	118
489	279	665	491	363	167	86	86	53	53	53	19	...	53	744
805	1067	929	426	12	136	...	...	...	...	...	...	...	20	...
650	521	314	484	99	119	...	89	62	74	...	...	...	54	...
246	708	114	524	93	228	...	43	...	35	...	...	...	43	32
297	186	186	158	41	100	7	...	41	41	...	7	...	41	...
995	919	684	445	275	194	...	260	87	89	89	89	...	57	920
354	1032	621	326	119	144	...	86	10	...	...	...	...	11	...
42	...	148	246	48	79	...	...	...	...	...	...	...	14	300
974	70	504	519	139	200	...	74	11	11	...	...	...	...	...
172	513	411	405	99	167	...	...	...	...	...	...	...	...	...
96	245	145	568	94	282	60	20	60	102	14	14	24	20	20
439	...	185	249	...	67	...	...	...	...	...	...	...	...	...
232	183	232	273	77	100	77	...	20	20	10	10	...	10	...
317	...	468	317	65	123	...	...	...	...	...	...	...	...	...
380	380	339	139	28	41	...	69	10	21	5	6	...	15	115
607	597	358	267	91	85	6	...	4	4	74	...	...	...	479
980	980	489	501	60	159	...	...	...	...	...	...	...	...	12
...	...	...	139	...	64	...	...	...	...	...	...	...	...	...
377	171	300	166	78	60	...	...	...	...	...	...	...	...	...
325	...	380	325	51	51	...	...	...	...	...	...	...	...	...
...	...	95	326	111	123	...	...	...	...	...	...	...	...	...
...	284	556	383	156	79	36	...	...	...	...	...	...	...	...
133	560	152	621	44	165	...	...	...	...	...	...	...	...	...
160	...	261	135	50	75	...	...	15	15	5	6	...	6	98
106	106	444	530	175	165	50	...	...	...	...	...	...	6	138
309	60	534	333	148	92	...	...	...	...	...	...	...	8	571
...	237	283	303	171	146	...	...	...	...	...	...	...	...	...
1242	442	1594	1099	411	281	369	2	11	11	...	18	142	42	162
287	712	...	287	64	136	...	...	64	64	...	7	...	...	...
628	...	351	321	303	205	76	46	30	30	...	...	...	41	...
809	...	...	558	...	179	...	...	...	...	...	...	...	179	...
112	234	493	314	103	211	...	...	...	...	...	...	...	...	493
...	40	243	130	47	47	...	...	...	...	...	...	45	...	50
151	1039	675	501	78	163	...	...	6	36	...	9	13	64	120
467	576	467	301	125	109	...	...	12	12	...	...	...	...	196
200	...	200	250	50	50	60	...	...	...	...	...	...	...	...
...	...	25	448	164	104	...	...	...	...	...	...	...	...	...
909	645	852	1063	236	329	100	...	...	...	...	...	...	...	...
1509	311	1171	1123	383	344	34	...	...	...	...	154	...	...	...
956	956	778	956	...	81	...	...	...	...	...	...	...	...	956
103	296	179	351	109	128	34	...	28	69	...	...	...	41	...
274	342	274	297	139	84	...	...	21	21	...	...	...	21	...
517	517	517	424	159	96	...	...	...	...	...	...	...	25	580
344	413	306	230	54	107	...	107	49	40	...	...	...	49	58
196	75	321	200	47	47	...	...	...	...	...	...	...	15	...
549	503	433	407	54	62	...	...	...	...	...	...	...	...	...
645	570	570	475	45	127	...	...	75	75	...	10	...	65	...
169	468	885	584	250	336	...	164	11	11	...	...	231	...	289
299	1096	1096	398	288	161	...	...	...	...	...	...	...	...	...
23383	23316	25603	24206	7175	8347	1189	1311	886	931	276	230	1011	1028	7441

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOTALS.	READING.						Spelling and Dictation.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Counties, etc.	123006	88575	102869	60901	10589	820	311252	316341	326999	223917
Cities	16368	9624	11120	6531	2044	569	40282	39286	43016	33300
Towns	17153	10866	12769	8132	1016	93	44819	44240	48509	32161
Grand Total, 1880	156527	109065	126758	75564	13649	1482	396353	399867	418524	289378
Do. 1879	155861	110093	130013	74368	15622	1055	398159	398340	417457	294405
Increase	666	....	...	1196	....	427	....	1527	1067	....
Decrease .....	....	1028	3255	....	1973	....	1806	....	....	5027
Percentage of Grand Total as compared with Total number attending	33	22	26	16	3	$\frac{3}{100}$	82	83	87	60

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
102757	95744	123917	167292	52202	54012	8297	17402	10444	10405	1182	1337	858	7108	49439
32649	36286	28577	24245	8080	9141	2202	11289	2738	2995	116	1197	7122	2419	15983
23383	23316	25603	24206	7175	8347	1189	1311	886	931	276	230	1011	1028	7441
158789	155346	178097	215743	67457	71500	11688	30002	14068	14331	1574	2764	8991	10555	72863
160672	160906	172792	218253	64620	66538	11530	27846	14648	15133	1665	2259	9609	10440	58507
...	....	5305	....	2837	4962	158	2156	....	....	....	505	....	115	14356
1883	5560	....	2510	....	....	....	....	580	802	91	....	618	...	....
33	32	37	41	14	15	2 $\frac{1}{4}$	6 $\frac{1}{4}$	3	3	$\frac{1}{4}$	$\frac{1}{2}$	2	2 $\frac{1}{4}$	15

IV.—TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			ANNUAL		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher without Board.
Counties, &c.	5534	2997	2537	\$ 900	\$ 120	\$ 382
Cities	585	114	471	1000	300	743
Towns	628	153	475	1000	200	564
Grand Total, 1880	6747	3264	3483	1000	120	*
Do 1879	6596	3153	3443	1000	135	....
Increase	151	111	40	....	....	....
Decrease .....	....	....	....	....	15	....

* The average salaries of teachers for 1880 have been calculated on a new and more accurate principle which they are engaged: (1) For Counties. (2) For Cities. (3) For Towns. (4) For Province. A different 1881.

Schools of Ontario.

TEACHERS.

SALARIES.		CERTIFICATES.							
Female Teacher without Board.	Number of Teachers who have attended N. S. Toronto or Ottawa.	Total Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	New County Board 3rd Class.	Interim Certificates.	Other Certificates or not Certificated.
\$									
241	1169	5534	103	1399	204	90	3400	326	12
324	282	585	82	245	26	6	78	8	140
256	185	628	54	231	49	8	228	22	36
*	1636	6747	239	1875	279	104	3706	356	188
....	1374	6596	253	1601	307	125	3658	474	178
....	262	151	....	274	....	....	48	....	10
....	....	....	14	....	28	21	....	118	....

than in previous years. The total number of teachers is now divided into the total aggregate salaries at result is obtained by this method than under the old system, a comparison cannot therefore be made until

V.—TABLE E.—The Public

TOTALS.	TOTAL.			SCHOOL-HOUSES.					TITLE.	
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame or Concrete.	Log.	Total.	Freehold.	Rented.
Counties, &c.	4875	4817	58	1448	459	2249	706	4862	4702	160
Cities	130	130	....	86	31	13	....	130	129	1
Towns	190	190	...	132	23	35	....	190	183	7
Grand Total, 1880	5195	5137	58	1666	513	2297	706	5182	5014	168
Do 1879	5155	5123	32	1633	520	2301	693	5147	4948	199
Increase	40	14	26	33	....	....	13	35	66	....
Decrease .....	....	....	....	....	7	4	..	....	....	31

VI.—TABLE F.—THE ROMAN CATHOLIC SEPARATE SCHOOLS OF ONTARIO.

Main table with columns for School Visits, Examinations, Lectures, Prayers, Maps, Average Days Open, Receipts, Expenditure, Pupils, Teachers, and Number in the Different Branches of Instruction. Includes sub-sections for Counties, Cities, Towns, and Totals.

* For Maps, Apparatus, etc. (Legislative Grant).

VII.—TABLE G.—AMOUNTS PAID TO COUNTY INSPECTORS, 1880.

Name of Inspector.	District.	Amount.		Total.
		Government Grant.	Municipal Grant and Allowances.	
		\$ c.	\$ c.	\$ c.
D. McDiarmid, M.D.	Glengarry	435 00	570 00	1005 00
Alexander McNaughton	Stormont	390 00	525 00	915 00
Arthur Brown	Dundas	420 00	620 00	1040 00
W. J. Summerby	Prescott and Russell	745 00	762 80	1507 80
Rev. John May, M.A.	Carleton	600 00	900 00	1500 00
Rev. George Blair, M.A.	Grenville	570 00	420 00	990 00
William K. Bigg	Leeds No. 1	444 75	645 00	1089 75
Robert Kinney, M.D.	Do. No. 2	400 00	595 00	995 00
F. L. Michell, B.A.	Lanark	600 00	800 00	1400 00
R. G. Scott, B.A.	Renfrew	600 00	1090 00	1690 00
John Agnew, M.D.	Frontenac	605 00	745 00	1350 00
Frederick Burrows	Lennox and Addington	600 00	680 00	1280 00
Wm. Mackintosh	Hastings No. 1	538 75	675 00	1213 75
John Johnston	Do. No. 2	500 00	550 00	1050 00
Gilbert D. Platt, B.A.	Prince Edward	435 00	435 00	870 00
Edward Scarlett	Northumberland	600 00	740 00	1340 00
John J. Tilley	Durham	580 00	720 00	1300 00
James Coyle Brown	Peterborough	475 00	750 00	1225 00
Chas. D. Curry, B.A.	Haliburton	200 00	205 00	405 00
James H. Knight	E. Victoria	305 00	366 00	671 00
Henry Reazin	W. do.	595 00	678 00	1273 00
James McBrien	Ontario	620 00	850 00	1470 00
James Hodgson	S. York	590 00	670 00	1260 00
David Fotheringham	N. do.	531 25	611 25	1142 50
Donald J. McKinnon	Peel	480 00	680 00	1160 00
Rev. Thomas McKee	S. Simcoe	505 00	655 00	1160 00
James C. Morgan, M.A.	N. do.	465 00	615 00	1080 00
Robert Little	Halton	421 25	910 00	1331 25
Joseph H. Smith	Wentworth	497 50	697 50	1195 00
Michael Joseph Kelly, M.D.	Brant	352 50	450 00	802 50
John B. Somerset	Lincoln	415 00	785 00	1200 00
James H. Ball, M.A.	Welland	475 00	660 00	1135 00
Clarke Moses	Haldimand	480 00	670 00	1150 00
J. J. Wadsworth, M.A., M.B.	Norfolk	600 00	800 00	1400 00
William Carlyle	Oxford	600 00	740 00	1340 00
Thomas Pearce	Waterloo	600 00	800 00	1400 00
D. P. Clapp, B.A.	N. Wellington	491 25	708 75	1200 00
J. J. Craig	S. do.	430 00	770 00	1200 00
Thomas Gordon	W. Grey	340 00	475 00	815 00
Andrew Grier	E. do.	287 50	422 50	710 00
William Ferguson	S. do.	485 00	620 00	1105 00
William Alexander	N. Perth	360 00	657 50	1017 50
John M. Moran	S. do.	275 00	725 00	1000 00
John R. Miller	W. Huron	585 00	725 00	1310 00
Archibald Dewar	N. do.	547 50	690 00	1237 50
W. S. Clendening	E. Bruce	535 00	815 00	1350 00
Alex. Campbell	W. do.	490 00	810 00	1300 00
John Dearness	E. Middlesex	570 00	620 00	1190 00
Joseph S. Carson	W. do.	560 00	560 00	1120 00
Alfred F. Butler	Elgin	600 00	700 00	1300 00
Edmund B. Harrison	E. Kent	401 25	501 25	902 50
Wilmot M. Nichols, B.A.	W. do.	305 00	405 00	710 50
Chas. A. Barnes	Lambton No. 1	450 00	675 00	1125 00
John Brebner	Do. No. 2	425 00	625 00	1050 00
Theodule Girardot	Essex No. 1	327 50	672 50	1000 00
D. A. Maxwell	Do. No. 2	298 75	711 25	1010 00
Total		27034 75	36954 30	63989 05
Average Salary		483 00	660 00	1143 00

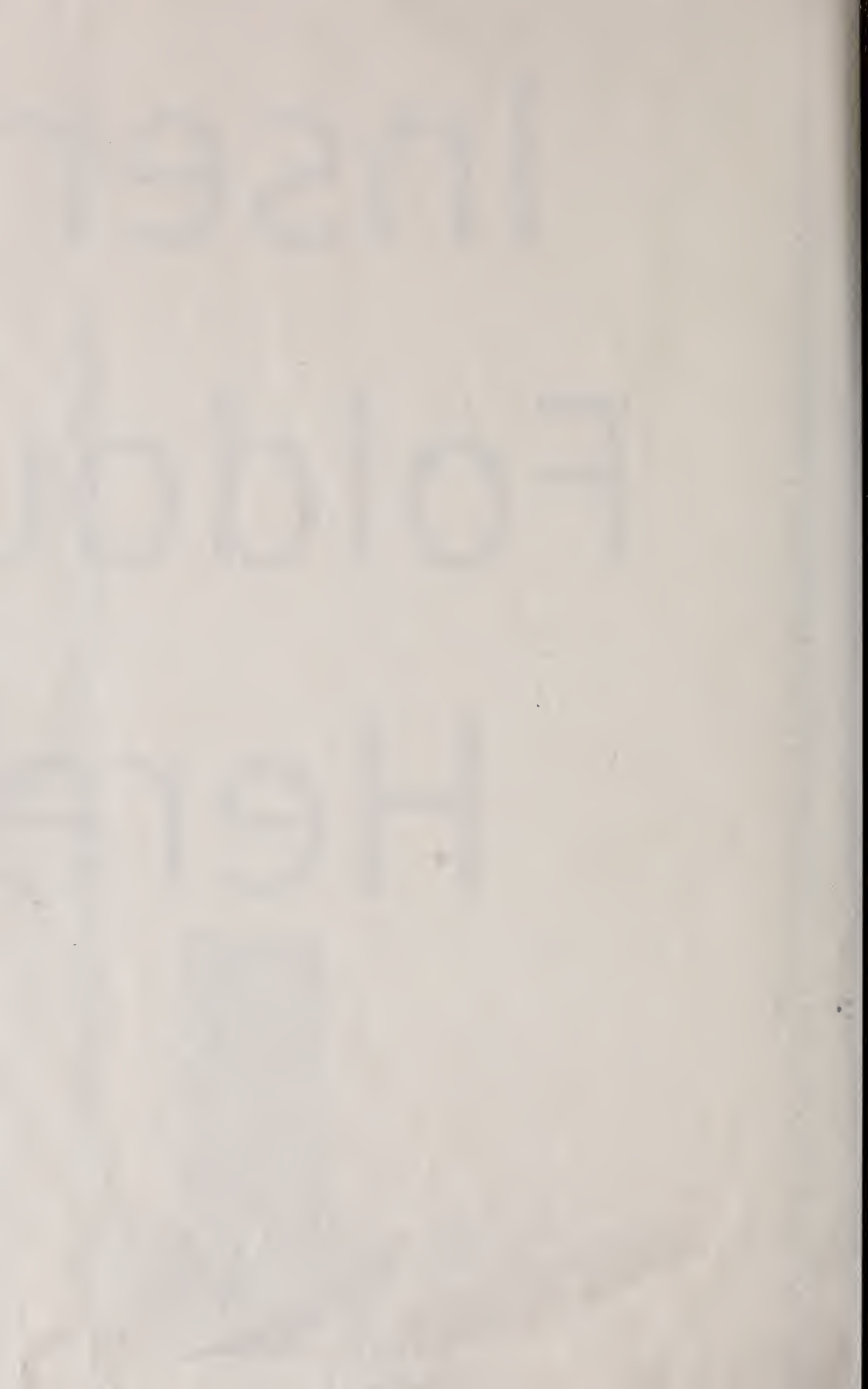
Inspectors having jurisdiction only in outlying Districts, Cities and Towns Separate are not included in above.

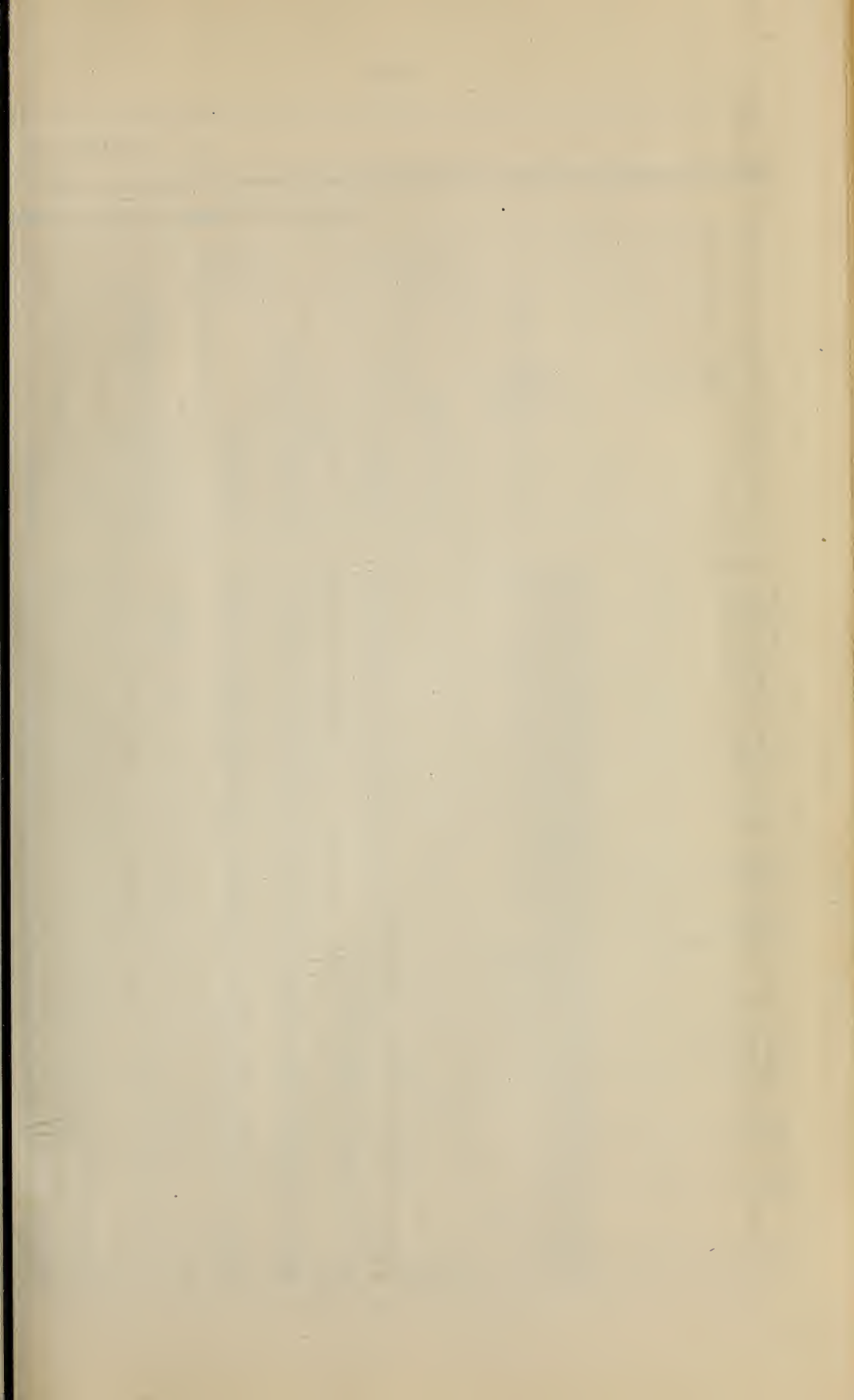
VIII.—TABLE H.—COMPARATIVE TABLE FOR 1879 AND 1880, SHOWING THE PROGRESS OR DECLINE OF EACH HIGH SCHOOL.

Table with columns for Counties, High Schools, Pupils (Average Attendance), Admissions, Examinations, Apportionment of Grant, Expenditure of the School, and similar metrics for the years 1879 and 1880. The table is organized into sections for 'FOR THE YEAR 1879' and 'FOR THE YEAR 1880', with a 'Total' row at the bottom.

D. M
Alex
Arth
W. J
Rev.
Rev.
Willi
Robe
F. L.
R. G.
John
Frede
Wm.
John
Gilbe
Edwa
John
Jame
Chas.
Jame
Henr.
Jame
Jame
Davie
Dona
Rev.
Jame
Rober
Josep
Micha
John
Jame
Clark
J. J.
Willie
Thom
D. P.
J. J.
Thom
Andre
Willia
Willia
John
John
Archil
W. S.
Alex.
John
Josep
Alfred
Edmun
Wilme
Chas.
John
Theod
D. A.

Inspectors having jurisdiction only in outlying Districts, Cities and Towns Separate are not included in above.





NUMBER OF PUPILS IN THE VARIOUS

COUNTIES.	HIGH SCHOOLS.	SUBJECTS.								
		In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.
GLENGARRY	Alexandria		38	38	38	38	.....	14	33	38
	Williamstown		82	82	82	82	.....	8	82	82
STORMONT	Cornwall		54	54	54	54	54	14	54	54
DUNDAS	Iroquois		75	75	73	40	50	14	73	75
	Morrisburg		96	96	96	26	15	26	96	96
PRESCOTT	Hawkesbury		56	56	56	31	33	33	56	56
	Vankleek Hill		76	76	76	18	.....	10	76	76
GRENVILLE	Kemptville		72	72	72	72	.....	18	72	72
	Prescott		75	75	75	75	75	20	75	75
LEEDS	Brockville		128	128	128	128	.....	9	128	128
	Farmersville		140	140	140	.....	.....	29	140	140
LANARK	Gananoque		56	56	56	26	.....	16	56	56
	Almonte		145	145	145	145	74	58	145	145
RENFREW	Carleton Place		116	116	116	116	.....	8	116	116
	Pakenham		35	35	35	35	.....	12	35	35
FRONTENAC	Perth		212	212	212	212	45	45	212	212
	Smith's Falls		50	50	50	28	.....	20	50	50
LENNOX AND ADDINGTON	Arnprior	91	91	91	91	.....	.....	28	91	91
	Pembroke		85	85	85	45	.....	21	85	85
PRINCE EDWARD	Renfrew	75	75	75	75	.....	75	.....	75	75
	Sydenham	83	83	83	83	41	43	83	83	83
HASTINGS	Napanee		76	76	76	40	30	17	76	76
	Newburgh		58	58	58	30	20	12	58	50
NORTHUMBERLAND	Pictou		124	75	124	124	.....	36	124	124
	Trenton		84	84	84	.....	.....	13	84	84
DURHAM	Brighton		62	62	62	.....	.....	30	62	62
	Campbellford		78	78	78	78	78	5	78	78
PETERBOROUGH	Cobourg		160	160	95	64	36	60	174	144
	Colborne		65	65	65	.....	.....	20	65	65
VICTORIA	Bowmanville	110	110	110	110	110	.....	20	110	110
	Newcastle		33	33	33	31	.....	5	33	33
ONTARIO	Port Hope		140	140	98	98	98	24	140	140
	Norwood		47	47	47	.....	.....	11	47	47
PEEL	Peterborough		218	218	218	115	.....	24	218	218
	Lindsay		162	162	162	162	.....	80	162	162
SIMCOE	Oakwood		65	65	65	65	.....	20	65	65
	Omamee	78	78	47	62	26	14	48	78	64
YORK	Oshawa		115	115	115	115	.....	10	115	115
	Port Perry		156	156	156	86	.....	86	156	156
STURGEON GENERAL	Uxbridge		112	112	112	.....	.....	44	112	112
	Whitby		202	202	202	140	30	175	202	202
STURGEON GENERAL	Markham		62	62	62	.....	.....	8	66	66
	Newmarket		97	40	69	.....	.....	22	97	95
STURGEON GENERAL	Richmond Hill		90	90	90	.....	.....	44	90	90
	Weston		54	54	54	54	.....	17	54	54
STURGEON GENERAL	Brampton		140	140	140	.....	.....	45	140	140
	Streetsville		40	40	35	.....	.....	10	40	40
STURGEON GENERAL	Barrie	201	201	201	195	24	19	48	201	201

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

In Geometry.	In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
38				38	38	11	4				8		20	3	
82				82	82	3	3				17		22	2	
54				54	54	4	2				11		29	6	
60			45	75	75	14	14				14		26	9	30
90			96	96	96	35	35				20		29	5	42
56		1	56	56	56	33	33				2		38	3	23
76			28	76	76	10	10				28		8	1	
72				72	72	16	16				4		37	3	
62			75	75	75	12	12				38		24	1	
111			128	128	128	12	12				62		44	5	
140				140	140	29	29				15	2	58	7	
55		1	23	56	56	10	18				27		24	5	
145			43	145	145	14	17				72		66	6	
116			116	116	116	6	8	6			32		81	5	
30				35	35	8	9				5		10		
212		6	70	212	212	37	37				55	3	98	13	
50		1	25	50	50	6	24				44		10	2	
91		3	28	91	91	22	32				11		20	4	
85			85	85	85	6	4				33		57	6	
75			75	75	75	20	20				19		15	3	36
83		3	83	83	83	43	43				17	2	12	5	
76				76	76	8	3				20	28	31	10	
50			20	58	58	12	15				15	7	12	1	
124		1	75	124	124	20	20				66	2	28	5	
84		4	80	84	84	13	13				37	1	22	8	
62			62	62	62	14	21				21	6	23	1	
78		4	34	78	78	10	6				42		31	7	
135		12	94	160	144	21	45		11		68	13	94	56	100
64				65	65	4	5				30	2	26	3	
110		8	110	110	110	20	20				60	12	42	10	50
30			5	33	33						15		10	2	
140		5	48	140	140	35	35				100	5	48	11	
47			11	47	47	11	11				18		8	1	
218		25		218	218	24	24				104	16	102	10	50
162		15	162	162	162	60	60				75	8	85	16	82
65				65	65	9	9				15		27		
58			12	64	64	29	64				17		21	4	
109		6	115	115	115	10	10				58	6	34	8	
156		23	138	156	156	86	86				74		36	16	156
112		17	58	112	112	44	44				39	2	26	13	
202		10	202	202	202	13	13				123	5	128	29	65
66		5		66	63	8	8				23		37	7	
95		3		97	97	20	17				56	11	41	12	
90		3	30	90	90	14	20				35		41	16	
54		3	54	54	54	17	17				7	1	31	5	
140		8	140	140	140	45	45				42		52	23	
40			25	40	40	8	8				11		9	5	
201		9	201	201	201	55	58				103	6	129	12	

TABLE K.—The

NUMBER OF PUPILS IN THE VARIOUS

COUNTIES.	HIGH SCHOOLS.	SUBJECTS.								
		In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.
SIMCOE	Bradford	68	68	68	68	68	19	68	68	
	Collingwood	294	219	53	53	53	111	294	294	
HALTON	Orillia	84	84	84	84	84	23	84	84	
	Oakville	44	44	44	12	43	32	44	43	
WENTWORTH	Dundas	78	78	78	37	37	38	78	78	
	Waterdown	131	131	131	44	44	35	131	131	
BRANT	Paris	56	56	56	36	36	30	56	56	
LINCOLN	Beamsville	52	52	52	17	17	11	52	50	
	Grimsby	37	37	37	37	37	2	38	21	
WELLAND	Niagara	58	58	58	58	58	13	12	58	
	Smithville	53	53	53	53	53	17	53	53	
	Drumondville	70	70	70	70	70	70	70	70	
	Thorold	88	88	88	88	7	7	88	88	
HALDIMAND	Welland	123	123	123	115	115	36	120	121	
	Caledonia	131	131	131	131	131	50	131	131	
NORFOLK	Cayuga	34	13	13	13	13	8	36	37	
	Dunnville	71	71	71	28	28	14	71	71	
OXFORD	Port Dover	62	62	62	62	62	30	62	62	
	Port Rowan	43	43	43	21	21	12	43	43	
WATERLOO	Simcoe	93	93	93	40	40	40	93	93	
	Ingersoll	140	140	140	140	140	10	141	140	
WELLINGTON	Woodstock	115	115	115	52	52	25	115	115	
	Berlin	116	116	98	70	70	18	116	116	
GREY	Galt	210	176	210	201	40	7	147	147	
	Elora	72	60	72	10	30	8	72	72	
PERTH	Fergus	70	70	70	70	70	30	70	70	
	Harriston	93	93	93	93	31	31	93	93	
MIDDLESEX	Mount Forest	111	111	96	96	96	13	96	96	
	Orangeville	105	105	105	105	105	40	105	105	
HURON	Owen Sound	242	242	242	136	136	108	242	242	
	Listowel	52	52	38	38	38	25	52	52	
BRUCE	Mitchell	123	123	45	123	62	19	123	122	
	Stratford	222	222	222	222	222	180	222	222	
ESSEX	St. Marys	268	268	268	90	90	268	268	268	
	Clinton	120	120	70	70	70	60	120	120	
LAMBTON	Goderich	192	192	192	72	38	50	192	192	
	Seaforth	89	89	89	21	21	65	89	89	
KENT	Kincardine	109	109	109	50	50	41	109	109	
	Walkerton	90	90	90	90	90	14	90	90	
ELGIN	Parkhill	66	66	66	66	66	18	66	66	
	Strathroy	176	162	170	170	170	51	176	176	
WINDSOR	Wardsville	38	38	38	38	38	10	38	36	
	Aylmer	83	83	83	83	83	18	83	83	
ESSEX	St. Thomas	296	296	296	167	118	72	296	296	
	Vienna	72	72	72	72	72	16	72	72	
ESSEX	Chatham	156	156	156	156	156	30	156	156	
	Sarnia	130	130	130	78	78	68	130	130	
ESSEX	Windsor	104	104	104	80	25	10	104	104	

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

In Geometry.	In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
68	2	30	68	68	19	19	.....	.....	.....	31	3	20	3	.....
294	32	294	294	294	94	94	.....	.....	.....	100	13	172	18	.....
84	84	84	84	4	4	.....	.....	.....	53	.....	33	6	.....
43	44	44	21	21	.....	.....	.....	17	.....	9	1	.....
78	78	71	71	4	4	.....	.....	.....	49	.....	30	7	33
131	5	.....	131	131	35	35	.....	.....	.....	51	.....	36	10	.....
56	30	56	56	8	8	.....	.....	.....	26	.....	48	.....	30
48	5	23	52	52	10	10	.....	.....	6	30	11	23	7	.....
17	15	38	38	.....	.....	.....	.....	.....	11	.....	7	1	.....
37	37	45	45	.....	.....	.....	.....	.....	33	.....	16	2	30
53	53	53	12	12	.....	.....	.....	17	2	19	2	31
.....	70	70	70	.....	.....	.....	.....	.....	37	.....	43	.....	.....
88	2	34	88	88	7	7	.....	.....	.....	54	.....	34	4	.....
120	6	.....	123	123	24	24	.....	.....	.....	21	3	75	16	.....
131	10	131	131	131	50	50	.....	.....	.....	31	.....	47	14	.....
33	36	35	4	4	.....	.....	.....	13	5	16	7	.....
68	71	71	14	14	.....	.....	.....	34	.....	25	2	.....
62	7	40	62	62	30	20	.....	.....	.....	32	4	26	1	.....
43	43	43	43	10	10	.....	.....	.....	20	.....	13	.....	.....
85	50	93	93	12	12	.....	.....	.....	42	.....	29	3	.....
134	7	52	140	140	21	21	.....	.....	.....	53	8	51	24	42
115	10	115	115	115	65	65	.....	.....	.....	24	.....	44	7	.....
116	3	116	113	107	7	28	.....	.....	.....	23	77	34	7	.....
147	6	30	176	210	54	41	26	35	.....	176	19	190	35	210
72	40	72	72	6	5	.....	.....	.....	34	20	21	5	.....
70	1	35	70	70	11	11	.....	.....	.....	40	.....	16	2	.....
93	4	93	93	93	19	19	.....	.....	.....	38	7	37	7	.....
96	2	96	96	96	13	13	13	.....	.....	40	25	50	15	60
105	6	105	102	102	22	23	.....	.....	.....	39	.....	36	6	.....
242	11	242	231	231	97	97	4	.....	.....	64	17	89	16	.....
45	52	48	6	6	.....	.....	.....	15	4	27	3	.....
60	2	2	123	123	13	14	.....	.....	.....	18	45	24	.....	.....
222	1	222	222	222	5	90	.....	.....	.....	112	33	92	12	.....
268	18	268	268	268	75	75	.....	.....	.....	80	12	145	20	.....
120	20	60	120	120	60	60	.....	.....	.....	70	10	60	12	42
190	9	192	190	192	46	46	.....	.....	.....	86	1	59	18	.....
89	2	89	89	89	5	50	.....	.....	.....	89	20	32	.....	.....
109	3	109	109	109	37	37	.....	.....	.....	41	.....	31	4	.....
90	90	90	20	20	.....	.....	.....	31	29	26	6	.....
66	66	66	13	13	.....	.....	.....	18	.....	12	8	.....
176	6	176	176	176	51	53	.....	.....	.....	44	.....	39	10	.....
38	2	20	36	36	6	9	.....	.....	.....	14	.....	8	1	.....
83	2	.....	83	83	8	8	.....	.....	.....	16	8	32	2	.....
233	8	296	296	296	72	72	.....	.....	.....	117	13	138	14	162
71	3	21	72	72	8	10	.....	.....	.....	26	.....	22	.....	39
156	156	156	156	15	15	.....	.....	.....	68	6	74	9	156
130	4	130	130	130	14	14	.....	.....	.....	74	.....	42	2	.....
104	4	30	104	104	10	10	.....	.....	.....	46	2	30	5	48

TABLE K.—The

NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS—CITIES.	SUBJECTS.								
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.
Belleville	195	195	195	195	195	130	19	195	195
Brantford	353	353	353	353	353	50	353	353	353
Guelph ..	.....	178	178	178	104	.....	21	178	178
Hamilton .....	.....	586	586	500	400	320	204	580	580
Kingston.....	172	172	172	172	110	25	34	172	172
London .....	.....	386	386	386	100	.....	260	386	386
Ottawa .....	.....	200	178	178	178	.....	34	200	200
St. Catharines .....	.....	426	426	426	170	195	128	426	426
Toronto .....	.....	334	206	270	182	204	167	334	334
Total, 1880	1818	12765	12288	12128	7115	2397	4542	12825	12667
Do. 1879	1797	12015	11691	11281	7171	2693	4500	12105	11761
Increase	21	750	597	847	.....	.....	42	720	906
Decrease .....	.....	.....	.....	.....	56	296	.....	.....	.....
PERCENTAGE OF TOTAL NUMBER ATTENDING.									
Collegiate Institutes.....	16	100	94	90	56	25	44	100	98
High Schools.....	13	98	96	96	54	15	30	99	98
Total, Coll. Inst. and High Schools..	14	99	95	94	55	18	35	99	98

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

In Geometry.	In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
145	195	195	195	14	14	.....	.....	.....	87	.....	47	3	79
353	...	40	40	353	353	75	75	.....	.....	.....	100	70	160	65	353
178	5	178	178	178	21	21	.....	.....	.....	51	33	17	6	54
580	69	580	544	544	110	98	46	46	...	378	72	369	88	108
172	16	172	136	110	12	36	.....	.....	.....	160	28	135	38	.....
386	13	45	386	386	44	44	.....	.....	.....	180	32	170	20	48
200	11	54	200	200	26	26	.....	.....	...	86	17	140	35	.....
426	38	426	426	426	118	118	.....	.....	.....	198	25	198	59	258
334	42	300	334	334	12	232	.....	33	....	218	47	239	47	270
12304	2	622	8296	12654	12634	2519	2991	95	131	.....	5464	859	5559	1100	2697
11285	6	660	6888	11873	11935	2464	2871	411	238	157	4687	729	5391	1097	2851
1019	1408	781	699	55	120	.....	.....	.....	777	130	168	3	.....
.....	4	38	.....	.....	.....	.....	.....	316	107	157	.....	.....	.....	.....	154
97	...	8	68	98	98	19	24	2	3	.....	50	9	59	12	37
95	3	62	98	98	20	24	$\frac{1}{4}$	.....	...	35	6	35	7	13
96	5	64	98	98	20	24	$\frac{3}{4}$	1	...	42	6	43	9	21

MISCELLANEOUS

COUNTIES.	HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.
GLENGARRY	Alexandria	B.	F.	$\frac{1}{2}$ ac.	.....	12	.....	.....	.....
	Williamstown	B.	F.	1 "	1	18	1	.....	1
STORMONT	Cornwall	B.	F.	14-5 "	.....	22	1	.....	1
DUNDAS	Iroquois	S.	R.	1 "	.....	12	2	1	1
	Morrisburg	B.	F.	$1\frac{1}{2}$ "	1	8	.....	.....	1
PRESCOTT	Hawkesbury	B.	F.	1 "	1	29	3	.....	1
	Vankleek Hill	B.	F.	$\frac{3}{4}$ "	.....	12	1	1	1
GRENVILLE	Kemptville	B.	F.	2 "	1	18	4	.....	1
	Prescott	S.	F.	$\frac{1}{2}$ "	1	14	3	1	1
LEEDS	Brockville	B.	F.	$\frac{1}{2}$ "	.....	28	2	.....	1
	Farmersville	S.	F.	2 "	1	9	1	1	1
	Gananoque	S.	F.	$\frac{1}{2}$ "	1	26	1	.....	1
LANARK	Almonte	S.	R.	$\frac{1}{2}$ "	1	20	3	.....	1
	Carleton Place	S.	F.	$\frac{3}{4}$ "	1	30	2	.....	1
	Pakenham	F.	F.	.....	1	12	1	1	1
	Perth	B.	F.	5 "	1	23	1	.....	1
	Smith's Falls	B.	F.	$\frac{1}{2}$ "	1	10	2	.....	.....
RENFREW	Arnprior	B.	F.	4 "	1	14	1	.....	1
	Pembroke	B.	R.	.....	1	8	1	.....	.....
	Renfrew	F.	R.	$\frac{1}{2}$ "	1	9	.....	.....	.....
FRONTENAC	Sydenham	S.	F.	$1\frac{1}{2}$ "	.....	16	1	1	.....
LENOX AND ADDINGTON	Napanee	B.	F.	$\frac{3}{4}$ "	1	23	2	.....	1
	Newburgh	S.	F.	$1\frac{1}{2}$ "	1	17	1	1	.....
PRINCE EDWARD	Picton	B.	F.	$\frac{3}{4}$ "	.....	12	.....	.....	1
HASTINGS	Trenton	B.	F.	$1\frac{1}{2}$ "	1	20	1	1	1
NORTHUMBERLAND	Brighton	B.	F.	$1\frac{1}{2}$ "	1	15	1	.....	1
	Campbellford	S.	F.	.....	1	12	1	.....	.....
	Cobourg	B.	F.	$\frac{1}{4}$ "	.....	20	2	1	1
	Colborne	B.	F.	1 "	1	6	.....	.....	1
DURHAM	Bowmanville	B.	F.	2 "	1	20	2	1	1
	Newcastle	B.	F.	1 "	1	24	1	.....	1
	Port Hope	B.	F.	$\frac{1}{2}$ "	1	20	2	.....	1
PETERBOROUGH	Norwood	B.	F.	1 "	1	8	1	.....	1
	Peterboro'	B.	F.	2 "	1	27	2	1	1
VICTORIA	Lindsay	B.	F.	5 "	1	20	2	.....	1
	Oakwood	B.	R.	$\frac{1}{2}$ "	.....	7	.....	1	.....
	Omeme	F.	F.	$\frac{1}{2}$ "	1	27	2	1	1

High Schools.

INFORMATION.

Number of pupils who Matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers engaged.	Salary of head master.	HEAD MASTERS AND THEIR UNIVERSITIES.
		3		13		2	\$700	W. D. Johnston, B.A., <i>Toronto</i> .
		10		15		2	1000	John Graham, B.A., <i>McGill</i> .
						2	1000	James Smith, M.A., <i>Aberdeen</i> .
2	5	6	1	4		2	800	W. A. Whitney, M.A., <i>Victoria</i> .
	5	4	18	3		2	900	Irwin Stuart, B.A., <i>Queen's</i> .
1	3	3		16		2	850	John A. Houston, B.A., <i>Trinity</i> .
	1	12	1	18	13	1	800	T. Otway Page, B.A., <i>Toronto</i> .
1	3	3	2	17		2	900	James A. Carman, B.A., <i>Albert</i> .
						1	1000	M. McPherson, M.A., <i>Victoria</i> .
	12	1	7	4		3	1000	W. H. Law, B.A., M.D., <i>Victoria</i> .
2				30		3	1000	A. Bowerman, M.A., <i>Victoria</i> .
	2		2	12		2	1000	Clare L. Worrell, B.A., <i>Toronto</i> .
	6	14	4	18		4	900	P. C. McGregor, B.A., <i>Queen's</i> .
1	4	7	15	15		3	900	J. S. Jamieson, M.A., <i>Victoria</i> .
1						2	800	J. R. Youmans, M.A., <i>Victoria</i> .
2	10	4	3	30		4	1000	F. L. Michell, B.A., <i>Toronto</i> .
				6		2	750	John O. McGregor, M.A., <i>Toronto</i> .
	4	6	5	23		2	800	F. F. Macnab, M.A., <i>Queen's</i> .
2	8		7			2	700	A. McMurchy, B.A., <i>Queen's</i> .
2	2			12		2	700	Charles McDowell, B.A., <i>Queen's</i> .
	3	5	1	19		2	1000	J. E. Burgess, M.A., <i>Queen's</i> .
6	4	4	12	4		2	1000	Robert Matheson, B.A., <i>Toronto</i> .
	1		10	13		2	800	P. L. Dorland, B.A., <i>Albert</i> .
2	12	6	2	12		3	900	Robert Dobson, B.A., <i>Victoria</i> .
	1	1	17	13		2	850	Henry M. Hicks, M.A., <i>Toronto</i> .
						2	900	Robert K. Orr, B.A., <i>Toronto</i> .
1	1	1		8	50	2	900	A. G. Knight, B.A., <i>Victoria</i> .
11	10	3	6	25	46	5	1200	D. C. McHenry, M.A., <i>Victoria</i> .
2	6	5	12	12		2	800	J. Y. Cruickshank, B.A., <i>Victoria</i> .
4	4	4	3	20		3	1200	William Oliver, B.A., <i>Toronto</i> .
		2		3		2	800	William McBride, B.A., <i>Toronto</i> .
1	9	3	1	25		4	1200	Adam Purslow, M.A., <i>Victoria</i> .
			6	1		2	650	M. McKay, <i>Certificate</i> .
	5			17		6	1100	J. Frith Jeffers, M.A., <i>Toronto</i> .
2	5	5	15			4	1200	W. E. Tilley, M.A., <i>Victoria</i> .
	4	6	2		40	2	825	O. J. Brown, M.A., <i>Victoria</i> .
	13	8	4	6		2	850	John Shaw, <i>Certificate</i> .

TABLE L.—The

MISCELLANEOUS

COUNTIES.	HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.
ONTARIO	Oshawa	B.	F.	$\frac{1}{2}$ ac.	1	12	1	1	1
	Port Perry	B.	F.	$1\frac{1}{4}$ " "	1	21	2	1	1
	Uxbridge	B.	F.	2 " "	1	12	2	1	1
	Whitby	B.	F.	$\frac{1}{4}$ " "	1	58	1	1	1
YORK	Markham	B.	F.	13-10 ac.	.....	15	1	.....	1
	Newmarket	B.	F.	2 ac.	.....	25	1	.....	1
	Richmond Hill	B.	F.	1 " "	1	20	1	1	1
	Weston	B.	F.	$1\frac{3}{4}$ " "	.....	25	1	1	1
PEEL	Brampton	B.	F.	5 " "	.....	50	2	.....	1
	Streetsville	B.	F.	$\frac{1}{2}$ " "	.....	15	2	.....	1
SIMCOE	Barrie	B.	F.	3 " "	.....	12	1	.....	.....
	Bradford	B.	F.	2 " "	.....	10	2	.....	.....
	Collingwood	B.	F.	1 " "	.....	20	2	1	.....
	Orillia	B.	F.	3 " "	.....	10	1	1	1
HALTON	Oakville.....	B.	F.	$\frac{2}{3}$ " "	1	6	1	1	1
WENTWORTH	Dundas	B.	F.	$1\frac{1}{2}$ " "	1	19	2	.....	1
	Waterdown	S.	F.	$3\frac{3}{4}$ " "	1	18	1	.....	1
BRANT	Paris.....	B.	F.	$\frac{1}{2}$ " "	1	15	1	1	1
LINCOLN	Beamsville	B.	F.	2 " "	1	20	1	.....	1
	Grimsby	F.	F.	$\frac{1}{2}$ " "	.....	12	2	1	1
	Niagara	B.	F.	$\frac{1}{2}$ " "	.....	15	1	1	1
	Smithville.....	F.	F.	1 " "	.....	16	.....	.....	1
WELLAND	Drummondville.....	B.	F.	2 " "	.....	25	1	.....	1
	Thorold	B.	F.	$2\frac{1}{4}$ " "	.....	26	1	.....	1
	Welland	B.	F.	1 " "	.....	20	2	1	1
HALDIMAND	Caledonia	B.	F.	1 " "	1	15	1	1	1
	Cayuga	B.	F.	1 " "	.....	14	.....	.....	.....
	Dunnville	F.	F.	1 " "	.....	14	.....	1	1
NORFOLK	Port Dover	B.	F.	2 " "	1	20	2	.....	.....
	Port Rowan.....	B.	F.	$2\frac{1}{2}$ " "	1	12	2	.....	.....
	Simcoe	B.	F.	2 " "	1	30	4	1	1
OXFORD	Ingersoll	B.	F.	$2\frac{1}{2}$ " "	1	30	.....	1	1
	Woodstock	B.	F.	1 " "	.....	12	1	1	1
WATERLOO	Berlin.....	B.	F.	7 " "	.....	16	1	1	1
	Galt	S.	F.	7 " "	.....	25	8	1	1
WELLINGTON	Elora	S.	R.	$1\frac{1}{4}$ " "	.....	10	1	1	.....
	Fergus	S.	F.	$\frac{1}{4}$ " "	1	.....	.....	1	1
	Harriston	B.	F.	3 " "	.....	17	.....	.....	1
	Mount Forest	F.	F.	2 " "	.....	15	1	1	1
	Orangeville.....	B.	F.	2 " "	.....	20	1	.....	1

High Schools.

INFORMATION.

Number of pupils who Matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers engaged.	Salary of head master.	HEAD MASTERS AND THEIR UNIVERSITIES.
4	10	5	11	4	3	3	\$1200	W. W. Tamblin, M.A., <i>Toronto.</i>
3	8	16	8	.....	3	3	1400	D. McBride, B.A., <i>Victoria.</i>
3	3	.....	1	30	4	4	1200	John J. Magee, B.A., <i>Toronto.</i>
5	9	5	18	24	.....	6	1400	G. H. Robinson, M.A., <i>Toronto.</i>
1	2	4	7	6	.....	2	900	E. T. Crowle, M.A., <i>Giessen.</i>
3	2	2	.....	19	.....	2	800	J. E. Dickson, B.A., <i>Toronto.</i>
.....	5	7	3	6	.....	2	1000	Thomas Carscadden, M.A., <i>Toronto.</i>
.....	.....	.....	.....	.....	.....	.....	1000	George Wallace, B.A., <i>Dublin.</i>
5	6	.....	5	36	.....	3	1000	Cortez Fessenden, B.A., <i>Toronto.</i>
.....	2	4	3	2	.....	2	700	J. H. Johnston, M.A., <i>Toronto.</i>
1	13	10	33	.....	.....	5	1250	H. B. Spotton, M.A., <i>Toronto.</i>
.....	4	6	.....	11	.....	3	900	Wm. Forrest, B.A., M.D., <i>Toronto.</i>
5	7	4	43	67	.....	6	1200	Wm. Williams, B.A., <i>Toronto.</i>
.....	4	.....	1	6	.....	3	950	George B. Ward, M.A., <i>McGill.</i>
.....	4	2	4	6	.....	2	800	N. J. Wellwood, B.A., <i>Toronto.</i>
3	5	2	2	7	.....	2	1000	John Herald, M.A., <i>Queen's.</i>
.....	1	2	12	.....	.....	2	1000	D. H. Hunter, B.A., <i>Toronto.</i>
1	4	5	.....	2	.....	2	1100	J. W. Acres, B.A., <i>Toronto.</i>
.....	2	3	.....	1	.....	2	800	W. G. Wallace, B.A., <i>Toronto.</i>
.....	1	2	.....	.....	.....	2	900	William Cruickshank, M.A., <i>Aberdeen.</i>
.....	3	3	.....	3	.....	3	900	Albert Andrews, <i>Certificatc.</i>
.....	1	5	.....	10	.....	2	700	A. C. Crosby, B.A., <i>Albert.</i>
.....	.....	.....	.....	7	.....	2	800	John M. Bell, M.A., <i>Glasgow.</i>
1	5	5	3	5	.....	3	1000	A. McCulloch, M.A., <i>Queen's.</i>
3	10	8	20	10	.....	3	1100	J. M. Dunn, B.A., LL.B., <i>Toronto.</i>
3	6	10	20	3	.....	3	800	J. Morgan, B.A., <i>Toronto.</i>
.....	2	3	.....	4	.....	2	700	H. E. Kennedy, B.A., <i>Mt. Alison, N.B.</i>
.....	4	2	5	3	.....	2	800	C. W. Harrison, M.A., <i>Victoria.</i>
.....	2	12	.....	.....	.....	2	700	James Lumsden, M.A., <i>Aberdeen.</i>
.....	.....	2	.....	14	.....	2	900	W. W. Rutherford, B.A., <i>Toronto.</i>
.....	8	10	7	.....	.....	2	1075	Rev. George Grant, B.A., <i>Toronto.</i>
3	10	10	10	4	.....	2	800	Albert M. Morris, B.A., <i>Albert.</i>
.....	15	2	7	4	.....	3	1050	George Strauchon, B.A., <i>Albert.</i>
2	12	5	4	41	.....	3	1200	James W. Connor, B.A., <i>Toronto.</i>
6	.....	.....	.....	.....	.....	7	2000	William Tassie, M.A., <i>Toronto.</i>
.....	3	4	1	6	.....	2	1000	George W. Field B.A., <i>Toronto.</i>
.....	.....	.....	.....	.....	.....	2	800	M. M. Fenwick, B.A., <i>Toronto.</i>
1	5	10	5	5	.....	2	1200	Wm. O'Connor, M.A., <i>Queen's, Ireland.</i>
1	4	5	5	3	.....	5	1000	Joseph Reid, B.A., <i>Toronto.</i>
.....	10	5	4	9	.....	2	900	Alexander Steele, B.A., <i>Toronto.</i>

TABLE L.—The

MISCELLANEOUS

COUNTIES.	HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.
GREY	Owen Sound.....	S.	F.	2.5 ac.	.....	25	2	1	1
PERTH	Listowel	B.	F.	2 "	.....	12	1	..	1
	Mitchell.....	B.	F.	3 ³ / ₄ "	.....	20	2	1	1
	Stratford.....	B.	F.	3 "	1	30	1	.....	1
	St. Mary's.....	B.	F.	2 "	.....	16	2	1	1
HURON	Clinton	B.	F.	3 ¹ / ₄ "	.....	12	2	1	1
	Goderich	B.	F.	3 ¹ / ₄ "	.....	18	.....	.....	1
	Seaforth	B.	F.	3 "	.....	37	.....	1	1
BRUCE	Kincardine.....	B.	F.	3 "	1	25	1	1	1
	Walkerton.....	B.	F.	1 "	.....	14	1	.....	.....
MIDDLESEX	Parkhill	B.	R.	1 "	1	21	2	1	1
	Strathroy.....	B.	F.	2 ³ / ₄ "	.....	16	1	1	1
	Wardsville.....	B.	F.	2 "	1	13	1	.....	1
ELGIN	Aylmer	B.	F.	4.5 "	.....	15	1	1	1
	St. Thomas.....	B.	F.	2 "	1	18	1	1	1
	Vienna	B.	F.	1 ¹ / ₄ "	1	26	1	.....	1
KENT	Chatham.....	B.	F.	2 "	.....	30	5	1	1
LAMBTON.....	Sarnia	B.	F.	1 ¹ / ₄ "	1	28	4	1	1
ESSEX.....	Windsor.....	B.	F.	1 ¹ / ₈ "	1	12	1	1	1
CITIES	Belleville.....	B.	F.	1 ³ / ₄ "	1	13	2	1	1
	Brantford.....	B.	F.	1 "	.....	30	1	1	1
	Guelph	S.	F.	4 "	1	20	1	.....	1
	Hamilton.....	S.	F.	1 ¹ / ₂ "	1	36	2	1	.....
	Kingston.....	S.	F.	1 "	.....	21	2	1	1
	London.....	B.	F.	2 ¹ / ₂ "	1	12	2	1	1
	Ottawa.....	S.	F.	3 "	.....	36	1	1	1
	St. Catharines.....	B.	F.	2 "	.....	52	3	.....	.....
	Toronto.....	S.	F.	1 ³ / ₄ "	.....	26	2	1	1
Total, 1880 .....	.....	B. S. F.	F. R.	167 ac.	57	2009	151	53	87
" 1879 .....	.....	79 19 7	98 7	163 ac.	57	2020	150	53	93
Increase.....	.....	4 ..	3 ..	4 ac.	.....	.....	1	.....	.....
Decrease .....	.....	.. 1 1	.. 1	.....	.....	11	.....	.....	6

High Schools.

INFORMATION.

Number of pupils who Matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers engaged.	Salary of head master.	HEAD MASTERS AND THEIR UNIVERSITIES.
.....	19	20	10	.....	.....	5	\$1100	Henry de la Matter, <i>Certificate</i> .
1	20	.....	40	40	.....	3	800	Archibald B. McCallum, B.A., <i>Queen's</i> .
.....	8	4	7	12	.....	2	900	O. J. Joliffe, B.A., <i>Victoria</i> .
.....	15	4	4	.....	.....	4	1100	C. J. Macgregor, M.A., <i>Toronto</i> .
6	.....	.....	.....	.....	.....	4	1100	J. E. Wetherell, B.A., <i>Toronto</i> .
2	7	6	3	28	.....	4	1100	James Turnbull, B.A., <i>Toronto</i> .
5	4	2	15	6	.....	4	1000	Hugh I. Strong, B.A., <i>Toronto</i> .
.....	15	20	.....	.....	.....	3	1200	Charles Clarkson, B.A. <i>Toronto</i> .
2	2	2	14	.....	.....	3	1000	Benjamin Freer, <i>Certificate</i> .
.....	.....	.....	.....	.....	.....	2	1200	J. Morrison, M.A., M.D., <i>Acadia</i> .
.....	3	4	6	5	.....	2	800	E. M. Bigg, M.A., <i>Toronto</i> .
1	10	20	6	20	.....	3	1000	D. A. McMichael, B.A., <i>Toronto</i> .
.....	3	4	1	8	.....	2	750	W. G. MacLachlan, B.A., <i>Toronto</i> .
.....	2	5	.....	25	.....	2	825	Emanuel McKay, B.A., <i>Trinity</i> .
5	20	35	2	100	.....	5	1200	John Millar, B.A., <i>Toronto</i> .
.....	7	10	11	3	.....	2	850	C. R. Gunne, B.A., <i>Trinity</i> .
.....	5	5	6	25	.....	6	1100	David S. Paterson, B.A., <i>Toronto</i> .
1	10	6	20	9	.....	3	1000	William Sinclair, B.A., <i>Toronto</i> .
2	9	1	15	26	.....	3	1100	Angus Sinclair, M.A., <i>Toronto</i> .
2	25	10	4	20	.....	3	1000	R. Dawson, B.A., <i>Dublin</i> .
14	10	15	4	20	.....	8	1750	J. E. Hodgson, M.A., <i>Toronto</i> .
1	12	8	4	15	.....	4	1050	William Tytler, B.A., <i>Toronto</i> .
27	78	27	21	112	.....	18	1780	George Dickson, M.A., <i>Victoria</i> .
14	20	1	14	17	.....	5	1300	Archibald P. Knight, M.A., <i>Queen's</i> .
.....	.....	.....	.....	.....	.....	7	1200	Rev. F. A. Checkley, B.A., <i>Dublin</i> .
6	19	2	11	10	.....	5	1500	J. Thorburn, LL.D., <i>McGill</i> .
3	23	25	5	160	36	10	1600	John Seath, B.A., <i>Queen's, Ireland</i> .
16	50	13	7	20	.....	9	2100	Archibald MacMurchy, M.A., <i>Toronto</i> .
209	731	555	625	1453	185	335	Av. \$1000	50, Toronto. 17, Victoria. 11, Queen's. 5, Albert. 3, McGill. 3, Trinity.
248	565	535	693	1200	741	320	.....	3, Dublin. 3, Aberdeen. 2, Queen's, Ireland. 1, Glasgow. 1, Mt. Alison, N.B. 1, Acadia, N.S. 1, Giessen, Germany. 4, Certificate.
.....	166	20	.....	253	.....	15	.....
39	.....	.....	68	.....	556	.....	.....

DIVISION 4.

Comparisons between the period from 1872 to 1876, and from 1877 to 1881 inclusive.

1. *In Legislation.*

The legislation of 1871 and 1877 respectively mark the beginning of important changes in the elementary and secondary branches of education. By the Act of 1871 all common schools became "free public schools," and every child from seven to thirteen years of age, inclusive, was thereby declared to have the legal right of attending some public school. Parents were also required to see that each child attended some school for at least four months in each year. County Inspectors with larger powers and duties were substituted for the "Local Superintendents," and also appointed for cities and towns, their qualifications being prescribed by the Council of Public Instruction. County Boards of Examiners were established for the examination and licensing of teachers under regulations of the Council of Public Instruction, which was also required by a Committee of its appointment to prescribe a programme and prepare papers for the uniform examination and classification of Public School teachers—First Class Certificates being awarded by the Council of Public Instruction only, and Second and Third Class Certificates by County and City Boards of Examiners only; First and Second Class Certificates being permanent during good behaviour, and valid throughout the Province, and any existing Certificates being continued in force in their respective counties. The Council of Public Instruction was also required to provide by the training of teachers, programme of study and the selection of text-books, and special regulations, for teaching in the Public Schools, amongst other subjects, the elements of natural history, of agricultural chemistry, of mechanics and of agriculture, but these latter were made optional by the Act of 1877.

Trustees were declared to be personally responsible for school moneys if they neglected to take proper security from their Secretary-Treasurer; disputes between trustees and teachers were referred to settlement in the Division Court; the summer vacation was to continue from the 15th July to the 15th August; Public Schools in cities, towns and villages were placed under School Boards, and County Councils were empowered to establish Township Boards, on the vote however of two-thirds of the school sections therein; the County and other Grammar Schools became High Schools, and one half of the amount of the High School Grant was required to be raised in cities, towns separated, and counties, and all other sums for maintenance and school accommodation, by the municipality in which the High School was situate; the period of the summer vacation in the High School was established from 1st July to the 15th August.

Jurisdiction was given to the County Judge over persons having school moneys or property in their hands. This and other Acts were consolidated in 1874 into one Statute for Public and High Schools respectively, and such consolidation forms the basis of the Revised Statutes, Chap. 203, 204 and 205, with the Amendments made by the Act of 1877. This Act was an early result of the change affected in 1876, when the Education Department, constituted by a Committee of the Executive Council of the Province, and a member thereof as Minister, were substituted for the Council of Public Instruction and the Chief Superintendent respectively. Only such provisions and amendments were made by this Act as appeared to be then urgently required for the further improvement of our system. By this Act the Education Department was authorized to take the following important steps in advance, namely: To grant equivalents in the examination of Public School Teachers for that in the High Schools; to arrange with Public School Boards for establishing one of the Public Schools in each county as a County Model School, for affording normal or professional training to candidates for Third Class

Certificates, which they had not previously received or been examined upon ; to require at any Normal or County Model School the examination in professional instruction ; and such further conditions to be complied with by all candidates for Public School Teachers' Certificates as would secure duly qualified teachers in the several schools ; to award, upon the examination and report of the Central Committee, all First and Second Class Certificates ; to encourage Teachers' Associations.

The school year was divided into two terms : the first from the Third of January till the Seventh of July, and comprising 132 teaching days ; and the second from the Eighth of August to the Twenty-third of December, and comprising 90 teaching days—and for the year 222 such days. The summer vacation was extended to forty days in rural sections, instead of thirty under the former law ; and in cities, towns and villages became the same as in the High Schools, namely, for seven weeks.

The proceedings in the formation of Township Boards and settlement of difficulties consequent thereon, were made more certain, as well as those respecting the formation, alteration and dissolution of all school unions. The assessment and collection of Public School rates was transferred from the trustees to the Municipalities ; and the Separate Schools were authorized to take advantage of this agency, and thereby also ascertain the Separate School supporters. The quarterly payment of teachers' salaries was also authorized, as also County Grants to County Model Schools and to Teachers' Associations. The power of County Boards of issuing Second Class Provincial Certificates under the Act of 1871 was taken away, and limited to Third Class Certificates. High Schools were replaced in their original position of County Grammar Schools, and the County equivalent made at least *equal* to the Legislative Grant, while the local municipality was under a similar obligation, as well as providing for all school accommodation.

The Acts of 1879, 1880 and 1881 were also found necessary in the further progress of our system, as well as to remove doubts and simplify the procedure at school elections. Requisite checks for the protection of the ratepayers on expenditure on capital account were also provided. Useful and beneficial provisions of the School Law were applied to Separate Schools, and a representation given them on the County Board of Examiners. By that of 1880 an optional provision for rural school trustees to shorten the summer vacation to four weeks (the original period in the Act of 1871) was passed, but the extent of its operation has yet to be ascertained. A satisfactory machinery for the equalization of rates in unions was provided, and it was made clear that the municipality should assess, collect and pay over school rates without any charge or expense to the school corporation. In 1881, for the first time, efficient provisions were introduced for securing school attendance for all children between the ages of seven and thirteen years, for a period of twenty-two weeks in two terms of eleven weeks each in each year ; and as these are similar to the means adopted for compelling attendance by By-laws of School Boards in England and the Education Act of Scotland, the result in future years should show improved attendance, if School Boards and trustees properly fulfil their duty in this essential for the more complete success of our elementary system.

2. Administration.

The two periods of five years each, between 1872 and 1876 inclusive, and between 1877 and 1881 inclusive, present a favourable opportunity for comparison in several particulars and especially in the practical results which best illustrate the operation of the principles of any system and its efficiency.

The administrative record of the Council of Public Instruction appearing in the Reports shows the number of meetings which took place during 1871 to 1875 inclusive, namely, in 1871, twenty-two ; in 1872, twenty-six ; in 1873, sixteen ; and in 1874 (with its elected members) fifteen meetings were held, and in 1875, ten.

During the years 1871 and 1872 the following subjects were considered and dealt

with by such Council, namely : Regulations respecting the qualification of Inspectors and Examiners, and as to the examination and classification of teachers under the provisions of the new Act of 1871 ; the appointment of the Committee of Examiners, consisting of Professor Young and High School Inspectors McKenzie and J. A. McLellan, to prepare examination papers for candidates for Certificates as Public School Teachers, and a programme for their examination ; the consideration of text-books and the approval and adoption of an additional list of authorized books for the Public and High Schools respectively ; the programme, course of study, and regulations for the Public Schools, and increased facilities in the Normal School.

Communications took place between the Government and the Council as to the High School entrance regulations, and as to the revision of the Readers, when instructions were received from the Provincial Secretary that before any future revision of text-books was undertaken the necessity therefor should be pointed out to the Government.

In January 1873 the Council adopted a petition to the Legislature setting forth its claims for continuance, and objecting to the proposed elective principle. A third High School Inspector was appointed. A programme and regulations for High Schools and Collegiate Institutes, and as to the admission of pupils, were adopted, while the former requirements for Third Class Certificates were adhered to. A Committee was appointed for the examination of text-books. In the year 1874 the Council of Public Instruction was composed of the Chief Superintendent, eight members appointed by the Lieutenant-Governor, six elected by each College possessing University powers, one by the High School masters, one by the Inspectors of Public Schools, and one by the teachers of the Public Schools, being in all eighteen.

In the following year the Council considered recommendations from the Central Committee as to examination papers for High School admission, and for the examination of students in the Normal School, and for Public School teachers ; also as to the revision of the regulations respecting the programme of study in the High and Public Schools, and the duties of High and Public School Inspectors, trustees, teachers and others ; also as to the revision of text-books, and the catalogue of books for library and prizes. These were respectively referred to Committees, and that on library and prize books was instructed at the meeting of 10th December, 1874, to inquire into an improved mode of supplying a better class of library and prize books. The qualifications of Head Masters and Assistants in High Schools were defined, and also the value and duration of First, Second and Third Class Certificates. In 1875 a sub-committee was appointed to take into consideration the working of the Book Depository, with the view of supplying the best class of books for library and prize purposes, and also with reference to the general interests of the Province for the free circulation of literature through the ordinary trade channels. Notice was also given to authors and publishers that the Council had not before them any History of Canada which would meet the requirements of the schools, and that they would gladly take into consideration any new work on this subject which might be submitted to them, with the view to its adoption as a text-book. A list of books recommended by the Committee on Text-books was added to the list of approved text-books. The suggestions of the High School Inspectors, and proposed regulations for the Intermediate Examination in High Schools, and the application thereto of the principle of "payment by results" were considered and approved of by the Council on the 4th day of May 1875, and these regulations took effect at the Examinations in July 1876 ; regulations and course of study for the Normal and Model Schools at Toronto were also adopted ; also as to Teachers' Certificates in new Townships. The programmes and courses of study in the Public and High Schools respectively were also revised.

In the second period from 1876 to 1881 the matters dealt with by Orders in Council or Minutes of the Education Department were in 1876 (from March) 56 ; in 1877 87 ; in 1878 114 ; in 1879 117 ; in 1880 132 ; and in 1881 91.

In 1876 the subjects (amongst others) considered and approved of were the following:—High School programme and apportionment of Grant; Central Committee, appointment of additional members; Intermediate and Teachers' Examinations; appointment of Sub-Examiners; subjects for First Class Certificates; Separate School inspection; amended High School programme and apportionment of the Grant and Examinations;

In 1877:—Entrance Examinations and programme of study and Intermediate Examination in High Schools; Superannuated Teachers' Fund regulations; School accommodation; Public School course of study and regulations; sanction of Library and Prize Books; Model School inspection and Model School regulations;

In 1878:—Revised regulations, as published in the "Compendium of School Law;" certain Text Books authorized and Library and Prize Books sanctioned;

In 1879:—Text Books authorized, prices fixed and new conditions required; amended regulations as to Teachers' Certificates; Poor School Grant regulations; printing of new edition of Readers sanctioned;

In 1880:—Regulations respecting the Non-professional Examinations for First and Third Class Certificates; amended regulations for Certificates of qualification as Public School Teachers, and High School programme for 1880; amended regulations respecting the training of First and Second Class Teachers; regulations respecting County Teachers' Associations;

In 1881:—Regulations as to the examination of Candidates for Public School Teachers' Certificates; amended regulations as to Public School Text Books; High School programme for 1881-2; regulation as to teaching of Hygiene in the Provincial Normal Schools.

3. Business Transactions.

The official business transacted by the Education Office under the Chief Superintendent and by the Minister of Education, is shown in the Return to the Legislative Assembly in 1879 (*Sessional Paper No. 71*). The volume of correspondence in that year was 29,039, while in 1875 it was 20,695; and the number of reports sent out in 1878 was 380,319.

The following Table shows the volume of business done in the Department during the years 1879 to 1881 inclusive:

(a) Moneys Received by the Department.

Year.	RECEIPTS.					EXPENDITURE.
	Depository Receipts.	Model School Receipts.	Superannuated Teachers' Fund.	Miscellaneous Receipts.	Total Receipts by the Department.	Total Expenditure, per Public Accounts.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1879	23,357 00	7,798 00	16,304 00	503 00	47,962 00	527,097 00
1880	18,710 00	9,122 00	15,816 00	636 00	44,284 00	505,184 00
1881	3,320 00	11,523 00	14,198 00	2,410 00	31,451 00	.....

(b) Educational Depository.

Year.	Receipts.	Purchases.	Letters Received.	Number of Sales made.	Total Value despatched from Depository.
1879	\$ 23,357 c. 00	\$ 17,803 c. 00	8,916	5,083	\$ 39,607 c. 00
1880	18,710 00	8,370 00	9,810	3,140	24,816 00 est.
1881	3,320 00	None.	3,152	1,019	3,320 00

(c) Education Department Correspondence.

Year.	High and Public Schools.	Depository.	Superannuation Fund.	Normal and Model Schools.	Mechanics' Institutes.	Total Letters Received.	Total Letters Despatched.
1879	7,518	8,916	1,520	2,961	....	20,915	29,039
1880	6,921	9,810	1,589	2,363	...	20,683	33,579*
1881	7,345	3,152	1,605	2,025	962	15,089†	25,502

(d) Documents, Forms, &c., annually despatched

Trustees' Blank Half-yearly Reports	14,000
" " Annual " 	5,000
Public School Financial Statements	750
Inspectors' Summary Reports	70
" Township " 	500
High School Inspectors' "	420
" Annual " 	105
" Financial " 	105
" Half-yearly " 	500
Roman Catholic Separate School Half-yearly Reports	800
" " Annual " 	200
Minister's Annual Report	2,000
Examination Papers, Regulations, etc.	195,500
Various forms	10,000
Circulars, about	35,000
Total	264,950

* Circulars, etc., were included up to 1880 in the total number of letters despatched, but since that date they are not so included.

† In addition to 15,089 Letters received in 1881 there were 3,800 Reports and Returns.

4. Programme and Course of Study.

In matters directly affecting the educational results of the schools themselves, such as the Course of Study, Text Books, and the efficiency of Teachers, the particulars during these respective periods are shown in the several yearly Reports. In the Course of Study prescribed in 1874 by the Council of Public Instruction, Reading, Writing and Arithmetic, and English Language were essentials ; but Physiology and Natural History, Natural Philosophy, Agriculture, Chemistry and Botany, Christian Morals and Civil Government were also declared to be subjects which should be included in such course, as being easily learned by pupils under twelve years of age, and such subjects were accordingly prescribed. Twenty-seven and a half hours per week were fixed for school-room study, while the work for home preparation in the First and Second Classes was to occupy half an hour each evening ; in the Third and Fourth, an hour to an hour and a half ; and in the Fifth and Sixth, from an hour and a half to two hours ; and parents were directed to see that this work was attended to by their children at home. The Regulations also prescribed the following Time Table :—

TABLE, 1874.

<i>Fourth Class.</i>	Maximum number of hours per week for study and recitation.	<i>Fifth Class.</i>	Maximum number of hours per week for study and recitation.	<i>Sixth Class.</i>	Maximum number of hours per week for study and recitation.
Fourth Reading Book to p. 244.	4	Fourth Reading Book.	2½	Fifth Reading Book.	2½
Fourth Reading Book and Spelling Book.	2	Fourth Reading Book and Spelling Book.	1	Reading and Spelling B'ks.	1
Neatly and legibly.	2½	Neatly and legibly and with fair rapidity.	1½	Neatly, legibly and rapidly.	1½
Principles of Arabic and Roman Notation. Vulgar Fractions, Decimal Fractions, Simple Proportion, with reasons of rules. Mental Arithmetic.	5	Proportion, Practice, Percentage, Stocks, theory of said rules. Mental Arithmetic.	3	General Review. Involution and Evolution. Compound Interest.	3
Principal Grammatical Forms and Definitions. Analysis of Simple Sentences. Parsing Simple Sentences.	2½	Analysis of Prose Sentences contained in Reading Book. Parsing, with application of Rules of Syntax.	2½	Analysis of Verse Sentences in Reading B'k. Parsing, with application of Rules of Syntax.	2½
Simple and Complex Sentences, orally or in writ'g. Grammatical changes of Construction. Short Narrative or Description. Familiar Letters.	1	Simple and Complex Sentences of any kind. Grammatical Changes of Construction. Narrative & Description. Familiar and Business Letters.	1	Composition on any assigned subject. Paraphrase of any assigned passage.	1
Maps of Europe, Asia and Africa. Maps of Canada and Ontario.	2½	Political Geography, Products, &c., of Principal Countries of the World.	2½	Physical Geography of the Continents generally. Use of the Globes.	2
Elements of Canadian and English History.	2½	Canadian and English History, cont.	2	Elements of Ancient and Modern History.	2
Christian Morals.	1	Elements of Civil Government.	1	Elements of Civil Government.	1
General View of the Animal Kingdom.	1½	Human Physiology.	1		

Number.	Subjects.	First Class.		Second Class.		Third Class.	
			Minimum number of hours per week for study and recitation.		Minimum number of hours per week for study and recitation.		Minimum number of hours per week for study and recitation.
12	Natural Philosophy.	.....	....	.....	..	.....	..
12a	English Literature.	.....	....	.....	..	.....	....
13	Agricultural Chemistry and Botany.	.....	....	.....	....	.....	....
14	Algebra .....	.....	....	.....	....	.....	....
15	Geometry . . .	.....	....	.....	....	.....	....
16	Mensuration .	.....	....	.....	....	.....	....
17	Book-keeping.	.....	....	.....	....	.....	....
18	Domestic Economy (Girls only).	.....	....	.....	....	.....	....
19	Linear Drawing.	On Slates.	1	On Slates.	1	On Slates & Black-board.	1
20	Vocal Music..	Simple Songs.	1 21½	Simple Songs.	1 24½	Simple Songs.	1 24½

TABLE, 1874.—Continued.

<i>Fourth Class.</i>	Maximum number of hours per week for study and recitation.	<i>Fifth Class.</i>	Maximum number of hours per week for study and recitation.	<i>Sixth Class.</i>	Maximum number of hours per week for study and recitation.
.....	....	Nature and Use of the Mechanical Powers.	1½	Nature and Use of the Mechanical Powers.	1
.....	....	.....	....	English Literature. (Collier's English Literature.)	1½
Elements of Chemistry and Botany in First Lessons in Agriculture, pp. 9-76.	1½	Remainder of First Lessons in Agriculture; but pupils in cities and towns may omit Lessons 30, 31, 32, 34, 37.	1½	Review previous subjects.	1½
.....	....	Definitions and first 17 Exercises of Authorized Text Book.	2	Quadratic Equations.	2
.....	....	Definitions, Postulates and Axioms. First 30 Propositions, Book I.	1½	Books I. and II.	1½
.....	....	Definitions. Mensuration of Surfaces.	1½	Definitions. Mensuration of Surfaces and Solids.	1½
.....	....	Single and Double Entry.	1*	Single and Double Entry. Commercial Forms and Usages.	1*
.....	....	In First Lessons in Agriculture, Lesson 38.	¼*	In First Lessons in Agriculture, Lesson 38.	*
Outline of Maps. Common Objects on paper.	1	Outline of Maps and Common Objects on paper and black-board.	1	Outline and Perspective Sketches of Common Objects, on paper and black-board.	1
Simple Songs.	1	Simple Songs.	1	Simple Songs.	1
	27½		23		28

* Time already counted in.

It was also provided that the order of subjects should be followed and taught in the time prescribed per week for each subject, and none omitted.

Under the Regulations of 1877 the course of study became more flexible, in expressly providing that it was to be followed so far only as the circumstances of each school would allow, when the necessary modifications were permitted. The former limitable was repealed, and School Boards and Trustees with their teacher left to regulate the time of teaching in their discretion. Teachers were also instructed that the course of study had reference to thoroughly graded schools only, and that in other schools, and especially in rural, deviations were permissible, the Inspector approving. The teacher was also directed to instruct his pupils by his own personal efforts and knowledge, and less by text-book and rote memory, especially in the First, Second and Third Classes. Subjects such as Natural Philosophy, Chemistry and Agriculture were made optional. Hygiene was to be taught by familiar information given by the teacher, and no text-book used, while teachers were directed to take their own boys and put them through portions of squad drill; calisthenics were to be taught to the girls. Teachers in their conduct and discipline were enjoined to be examples for good, and so to beneficially influence the bearing and character of each pupil.

5. Text Books.

As to text-books, the Return in Sessional Papers of 1881, No. 36, presents the following comparisons, viz.: List of authorized Public School text-books on 1st July, 1867; list of additional books authorized by the Council of Public Instruction from 1st July, 1867, to 31st December, 1875; and list of books authorized by the Education Department from 1876, to January, 1881. This Return also gives full particulars of the text-books in each list, their educational merits, mechanical execution and retail prices, and shows the great improvement which now exists.

In the parting circular of the late Chief Superintendent (February 29th, 1876), to the several Municipal Councils, he gives instances of the backward condition in 1846 of the schools, and the subjects which had engaged his attention since then, and amongst them text-books; as to which, in 1847, he reported "that there were in use upwards of 295 text books; of spelling books 13, reading books 107, arithmetics 53, geographies 20, histories 21, grammars 16, and in nine other subjects 53. Most of these were foreign, and, in general, the prices were high and the quality as inferior as their variety was great. To relieve Canadian parents of such a burden, and the schools of such a nuisance, was attended with difficulties, but which were speedily overcome. The Council of Public Instruction, in 1846, adopted the Irish National series of text-books, having made an arrangement with the Irish National Board that their books might be re-printed in Upper Canada, or purchased in Dublin at 50 per cent. below the retail price there. The Department here re-printed none of such books, but authorized their re-printing by Canadian publishers who might apply. The immediate effect was the issue of two Canadian editions of the Readers and the importation of original editions by booksellers, and a consequent competition in quality and price." This series was continued in use in the Public Schools for twenty years, and having served a good purpose originally it became generally complained of as behind the times; all editions, moreover, were poor in paper, printing and binding. They were superseded by the Canadian Readers in 1868.

The explanatory remarks which accompany the schedules in the Sessional Return referred to, justify the inference that our Public School text-books have reached a condition to-day so far satisfactory as to be considered almost permanent, except perhaps in affording some further choice in Readers suitable to the circumstances of this Province, and in supplying the want, which the Council of Public Instruction found in 1875, and which still exists, of a good school History of Canada which would present in an interesting and narrative form such incidents of Canadian history as each child should know of his native land, inciting him in turn to imitate and become worthy of those Canadians whose brave deeds and energetic lives are to be found recorded there.

6. Teachers, their Training and Examination Tests.

Of all the requisite instrumentalities for securing satisfactory results in the elementary and secondary branches of our system, the complete efficiency of each teacher is the most important and essential, and the nearer such efficiency is reached the greater the return for those large and liberal expenditures from public sources and individual ratepayers, and for the labour, care and interest bestowed everywhere throughout the Province in maintaining and promoting educational work. This work will fall short of affording reasonably adequate equivalents for all such money and labour expended unless each teacher is fully qualified, not only by knowledge and experience of the best methods of instruction in the subjects to be taught, by his aptitude therein, and power of discipline over his pupils, but in possessing full sympathy with each of them and presenting that good example in conduct which is so influential on their characters. Progress and improvement in this direction have been continuous, but it is here that constant advance must be made and vigilance exercised, for the mere standing still and being content with the present position would soon turn into retrogression; and the service of teaching degenerate again into a mere stepping-stone for other pursuits, instead of its gradual development into the most meritorious and beneficial of all professions. It will be seen from the following references that from time to time efforts have been made towards obtaining better teachers in the elementary schools than formerly existed, and that the necessary means for qualifying them have gradually been improved and extended.

Soon after the passing of the Act of 1871, the Council of Public Instruction gave effect to its provisions for securing a uniform standard of questions by the Central Committee of Examiners for all classes of Public School Teachers' Certificates, and the examination by such Committee of the papers for First Class Certificates, those for Second and Third Class being examined by the County Boards of Examiners. The Council also framed regulations for improving the course of instruction in the Normal and Model Schools, and in practice in the Model School; also in the entrance examination to the High Schools and for establishing half-yearly intermediate examinations therein. The minimum age then required of Third Class Candidates was sixteen for females and eighteen for males, and the minimum qualifications required a moderate knowledge of elementary subjects, but there was complete absence of any requirement as to experience in teaching, or methods, or discipline. The tendency manifested was to a disproportionate increase in Third Class Candidates and decrease in the Second and First Class, and the like results in the number of Certificates annually granted, as appears by the following table:—

YEAR.	NUMBER WHO APPLIED FOR				NUMBER WHO OBTAINED			
	First Class.	Second Class.	Third Class.	Total.	First Class.	Second Class.	Third Class.	Total.
1871	34	608	3091	3733	16	286	1544	1846
1872	55	659	3339	4053	14	271	1697	1982
1873	36	455	3142	3633	8	164	1659	1831
1874	27	432	2039	2498	14	196	1089	1299
1875	46	709	3124	3879	20	278	1633	1931
Total in this period.....	198	2863	14735	17796	72	1195	7622	8889

YEAR.	NUMBER WHO APPLIED FOR				NUMBER WHO OBTAINED			
	First Class.	Second Class.	Third Class.	Total	First Class.	Second Class.	Third Class.	Total.
1876	76	381	3580	4487	11	124	1668	1803
1877	38	1380	4870	6288	16	242	1547	1805
1878	60	1125	3494	4679	26	290	1128	1444
1879	84	3413*	3587	7084	23	592	1091	1706
1880	129	3130*	3330	6589	30	464	1307	1801
Total in this period	387	9879	18861	29127	106	1712	6741	8559

The Provincial Normal School at Toronto under its then system had not space to supply requisite professional training, except to the few obtaining Certificates, and further facilities for Normal School instruction were urgently needed, and this question required immediate attention. In the autumn of 1872 the Chief Superintendent accordingly recommended the establishment of three additional Normal Schools—one at Ottawa, one at Kingston, and one at London. (*See Sessional Papers, 1875-6, No. 45.*) In 1874 effect was given to the erection of a Normal and Model School at the City of Ottawa; but the Chief Superintendent's proposal to acquire an existing institution at London for a similar purpose fell to the ground. In the absence of better provision for the professional training of Public School Teachers, Teachers' Institutes were held, and the numerous attendance thereat contributed to the widespread conviction that this want should be supplied; and Massachusetts and other States of the Union were pointed to as possessing Normal Schools in proportion to their population largely in excess of our two Provincial schools. The Ottawa Normal School (but without the Model School) was completed and began work in September, 1876. The following table shows the number of students in the Toronto Normal School in the years from 1872 to 1876 inclusive, the number who obtained Certificates, and their class in each year, and the approximate cost from current expenditure for each:—

YEAR.	No. OF STUDENTS.	NUMBER WHO OBTAINED CERTIFICATES.			COST.	COST PER CAPITA OF STUDENTS IN ATTENDANCE.	COST PER CERTIFICATE.
		First Class.	Second Class.	Third Class.			
1872	341	9	65	.....	\$ c. 25850 00	\$ c. 75 72	\$ c. 307 74
1873	271	6	37	... ..	24735 00	91 22	575 23
1874	337	16	66	97	23719 00	70 40	132 51
1875	339	17	51	61	24090 00	71 06	186 75
1876	177	5	29	.....	25443 00	143 80	748 32

It therefore became the first duty of the Education Department (as newly constituted in the spring of 1876) to see that fuller opportunities were without delay provided for the professional training of every Teacher in the future composing this large staff, which it was requisite to annually keep up to the number of 6,000 at least, and in which

* Including all Candidates for Intermediate Examinations, whether intending to be teachers or otherwise.

there was constant outflow. It became apparent that this difficulty could not be met by two or more Normal Schools with the like scope and course of instruction as that at Toronto or Ottawa, and that the large preponderance of Third Class Candidates over First and Second Class required that schools for supplying professional training should be generally accessible throughout the Province, and made as locally convenient for gaining knowledge in the art of teaching as our High Schools were for affording general education, of a quality, too, not inferior to that then given in the Normal Schools. The necessary legislation having been obtained in 1877, fifty County Model Schools were established, and the two Normal Schools were confined to the work of professional training for Second Class Certificates. The following table shows the results for the years 1877 to 1880, of the number of Teachers in training in the County Model Schools:—

	Number of Teachers in Training.	Number who Passed.
1877	1277	1255
1878	1391	1339
1879	1295	1217
1880	1413	1317

Increased facilities have thus been obtained without adding much to Provincial expenditure for this purpose, and in fact the Province was saved from the expenditure then imminent of at least forty thousand dollars per annum, which would have been required for the current support of the two other proposed Normal Schools, as well as one hundred and fifty thousand dollars on capital account for the erection of their necessary buildings. The system of County Model Schools required no expenditure on capital account, and the total annual appropriation does not exceed \$5,200, and from the Counties about the same amount.

While the opportunities for the professional training of Public School Teachers have thus been adequately supplied, and County Model Schools are now recognized as an essential part of our system of training Teachers, and as the permanent basis of success, our endeavours should not be relaxed in securing still higher educational qualifications for the several classes of Teachers' Certificates.

Amongst the necessary steps already taken with this object was the withdrawal from the County Boards and the transfer to the Central Committee of Examiners of the duty of examining and valuing the answers of Second Class Candidates in the Departmental Non-professional Examination, under the authority of the School Act of 1877. This was followed by the further change made by the regulations of the 20th March, 1880, in relieving the County Board altogether of the labour and expense incurred in reading and valuing the answers to Third Class papers, and by making the subjects and questions for the Intermediate Examination common to those for Second and Third Class Certificates. The composition of the Central Committee was also improved by increasing the number of its members, and recently by adopting the principle of rotation in their appointments, and by requiring that the questions in their scope and object should be governed by principles approved by the Minister.

7. *Inspection.*

Thorough inspection of the elementary and secondary schools is also properly recognized as a necessary part of the organization of a complete system. Without it, there is no security for the satisfactory operation and condition of every school in respect of teaching, and its influence in the improvement of the mental, moral and physical natures of their several pupils. Where the inspection is efficiently done, the schools will be found to correspond in their efficiency also.

The Act of 1871, in abolishing "Local Superintendents" and establishing "County Inspectors," brought about great improvement in the teaching as well as in school accommodation and appliances. For the proper discharge of the responsible duties of

his office, the Inspector should possess not only educational qualities of a high order, as well as experience in teaching, and its best methods, but also soundness of judgment and discretion for dealing with the various local questions constantly arising in his inspectorial district.

The qualification prescribed by the Council of Public Instruction for all Public School Inspectors was that of a First Class Public School Teacher's Certificate, Grade "A." This was extended in 1877 to graduates who had taken a degree in the Faculty of Arts in any of the Universities or Colleges with University powers situate in the Province, provided such degree had been taken with honours of the First or Second Class in any recognized Department for such degree, and also subject to the further condition that they had successfully taught in a Public or High School in this Province for the period of five years at least. On the 20th of March, 1880, this privilege was also extended to the University of McGill College, at Montreal.

Considering how much the actual results of educational effort depend upon the Inspector, it is important that the highest qualifications should be secured for this office, and that Inspectors in the future should be furnished with opportunities which have not hitherto existed of obtaining a full knowledge of the scientific principles of education, and in such higher fields of intellectual labour becoming better informed of the true aims of education and the best methods for obtaining them, and how to give the greater practical aid to Teachers under their jurisdiction.

8. *Teachers' Associations.*

County Teachers' Associations were first established under the Legislation of 1877, and becoming entitled to the yearly sum of \$100—one-half from the Provincial Revenue and one-half from the County—they soon became valuable auxiliaries of this Department, in assisting its efforts for improved efficiency in the whole body of Teachers, and encouraging each other in their important work, besides forming local centres of educational action, thought and opinion. Regularly organized, and meeting twice in each year for discussion on matters of common interest, with Libraries supplied with the best works on instruction, these Associations can be relied upon as a permanent part of our educational machinery, supplementing as they do, and continuing the beneficial effects of the training in the County Model Schools. The suggestions emanating from these County Associations, and from their representatives in the Provincial body, have proved most useful and serviceable in considering the wants of our system, and the best available modes of supplying them.

The following shows their progress since 1877 :—

In 1877 there were 42 Teachers' Associations, now 59—increase 17. Members in 1877, 1,881, now 4,214—increase 2,333; of members who had paid fees 701, against 1,586. Total amount of Receipts in 1877, \$2,769; in 1880, \$8,028. The total amount of Government grant was during 1880, as compared with 1877, increased by \$1,863; the Municipal grant by \$125; from Fees by \$491; and other sources \$2780—increase of total receipts from all sources \$5,259. Expenditure \$1,127, against \$4,965—increase \$3,838.

9. *The Depository.*

This branch was established in 1850, and its operations ceased on the 1st of January, 1881. Under the head of "Educational Depository," at page 156 of this Report its condition on the 1st of January, 1880 and 1881, respectively, is shown, and also the distribution of the residue of its stock amongst the different Provincial Institutions during the year 1881. The circumstances which justified this policy were stated in my Educational Statement in the Session of 1880, and this question will be better understood by the public, if I should here repeat them :—

"I now desire to bring the subject of the Educational Depository to your notice. Referring to the estimates of the year, and to those of 1879, it will be seen that the amount which I am recommending for the supply of stock is much smaller. I have

always intimated my intention of finally dealing with this question ; but in this, as in all other matters, I have been pursuing a conservative course. Having made an independent examination in 1876 into the financial operations of the Depository, in 1877 I obtained by confidential inquiries further information as to the alleged educational advantages of the system, and the utility of the Depository in the public interest. I was prepared to accept that in the earlier stages of our school experience, and of the condition of the Province, such a branch might be both necessary and useful. My investigation in 1877 justified the following conclusions :—

“ 1. That the library system has been practically abandoned.

“ 2. That the prize system is only partially adopted or approved of, and there is no special educational necessity therefor.

“ 3. That the text books supplied are chiefly for Normal and Model Schools, which can be procured without the necessity of a Depository.

“ 4. That the supply of maps and apparatus should be encouraged, but that the stock should be obtained under different and better arrangements ; that the stock-in-trade is quite too large for the business transactions, and, therefore, unnecessarily depreciated ; that the maximum stock should not exceed at any one time more than \$20,000, which, if the business of the Depository was at all active, should result in transactions of at least \$100,000.

“ I have since been obliged to come to the further conclusion that maps, apparatus, and other school appliances can be better supplied by the general trade with more satisfaction, and as cheaply to the schools, and certainly with a great saving of Provincial funds.

“ The financial report in 1876 of Mr. James Brown showed that the stock then on hand amounted to \$79,000. But in order to bring the question before the House at this Session, I undertook further investigations, which showed me that not only were the transactions very small in proportion to the capital used, but that there was a great depreciation in the value of the stock. I also find that the existence of the Depository entailed a large expenditure of public money without corresponding benefit, and that the results which it was intended to accomplish, could now be much better secured through the ordinary channels of trade. I feel it is therefore time for me to adopt the policy of closing up this branch of the Education Department at the earliest period in which the stock can be disposed of without unreasonable loss.

“ A portion of the stock could not be sold at all, and a portion belongs to the educational library. It is important to maintain a good educational library, and the opportunity for establishing a very complete one is now presented from the valuable material which has been accumulated, not in educational works only, but in those also which possess historic interest to Canadians. I propose also to devote the Museum to its proper function, of being educational, and to relieve it of many articles, some of which will find their appropriate place in the College of Agriculture. The operations of the Depository have become smaller since I asked last year for less public money for stock. The amount spent in 1879 for stock was \$22,535, and sales \$38,535, thus reducing it by \$16,771. It is unnecessary to re-stock the Depository, for the schools in general understand that they can be well supplied through the ordinary trade, and any reason for its existence in the former infancy of our schools, cannot now be successfully urged.”

EXPENDITURE.	1871 TO 1875 INCLUSIVE.					Average 1871 to 1875.	1876 TO 1880 INCLUSIVE.					Average 1876 to 1880.	Increase or decrease on average of past five years.
	1871	1872	1873	1874	1875		1876	1877	1878	1879	1880		
Teachers' Salaries..	\$ 1,191,476	\$ 1,371,593	\$ 1,520,123	\$ 1,647,750	\$ 1,758,100	\$ 1,497,803	\$ 1,838,321	\$ 2,038,099	\$ 2,011,207	\$ 2,072,822	\$ 2,113,180	\$ 2,014,726	\$ 516,918
Sites, and Building School-houses	261,833	456,042	609,113	699,547	702,330	545,773	630,265	477,392	413,392	306,025	249,389	415,292	{ 130,481 decrease
All other Expenses ..	349,985	379,729	475,290	518,035	532,650	451,138	537,870	557,998	464,748	454,237	459,483	497,867	43,729
Total Expenditure ...	1,803,294	2,207,364	2,604,526	2,865,332	2,993,080	2,494,719	3,006,456	3,073,489	2,889,347	2,833,084	2,822,052	2,924,885	430,166
Increase in Total Expenditure.....	91,233	404,069	397,161	260,806	127,747	.....	13,375	67,033	.....	.....	.....	.....	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	184,142	56,263	11,031	.....	.....

11. Comparative Progress.

A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Ontario, as connected with Public and High Schools; also, Normal and Model Schools, from the year 1871 to 1880, inclusive, compiled from Returns in the Education Department.

	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
1	1620851	.....	.....	.....	.....	.....	.....	.....	.....	1913460
2	489615	495756	504869	511603	501083	502250	494804	492360	494424	486924
3	102	104	108	108	108	104	104	104	104	104
4	3	3	3	3	3	4	4	4	4	4
5	4438	4490	4562	4592	4678	4875	4955	4813	4932	4941
6	160	171	170	166	156	167	185	177	191	196
7	5004	5042	5124	5165	5258	5467	5248	5098	5231	5245
8	7490	7968	8437	7871	8342	8541	9229	10574	12136	12910
9	800	800	800	800	800	900	900	900	900	900
10	425126	433256	438911	441261	451568	465243	465908	463405	462233	457734
11	21200	21406	22073	22786	22673	25294	24952	25610	24779	25311
12	463657	472800	480679	483861	494065	510740	500989	500489	500048	496855
13	\$1191476	\$1371594	\$1520123	\$1647750	\$1775100	\$1838321	\$2038099	\$2011208	\$2072822	\$2113180
14	\$611818	\$835770	\$1084403	\$1217582	\$1234980	\$1168135	\$1035390	\$878139	\$760262	\$708872

15	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-houses, and for Libraries and Apparatus, etc.	\$1803294	\$2207346	\$2604526	\$2865332	\$2993080	\$3006456	\$3073489	\$2889347	\$2833084	\$2822052
16	Total amount paid for High School Masters' Salaries.	\$113862	\$141812	\$165358	\$179946	\$184752	\$195906	\$211607	\$223010	\$241097	\$247894
17	Total amount paid for erection or repairs of High School-houses.	\$24164	\$31360	\$32939	\$63684	\$76586	\$46216	\$51417	\$83968	\$54274	\$66416
18	Amount paid for other Educational purposes, etc. *	\$356374	\$439690	\$455302	\$478989	\$569564	\$58923	\$250968	\$324496	\$304755	\$277905
19	Grand Total paid for Educational purposes	\$2297694	\$2820226	\$3258125	\$3587951	\$3823982	\$3838501	\$3587481	\$3520821	\$3433210	\$3414267
20	Total Public School Teachers	5306	5476	5642	5736	6018	6185	6468	6473	6596	6747
21	Total Male Teachers	2641	2626	2581	2601	2645	2780	3020	3060	3153	3264
22	Total Female Teachers.	2665	2850	3061	3135	3373	3405	3448	3413	3443	3483
23	Average number of months (or days) each Public School has been kept open by a qualified Teacher +	11 $\frac{3}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	206	208	208

* Including Collegiate and Private Educational Establishments up to 1876.
 + Holidays and Vacations included up to 1876 ; not afterwards.

DIVISION 5.

Comparisons with Other Educational Systems.

The records of other systems which show their actual results in the work of national education are of great value as comparisons with our Provincial system, in enabling us to better ascertain our relative position in discharging this important duty, how far we have succeeded, and in what lines further progress may require to be directed.

The end to be reached being the preparation of every child for actual life by such processes as will satisfactorily develop his whole nature, the circumstances and conditions of each country must be weighed and taken into account before useful deductions can be drawn from such comparisons.

The material to be worked upon necessarily also varies in different nationalities, according to their special characteristics; and the school population may be more or less favourable.

There are probably no more favourable conditions, in every respect, to be found anywhere, than those which surround the youth of this Province.

In the preceding parts of this Report are shown such practical results as have already been accomplished in essential particulars of elementary and secondary education.

An examination of the educational results or standards reached by other systems will be deferred for the present, considering that this can better be done after our own has had that thorough review of its tendencies and practical results for which the time is now opportune, and for which much information for consideration is furnished by this Report. In the meantime I give the following comparisons on some material points—of expenditure, and the relative equivalents in attendance, or actual results, and as to the training of teachers:—

(1) With such States of the Union as may be taken to be similar to our Province, as compiled from the Report of the United States Commissioner for Education for the year 1879; and

(2) With elementary education in England, from the Report of the Committee of the Privy Council on Education for the year 1880-1.

I. TABLE AS TO SIX STATES.

STATE.	School Age.	School Population.	No. of Pupils Enrolled.	Average Attendance.	Percentage of Pupils enrolled to School Population.	Percentage of Average Attendance to No. enrolled.	Total Expenditure.	Cost per capita of School Population.	Cost per capita of Pupils enrolled.	Cost per capita of Average Attendance.
							\$	\$ c.	\$ c.	\$ c.
Illinois	6-21	1,000,694	693,334	404,479	69	58	6,190,700	6 18	8 93	15 30
Massachusetts	5-15	303,836	301,528	234,249	99	77	4,994,800	16 43	16 56	21 32
Michigan	5-20	486,993	342,138	201,179	71	59	2,775,600	5 70	8 11	13 79
New York	5-21	1,628,727	1,030,041	570,382	63	56	10,464,000	6 42	10 16	18 34
Ohio	6-21	1,043,320	734,651	459,990	70	62	7,711,300	7 39	10 41	16 76
Pennsylvania	6-21	1,200,000	935,740	587,672	77	62	7,747,700	6 45	8 28	13 19
ONTARIO	5-16	489,924	464,395	220,068	95	*47	2,822,000	5 76	6 08	12 82

* In explanation of this small percentage for Ontario, it might be stated that the number of teaching days in the United States is much less than in this Province; thus Illinois has 150; Massachusetts, 175; Michigan, 130; New York, 179; Ohio, 150; Pennsylvania, 149; while in Ontario there are 221 teaching days.

2. TABLE AS TO SIXTEEN CITIES IN THE UNITED STATES, AND NINE IN ONTARIO.

CITIES.	School Population.	No. of Pupils enrolled.	Average Attendance.	Per centage of Pupils enrolled to School Population.	Percentage of Average Attendance to No. enrolled.	Total Expenditure.	Cost per capita of School Population.		Cost per capita of Pupils enrolled.		Cost per capita of Average Attendance.	
							\$	c.	\$	c.	\$	c.
Baltimore	86,961	36,505	30,477	42	83	643,895	7	40	17	64	21	13
Boston	64,766	56,667	46,784	88	89	1,558,163	24	06	27	50	33	31
Brooklyn	164,250	94,573	52,858	58	57	1,214,835	7	39	12	84	22	98
Buffalo	52,000	23,905	14,792	46	62	310,408	5	95	13	00	21	00
Chicago	135,000	58,947	41,927	43	71	809,502	5	95	13	73	19	31
Cincinnati	31,693	35,761	26,537	39	75	741,274	8	08	20	73	27	90
Cleveland	46,239	22,741	15,693	48	70	381,865	8	26	16	80	24	33
Detroit	37,684	14,837	10,665	39	72	205,022	5	44	13	81	19	23
Indianapolis	26,039	12,322	9,369	47	76	201,462	7	73	16	35	21	07
Jersey	40,204	21,183	12,214	53	57	222,364	5	53	10	50	18	20
Louisville	43,712	19,484	13,405	46	70	218,769	5	00	11	23	16	32
Newark	41,935	19,478	11,100	49	56	207,968	4	95	10	65	18	70
New Orleans	68,918	20,249	17,401	29	86	302,595	4	34	14	94	17	40
New York	375,000	263,450	131,295	70	50	3,374,966	9	00	12	81	25	70
Rochester	31,452	12,002	8,144	38	68	168,768	5	37	14	00	20	72
St. Louis	101,825	55,122	36,077	54	65	1,009,051	10	00	18	31	27	96
Belleville	2,610	2,379	1,197	90	50	13,292	5	32	5	59	11	10
Brantford	2,900	2,304	1,263	80	55	15,492	5	34	6	72	12	27
Guelph	2,270	2,013	1,060	90	53	13,404	5	90	6	65	12	65
Hamilton	7,500	7,118	4,594	95	65	49,514	6	60	6	95	10	77
Kingston	4,400	3,897	1,978	88	51	16,735	3	80	4	30	8	46
London	4,800	4,700	2,354	98	50	27,857	5	80	5	93	11	83
Ottawa	6,500	6,024	2,948	93	49	50,547	7	77	8	39	17	15
St. Catharines	2,500	2,407	1,326	96	55	15,930	6	37	6	62	12	01
Toronto	18,000	15,414	9,553	86	62	116,383	6	46	7	55	12	18

3. COMPARATIVE STATISTICS of Elementary Education in Twenty-eight principal Countries, compiled from a Table prepared by the United States Bureau of Education from the most recent Official Reports and other authentic sources.

COUNTRIES.	Date of Report.	Population.	School Age.	School Population.	Number of Schools.	Number of Pupils.	Number of Teachers.	Percentage of Pupils to total population.	Number of Pupils to each Teacher.
Algeria	1877	3,844,749	6-13	58,000	662	51,592	1,260	15	54
Alsace-Lorraine	1878	1,531,804	6-14	259,620	2,734	217,619	4,364	14	49
Argentine Republic	1876	2,121,775	6-14	503,078	1,946	116,244	5,893	5½	20
Austria	1878	21,752,000	6-14	3,122,863	15,166	2,134,683	31,196	10	61
Baden	1873	1,507,179	6-14	243,567	1,937	245,369	3,603	16	68
Bavaria	1871	5,022,390	6-14	743,251	7,184	841,304	11,921	17	70
Belgium	1878	5,403,006	6-13	772,076	5,729	687,749	11,808	13	58
Bremen (free city)	1878	142,645	6-14	17,892	52	17,315	400	12	43
British Columbia	1878	38,500	5-16	2,734	51	2,194	58	6	37
Denmark	1874	1,940,000	6-14	240,500	2,940	231,953	3,464	12	66
England and Wales	1879	23,165,336	3-15	2,500,000	17,166	3,710,883	f 69,527	15	53
France	1877	36,905,788	6-13	6,409,087	71,547	4,716,935	110,709	13	42
Greece	1874	1,457,894	.....	240,000	1,227	81,440	1,205	6	67
Hungary	1876	15,666,000	6-14	2,127,950	15,486	1,559,636	20,717	10	75
Italy	1877	34,245,323	6-14	4,597,582	47,411	1,931,617	47,085	7	41
Japan	1878	3,583,529	6-14	5,251,807	25,459	2,162,962	59,825	6	36
Netherlands	1878	1,813,424	6-13	596,791	3,813	486,737	12,292	14	40
Norway	1875	25,742,404	6-14	302,000	4,736	261,622	4,030	14	65
Prussia	1871	5,000,000	6-13	4,396,738	34,988	4,007,776	57,936	16	70
Roumania	1878	2,760,586	6-14	700,000	2,319	108,824	3,651	24	29
Saxony	1878	3,358,613	6-14	48,814	2,134	451,324	7,219	17	62
Scotland	1879	16,507,000	5-13	561,600	3,003	508,452	9,477	15	54
Spain	1870	2,669,147	6-13	2,603,265	28,117	1,410,476	29,022	9	48
Sweden	1876	2,669,147	6-14	765,645	8,770	598,354	9,311	13	64
Switzerland	1871	50,152,866	6-14, 7-13	441,794	5,088	411,754	10,156	16	40
United States	1879	867,634	4-21	14,902,336	i 1,664	9,424,086	272,686	19	35
Victoria	1879	1,733,236	.....	494,424	5,123	231,169	4,006	23	57
ONTARIO	1879	.....	5-16	.....	.....	487,012	6,596	28	j 74

a European population.
 b Including infant schools.
 c Estimated number of children between the ages of 7 and 13.
 d Day schools, including infant schools.
 e Of these 3,710,883 pupils, 1,208,016 were between the ages of 3 and 7, 2,333,973 between 7 and 13, and 168,894 were above 13 years of age.
 f 29,716 certificated, 6,616 assistant, and 33,195 pupil teachers.
 g The school age is fixed by the local school authorities.
 h There are 17 different school ages in the United States; the longest extends from 4 to 21, the shortest from 8 to 14, and the average length of the school period is 14½ years.
 i Several States do not report this item separately.
 j Reduced to 72 in 1880.

4. TABLE AS TO NORMAL SCHOOLS.

From the Report of the U. S. Commissioner of Education, 1879, and the Superintendent of Schools for the State of Pennsylvania, 1880.
Normal Schools.

STATES.	No. of Schools.	No. of Teachers.	No. of Pupils.	No. of Certificates.	Total Legislative Expenditure.	Cost per Pupil.	Cost per Certificate.
Massachusetts	6	49	1091	187	\$ c. 56,350 00	\$ c. 51 65	\$ c. 302 00
Michigan	1	11	104	87	17,500 00	168 27	208 33
New York	8	116	2709	249	173,798 00	64 15	698 00
Pennsylvania.....	10	123	2900	263	100,000 00	34 50	380 23
ONTARIO, 1880.....	2	30	483	410	36,694 00	76 00	89 50

5. TABLE FROM EDUCATION REPORT (ENGLAND) FOR 1880-1.

COUNTRIES.	No. of Schools.	No. of Certificated Teachers and Assistant Teachers.	No. of Pupils.	Proportion of Teachers to average attendance.	Total Population.	School Population.	No. enrolled.	Average attendance.	Expenditure.	Percentage of average attendance to total Population.	Percentage of Pupils enrolled to School Population.	Percentage of average attendance to Pupils enrolled.	COST PER PUPIL BASED ON			
													Total Population.	School Population.	No. enrolled.	Average attendance.
England and Wales.	17743	439074	3,895,824	1 teacher to 99 pupils.	25,480,161	(3 to 13) 6,010,411	(3 to 12) 3,895,824	2,750,916	\$ 18,255,355	11	46	70	\$ c. 0.72	\$ c. 3.03	\$ c. 4.68	\$ c. 6.63
Ontario	5137	6747	483,045	1 teacher to 72 pupils.	1,913,460	(5 to 16) 489,924	483,045	220,068	2,822,052	12	94	46	1.48	5.76	5.85	12.82

†There were, in addition to this number, 33,733 pupil-teachers. If these are included the proportion would be 1 teacher to 53 pupils.

These tables, however, require to be read with the following explanations, in order to properly serve as comparisons :—

(1.) The Normal School of the State of Michigan is similar to those of Ontario in being confined to students intending to be teachers ; but the Normal Schools of Massachusetts, New York and Pennsylvania receive pupils other than those intended for a Normal School course. Many of them are, in fact, ordinary academies with a Normal School class attached. The cost per certificate (in the latter instances) appears, therefore, much greater than in this Province, as the teachers in training are not distinguished from the ordinary students in the reports, and the reported cost covers the expense incurred on account of all pupils.

(2.) The average attendance in English schools for any period is found by adding together the attendances of all the scholars for that period, and dividing the sum by the *number of times the school has met* within the same period. The quotient is the average attendance. The average attendance in Ontario schools is computed thus :—The aggregate attendance for each half year is divided by the number of teaching days in each half year, whether the school was open the full time or not. The average for the first and second half years are then added together, and the result is divided by 2, which gives the average for the year. The average attendance appears, therefore, much smaller than if calculated on the English system.

Training Colleges in England and Ontario.

ENGLAND, 1880–1881—

Number of Training Colleges	41
Number of Students	3,096
Total Expenditure	\$761,716
Cost per capita	\$211

ONTARIO, 1881—

Number of Normal Schools	2
Number of passed students.....	280
Total Expenditure	\$30,327
Cost per capita	\$109

The English students reside in the College, their board and other expenses of keep being paid for them, and, as the course of instruction requires two years, the average cost of each Certificated Teacher would be twice the annual cost, or \$422. They contribute about \$35 per annum each in the shape of fees and for books. 1,500 teachers of two years' training are, therefore, annually supplied to the English public schools from these colleges. Pupil Teachers cost the Government nothing, as they are paid by the managers of the Elementary Schools.

Of the 3,096 students attending the English Training Colleges, none is reported as having failed at the examination.

The total number in attendance at the Ontario Normal Schools was 418, and if the failures are included the cost *per capita* would be reduced to \$72.

The foregoing comparisons in the average cost of educating children in the elementary schools and of training qualified teachers, show that this Province, upon the whole, occupies, relatively to the specified States of the Union and England, a favourable position ; while Normal Schools in different States of the Union supply excellent facilities for professional training, yet the time and money required to complete the prescribed course present obstacles to the professional training of the whole body of teachers required for the rural schools, besides those in cities and towns, and must continue to prove so ; for it is altogether impracticable that any public treasury should venture to undertake such large expenditures as the number of Normal Schools requisite for such object would entail, when the usual course of instruction is found to be from two to three years at least. The short terms and low salaries in the

rural schools of these States also contribute to the inferiority, as a class, of the teachers in the rural schools, while in this Province such teachers, owing to the general requirements during the last few years, possess teaching qualities and experience nearly equal to those in the urban schools. The pupil-teacher system of setting children to teach children is almost peculiar to England, except in Victoria and some of its other colonies: it does not prevail in the German or other Continental systems. It has had no place or advocate in the States of the Union, and, except in a very modified form in the case of Monitors, in this Province. Under the former conditions (before 1877) for third-class certificates, the great majority of our teachers besides being entirely inexperienced were too young for their work; but the principle is now fully understood that the most matured and experienced instructors are required for the primary classes, so that the pupils may escape the permanent injury caused by being experimented upon by the young and inexperienced.

While it is important that proper educational standards should prevail—and such are generally attainable under our system of supervision and administration by the Education Department—there is an inherent weakness in the States system of administration which fails to satisfactorily accomplish this. In England, where so much depends upon the results of the examinations in the several standards, the payments from the Imperial grant being determined thereby, it is difficult to determine by such tests the proper educational effect.

With the view of obtaining full and accurate information on subjects in which we are interested in common, and in which much of value could be gained from their experience, your Government, upon my recommendation, in November last authorized Inspector McLellan to visit the Elementary, High, and Normal Schools in the States of Massachusetts and New York, in order to obtain specific information on the several points following:—

1.—*As to Training of Teachers.*

1. The extent and modes for the separation of the professional from the general educational training.
2. What are the means for inculcating a knowledge of the principles of education as a science.
3. Also as to the practical application of such principles in the pursuit of education as an art.
4. The details of the Courses in use for the professional training of teachers, and especially through schools for actual practice.
5. Information on every point which would tend to make our Provincial Normal Schools more effective.

2.—*Secondary Education.*

1. The Course of Study in some of the best High Schools, and the modes for instruction in the various subjects.
2. Staff of teachers and appliances.

3.—*Intermediate and Elementary Schools.*

1. The subjects, standards, and modes of instruction, and the teaching staff employed in such schools, both in urban and rural districts.
2. Also as to the discipline and means employed for maintaining it.
3. Also, as to the attendances, and means for securing it.
4. As to the practical beneficial results produced by the teaching and methods employed.

The Inspector has been afforded the opportunity in such personal visit of obtaining much information, and has just submitted his Report to this Department, which can be considered with advantage; and in the meantime the following summary of his conclusions will be found of much practical value:

4.—*Summary of Conclusions in Inspector McLellan's Report on the Elementary, High and Normal Schools in the States of Massachusetts, New York and Connecticut.*

1.—*General.*

From what I have been able to gather by personal observation on my recent visit, and from books, reports and documents, the Ontario system of education, as a system, is superior to that of any State in the Union, for the following among other reasons:—

(1) Our system is distinguished by a unity of aim and method, and a consequent unification of educational interests, which has, I believe, no parallel in American systems.

(2) It has determined the necessary qualifications for important educational positions, and made the appointment to such positions independent of party influences.

(3) It has instituted an effective plan of examination to test the literary and scientific attainments of all candidates for the teachers' profession.

(4) It has established a thorough system of school supervision (inspection), and provided means to secure qualified inspectors.

(5) It has provided a simple and economical plan for the professional training of teachers, which secures, or will secure, the children of the humblest school section in the land from becoming the victims of incompetency.

This last element of excellence is the most important of all. Ours is the only system on this Continent, so far as I know, that demands some degree of *professional* training as a necessary qualification for the teacher. I have said that the system of professional training is economical; is it also effective? The question of economy can have no weight as against the question of efficiency. That only is true economy which secures the best results in the best way. The system can be made, I believe, thoroughly efficient. But to this end the Normal school, the County Model Schools, the High Schools and even the Public Schools must each in their proper sphere co-operate.

2.—*As to the Normal Schools,*

now confined to purely professional work, I remark:

(a) The Normal School Masters must have good material to work upon. Good professional training cannot be grounded on illiteracy. This means that those who enter these institutions should possess a good degree of general education and culture, and some aptitude for teaching, *as shewn by their previous work under a County Inspector.*

(b) Not only must the Normal School Masters have good material to work upon, they must also have a reasonable amount of time in which to do the work.

At present, therefore, the session for training is too short. It must be extended if the schools are to accomplish what they are designed to do. For in these schools,

(1) There must be a methodizing of the student's knowledge; a review of important branches, with a view to giving scientific unity.

(2) There must be effected, in general, some improvement in the student's knowledge of important branches—Music, Drawing, Experimental Science.

(3) There ought to be sound instruction in Ethics and Mental Science in their application to the work of education.

(4) There must be intelligent observation and practice, under criticism in the Model and Normal School.

(5) There must be—at least in many cases—an eradication of vicious habits of study, methods of teaching, etc., and the substitution of a more excellent way.

(6) There must be, as far as possible, secured that higher culture which comes from daily intercourse with strong and cultured men.

To this desirable end "Boarding Halls," such as have been established in connection with some of the American Normal Schools, would greatly contribute.

(c) The Normal School Masters, in connection with the professional Examiners, ought to have power to reject for illiteracy as well as for professional incompetency or inaptitude. For it sometimes happens that illiterates manage to score marks enough

to pass, notwithstanding all the precautions of a stringent academic examination. And, on the other hand, good scholarship will do little or nothing for one who has no natural aptitude for teaching.

3.—As to County Model Schools.

(1) These schools are designed to do a very important work. Here the student teacher gets his first ideas of educational principles and methods—ideas which will influence for good or evil all his subsequent course of professional training. The County Model Schools are really unpretentious Normal Schools, and they must lay a good foundation for the latter schools to build upon.

(2) It follows then that the principals and teachers of Model Schools ought to be strong in their profession—men of good scholarship, culture, earnestness and professional skill.

(3) During the training term in these schools, the entire time of the principals—except for general supervision—ought to be devoted to the training of the student-teachers. This is essential in view of the vast importance of making a *good beginning* in the professional training of our teachers.

(4) For reasons similar to those given above (Normal Schools, *b*), the term for Model School training ought to be as extended as it is practicable to make it.

(5) If Model School trustees are not disposed to follow this course (3 and 4), because they are not sufficiently encouraged by the Government and County grants, let them have a more liberal allowance. At present they receive \$150 from the Government and \$150 from the County—*i.e.* \$300 in all. This does not appear to be sufficient for all that they are required to do. Would the cost to the country exceed the value of their work, if the Government were to contribute say \$250 and the County \$250; *i.e.* if \$500 were given to each school? Fifty Model Schools receiving \$500 each would cost the country \$25,000 a year. Is this too much for the work of giving a fair *professional* training to the *great majority* of our teachers? If any one thinks so, let him note the fact that New York State paid in 1880, for the *current expenses* alone of eight Normal Schools, \$125,000 and received in return 271 trained teachers. Than this \$25,000, no public money ever has been, or ever will be, expended to greater advantage to the State, or on principles more capable of thorough vindication.

(6) Public School Inspectors, since to them are entrusted the inspection and control of these schools, ought themselves to be trained teachers, and therefore no man ought to be licensed as an inspector on account of scholarship and some experience gained in High School or Collegiate work; for such experience does not necessarily secure a knowledge of the principles of primary education, nor professional skill in their application.

4.—As to High Schools.

(1) It is plain that the successful working of our present plan of confining the Normal Schools to professional work, depends on the power of the High Schools to give a good academic training—to impart sound knowledge by the best methods.

(2) An essential condition is, therefore, that all High School Masters and Teachers should receive professional training. They must, of course, be good scholars; but they must know that it is not the sole, or even chief function of the teacher to communicate knowledge, but rather to develop self-activity and power of acquisition.

(3) Since the royal road to learning is yet undiscovered, and time is still a necessary condition in producing education and culture, the “non-professional” (academic) examinations must be of such a character as to secure the fulfilment of this condition. The standard maintained ought to be higher than it is—high enough to defeat the schemes of the inexperienced, or the unfaithful teacher who may attempt to palm upon the Department and the public the spurious product of the crammer for the genuine handiwork of the *educator*.

(4) Greater attention must be given to Reading and Elocution, Drawing and *Elementary Science*—especially Botany, Physics, Chemistry. And the teaching in science

should be experimental and inductive. If but one inspection a year be required of the High School Inspectors, they will have somewhat more time to devote to the subjects here referred to.

(5.) The High School Entrance Examination might fairly be modified so as to include drawing. Also better reading and writing should be insisted upon, and a somewhat wider course in arithmetic, so as to include easy cases of interest and percentage. This does not mean that the examination questions should be more difficult, or that *new* principles would need to be learned; it simply means the learning of a few new terms, and a slightly more varied application of familiar principles.

(6) If the proposed work for the High Schools be thoroughly well done, they will have enough to do without attempting to educate candidates for First "A" and "B" certificates. This could be done in the Universities with better results in every particular.

(7) The Intermediate Examination, established as a school examination, on the results of which certain public funds were to be distributed, ought to be distinct from the examination of teachers: I think—

(a) That the present standard of the Intermediate ought to be retained, with some options in favour of science and literature instead of mathematics.

(b) That some "value" may be given to this examination by making the possession of the Intermediate Certificate a necessary condition to entering the teaching profession.

(c) Besides passing the Intermediate Examination, candidates for the lowest grade of certificate (3rd class) should be examined on additional and more difficult papers in the same "groups."

(d) The examination for second-class (permanent and provincial) certificates ought to be entirely distinct from the others—a test of better scholarship and greater maturity of mind; and no one should be permitted to stand for the second-class examination who has not obtained a third-class certificate at least one year previously. All these examinations could be held in the same week, and conducted by the same presiding Examiners.

5.—As to the Public Schools.

(1) Greater attention should be paid to writing and reading.

(2) Drawing—which is named in the programme of studies—ought to be taught. The course for each of the classes might be given more in detail.

(3) The meaning of some additional terms in arithmetic (interest, percentage, etc.) should be taught in the Fourth class, and a somewhat greater variety of questions given, so as to include easy problems in interest and percentage.

(4) The elements of science should be taught in oral lessons by the teacher. With proper methods of teaching there can be found time for this, as well as for industrial drawing; these will render other studies easier, and actually brighten the school life of the child.

(5) Since the great work of the Inspector is to see that the best methods of teaching prevails in the schools, *one thorough* inspection a year would be better than *two* hurried ones. This would enable the Inspector to observe more accurately the teacher at work, and to exert a more powerful influence on both the teacher and the scholar. If *one* inspection each year be deemed insufficient, it might be supplemented by a judicious, uniform examination for promotion.

I give with my Report some specimens of Examination Papers used at the Entrance Examination in some of the American schools.

For promotion to the Worcester (Mass.) High School, pupils are examined in Music, History, Spelling, Arithmetic, Grammar, and Geography.

DIVISION 6.

Suggestions and Recommendations.

While the foregoing will serve to give much information to the Legislative Assembly and the people of Ontario on the present condition of this important branch of the public business, the report is also of special value in enabling inferences to be drawn from the facts appearing therein, which may properly influence the course of further progress, with the end in view of every child being equipped with thorough and efficient elementary education for any career in life, as well as securing a complete educational system adapted to all classes of our people. In considering this, the conditions of our elementary schools, as shown in the Report, are material, when it is seen, in Table E, that of the total number of children on the registers more than two-thirds are in the Rural Schools, and 81 per cent. are found in the first, second and third classes. The respective numbers are, in rural schools, 333,752 ; in urban schools, 149,293 ; and in the several classes :

—————	First.	Second.	Third.	Fourth.	Fifth.	Sixth.
In rural	104,140	76,655	89,859	52,786	9,589	723
In urban	52,387	32,410	36,899	22,778	4,060	759
Totals.....	156,527	109,065	126,758	75,564	13,649	1,482

It may therefore be properly inferred that instruction in the first, second and third classes of the Public Schools should be of such quality and extent, as would furnish some fitting preparation for life, of so large a portion of our rising population. Moreover, the large number of children in the rural schools belonging to the producing class of agriculturists (which is rapidly becoming the most prosperous, as well as the most independent and self-reliant in our community), plainly shows that elementary teaching should be so directed as to prove of practical value as a basis for such pursuits. If all elementary studies were taught by "reason" and not by "rote" (as under the old mode, now gradually disappearing), by competent teachers of trained experience, their practical value would, in a large measure, be secured, and at the same time the whole character of the children much improved under the influence of such teachers ; for a truly national system is as much concerned in rearing up a moral as well as an intelligent population, and securing honesty and fair dealing as essential qualities of every citizen, as well as mental culture.

The children in our elementary schools are capable of acquiring elementary teaching, without any fear that either their physical or mental energies will be overtaken to an extent which, under the favourable conditions in which our community is happily placed, we can safely venture upon, in comparison with any other community, provided modes of teaching in harmony with nature's laws are required to prevail, and thus aiding and strengthening the child's mental and physical development. The studies in the First, Second and Third Classes would then become the child's own in the school room, and enable him to enter upon those of the Fourth Class fitly prepared, mentally and physically, for its higher work. The successful results of such modes of elementary teaching can be seen in daily operation in the Provincial Model Schools at Toronto and Ottawa, and in several of the Public Schools in Toronto and elsewhere. The methods of teaching in these two Model Schools are set out at pages 77 to 82, and from 85 to 87, of this Report. For the three lower classes we find here no lessons at home, and a satisfactory condition of each school, without any corporal punishment whatever. It is my intention to publish full details of

their work in each class and subject, for general information, and as a pattern and guide for other schools.

While larger educational benefits can thus be obtained through improved methods of teaching and discipline, yet success here, and in useful results from special studies, depend altogether upon the capacity and knowledge of the teacher in the several subjects. With this view I submitted during last year to the Central Committee and High School Inspectors, certain questions which appear to have a direct bearing upon this subject. These comprised suggestions as to the separation of the teachers' non-professional examination from the High School Intermediate, and distinct examination papers for their non-professional examination, as well as an interval of at least one year after the passing of the third class non-professional examination before going up for the second class; also the introduction of elementary science in the public schools in familiar instruction by teachers upon Chemistry and hygiene, including health and temperance; also as to reducing the number of sessions in each calendar year, for the training of second class teachers in the Normal Schools, from three to two sessions, so as to afford opportunity for more thorough professional training of such class; also to overcome the immaturity of teachers in general education.

The Committee and High School Inspectors in their respective reports discuss these several questions very fully, as well as others incidental thereto, and their practical educational bearing. They are agreed upon the desirableness of separating the High School intermediate examination from the non-professional examinations for third and second class teachers, and also as to the times of these examinations being concurrent in the same week and so avoiding any additional expense. The Committee also advise the payment of a fee by every candidate for a teacher's certificate, to be applied in diminishing the local expense in holding these examinations. The Committee are of opinion that the papers for the Intermediate should be different from those for the teachers' examination, and so to preserve to the former its true object, of being a test for such moderate proficiency as pupils generally after the course of two years in the High School might reasonably be expected to attain, in order to pass from the lower to the upper school, and the intermediate to cease to be a barrier between the lower and upper school. In Inspector McLellan's view the present standard should not be lowered, except slightly in Mathematics. He would also make the passing of the subjects of the Intermediate a necessary condition to entering the teaching profession, but would utilize the Intermediate papers as part of those required for third-class candidates, but that the second and third-class papers should be distinct.

To protect teachers' examinations from candidates too rapidly prepared, the suggestions of the Committee are that the candidate should be required to furnish certificates from the Head Master of the High School, or the Head Master of the Public School and the Public School Inspector, that he had attended such High School for two years, or such Public School for the like period after having passed through the fourth-class, but in special cases such attendance might be dispensed with on the recommendation of the High School Master or Public School Inspector. The opinions concur in the necessity of a longer Normal School session for the professional instruction of second-class teachers. The Committee were not on this occasion asked to consider further whether the time had come for discontinuing the Intermediate as one of the departmental examinations with the view of leaving the High Schools to conduct their own promotion examinations, now that the educational position of the High Schools had been so much raised from the inferior conditions in which they were, at the time the late Council of Public Instruction established these examinations.

While it is important that satisfactory standards should prevail in secondary education as well as in elementary, a thorough investigation of the actual results appearing in the statistical tables to this report lead to conclusions favourable to greater flexibility in reference to the programmes and subjects of study in the High Schools as well as in the Public Schools.

In view of the improved efficiency in elementary teaching in the Public Schools and the increased facilities for instruction in secondary subjects in the High Schools since 1877, it became desirable during last year to review the conditions of the High Schools by the

light of the experience gained, in order to secure their greater usefulness and permanency. The High School Inspectors and the committee representing the High School section of the Ontario Teachers' Association were therefore invited to consider and discuss certain questions, which seemed material, the first being the importance of the English branches of secondary education, and of ample time being given to such subjects in preference to all others, inasmuch as progress and improvement were much needed in dictation and composition, reading and elocution, writing, drawing and book-keeping, English and Canadian history and geography, and English literature. While equal facilities should be afforded in the other subjects of Latin, Greek, mathematics, modern languages and physical science, these should all be subordinate to the paramount importance of the English branches. Another question was whether the statutory conditions under which Collegiate Institutes could be established should not be changed, so as to remove the undue and artificial stimulus given to the subject of Latin to the prejudice of secondary English subjects. Also whether reasonable tuition fees in relief of local municipal taxes should not be paid by those who were directly deriving High School benefits.

The report of the High School Inspectors on these questions will be found at pages 91 to 101 of this Report, and the views of the High School section at page 127. In the Reports of the High School Inspectors will be found criticisms upon the resolutions of the High School section; both however agree that a minimum tuition fee should be established; while the High School section is of opinion that Collegiate Institutes should continue to exist, but the basis of establishment and continuance should be broadened by including girls as well as boys, and by recognizing other studies besides Latin and Greek. High School Inspector McLellan considers that this proposal does not contribute any definite or practical suggestions towards the solution of this somewhat difficult problem, but that it is clear that Latin must no longer be kept in its supreme position. He submits the following conditions as indispensable:—

- (1) Suitable buildings, grounds and all other appliances for physical training.
- (2) Chemical laboratory and all necessary chemicals and apparatus for teaching the subject properly.
- (3) At least four masters, specialists in the four departments of classics, mathematics, science and modern languages.
- (4) A necessary condition that chemistry, botany and physics should be taught experimentally.
- (5) An average of 60 boys in Latin, or an average of 60 boys in the Science Group, or in the Latin and Science Groups combined.

Inspector Marling considers that Collegiate Institutes are sufficiently fostered, and that the time has come for considering those High Schools which are doing as good work and are as well equipped as some of the Collegiate Institutes, and in some cases doing better work, and sets forth in a table the details for such comparisons. He considers that the basis of the Collegiate Institutes should show similar requirements to those proposed by Inspector McLellan, with French and German, or Chemistry, Botany and Physiology together as on a par with Latin, and if such conditions were rigorously exacted there would be no danger of unduly multiplying the number of Collegiate Institutes. In Table H of the Statistical Report will be found a statement showing the progress or decline of each High School in the years 1879 and 1880, and in Table I will be found the actual cost of each High School pupil and the proportions derived from the Legislative and Municipal Grants, tuition fees, and other sources, as well as information on the points involved in my inquiries upon this subject. Of the 104 High Schools in 1880, 72 were free, and only 88 cents of the total cost per pupil of \$31.94 was derived from tuition fees, while \$6.67 came from the Legislative Grant, and \$18.14 from the Municipal Grant.

In addition to the questions already referred to, a reference to the proceedings of the Ontario Teachers' Association, held in August last, and appearing on page 123 of this Report, presents for consideration several further important matters, amongst which is the importance of teachers-in-training in the Normal School being thoroughly taught in the principles and practice of Kindergarten work, so as to be applicable to younger children in the Public Schools; that the obligation of School Boards to provide additional school accommodation, where required by the number of children entitled to attend,

should be free from legal doubt; particulars should be supplied by the Department of the importance and best means of properly ventilating, lighting and heating school-houses; that there should be a Committee for considering improvements in methods of teaching and school management, in order that they may be properly tested by actual experiment through the Education Department; also certain proposals for the Teachers' Provident Fund. The Association also recommended the period of Model School training to be materially lengthened, and that all students-in-training should be required to pay a fee as well as all going up to teachers' examinations, while all candidates for Second Class Certificates should be required to pass in the Science Group. The Public School Inspectors' Section was also of opinion that "the professional training of First and Second Class Teachers is quite defective."

The Principals of the County Model Schools have also submitted suggestions for consideration upon permanent regulations for governing these schools in the future. The Regulations approved on the 23rd September, 1881, having been taken as the basis, it is proposed that they should be modified in the following particulars: (1) That no Head Master who has hitherto discharged his duties efficiently should be affected by the conditions as to the qualifications of future Principals; (2) That there should only be one session of the Model School in each year, but for a longer period, and thus remove the expense to the Public School Boards of keeping open an extra room during one-half of the year. This would be quite sufficient, except when there was an overplus of students in any county, the right should be granted of attending any other County Model School, where there were vacancies. (3) The subjects of instruction to teachers-in-training should be confined strictly to such as are professional, other subjects being presumed to have been taught in the High School; and because the best results are secured when the Normal and Model Schools confine themselves to professional work. (4) With respect to assistant teachers, this should be left to the Boards of each school to arrange, who should also secure the Head Master a room in which to deliver his lectures and be free to give at least one hour in each day to the personal supervision of the students while engaged in actual teaching. They also recommended that an Inspector should be appointed by the Education Department to inspect the several Model Schools, as more likely to secure uniform standards and methods of teaching of a higher character than at present prevails in some of the Model Schools. Also that a fee of five dollars should be paid by each student for instruction, and that the Legislative Grant be paid directly to the Head Master as remuneration for this special professional work in addition to his regular salary from the Public School Board; while the fees and County Grant would be payable to the Public School Board, to reimburse their expenses for Model School purposes.

Excepting the two subjects of school accommodation and the Teachers' Provident Fund, recommended for legislation, the other important questions can be dealt with by Regulations of the Lieutenant-Governor in Council, or of the Education Department, after full opportunity has been given for eliciting the views of all who take an intelligent interest in educational matters.

With respect to the provisions of the 29th section of the Act of 1879, some such checks as have been thereby interposed upon the power of School Boards—High and Public—were absolutely necessary in the interest of the ratepayers, to protect them from demands of an arbitrary and unreasonable nature which were in many instances made upon the Municipal Councils, and illustrated by several High School Boards in litigation which ensued. In my circular of the 15th October, 1880, I pointed out that these provisions had not altered the duty incumbent upon Public School Boards and Rural School Trustees to furnish adequate accommodation in their schools, as required by subsection 18 of section 104 and subsection 8 of section 102 of the Public Schools Act—that is to say: in cities, towns and incorporated villages, "to provide adequate accommodation for all children of school age in the municipality;" and in case of rural schools, "to provide adequate accommodation for all children of school age resident in their school section, so as to accommodate at least two-thirds of the children who have a right to attend the school of the section, according to the census of the preceding year." While any default in these particulars could, in my opinion, be enforced by the Courts, it is desirable that

in a matter of such general public interest, involving not only the compulsory attendance of all children for elementary instruction, but adequate school room therefor, that the obligation of the Trustees of all Public Schools and of the Municipalities to supply any deficiency in this respect should be placed beyond legal question. The High Schools, however, occupy quite a different position in affording opportunities for secondary education for such only as may avail themselves of them, and the expenditures for which may well be left to the public opinion of each locality.

The principle of establishing the Teachers' Retiring Provident Fund, instead of the present partial "superannuation" one, with its exceptions and anomalous provisions, and undue burden on Provincial revenues, is worthy of the fullest consideration of the Legislature as well as of teachers, as tending to further secure at all times throughout the Province an efficient staff of teachers, and to lessen the outflow of the experienced, and the consequently large expense annually thrown upon Provincial and Municipal revenues for new teachers. The proposals of the "Ontario Teachers' Association" will be found at page 214 of this Report, and their proposed basis for this Provident Fund is the payment by every teacher of an annual subscription of four dollars during the period of ten years at least, on the same principle as is found in similar "provident funds" for any class engaged in a common occupation or employment. While the Province should be relieved from so large an incidence of burden, as has arisen from the superannuation scheme of the past, it may be properly called upon, in the general interests of education, to contribute as much as would effectually guarantee to each teacher such retiring allowance as would result from the recognition of just principles. Legislation is also necessary to place Collegiate Institutes, in the future, under such conditions and terms as the Education Department may, by regulations in that behalf, from time to time determine.

The defective means complained of by the Public School Inspectors for supplying professional instruction to First and Second Class Teachers can be remedied; as to the second class, by giving effect to the recommendation for prolonging the professional training, both in the County Model Schools and the Normal Schools, and by higher tests at the non-professional examination, and especially due time in preparation. In my recommendations for extending the Provincial usefulness of Upper Canada College, in Part III. of this Report, it will be seen that opportunities for higher knowledge in methods of instruction, management and discipline could be provided in the College if made the Model High School for this purpose, as well as for High School teachers; while at the School of Practical Science, theoretical and practical instruction in Chemistry, Botany, Biology with Physiology, Drawing and Mechanics, can be made readily accessible to both first class candidates and High School Masters. Lectures on School Law, and also on the scientific principles of education, could be given in this department. By these means the needed professional training could be supplied at moderate expense, without establishing a Professorship of Education in the Provincial University.

The discussions on the subject of "pressure" on the pupils in the Public and High Schools require serious attention from everyone upon whom any responsibility rests. I have carefully considered the different points discussed, and have also obtained from Public School Inspectors information as to examinations in Public Schools, and now present for consideration some information which may prove useful in either removing defects or pointing to remedies for much that has been both properly and opportunely commented upon. So far as the programme of study is referred to as one of the causes of pressure, it will be seen that it was made more flexible in 1877 than previously, and that several compulsory subjects were made optional, and much discretion left to School Boards, Inspectors and Teachers, as well as the Time Table, the hours in which could be made as short as School Boards themselves thought proper; but it would seem that in its application School Boards and Inspectors failed to appreciate the spirit and extent of these changes, and continued on, much according to the former course; but in some instances Inspectors have caused much home work to cease, and required actual teaching in the school-room itself instead. The Trustees generally have not used their power to shorten the school hours, and probably from the apprehension that examinations, either competitive or for promotion, practically prevented this. The extent and effect of all examinations require special investigation in order to determine the limits between their healthful operation and where injurious. I fully

agree with the importance attached to greater opportunity for the physical training of the pupils, improved ventilation, and a more healthful condition of all school-houses. It is also evident that in the higher classes of the Public Schools that such subjects as music, drawing and needlework should be available for girls, and that in the High Schools they might be correspondingly relieved from studies of less value or application to the duties of their sex. Before arriving at definite conclusions upon such important questions, attention should be given to the proper functions of the school, which is only a partial means of educating each boy or girl. The school may be considered the fifth of the essential institutions of civilized life, the other four being the family, civil society, the State, and the religious. The true place of the school is misapprehended if it is to be held responsible for supplying what the family alone can adequately give, or influences which properly proceed from the State or civil and religious society, each of which possesses its peculiar educative functions. It is impossible, therefore, that the school can supply alone what should be drawn from these four other institutions. The school should, however, aid in their operation, and assist family culture by not retarding its development; and, by way of illustration as to its practical application, I may take the experience of the members of the Conference on Educational Code Reform in England as presented in their memorial to the Committee of the Privy Council in June last, in which they urged the acceptance of certain general principles as governing early training. The most important were, (1) that the course of studies should at each stage be in harmony with and adapted to the natural development of the child's mind and body; and (2) that all teaching should proceed from the known to the unknown, from the particular and the concrete to the general and the abstract, and from the experimental and empirical to the rational and scientific; and in connection with the adoption of such principles as the basis of elementary education, the Conference submitted standards which would better accord with such principles than the standards then in operation. These may be referred to with advantage in settling upon a new programme of study, as they present standards for infants, for children of seven and eight, and of eight and nine, and gradual increase in the third, fourth, fifth, sixth and seventh standards. In also suggesting a scheme of instruction in Science, they show that the obstacles in the way of teaching Elementary Science do not arise from any inherent difficulty in the subject so much as from the want of familiarity, and that an effectual way of securing results of real value for the time and labour bestowed in elementary schools, would be through systematic object lessons leading up to more specific instruction in the higher classes; and they consider that the starting point for scientific instruction is in making its language familiar to the pupils.

It is satisfactory to see that the general public is beginning to understand that the prevention of disease can be made more certain than the curing of the disease itself; and while the State and society are both specially charged with discharging their full duty in this respect, inasmuch as it would preserve to the nation that large proportion of its population which is prematurely cut off, and induce a higher average term of life, there cannot be too much attention in the school itself, to giving familiar information to each child of rules of health, and in protecting him against bad ventilation, lighting and heating, and other defects of the school-house. I have previously mentioned that the conditions which surround every child in this Province enable it to gain adequate educational preparation for any career in life, and are so favourable as to compare with those of any other community; and this is not confined to education alone, but exists in all the other institutions referred to—the State, in affording the fullest capacity for local self-government, and in administering justice and charity in its care of the general welfare; the Family, in the plenty and abundance of its material resources; Civil Society, in the equality and intelligence generally prevalent; and the freedom in Religion of the members of all denominations in profession and practice, and necessarily, therefore, penetrating and influencing all the other institutions of our community. It has been well said that the school on its part also affords moral instruction; and I cannot better close this part of my Report than by quoting what W. T. Harris, Superintendent of Public Schools of the City of St. Louis, has lately given of his experience:—"To the one who is familiar with the methods of schools, it is not surprising to find that the school has a favourable effect on the morals of the pupil. In the well-disciplined school, the pupil is first taught to be regular and punctual, to be

cleanly in person, polite to his fellows, obedient to his teachers; he is taught to be silent and industrious, attentive and critical in his mental habits. To sum up all these in one word, he is taught to subordinate his capricious will and inclinations to the reasonable conditions under which he may combine with his fellow-men, and share in their labours and in the fruits of their labours. The great advantage of school instruction in morality, lies in the fact that the pupil is made to do and practise these fundamental moral acts of self-control, and is not merely made to hear lectures on the subject, and exhortations, without accompanying discipline in moral habits.

“In the school, moral habits must be practised or the instruction cannot go on. What wonder, then, that those who have attended school, even for the short period required to learn to read and write, are found to be seven times less likely to reach the gaol or prison than those who are entirely illiterate.”

Note respecting Statement of Correspondence—page 216.

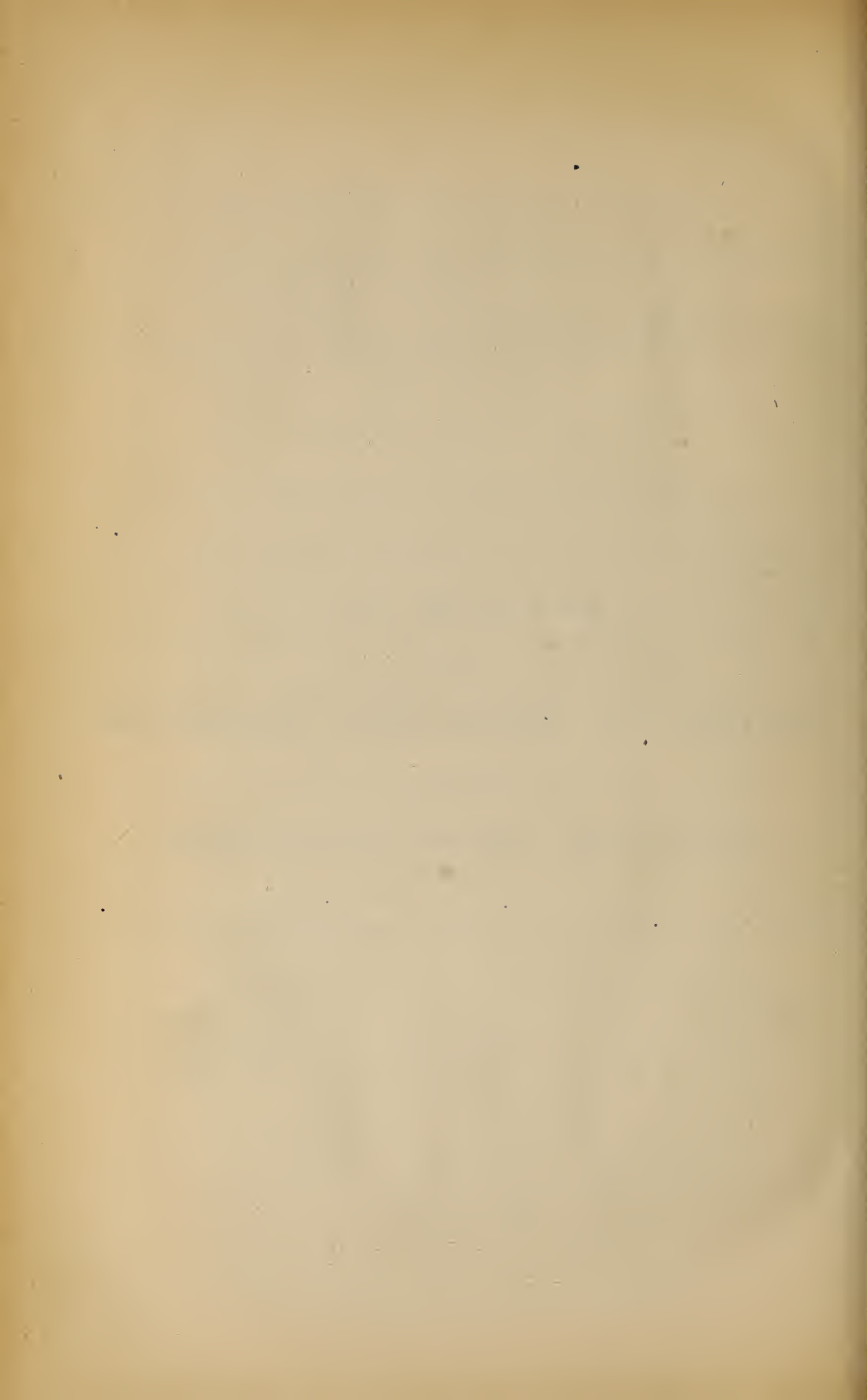
The number of letters received and sent out has been gradually decreasing with the disappearance of the Depository, which branch of the Department is now closed, and the services of six clerks dispensed with. The letters during 1881 were chiefly special, and consisted of such as relate to matters of administration involving the directions and decisions of the Minister in respect of Public, Separate and High Schools, the Normal and Model Schools, Mechanics' Institutes, Legislative apportionment, superannuation applications, confirmation of by-laws, and general business; but the table does not include those which relate to the University and Colleges at Toronto (including the supervision by the Minister of the Bursars' Department), the School of Practical Science and the Schools of Art and Design.

PART II.

RESPECTING MECHANICS' INSTITUTES

AND THE

LIKE SOCIETIES AIDED BY PROVINCIAL FUNDS.



PART II.

RESPECTING MECHANICS' INSTITUTES AND THE LIKE SOCIETIES
AIDED FROM PROVINCIAL FUNDS.

By the Act of 1880 (43 Vic., Cap. 5.), the Association of Mechanics' Institutes of Ontario, Mechanics' Institutes, the Ontario Society of Artists and Schools of Art and Design were placed under the supervision of the Minister of Education, instead of the Commissioner of Agriculture as formerly, and they were required to report to such Minister in all matters in which, under the provisions of the Agriculture and Arts Act (Revised Statute, Chap. 35), they were respectively directed to report to such Commissioner, and the powers and duties of that Act conferred upon the Commissioner of Agriculture in that behalf, were all transferred to and vested in the Minister of Education.

The Education Department was authorized to make rules and regulations, subject to the approval of your Honour in Council, for instruction in Physical and Practical Science to be given in evening classes in Mechanics' Institutes, and for the apportionment of sums of money out of any grants to be made by the Legislature for the purpose of such classes, and for sanctioning the purchase of books for the libraries of such Institutes in other subjects than those expressly authorized by the Revised Statute. It was also made the duty of the Minister to see that every Mechanics' Institute at least once in each year was inspected, and the financial affairs thereof audited, and the standing of each Mechanics' Institute ascertained by the Public School Inspector, whose remuneration was to be regulated by the Education Department.

Under the 77th Section of the Revised Statute, Chap. 35, any Mechanics' Institute incorporated under Revised Statute, Chap. 168, or the former Consolidated Statute, which had established a reading-room or evening classes organized for the imparting of practical instruction to its pupils, or had established a library of books in the subjects of Mechanics, Manufactures, Agriculture, Horticulture, Philosophy, Science, the Fine and Decorative Arts, History, Travels, Poetry and Biography, should be entitled to receive from the unappropriated moneys in the hands of the Treasurer of the Province, for the purpose of aiding in such reading-room, class instruction or library, a sum not to exceed \$400 in any one year; subject, however, to the condition that a sum equal to one-half the amount to be so paid out of the Provincial revenue is "locally contributed or appropriated, or has been expended by such Institute during the current year for such object or objects."

The amount to be expended for reading-room purposes was limited to one-fourth of the maximum grant and contribution from local sources.

It was also provided that the business year of each Institute should end on the first of May in each year, and that no Institute should share in the grant until the year following its formation, and of which notice should be given before the first of December in the year preceding its first application. The time for applying for grants, is till the first of November in each year following, and thus affords the opportunity of a full current year for obtaining and appropriating the local equivalents for the amount of grant claimed. Moreover, it would otherwise be impossible to truthfully state what the affidavit called for, viz.: the fact that the local equivalent had been raised and appropriated for the current year, when one-half of such year at least was yet to expire.

The practical solution has therefore been to construe the current year to be that ending on the first of May in each year preceding the first of November, and during this intervening period each Institute can readily prepare and submit its Report for the year ending the first of May previously, and thus show the amounts of local contributions actually raised and expended, as well as the proper application of the Legislative grant, and thus furnish the requisite basis for the annual audit by the Public School Inspector.

1. ASSOCIATION OF MECHANICS' INSTITUTES.

The Association of Mechanics' Institutes is constituted a body corporate, the different Institutes being Associates, and represented at its annual meetings by their president and secretary or other two members.

The thirteenth annual meeting was held at the City of London on the 22nd day of September, 1881, 33 Institutes being represented, and a copy of the Report presented thereat has, in pursuance of the Statute, been sent to this Department. It refers to the following subjects :

(1) As to presentation of books, that the Executive Committee distributed 50 copies of Keith Johnston's Handy Royal Atlas, and 22 copies of Belden's Dominion Atlas. It was proposed out of the surplus of the year to purchase and distribute Appleton's Cyclopædia of Applied Mechanics, or such other work as could be obtained at a reasonable price.

(2) As to Associate Institutes, 67 of the 73 who received the Legislative grant paid to the Association their five per cent.

The number associated is stated as follows :

In 1879-80.....	74
Less in 1880-1.....	21
	—
Remaining.....	53
New in 1880-1.....	10
Old renewed in 1880-1	10
Under fee of \$1	3
	—
Total.....	76

A statistical table is submitted of the Government grants for 1879-80 and 1880-1 ; of revenue ; number of members ; expenditure for books ; classes ; periodicals, and balance of assets over liabilities, compiled from the Schedules furnished by the Education Department to the different Institutes.

(3) As to evening classes, the Report shows that 12 Institutes conducted classes in the following subjects:—In English Grammar and Composition, 5; Arithmetic and Geometry, 8; Penmanship and Book-keeping, 9; Practical Mechanics, 2; Chemistry, 1; Mineralogy, 2; Geometrical and Decorative Drawing, 3; Free-hand Drawing, 3; Phonography, 2; the average attendance being 281, and the total of teaching meetings 441. The Association paid \$320 for prizes.

The Treasurer's statement shows a surplus from subscriptions of the Associate Institutes of \$1,000 on deposit in the Bank of Toronto at interest, and a further amount of \$535.97 at call, making a total of \$1,535.67.

2. MECHANICS' INSTITUTES.

The regulations of the Education Department herewith submitted were finally settled by me on the 11th day of November last, after considering the different suggestions received from the Institutes and the information gained from their operations in previous years. These have not as yet been approved by your Honour in Council, and are still subject to such suggestions as may make them more beneficial. Their object is to secure substantial compliance with the provisions of the Provincial grant, and therefore to adjust the relative amounts applicable to each subject aided from the grant of \$400, so that it may be fairly encouraged and not prejudiced by an undue amount appropriated for any one of such objects, and also to gradually develop evening classes in studies not within the Public School course, and especially in elementary instruction for industrial purposes.

Having regard to the evening classes as proposed in the Regulations, it will be seen that their benefits may be taken advantage of by all young persons engaged during the day, and by those intending to be mechanics or agriculturalists. The proposed Regulations are accompanied by the following Forms :

- (a) Mechanics' Institute Report.
- (b) Requisition for Legislative grant.
- (c) Return of Inspection.
- (d) Report of attendance at evening classes—Elementary instruction ; and
- (e) Report of attendance at evening classes—Technical instruction.

1. Text of Proposed Regulations.

1. Any new Mechanics' Institute is not entitled under the Act to share in the Legislative grant until the year following the year of its formation, and then only if notice of such formation has been given to the Minister of Education prior to the first day of December in the year of its formation.

2. The business year of each Institute ends on the first day of May in each year, and thereupon, and by the first day of June then next, each Institute should prepare and forward to the Education Department its Report in duplicate, which should show receipts and donations during the year then ended, expenses, property and assets, liabilities, members and their subscriptions, Evening Classes and their different subjects, and otherwise be in accordance with Form A, and should set forth the several particulars required in and by such Form A.

3. In ascertaining at the end of each year the amount expended by each Institute in such year, each Institute will be allowed for all sums actually paid for Reading Room, Library, or Evening Classes, and necessary apparatus therefor; but salaries of Librarian, or Caretaker, or other personal expenses of management are to be strictly excluded. The expenses of rent, light and heating, in respect of Reading Room, Library, or Evening Classes, when respectively established, will also be allowed, but not to exceed twenty-five per cent. of the Legislative Grant for such objects respectively.

4. Such Report of each Mechanics' Institute, as and when received from it by the Education Department, will, without delay, be sent by the Department to the Public School Inspector for his inspection of the Institute and audit of the accounts thereof, as hereinafter directed, and, if found correct, will be returned to the Department, and form the basis for the amount of grant to such Institute.

5. The provisions of the Statute require each Mechanics' Institute, before receiving its grant, to show that it has raised and expended or appropriated, from local sources in respect of such year, a sum equal to one-half of the amount payable from the grant in respect of any of such objects, viz.: (1) Reading-room, (2) Library of Books, and (3) Evening Classes.

6. Each Mechanics' Institute should, before the first day of November in each year, in its application for a grant in aid, show the amount so locally raised and expended or appropriated during the year expiring on the first of May preceding, according to the form of requisition in Form B, to be sent in duplicate to this Department. Such statement must be verified by the declaration of the Secretary or Treasurer, under the Dominion Act for the Suppression of Voluntary and Extra-judicial Oaths, in the Form B (the affidavit in the Schedule to the Statute being dispensed with, as objectionable to such Act).

7. Each Institute applying for aid shall be entitled to receive from the grant—(1) a sum not exceeding one hundred dollars for Reading-room purposes, provided one-half of such sum has been locally raised and expended or appropriated for the same object; (2) a sum not exceeding one hundred and fifty dollars for Library purposes, provided one-half of such sum has been locally raised and expended or appropriated for the same object; (3) a sum not exceeding one hundred and fifty dollars for Evening Classes, provided one-half of such sum has been raised and expended or appropriated from local sources and tuition fees for this object. In cases where any Institute has heretofore

received two hundred dollars or more for Library purposes, it may continue to receive the sum of two hundred dollars, but no more. In cases where the circumstances are shown to the Minister to be such that evening classes cannot be satisfactorily established in any year, he may recommend so much of the grant payable in respect of evening classes as he may think fit for Library purposes.

8. The Statute permits Institutes to conduct classes in the following elementary subjects, viz.:—Writing and Book-keeping, English Grammar, Arithmetic, and Mensuration, including also Free-hand Architectural and Mechanical Drawing, which, being a technical subject, is included under the next following Regulation.

9. Each Institute is hereby also authorized to conduct Evening Classes for those persons only who, in good faith, require technical instruction in the subjects following:

(1) Drawing, Machines, Designs, Objects, Free-hand, Architectural and Geometrical.

(2) Natural Philosophy, Elements of, including Applied Mechanics, Pneumatics and Hydrostatics.

(3) Chemistry as applied to Manufactures, and also to Agriculture.

10. The Term for the instruction in the Elementary subjects, permitted by the Statute, and also in the Technical subjects, now authorized, shall be for at least nine continuous weeks, in classes held at least in three evenings of each week, and for an hour at least in each subject, and each such Term shall begin in the week following the first day of January in each year. A similar Term may be established by any Institute in the autumn, upon notice to this Department.

11. Each Institute may, out of moneys available for Evening Classes, pay such expenses, over and above the receipts, as may be incurred for lectures of a popular nature on scientific subjects.

12. The Fees payable by persons for instruction in such Evening Classes shall not exceed fifty cents per Term for each of the Elementary subjects, and one dollar per Term for each of the authorized Technical subjects. The following additional sums will be payable from the Legislative Grant to each Institute conducting classes in such Technical subjects in accordance with the foregoing Regulations, viz.:—When in classes from 5 to 10, \$4 for each person; for each additional from 10 to 20, \$2; and for each additional over 20, \$1. No person shall be allowed for except in respect of one class only, although he may attend two or more. Before any payment can be made, the Public School Inspector is required to report that each such class has been satisfactorily conducted, and otherwise according to the particulars in Form D as to Elementary subjects, and in Form E as to Technical subjects.

13. The existing Regulations authorize a sum not exceeding twenty per cent. of the grant for Library purposes to be applied for the purchase of works of fiction, but such works are to be such as appear in the catalogue of the Education Department, or as may be approved by the Minister of Education from time to time, as submitted by any Institute for this purpose.

14. No Director or office-holder in any Institute is permitted to sell or traffic in any books for the supply of the Library, and, as far as possible, a separate room for the Library should exist, in order to afford regular access to members.

15. Duties of Public School Inspectors:—

(1) The Public School Inspector shall, after he has received from the Education Department copies of the reports furnished to it by the Mechanics' Institutes in his inspectorial division, as soon as possible, visit each of them, and shall, with all convenient speed thereafter, submit the return of his inspection to the Department, which return shall include the several particulars, and be according to Form C.

(2) He shall, at the same time, fully audit the financial affairs of each Institute, and in this shall carefully examine all books, vouchers, and invoices relating thereto, and ascertain what, if any, trade discounts have been allowed, and also that the entries in the ledger or other books of account agree with the accounts and vouchers. If the vouchers and account books do not agree, or trade discounts have not been allowed, he should refuse to certify the accounts, and in all such cases call the attention of the Department to the same.

(3) He shall see that the invoices (if any) paid after the first of May are properly entered in the Treasurer's book, and charged to the year ending then.

(4) In order to secure a larger measure of success and benefit to the class of mechanics for whom the Legislative aid is mainly intended, it is the duty of the Public School Inspector to take a personal interest in the general working of the Institute, and especially in the encouragement of pupils in attendance at Evening Classes in the prescribed subjects. Evening instruction in Elementary subjects (other than the statutory mentioned above) should be provided for by the proper School Board in that behalf, and at their expense.

(5) The Public School Inspector will receive remuneration for services actually performed according to the following table :—

- (1) For the annual inspection and report of each Institute, as follows :—
- | | |
|---|---------|
| Institute with Reading Room, Library, and Evening Classes | \$10 00 |
| “ any two of above | 8 00 |
| “ any one of above | 6 00 |
- (2) In any case where the Inspector is able, in his inspection of the Public School in the same locality, to visit Evening Classes, and to examine the same during their session in any of the above subjects of instruction, an additional fee of one dollar will be allowed for each class in Elementary subjects, and of two dollars for any class in the Technical subjects.
- (3) The Report of the Inspector of Evening Classes, as in Form D, is to be sent to the Education Department as soon as possible after his inspection.

16. It is intended that the above Regulations should be complied with by each Mechanics' Institute before becoming entitled to aid from the Legislative grant ; and unless the report of each Institute and the Inspector's Return show that the conditions thereof have been substantially complied with, such Institute cannot be recommended for any grant for the current year, but it shall be competent for the Minister of Education to recommend payment in any case where the substance of the Statutes and Regulations have been fairly complied with.

3. RETURNS TO THIS DEPARTMENT.

The following statements have been prepared in respect of the operations of the year ending 1st of May, 1881, and in the Appendix are set forth particulars of the condition of each Institute.

Statement No. 1.

The expenditure for Reading Rooms, exclusive of rent and attendance, was \$4,301.40 ; for purchase of books, including works of fiction, for Libraries, \$21,722.58 (or with \$541.53, expended since 1st May, 1881, \$22,264.11) ; and the total expenditure for Evening Classes was \$2,873.25. The total receipts from local sources (including balances from previous years and borrowed money) for all purposes are \$48,321.44.

Statement No. 2.

Amount of Grant paid to each Institute.

Ailsa Craig	\$200 00	Bowmanville	\$300 00
Arkona	400 00	Bradford	400 00
Aylmer	300 00	Brantford	400 00
Barrie	400 00	Brussels	100 00
Belleville	400 00	Brockville	400 00
Blyth	100 00	Chatham	400 00
Brighton	120 00	Claude	80 00

Clinton	\$400 00	Paris	\$400 00
Collingwood	150 00	Parkhill	260 00
Dundas	400 00	Petrolia	400 00
Durham	120 00	Port Hope	400 00
Elora	400 00	Peterborough	400 00
Ennotville	80 00	Prescott	200 00
Forest	200 00	Preston	400 00
Goderich	400 00	Point Edward	400 00
Galt	400 00	Ridgetown	400 00
Grimsby	140 00	Sarnia	400 00
Guelph	400 00	Seaforth	400 00
Garden Island	400 00	Simcoe	400 00
Hamilton	400 00	Stratford	400 00
Harriston	100 00	Strathroy	400 00
Hespeler	200 00	Stouffville	210 00
Ingersoll	400 00	St. Catharines	400 00
Kingston	400 00	St. Mary's	400 00
London	400 00	St. Thomas	400 00
Lindsay	400 00	St. George	400 00
Markham	100 00	Thorold	400 00
Meaford	150 00	Toronto	400 00
Milton	200 00	Uxbridge	400 00
Mitchell	400 00	Wardsville	200 00
Mount Forest	400 00	Waterloo	200 00
Napanee	400 00	Welland	100 00
Niagara	200 00	Whitby	100 00
Niagara Falls	400 00	Woodstock	400 00
Norwich	100 00	Wroxeter	170 00
Norwood	100 00	Watford	400 00
Orillia	400 00		
Oakville	270 00		
Paisley	100 00		
		Total, 75 Institutes	\$22,850 00

Statement No. 3.

Institutes reorganized.

Ayr.	Owen Sound.
Brockville.	Paisley.
Dunnville.	Renfrew.
Ingersoll.	Smith's Falls.
Kincardine.	St. Thomas.
Norwich.	Vittoria.

New Institutes have been opened since 1880.

Midland.	Tilsonburgh.
Parkdale.	Warton.

Statement No. 4.

Classification of Institutes Reporting.

1. Number with Reading Room, Library, and Evening Classes ..	22
2. " Reading Room and Library	49
3. " Library and Evening Classes	4
4. " Library only	21
Total	96

*Statement No. 5.**Institutes not reporting.*

Arthur.	Listowel.
Alliston.	Merrickville.
Berlin.	Oshawa.
Bolton.	Penetanguishene.
Bracebridge.	Picton.
Brampton.	Port Perry.
Bowmanville.	Schomberg.
Claude.	Thunder Bay.
Exeter.	Wingham.
Fergus.	Whitby.
Kemptville.	Wroxeter.

*Statement No. 6.**Twenty-six Institutes conducted Classes in the following subjects:—*

Writing and Book-keeping	17
English Grammar, Composition and Elocution	11
Reading and Spelling	2
Geography	1
Arithmetic, Geometry, and Mensuration	15
Drawing—Free-hand, Decorative, etc.	14
Mechanics, Theory and Applied	2
Natural Philosophy, including Mechanics, Hydrostatics, Pneumatics, Physics, etc.	1
Chemistry	1
French	1
Phonography	1
Physiology and Hygiene	1
Total number of Classes	67

3.—THE ONTARIO SCHOOL OF ART AND DESIGN.

The following extract from the Report of this School, by E. B. Shuttleworth, Vice-President, to me, dated January 10, 1882, shows its operations during the year 1881, the several branches of instruction, the teaching staff, and the average attendance:—

This School has been under the management of the Ontario Society of Artists since 1876. The Society receives an annual grant of \$500 from the Province, and occupies a suite of rooms on King Street West, in which the School conducts its classes, subject to a rent of \$600, besides taxes, water, light and heating.

The following is an abstract from the Register of attendance of students during the Winter and Spring Term, ending March 30th, 1881:—

TEACHERS.	No. of Lessons.	NO. OF STUDENTS REGISTERED.		TOTAL.
		Males.	Females.	
MORNING CLASS (Elementary).				
M. Matthews	42	13	47	60
AFTERNOON CLASSES (Elementary, Flat Copy, Antique, Perspective and Design.)				
R. Harris	42	18	67	85
H. Perré				
M. Matthews				
R. Baigent				
Miss Westmacott				
EVENING CLASSES (Elementary, Flat Copy, Antique, Perspective and Design.)				
J. A. Fraser	42	63	18	81
W. Revell				
H. Perré				
R. Baigent				
Total number registered, exclusive of the Painting Class		94	132	226
OIL PAINTING.				
Mrs. Schrieber	14	4	7	11
WATER COLOUR PAINTING.				
M. Matthews	14	3	9	12
Total		7	16	23
Total, including Painting				249

Of the above 226 registered, in the MORNING CLASS of 60—

The purpose of study in cases of 30 is indefinite; and of 30, professional.

AFTERNOON CLASSES of 85—

The purpose of study in cases of 44 is indefinite; and of 41, professional.

EVENING CLASSES of 81—

The purpose of study in cases of 17 is indefinite; and of 64, professional.

The separate branches of study, the *personnel* of the teachers, and the average attendance during the Autumn Term, extending over twelve weeks, were as follows :—

CLASS.	TEACHER.	No. of Lessons given.	Average Attendance.
DAY CLASSES.			
Elementary	M. Matthews	60	21
Perspective	R. Baigent	12	13
Shading from Flat	H. Perré	24	10
Antique	J. A. Fraser	36	14
Water Colours	M. Matthews	12	6
Oil Colours	H. Perré	12	6
EVENING CLASSES.			
Elementary and Mechanical	W. Revell	36	27
Perspective	R. Baigent	12	9
Shading from Flat	H. Perré	12	11
Antique	J. A. Fraser	36	11
Industrial Design	A. Howard	12	10

The fees paid by students were the same as those of former years, namely, \$6 for the day classes (not including colour work), and \$3.50 for the evening classes. Oil and Water Colour Painting \$6 each, and Elementary Design \$2.

The Report states that it was deemed advisable to continue to offer to the teachers the same remuneration as formerly, viz., \$4 per lesson, but an understanding was entered into with the teachers of the oil and water colour classes that their salaries should only amount to the actual receipts from fees, so that these departments may be considered self-supporting. The Vice-President trusts that this arrangement will meet my views, as expressed to him at the opening of the term.

The amount due to teachers for the term was\$1,059 60

The amount received and due from students' fees 722 80

Four pupils attended the day classes from whom no fees were received. Two of these were in indifferent circumstances and unable to pay, and two were former pupils, who last year took part as pupil-teachers. Five students attended the evening classes by virtue of having obtained scholarships in the Public Schools of the city.

The division of the students, in regard to sex, was as follows :—

DAY CLASSES—		EVENING CLASSES—	
Males	13	Males	63
Females	70	Females	18
	—		—
	83		81

The Vice-President reports that he had made careful inquiry as to the occupation of the students, as well as the purpose of study, and the following enumeration may be accepted as reliable:—

OCCUPATION.	PURPOSE OF STUDY.	No. OF STUDENTS.
DAY CLASSES.		Males.
Architect	Professional Architect	1
Student, Commercial College	Indefinite	1
“ Divinity	“	1
“ Art	Professional Artist	4
Telegraph Operator	“	1
Newspaper Reporter	“	1
Government Clerk	Indefinite	1
School Boys	“	3
		13
		Females.
School Teachers	Professional Teachers	3
Art Teachers	“	8
Art Students	“	10
No occupation	Indefinite	49
		70
EVENING CLASSES.		Females.
School Teachers	Professional Education	5
Art Students	“	3
Designers	Technical	2
Photographic Artist	“	1
Telegraph Operator	Professional Artist	1
No occupation	Indefinite	6
		18
		Males.
Architects' Clerks	Professional Education	3
Normal School Student	“	1
Lithographic Artists	Technical	7
Engravers	“	6
Glass Stainers	“	2
Photographers	“	4
Tinsmiths	“	2
Sign Painters	“	4
Carpenter	“	1
Machinist	“	1
Wood Carvers	“	2
Piano-stool Maker	“	1
Jeweller	“	1
Paper Hanger	“	1
Box Maker	“	1
Book-keepers	Indefinite	6
Bank Clerks	“	2
Stationer	“	1
Fireman	“	1
Tailor	“	1
No occupation	“	15
		63

And further that it would be seen that out of the 164 students in attendance, 79 were engaged in various businesses and 85 were without occupation; but, of the latter, 31 were under 16 years of age, and no doubt many of them, as well as those who are older, will turn the knowledge acquired at the School into professional or technical channels connected with Art.

1. Receipts and Expenditure, January 1st to December 31st.

RECEIPTS.	EXPENDITURE.
Jan. 1st. Balance from 1880	Teachers' Salaries, Winter and Spring Term
Students' Fees, Balance of Winter and Spring Term...	Curator, Salary for 1 year
Students' Fees, Fall Term, 1881.....	“ Bonus
Paper and other materials	Auditor's fee
Government Grant	Rent, including \$75 in arrears for 1880.
	Water-rate, 1880-81
	Taxes, 1880
	Gas
	Heating
	Furnishing and repairs
	Materials and plant
	Printing and advertising
	Postage
	Cleaning rooms
	Miscellaneous expenses
	Balance in bank, December 31st.....
\$3,289 88	\$3,289 88

2. Assets and Liabilities to December 31st, 1881.

ASSETS.	LIABILITIES.
Balance in bank	Salaries of teachers, Autumn Term
Students' fees in arrear	Rent and taxes
Quetton St. George	Heating rooms
Further grant for 1881 applied for through the Hon. Minister of Education (for the Autumn Term)	Advertising
Balance of Liabilities over Assets.....	Gas account
	Outstanding accounts
\$1,335 80	\$1,335 80

4. THE WESTERN ONTARIO SCHOOL OF ART AND DESIGN, LONDON,

Was inspected under my direction on the 16th December, 1881, and the report thereon by Dr. May is as follows:—

This school was established in 1878, and is situate in the Mechanics' Institute Building.

Board of Management.

Col. J. Walker, *President*; Col. Lewis; H. McMahon, Esq., Q.C.; Jas. Durand, Esq.; Jas. Griffiths, Esq., R.C.A.; John H. Griffiths, Esq.; W. R. Meredith, Esq., M.P.P.; W. Saunders, Esq.; B. Cronyn, Esq.; J. R. Peel, Esq.; Chas. Chapman, Esq. Chas. Chapman, *Secretary and Treasurer.*

Instructors.

Messrs. J. H. Griffiths, Chas. Chapman, J. R. Peel, and S. K. Davidson.

The school now occupies two large and commodious rooms, at the rental of \$250 per annum, fuel, light and attendance being also included.

The rooms are well fitted up and contain over 400 drawing models, including plaster casts and various sections of machinery. About one-half of the Government grant (\$800) was expended in 1880 for drawing models and appliances. The total value

of models and plant is estimated at \$1,300, which is nearly one-half of the Government grants received since its commencement.

The course of studies consists of three terms : 10 afternoon and 20 evening lessons. Fees, \$2 each for afternoon and evening lessons.

First Term commenced 11th January and ended 17th March ; 10 afternoon lessons, 46 pupils ; 20 evening lessons, 66 pupils.

Second Term commenced 5th April and ended 14th June ; 10 afternoon lessons, 31 pupils ; 20 evening lessons, 52 pupils.

Third Term commenced 11th October and ended 16th December ; 10 afternoon lessons, 42 pupils ; 20 evening lessons, 100 pupils.

There was also a separate class each session for teaching Painting on Porcelain. The average attendance was 18 pupils.

The afternoon classes were chiefly attended by ladies and young persons.

The evening classes were attended by mechanics and apprentices, and from the following trades and occupations : Architects, Bookbinders, Bricklayers, Carpenters, Cabinet-makers, Carriage-makers, Carriage-painters, Lithographers, Marble-cutters, Machinists, Pattern-makers, Printers, Photographers, Tinsmiths, and Wood-carvers.

In addition to the above, 15 Public School Teachers have been in regular attendance during the past year.

Total number of pupils in attendance during the whole year, 352. The average attendance was over 90 per cent.

Instruction.

The course of tuition begins with careful instruction in Free-hand or Mechanical Drawing, and as they advance they are instructed in Light and Shade, Drawing from Models, Perspective, Architecture, Ornamental Designs, Lettering (plain and ornamental), Moulding in Clay and Wax, Painting in Oil and Water Colours. A special class for Porcelain Painting was also conducted.

This school is made applicable to the several trades and occupations of the students. Although the teachers are only paid \$2 per lesson, they are painstaking, and show much interest in their work and the progress of their pupils.

The expense of management is small, as there are no paid officers, and the Secretary and Treasurer (Mr. Chapman) has served from the beginning without salary.

The following is the financial statement for the year ending 31st December, 1881 :—

RECEIPTS FOR THE YEAR.	EXPENDITURE FOR THE YEAR.
Government grant	Rent, fuel, light, attendance, etc.
Fees from pupils	Tuition, four teachers
Interest on deposits	Printing and advertising
	Models and studies
	Gas and water fittings
	Furniture, easels, drawing-boards, fittings, etc.
	Books, stationery, postage, etc.
	Audit
	Repairs of models and sundries
Total receipts	Total expenditure
\$1,309 00	\$1,537 00

The Report of the Board, dated 20th January, 1882, also states that a public exhibition of pupils' work was held, and prizes to the value of \$200, contributed by citizens, distributed to those showing the greatest proficiency in the several classes. The Board also represents that the pupils are drawn from an area of sixty miles and more around London, and that its benefits are sensibly felt in the whole western portion of the Province, while the teaching is of that practical character which aids the pupils in becoming more fit for their several trades and occupations ; and in order that the Board may be able to keep the cost of such teaching within the reach of all such pupils who may apply, it asks that its grant for this year should be \$1,000.

5. THE CANADIAN INSTITUTE.

This Institute was established in 1849, and was at first intended to be strictly for professional men, including Provincial land surveyors, civil engineers and architects, with students under articles. The society struggled on in this form until 1851, when it was determined to establish it on a broader basis. It became incorporated on the 4th November, 1851, and Sir W. E. Logan was its first president. The Council then invited three classes of persons to join the Institute: (1) Those who by their attainments, researches or discoveries, could promote its objects; (2) Those desirous of instruction from its publications and proceedings, and thus gaining information with improvement and progress in art and science everywhere; (3) Those who felt an interest in and desired to assist this useful undertaking. In 1852 the first grant from the Provincial Legislature to the Institute, of £250, was made; and after much struggling it gradually gained the support of many distinguished in Arts and Science in Canada.

The Report of the Council for 1880-1 shows another year of satisfactory work, and expresses the advantages resulting from the admirable accommodation which their new building supplies, the debt on which is being gradually reduced. The ordinary meetings held during the session were 13, at which valuable and interesting papers were read. The number of members on 31st March, 1881, was 126, composed as follows: honorary members, 2; life members, 17; and ordinary members, 107. The annual Provincial grant is the sum of \$750.

6. THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY.

This Society receives a special grant of \$300 per annum from the Government. President, Rev. A. F. Kemp; Treasurer, J. R. Armstrong; Secretary, F. K. Bennetts; Custodian, Arthur Harmer.

Their Report for the past year shows an increase of 38 members. Total number of members, 202.

The Treasurer's statement shows that, after paying all accounts due up to 31st March, there is still a balance on hand of \$50.86; total receipts, \$1,003.32.

Library.—The Library contains 1,425 volumes

Reading Room.—The Reading Room is well patronized, and is furnished with the leading newspapers and periodicals.

Museum.—The Museum contains a fine collection of specimens of Natural History, which are kept in glass cases surrounding the Library and Reading Room.

The Field Naturalist Club have recently made presentations of great value to this Society. Special mention is made in their report of a fine collection of minerals presented to the Society through the Club by Lieut.-Colonel Wily.

The great difficulty this Society has to contend with is a want of funds to provide sufficient accommodation for its large and increasing Museum.

Lectures.—Nine instructive and interesting lectures were given during the season. In addition, two conversazioni were held.

Evening Classes.—When this Society was visited by Dr. May in 1880, he urged upon the Directors the importance of establishing Evening Classes. As there is no Mechanics' Institute in Ottawa, the payment of an extra grant of \$100 was made to this Society for this purpose. These Classes have become a great success. About 40 persons attended classes in the following subjects:—Botany, Entomology, Chemistry, Natural Philosophy and Elocution. The Classes were furnished with a set of Botanical Charts and a collection of microscopical botanical objects, paid for out of the special grant of \$100. The Council say: "We are assured that by these Classes not only has a fresh interest been excited in these departments of science, but by them new members have been added to the Society, and they feel confident, if continued next year, even greater results may be anticipated from their operation." The instructors were Rev. Dr. Kemp, Dr. Wickstead, Major Fletcher and Messrs. Harrington and J. H. Bell, who, in some instances at great personal inconvenience, have given their services to the advancement of these objects.

The President, in a letter dated 29th October, 1881, says:—"We commence on 23rd November a Class for Mechanical Drawing, under a competent teacher; other Classes will be instituted at Christmas."

7. L'INSTITUT CANADIEN-FRANCAIS DE LA CITE D'OTTAWA.

President, Alphonse Lusignan; Treasurer, Augustus Laperriere; Secretary, F. H. Lambert; Librarian, O. MacDonell; Curator, C. Christie; Director of Fine Arts, G. Smith. This Institute receives a special grant of \$300 from the Ontario Government. The Directors of this Institute own a very handsome and spacious building, erected specially to suit their requirements. When Dr. May met the Officers and Directors in 1880, he recommended that Evening Classes should be organized in connection with the Institute, and Drawing Classes were accordingly established last winter, and on his second visit he found the Class Room well supplied with drawing boards, easels, models, copies, etc. The following extracts from the President's Report, dated 6th October, 1881, is an evidence of the success of the Evening Classes:—

"A new Society, known as the *Société des Beaux-Arts de l'Institut Canadien-Français d'Ottawa*, has been founded in connection with our Institution.

"This Society has opened classes of *dessin d'apres modèle, dessin d'apres nature, dessin d'architecture, dessin de mécanique, et dessin de géométrie*. The course lasted three months—March, April and May. The number of lessons given is 45—that is, 15 lessons per month. The teachers were Mr. Albert Grignard, from the Ponts et Chaussées, Paris, and Mr. Le Chevalier G. Smith, from the Conservatoire of Paris.

"The Debating Society have been pretty active last fall and winter. They held 28 meetings (*séances*). The subjects debated upon pertained mostly to History and to Political and Social Economy. These debates were confined to the members.

"We also gave a course of public *séances*, to which outsiders were admitted. The *séances* consisted of lectures, discussions, experiments in physics, etc., and were 14 in number."

The following Evening Classes are now in operation in the subjects, for the time, and with the number of pupils following, that is to say:—

SUBJECT.	TIME.	NO. OF PUPILS.
Drawing in all its branches..	From 18th Oct., 1881, three lessons a week	18
Mineralogy.....	From 4th Nov., 1881, one lesson a week	28
<i>The above are paying classes.</i>		
History of Canada.....	From 3rd Nov., 1881, one lesson a week, public, gratuitous	Between 250 and 300 hearers.
Political Economy.....	From 14th Nov., 1881, one lesson a week, public and free	40 hearers.
Literary Entertainments....	Opened on the 29th November—weekly	

The payment of a special grant of \$100 for Evening Classes during the ensuing winter was authorized, and the following resolution has been received by the Department:—

Moved by Dr. L. C. Prevost, seconded by Mr. F. R. C. Campeau, and unanimously resolved: "That the heartfelt thanks of the Institut Canadien-Français are due and are hereby voted to the Ontario Government for having generously increased, by one hun-

dred dollars, its annual grant in favour of our Institution, and that the Secretary be instructed to transmit the same to the Honourable the Minister of Education."

8. SUGGESTIONS AND RECOMMENDATIONS.

The Association of Mechanics' Institutes.

This Association was required by the Revised Statutes to hold its annual meeting at the place and during the same time as the Exhibition of the Agricultural and Arts Association; but as it is conceded that the objects of each can be made more useful and efficient by the separation which is proposed to be made during this current session of the Legislature, the Association of Mechanics' Institutes will be left at full liberty to conduct and manage its own affairs, and to make by-laws for any purposes connected with the objects of Mechanics' Institutes, including the time and mode of holding its annual and other general meetings. In the interim an Executive or Council would be useful in giving effect to any such purpose; and if some equivalent for the Provincial grant in which this Association was a participator were provided by the Legislature, the Association could do much to encourage and advance the interests of Mechanics' Institutes, as well as relieve them from the five per centum of their Legislative grant now contributed to the support of the Association.

Ontario School of Art and Design.

In addition to ordinary art teaching to its regular pupils, this school was also intended as a training-school for art teachers for other schools throughout the Province, as well as for the benefit of young mechanics and artisans, by evening instruction for a small fee in such drawing as would tend to increase their skill and capacity in ornamental and other designs and models for industrial purposes.

In the Report of the 17th December, 1878, it is stated that it would be advisable to add a course at the Art School to that in the Normal School for such intending public school teachers as show capacity for this, in order that they, in turn, might be capable of giving their pupils sound preliminary teaching in drawing.

The Report for 1881 shows that the larger number of pupils attend to learn as an accomplishment, although excellent teaching has been given in the evening classes to mechanics and others requiring a knowledge of drawing in their trades and occupations.

While the success of the school in this and other directions has been invaluable, and has given much needed stimulus to art studies, and a wider appreciation of their great and general value to our community, yet the actual benefit has been chiefly local, although the school has been so largely supported from Provincial funds.

Its objects can be made beneficial to the whole Province in reaching with its excellent teaching a large number of the teachers-in-training at the Normal School, and evidencing this by a special certificate, as well as by fitting them and others to supply the want now felt by many of the Mechanics' Institutes for competent instructors by evening classes in such drawing or machine designs and other objects to the many who are now seeking such instruction.

The Report of the 22nd of April, 1880, shows that the views of the Directors were also in the same direction. They say: "The school is growing too large, and the question of art education in the Province too important to be conveniently managed by a voluntary association of teachers, and that the time has come when it is desirable that the Council should have the assistance of a first-class trained teacher from South Kensington, whose services would be so valuable, also, in the oversight of the art education of the Province."

The advantages of art instruction in increasing the values of the industrial products of Ontario can scarcely be over-estimated, and especially in the improved skill and capacity of all the mechanical and artisan classes; while it is an established fact that the wealthiest countries in Europe to-day, and States in the American Union, are those which

have given the most attention to industrial art education, and in which drawing forms part of the instruction in their elementary schools.

Hitherto the complete and valuable collection of the Education Department in sculpture, paintings, architectural and other designs, engravings and models, have not been utilized as fully for practical art studies as they are capable of being made; and now that space has been afforded by the discontinuance of the Depository, and the removal of many objects more suitable to other Provincial institutions, excellent accommodation could be afforded in this Department to the Ontario School of Art and Design, and thus give effect to the unanimous feeling expressed by the Directors of the Society in the resolution of their meeting of the 19th September, 1881, that they should carry on their work of the School of Art at the Education Department. As abundance of room is now available for this work, one thousand dollars at least of the expenditure of the school for rent, taxes and incidental expenses would be directly saved; while the management of the school could be advantageously left with the Directors of the Society, subject to such control of this Department as could be mutually arranged upon with the view of enlarging its benefits and thus giving more adequate equivalents for the Provincial revenue, by which this school has been so largely supported in the past.

3. TRAINING IN HOUSEHOLD ECONOMY AND ARTS.

Amongst the efforts now being made in England and several States of the Union in the direction of obtaining practical results from education, so as to counteract mischiefs arising from merely theoretical, and often superficial teaching, are, training in elementary mechanics and physics by practical methods for boys, and in household economy and arts, such as cooking and sewing, for girls. The future welfare of the boys would thereby be much promoted, and the girls would not be left, as now, ignorant of so much of domestic economy as is required in every home, if its conditions are to be satisfactory and discontent prevented, and without which the qualities of thrift and temperance, on which the prosperity of every community so largely depends, cannot well exist.

Instruction in cookery is recognized by the Education Department in England as one of the subjects of domestic economy, for passes in which the allowance of two shillings per pupil is made to School Boards, and in the Code of Regulations of the London School Board (31st March, 1881) provision is made for such instruction, the regulations requiring that one or more of the mistresses in every girls' school must be competent to teach cookery according to the system there laid down.

The National Training School for Cookery has been established for several years at South Kensington, on ground lent for this purpose by the Commissioners for the Exhibition of 1851, and the school supplies teachers as fast as they can be trained. This school is a voluntary association, and is managed by an executive committee of the subscribers, with a lady superintendent, and a staff of three teachers and two cooks. The Report for 1881 gives details which show a large amount of teaching accomplished at a minimum of expense, and that it is self-supporting. While cookery is encouraged by the Education Department, the National School Committee looks for cookery being taught in all the elementary girls' schools throughout England; and in order to make this instruction thoroughly national and of real benefit to all, they suggest that there should be in every centre where there is a Mechanics' Institute and School Boards, an organization for teaching cookery and household economy.

The cookery taught is fitted for every grade of society, and the greatest pains are taken to teach the pupils that, with careful management, dishes can be made of the best materials at a moderate cost; no waste is allowed, everything being turned to good account by care and method in the housekeeping and cooking.

The Report also shows that if working women and others were taught how to prepare simple, wholesome food, and to work in the kitchen with method and cleanliness, it would effect wonderful improvement in the conditions of their homes, and go a long way in promoting thrift and temperance.

The London School Board has established four cookery centres, which are a great

success, and the girls show a most intelligent interest in their instruction, and take full and sensible notes of all they learn during their two hours' lesson. Other School Boards are following this example, and several teachers were being trained in the National School for this purpose.

Commissioner Eaton, of the Bureau of Education of Washington, has also published a Circular on the subject of Training Schools of Cookery, and in the introduction quotes from Mrs. Noyes, President of the Industrial Committee of the Young Women's Christian Association of Boston, as to the neglect of domestic economy, "that it contributes largely to make the household fare limited, uniform and uninviting, and to increase the meagreness of physique, consumptive tendency, and general ill-health of our New England women.

"In our larger towns and cities, women are saying their say on almost every topic save that of good housekeeping. We need a free cooking school, and also some preparatory work in sewing in the public schools, which, with elementary lessons in house-work, could be taken without disadvantage to 'Analysis' and 'Perspective.'"

The Commissioner also quotes Professor Youmans on this subject in the *Popular Science Monthly*: "Of the importance, the imperative necessity of this movement, there cannot be the slightest question. Our kitchens, as is most notorious, are the fortified entrenchments of ignorance, prejudice, irrational habits, rule of thumb, and mental vacuity; and the consequence is that the Americans are liable to the reproach of suffering beyond any other people from wasteful, unpalatable, unhealthful and monotonous cookery." He also quotes a competent French authority: "The number of inhabitants who may be supported in any country upon its internal produce depends about as much upon the state of the art of cookery as upon that of agriculture." Also from Miss Corson, Superintendent of the New York Cooking School: "It is often said that a Frenchman can live upon what an American throws away. This is a fact. Not because a Frenchman needs less food than an American, but because he knows how to make the same article go twice as far in producing palatable dishes. He has been trained from childhood to value food properly. Americans are taught nothing of the sort; and the result is a sinful waste of the bountiful supplies with which Nature has blessed our fruitful country.

"We cannot afford to make all our children professionals, for the professions are already overcrowded, while the mechanical and domestic arts are always open to well-trained workers. There is no form of public teaching which would be more heartily welcomed by the people than the practical industrial education that fits boys and girls to begin the work of life with available tools in their hands, instead of with heads crammed with impracticable ideas."

It is probable that in this Province we also suffer as much as our American neighbours from imperfect cookery. Provisions are cheap, and ignorance of everything appertaining to cookery is everywhere prevalent, and in consequence our food is unhealthful and unpalatable, and needlessly wasted.

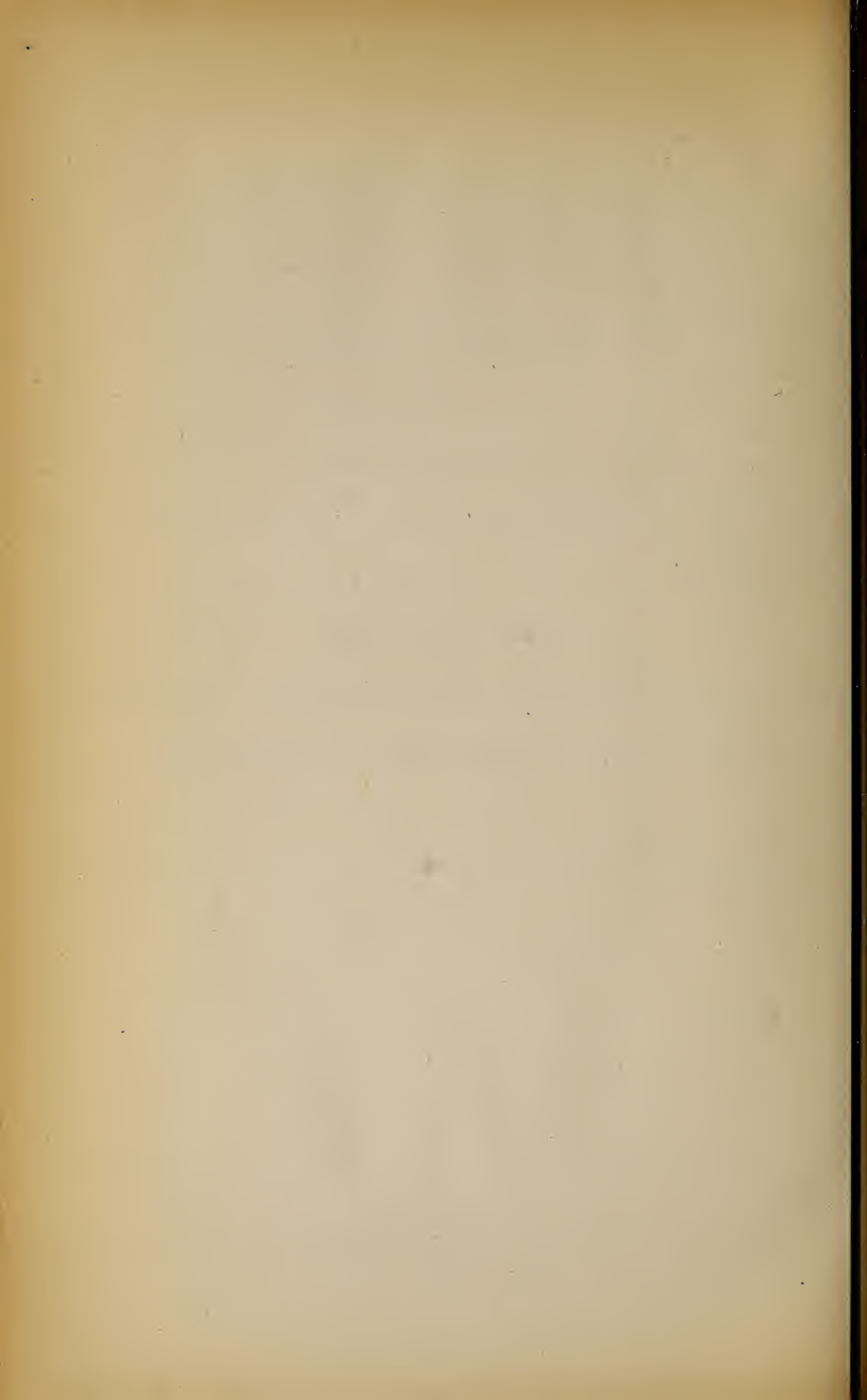
The instruction at the National Training School includes (1) lessons in practical cleanliness; (2) kitchen practice for pupils, in cooking, suitable for families able to spend from \$5 to \$20 per week for food; (3) a practice kitchen for teachers-in-training, for the artisan and other classes who can spend only from \$2 to \$5 weekly for food; (4) the practical teaching of teachers-in-training. The chief object of the school is to train teachers, who in their turn might sow the knowledge of cooking broadcast, and thus in the end become the common property of the whole people. The one means for accomplishing this is by training teachers of cookery, and a school for this purpose can be readily established in connection with the Education Department, as, with a small outlay, good kitchen accommodation could be provided in the basement of the Normal School building, and on the first floor there is a lecture and other rooms sufficiently large for pupils. An association of ladies would probably be formed for the management of such school if this accommodation were furnished by the Education Department, and such moderate annual sum as would protect their operations from loss, especially during the first few years, and by lower fees to Normal School (female) teachers-in-training, also supply an equivalent. The importance of instruction in sewing is scarcely less than that in house-work, and it forms

one of the subjects which, in the Educational Code in England, is especially encouraged, and is also included in the Regulations of the London School Board.

Commissioner Eaton, in the Circular referred to, shews the value of this art as well as that of cookery ; and Mrs. Noyes makes this reference thereto : " Miss Cummings, teacher of sewing in the Winthrop Public School in this city, is doing a most excellent work. Many of the little girls are from the poorest homes and begin in the rudest fashion ; and in the highest class cutting and fitting are taught. At the spring exhibition of 1878, over 700 hand-made garments were exhibited. Girls of 13 or 14 were very neatly dressed in garments of their own fitting and making, and only one hour twice a week is allowed for learning to sew, and the Principal, who was not at first favourable, thinks that the whole work of the school has been improved by it."

APPENDIX

CONTAINING DETAILS OF CONDITION OF EACH MECHANICS'
INSTITUTE IN 1881, ARRANGED ALPHABETICALLY.



APPENDIX.

AYLMER MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 180.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$105 00	For Salaries	\$ 10 00
" Legislative Grant	300 00	" Books	346 73
" Proceeds of Lectures, etc. ..	14 00	" Magazines, Newspapers and Reading Room	25 00
" Other sources	73 14	" Miscellaneous, including Fuel, Light, etc.	110 41
Total	\$492 14	Total	\$492 14

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	123	} Register lost; no record of books lent.
Fiction	186	
History	156	
Miscellaneous	310	
Poetry and the Drama	73	
Periodical Literature	55	
Science and Art	161	
Voyages and Travels	110	
Works of Reference	81	
Total	1255	

READING ROOM.

Newspapers, 5.

Magazines, 9.

Assets, \$1,974.73.

Liabilities, \$62.57.

Total amount of Government grants paid this Institute from 1875 to 1881, \$1,630.

REMARKS.

This Institute is now in an excellent condition—the books have been re-labelled and a new catalogue printed. The Library is kept in the Town Hall, free of rent, and it is intended to start Evening Classes during the present winter.

AYR MECHANICS' INSTITUTE.

Incorporated 1856.

Number of Members, 91.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$57 64	For Salaries \$44 64
" Proceeds of Lectures, etc. . . 45 18	" Magazines, Newspapers and
" Other sources 3 63	Reading Room 10 81
	Balance in hand 51 00
Total \$106 45	Total \$106 45

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	204	198
Fiction	492	463
History	286	276
Miscellaneous	486	473
Poetry and the Drama	51	48
Periodical Literature	12	9
Science and Art	129	141
Voyages and Travels	162	158
Works of Reference	35	33
Total	1857	1799

READING ROOM.

Newspapers, 16.

Magazines, 12.

Assets, \$1,051.

Liabilities, None.

Total amount of Government grants paid this Institute from 1869 to 1881, \$1,772.84.

REMARKS.

The Inspector reports :—"The Directors of this Institute are doing all in their power to increase its efficiency. The Library has been removed into new and commodious quarters, a neatly-furnished Reading Room attached, and an energetic young man employed to look after both. The sum of \$550 has been expended by the Directors since 1st May of the current year, and this I regard as a sufficient proof of their earnestness and determination to raise the standard of the Institute."

AILSAL CRAIG MECHANICS' INSTITUTE.

Incorporated 1877.

Number of Members, 113.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
Balance on hand \$ 27 03	For Salaries \$ 36 00
From Members 105 95	" Books 272 89
" Legislative Grant 200 00	" Works of Fiction 19 09
" Donations in money 45 10	" Magazines, Newspapers, Reading Room 2 50
" Proceeds of Lectures, etc. 17 24	" Lectures, etc. 10 64
	" Miscellaneous 33 32
	Balance on hand 20 88
Total \$395 32	Total \$395 32

Donations in Books, etc., value \$24 50

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	112	120
Fiction	176	664
History	112	90
Miscellaneous	337	650
Poetry and the Drama	26	29
Periodical Literature	6	30
Science and Art	138	104
Voyages and Travels	77	184
Works of Reference	23	12
	1007	1883

Assets, \$1,026.88.

Liabilities, None.

Total amount of Government grants paid this Institute from 1878 to 1881, \$750.

ARKONA MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 58.

Annual Subscription, \$1 ; Female Members 50c.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$ 55 00	For Rent \$ 45 00
" Legislative Grant 400 00	" Salaries 20 00
" Donations in money 5 00	" Books 220 00
" Proceeds of Lectures, etc. 4 50	" Works of Fiction 25 00
" Other sources 44 87	" Magazines, Newspapers and Reading Room 11 00
	" Lectures, etc. 4 50
	" Miscellaneous 71 87
	Cash in hand 112 00
Total \$509 37	Total \$509 37

Donations in Books, etc., value\$16.75.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	5	25
Fiction	67	101
History	26	27
Miscellaneous	186	61
Poetry and the Drama	24	26
Periodical Literature	10	24
Science and Art	50	22
Voyages and Travels	17	36
Works of Reference	3	5
Total	388	327

READING ROOM.

Newspapers, 5.

Assets, \$886.03.

Liabilities, None.

Total amount of Government grants paid this Institute from 1879 to 1881, \$724.

REMARKS.

The Secretary reports that the sum of two hundred and forty-five dollars has been set apart for the purchase of books, and is now in the possession of the Committee appointed to select the books for the Library.

AURORA MECHANICS' INSTITUTE.

Incorporated 1855.

Number of Members, 19.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$19 00	For Salaries	\$ 4 25
" Other sources	33 89	" Miscellaneous	42 63
		Balance on hand	6 01
Total	\$52 89	Total	\$52 89

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} Last Report showed 524 vols. in Library.	} "Not circulated."
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		

Assets, \$2,641.01.

Liabilities, \$28.66.

Total amount of Government grants paid this Institute from 1873 to 1879, \$770.

REMARKS.

This Institute has not applied for Legislative grant since 1879.

BERLIN MECHANICS' INSTITUTE.

This Institute has not reported for 1880-81.

The following extracts are from the Berlin *Daily News*, 22nd March, 1881 :—" It has often been remarked that Berlin is not a literary town. The Institute in Berlin has a Library of excellent books, all well selected and from the best authors, both English and German. The Institute is kept open every night from seven to ten o'clock; the rooms are kept warm and tidy. But the membership is altogether too small. That there are eighty-three names on the roll of a well-regulated town of 4,000, after such strenuous efforts have been put forth to increase the list, does not look well, and is a very undesirable state of affairs. The village of Hespeler has a membership of 96, and our neighbouring village of Waterloo has 113, while Berlin, at a yearly subscription of \$1, can only report 83. There is also a Reading Room, in which are regularly received 22 newspapers, 6 magazines, and 3 periodicals. The public will not be a little surprised to learn that 'about ten or twelve persons take advantage of the Reading Room.' This is not a pleasing commentary on our Institute, and we trust the next report will bring better news. There is nothing so well calculated to impart intelligence to a community as a good public library; therefore let it be prized."

BARRIE MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 198.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$202 00	For Rent and Taxes \$ 44 85
" Legislative Grant 400 00	" Salaries 159 40
" Proceeds of Lectures, etc. 25 23	" Books 512 22
" Other sources 301 55	" Works of Fiction 67 26
Balance due Treasurer 53 34	" Magazines, Newspapers, and Reading Room 65 52
	" Apparatus 41 40
	" Lectures, etc. 12 73
	" Miscellaneous 77 17
	Balance due Treasurer 1 57
Total \$982 12	Total \$982 12

LIBRARY.

	Vols. in Library.	Vols. Issued,
Biography	1800	139
Fiction		2404
History		205
Miscellaneous		92
Poetry and the Drama		49
Periodical Literature		126
Science and Art		133
Voyages and Travels		431
Works of Reference .....		....
Total		1800	3579

READING ROOM.

16 Newspapers.

12 Magazines.

Assets, \$1,547.53.*Liabilities*, \$353.34.

Total amount of Government grants paid this Institute from 1871 to 1881, \$2,812.

REMARKS.

The Directors of this Institute have made great efforts during the past year for its improvement, and to add to the popularity of the Institute. They have secured additional accommodation: the Membership has been increased from 60 to 200; and they intend establishing Evening Classes on Technical and other subjects during the ensuing winter. The following extract is from the Directors' Annual Report:—

“ Our Institute since its first organization has been a struggling and peripatetic one. The natural result has been that the Library has from time to time almost disappeared, as well as the subscribers. This has given ground for a charge sometimes brought against the Institute, that its assets represent but a small proportion of the money received during the long term of its existence. Books constitute the principal asset of the Institute, and unless they are kept in a fixed place, properly cared for when in, and closely looked after when out, they very soon disappear, or become fit for the waste-basket. Under the best of care the more popular works have from time to time to be replaced on the shelves of a lending library from becoming worn out; and if they are not in charge of a paid, responsible Librarian, and are being constantly moved from place to place, the percentage of loss soon sweeps away the whole library. The acquisition, therefore, of suitable accommodation for Library and Reading Room in a good locality, together with a competent Librarian, has, during the past year or two, placed our Institute in a much better position than it has hitherto occupied; and if the reading portion of our community, and the class it is mainly intended to benefit, will only give the future management reasonable encouragement and assistance, there is every reason to hope that the standing of the Institute will continue to improve, and that it will become both a credit and an advantage to the town.”

BRIGHTON MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 76.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$57 70	For Rent	\$42 00
" Legislative Grant	120 00	" Salaries	50 00
" Other sources	140 02	" Books.....	88 55
		" Works of Fiction	21 00
		" Magazines, Newspapers and Reading Room	69 47
		" Miscellaneous	22 04
		Balance on hand	24 66
Total.....	\$317 72	Total	\$317 72

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography.....	77	26
Fiction	162	325
History	129	70
Miscellaneous	143	64
Poetry and the Drama	29	108
Periodical Literature	50	25
Science and Art	159	54
Voyages and Travels	102	124
Works of Reference	17	5
Total.....	868	801

READING ROOM.

10 Newspapers.

9 Magazines.

Assets, \$664.66.*Liabilities*, \$36.

Total amount of Government grant paid this Institute from 1869 to 1881, \$1,516.14.

BRADFORD MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 93.

Annual Subscription, for head of family \$1
for each additional member of family, 25c

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$1 42	For Rent	\$40 00
From Members	71 25	" Salaries	25 00
" Legislative Grant	400 00	" Books.....	107 93
" Pupils at Evening Classes ..	80 00	" Works of Fiction	30 00
" Other sources	33 52	" Magazines, Newspapers and Reading Room	26 90
		" Evening Classes	170 00
		" Miscellaneous	185 28
		" Balance on hand	1 08
Total	\$586 19	Total	\$586 19

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	90	162
Fiction	172	357
History	95	223
Miscellaneous	310	308
Poetry and the Drama	73	207
Periodical Literature	38	218
Science and Art	60	252
Voyages and Travels	77	291
Works of Reference	15	29
Total	930	2047

READING ROOM.

10 Newspapers.

9 Magazines.

EVENING CLASSES.

No. of Pupils.	Subjects.
11	Arithmetic.
7	Book-keeping.
11	Composition and Elocution.
11	English Grammar, Reading and Spelling.
20	French.
11	Geography.
11	Writing.

*Assets, \$900.**Liabilities, \$37.*

Total amount of Government grant paid this Institute from 1871 to 1880, \$2,104.28.

REMARKS.

This Institute has not expended the required amount—viz., \$600—in accordance with the conditions of the Legislative grant. The Directors paid a large proportion of the grant for teaching French, which is not allowed. They have to expend \$161.89 before they will be qualified to apply for new grant.

BROCKVILLE MECHANICS' INSTITUTE.

Incorporated 1851, re-organized 1880.

Number of Members, 185. Annual Subscription, \$2; Family, \$3; Apprentices, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$529 06	For Rent	\$120 00
" Legislative Grant	400 00	" Salaries	295 88
" Proceeds of Lectures, etc ..	10 53	" Books	161 28
" Pupils at Evening Classes ..	59 50	" Works of Fiction	140 00
" Other sources	76 50	" Magazines, Newspapers and Reading Room	88 25
		" Evening Classes	36 00
		" Apparatus	22 00
		" Miscellaneous	212 18
	<u>\$1075 59</u>		<u>\$1075 59</u>

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	96	} 9436
Fiction	644	
History	103	
Miscellaneous	162	
Poetry and the Drama	31	
Periodical Literature	30	
Science and Art	85	
Voyages and Travels	66	
Works of Reference	140	
Total.....	1357	9436

READING ROOM.

14 Newspapers.

4 Magazines.

3 Periodicals.

EVENING CLASSES.

No. of Pupils.	Subjects.
48	Free-hand, Architectural, Geometrical and Object Drawing.
11	Writing and Book-keeping.

Assets, \$916.25.*Liabilities*, \$150.

Total amount of Government grant paid this Institute from 1868 to 1881, \$1,300.

REMARKS.

An accusation of mismanagement was made by a Mr. Boxer against the Directors of the Institute, but on investigation the charges could not be sustained.

The Inspector reports:—"The Institute has changed its Secretary-Treasurer. Dr. Atkinson, an accurate accountant, now fills that position, and he will be able to give full information in our subsequent returns."

BRUSSELS MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 38.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members	For Salaries
\$ 38 30	\$13 30
" Legislative Grant	" Books
100 00	90 70
" Donations in money	" Works of Fiction
25 00	30 17
" Other sources	" Magazines, Newspapers and
11 54	Reading Room
	15 03
	" Apparatus
	9 25
	" Miscellaneous
	16 39
Total	Total.....
\$174 84	\$174 84

Donations in Books, etc., value \$20.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	104	53
Fiction	79	111
History	104	55
Miscellaneous ..	275	116
Poetry and the Drama	33	15
Science and Art	62	24
Voyages and Travels	82	47
Total	739	421

READING ROOM.

To be re-opened on 1st December.

Assets, \$641.62.

Liabilities, \$61.90.

Total amount of Government grants paid this Institute from 1875 to 1881, \$1,096.

REMARKS.

The Inspector reports that the Library is in good condition and good rooms.

BRANTFORD MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 111. Annual Subscription, \$2. Junior Members, \$1.50.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members	For Rent, Light and Fuel
\$175 50	\$ 96 00
" Legislative Grant	" Salaries
400 00	150 00
" Municipal or Town Grant ..	" Books
200 00	538 90
" Proceeds of Excursion	" Works of Fiction
144 70	7 00
" Other sources	" Magazines, Newspapers and
40 58	Reading Room
	45 75
	" Miscellaneous
	38 76
	Balance on hand
	84 37
Total	Total
\$960 78	\$960 78

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	439	190
Fiction	1142	5828
History	509	155
Miscellaneous ..	727	639
Poetry and the Drama	131	128
Periodical Literature	239	1171
Science and Art	599	198
Voyages and Travels	223	307
Total	4009	8616

READING ROOM.

Periodicals, 17.

Assets, \$4,254.37.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1881, \$4,544.38.

REMARKS.

Extracts from Annual Report:—"The membership of the year now closed has been still far below what it should be. The indifference of the mechanics of the city to the opportunities afforded them by the study of valuable scientific works, which would of necessity increase their skill, and proportionately advance their wages, is amazing. Your Directors also feel that, if the owners and masters of departments in our large mercantile and manufacturing industries used their influence with their employees on behalf of the Library, their own interests would be better served, and the usefulness of the Institute increased.

"Your Directors would recommend their successors to secure more suitable premises, easier of access, on the ground floor and on a public thoroughfare. That a Reading Room be amply supplied with the leading American, British and Canadian newspapers, in addition to the resources of the Library, and that both be open from 9 a.m. to 9 p.m. daily. It is also suggested that, while a fee be continued for the use of the Library, the Reading Room shall be free to the general public and to strangers and visitors in the city. It is also recommended that single books be lent out to parties desiring them for a small sum, without requiring them to become annual subscribers to the Institute.

"Your Directors feel that the Institute is to-day in a better condition than at any other former period of its history, and they confidently look forward to their successors in office carrying it forward to a still greater degree of efficiency."

BELLEVILLE MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 352. Annual Subscription, \$3. Clubs of 4, \$1.50 each.
Ladies, \$1.50. Apprentices, \$1.50; or in Clubs of 4, \$1 each.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$419 93	For Rent \$100 00
" Legislative Grant 400 00	" Salaries 136 68
" Proceeds of Lectures, etc. . . 197 85	" *Books 187 84
" Pupils at Evening Classes . . 42 50	" Magazines, Newspapers and Reading Room 94 06
" Other sources 1475 52	" Evening Classes 62 00
	" Lectures, etc. 277 85
	" Miscellaneous 1671 61
	" Balance on hand 5 76
Total \$2535 80	Total \$2535 80

* This Institute has expended \$149.22 for Books since 1st May.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	49	142
Fiction	407	5057
History	172	279
Miscellaneous	109	221
Periodical Literature	137	....
Science and Art	30	51
Voyages and Travels	73	661
Works of Reference	31	....
Total	1008	6411

READING ROOM.

Newspapers, 19.

Magazines, 8.

Periodicals, 4.

EVENING CLASSES.

No. of Pupils.

9

Subjects.

Writing and Book-keeping.

5

Free-hand, Architectural, Geometrical and Object Drawing.

Assets, \$1,698.81.*Liabilities*, \$945.80.

Total amount of Government grants paid this Institute from 1877 to 1881, \$2,000.

REMARKS.

The Directors of this Institute have been compelled to borrow money, and the returns for 1880-81 include these amounts. They have been notified that this is not actual revenue, and that the aid from Legislative grant must be based strictly upon money belonging to the Institute, and in no case can borrowed money be recognized.

BLYTH MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 50.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members	For Rent
\$ 50 00	\$27 00
" Legislative Grant.....	" Salaries
100 00	7 60
" Other sources	" Books.....
38 55	106 60
	" Magazines, Newspapers and
	Reading Room.....
	12 78
	" Apparatus
	7 00
	" Lectures, etc.
	6 10
	" Miscellaneous
	21 47
Total	Total
\$188 55	\$188 55

Donations in Books, etc., value \$30.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	72	45
Fiction	142	193
History	64	82
Miscellaneous	235	88
Poetry and the Drama	51	2
Periodical Literature	60	2
Science and Art	53	21
Voyages and Travels	69	85
Works of Reference	15	....
Total	761	518

READING ROOM.

Newspapers, 10.	Magazines, 3.	Periodicals, 4.
<i>Assets, \$525.</i>	<i>Liabilities, None.</i>	

Total amount of Government grants paid this Institute from 1879 to 1881, \$270.

REMARKS.

The Inspector reports that "the Institute has succeeded in paying up all indebtedness. The Library is in a good room over one of the new stores in the village. The books I found very well arranged, and in good order."

COLLINGWOOD MECHANICS' INSTITUTE.

Incorporated 1856.

Number of Members, 93.

Annual Subscription, \$2.

Receipts during the year.

Balance on hand	\$ 40 40
From Members	174 88
" Legislative Grant	150 00
" Donations in money	10 00
" Proceeds of Lectures, etc. ..	265 67
" Other sources	93 89
Total	\$734 84

Expenditure during the year.

For Rent	\$35 00
" Salaries	76 05
" Books	217 28
" Magazines, Newspapers and Reading Room	53 75
" Lectures, etc.	245 97
" Miscellaneous	102 99
" Balance on hand	3 80
Total	\$734 84

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	345	236
Fiction	258	1278
History	424	471
Miscellaneous	443	1080
Poetry and the Drama	95	231
Periodical Literature	266	327
Science and Art	424	289
Voyages and Travels	458	789
Works of Reference	150	....
Total	2863	4701

READING ROOM.

Newspapers, 5.

Magazines, 7.

Periodicals, 10.

Assets, \$2,787.32.*Liabilities*, \$328.09.

Total amount of Government grants paid this Institute from 1870 to 1881, \$2,856.84.

REMARKS.

The Inspector reports:—"After several hours spent in inspecting the above Institute, I find that the law has been complied with as closely as it is possible to do. The books, with few exceptions, are in good condition, well kept, properly numbered, and well classified. The fee—viz., \$2—appears to me too high to induce many mechanics and workmen to become members. The Library and Reading Rooms are spacious."

CLINTON MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 150.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$368 58	For Rent	\$51 00
From Members	52 48	" Salaries	50 00
" Legislative Grant	400 00	" Books	240 72
" Donations in Money	175 00	" Works of Fiction	42 05
" Proceeds of Lectures, etc.	20 00	" Magazines, Newspapers and Reading Room	169 04
" Pupils at Evening Classes.	35 50	" Evening Classes	232 50
		" Apparatus	5 90
		" Lectures, etc	4 28
		" Miscellaneous	66 99
		Balance on hand	189 08
Total	\$1051 56	Total	\$1051 56

Donations in Books, value \$9.50.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	80	239
Fiction	321	1216
History	122	274
Miscellaneous	134	396
Poetry and the Drama	40	81
Periodical Literature	38	283
Science and Art	107	204
Voyages and Travels	58	260
Works of Reference	36	53
Total	936	3006

READING ROOM.

11 Newspapers.

15 Magazines.

6 Periodicals.

EVENING CLASSES.

No. of Pupils.	Subjects.
10	Arithmetic.
46	Free-hand and Object Drawing.
6	Writing.

Assets, \$1,242.50.

Liabilities, None.

Total amount of Government grants paid this Institute from 1870 to 1881, \$4,322.58.

REMARKS.

Extracts from Annual Report:—"In response to a petition very numerously signed by the ratepayers, our Town Council, by a unanimous vote, granted the Institute \$75 a year for rent, in addition to the usual grant of \$100 for general purposes. The grant was made on condition that all residents of the town should have free admission to the Library and Reading Room, but without the right of taking home books and periodicals, and that a copy of the yearly Financial Report should be laid before the auditors of the town. Both these conditions were promptly accepted by the Directors. The Librarian reports that the attendance at the Reading Room is much better than last year, and more regular. Liberal proposals are made by the Government, with the view of rendering the Evening Class system more efficient and useful. Special grants, varying from one dollar to four dollars per pupil, will be made to Classes in certain branches of Practical Science. It is expected that some of these Classes will be organized in connection with the Institute. The liberality displayed, both by the Government and by our Municipal Council, makes it incumbent on the members of the Institute to neglect no means of promoting its efficiency and extending its benefits as widely as possible."

CLARKSBURG MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 40.

Annual Subscription, —.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$7 26	For Salaries	\$10 00
From Members	37 01	" Books	27 46
" Other sources	49 62	" Works of Fiction	21 68
		" Miscellaneous	1 00
		Balance on hand	33 75
Total	\$93 89	Total	\$93 89

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	}	Not Reported.
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		

READING ROOM.

Not Reported.

Assets, \$405.24.*Liabilities*, None.

Total amount of Government grants paid this Institute in 1879, \$245.70.

REMARKS.

This Institute has not yet applied for new Legislative grant.

CHATHAM MECHANICS' INSTITUTE.

Re-established 1878.

Number of Members, 382.

Annual Subscription, \$2.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$477 00	For Rent.....	\$146 00
" Legislative Grant.....	400 00	" Salaries	113 31
		" *Books, purchase of	242 72
		" Works of Fiction, purchase of	80 00
		" Magazines, Newspapers and Reading Room	150 00
		" Miscellaneous	141 48
		Balance on hand.....	3 49
Total	\$877 00	Total	\$877 00

Donations in Books, value \$24.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	143	278
Fiction	284	3000
History	122	118
Miscellaneous	294	296
Poetry and the Drama	50	40
Periodical Literature	27	420
Science and Art	111	50
Voyages and Travels	31	250
Works of Reference	40	Not let out of Reading Room.
Total	1102	4452

READING ROOM.

12 Newspapers.

15 Magazines.

15 Periodicals.

3 Reviews.

Assets, \$1,653.49.*Liabilities*, \$200.

Total amount of Government grants paid this Institute from 1868 to 1881, \$1,300.

* The sum of \$60 for Books has been expended since 1st of May, 1881.

REMARKS.

The Inspector reports that "the requisite amount had not been expended, but the Books, etc., had been ordered. The Institute has since conformed to the requirements of the Department and received new grant."

DUNNVILLE MECHANICS' INSTITUTE.

Incorporated 1864.

Number of Members, 90.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$87 00	Balance on hand	\$87 00
Total	\$87 00	Total	\$87 00

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	1200	None issued. Re-opened.
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Works of Reference		
Total	1200	

Assets, \$887.00.

Liabilities, \$128.90.

The last Government grant paid this Institute, previous to 1881, was \$400 in 1874; in 1881, \$100.

REMARKS.

This Institute has been resuscitated, and the Directors have raised the sum of \$87, which entitles them to apply for new grant, which has been paid.

The Inspector reports that "The Library has been moved to a suitable room over the Fire Hall, well fitted up. The Books will in a short time be re-labelled, numbered, and classified. It is the intention of the present officers to spare no pains in putting this Institute in a good position."

DUNDAS MECHANICS' INSTITUTE.

Incorporated 1841.

Number of Members, 114.

Annual Subscription, \$2.

Apprentices, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members.....	\$149 50	For Rent.....	\$100 00
" Legislative Grant.....	400 00	" Books.....	351 96
" Donations in money.....	151 32	" Works of Fiction.....	90 00
" Proceeds of Lectures, etc. ..	45 59	" Apparatus.....	30 75
" Other sources.....	195 23	" Miscellaneous.....	264 64
		Balance on hand.....	104 29
Total.....	\$941 64	Total.....	\$941 64

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography.....	678	190
Fiction.....	674	958
History.....	519	89
Miscellaneous.....	769	76
Poetry and the Drama.....		
Periodical Literature.....	1015	128
Science and Art.....		
Voyages and Travels.....	713	348
Works of Reference.....	128	....
Total.....	4496	1789

READING ROOM.

Newspapers, 10.

Magazines, 4.

EVENING CLASSES.

No. of Pupils.
11Subject.
Free-hand Drawing.*Assets*, \$7,649.67.*Liabilities*, \$94.08.

Total amount of Government grants paid this Institute from 1868 to 1881, \$5,000.

REMARKS.

No fees are charged for Evening Classes in this Institute. The Inspector reports most favourably on the recent purchases of books. Mr. John Wilson, as representative of this Institute, recommends that Stereopticons be used for illustrating Lectures on Botany, Geology, Physiology, Astronomy, etc., with a view of bringing these subjects in an interesting and popular manner before the people. He says: "Great good will certainly be derived by both young and old from a course of Lectures of this character, and if adopted by Institutes generally would be a great means of popularizing them." He recommends that apprentices and children be charged only 5 cents and adults 10 cents to such Lectures, the object being to bring people within the reach of such instruction.

DURHAM MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 65.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$ 97 75	For Salaries	\$ 12 50
" Legislative Grant	120 00	" Books	146 10
" Donations in money	1 00	" Miscellaneous	305 07
" Proceeds of Lectures, etc. ..	79 20	Balance on hand	1 82
" Other sources	167 54		
Total	\$465 49	Total	\$465 49

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	154	105
Fiction	413	1075
History	126	90
Miscellaneous	216	321
Poetry and the Drama	32	47
Science and Art	152	107
Voyages and Travels	46	82
Works of Reference	23	....
Total	1162	1827

*Assets, \$2,255.82.**Liabilities, \$180.38.*

Amount of Government grant paid this Institute in 1881, \$150.

ENNOTVILLE MECHANICS' INSTITUTE.

Incorporated 1857.

Number of Members, 48.

Annual Subscription, 50 cents.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$21 00	For Books	\$93 02
" Legislative Grant	80 00	" Works of Fiction	23 48
" Proceeds of Lectures, etc. ..	23 19	" Magazines and Newspapers ..	3 50
" Other sources	28 61	" Miscellaneous	5 86
Total	\$152 80	Balance in hand	26 94
		Total	\$152 80

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	85	58
Fiction	83	91
History	91	52
Miscellaneous	222	149
Poetry and the Drama	20	21
Periodical Literature	29	68
Science and Art	33	26
Voyages and Travels	38	30
Works of Reference	90	18
Total	691	513

Assets, \$977.94.

Liabilities, None.

Total amount of Government grants paid this Institute from 1879 to 1881, \$200.

REMARKS.

The Inspector reports that the Library is in a good stone building, and that the Institute is in good working order.

ELORA MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 234.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members.....\$165 45	For Rent and Salaries.....\$ 80 00
" Legislative Grant 400 00	" *Books 250 32
" Donations in money 14 00	" Works of Fiction 91 00
" Proceeds of Lectures, etc. .. 76 21	" Lectures, etc. 55 33
" Other sources..... 4 13	" Miscellaneous 55 55
	Balance on hand 127 59
Total .....\$659 79	Total .....\$659 79

Donations in Books, etc., value \$175.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	540	146
Fiction	890	860
History	522	148
Miscellaneous	1491	2801
Poetry and the Drama	177	74
Periodical Literature	Included in Miscellaneous.	
Science and Art	759	221
Voyages and Travels	646	554
Works of Reference	122	Used only in Library.
Total	5147	4804

* This Institute has expended \$187.40 since 1st May, in order to be entitled to new grant.

Assets, \$5,072.59.

Liabilities, \$65.

Total amount of Government grants paid this Institute from 1871 to 1881, \$4100.

REMARKS.

Extracts from Annual Report:—"The reading interest, so far from showing any abatement, has very materially increased. Chief among the events of our year's doings may be mentioned with pleasure the exceedingly handsome response that was made by almost every one to our invitation to aid us by presenting books. From this source we received no less than 350 volumes, in reality worth nearly as many dollars to us, but which were valued by a competent committee at booksellers' rates, and stand to us as the equivalent of \$175."

EMBRO MECHANICS' INSTITUTE.

Incorporated 1881.

This is a new Institute, and will be entitled to apply for grant next year.

FENELON FALLS MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 103. Annual Subscription, \$1. Family Tickets, \$2.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$110 00	For Rent \$75 00
" Proceeds of Lectures, etc. . . 149 19	" Works of Fiction 61 19
" Other sources 39 76	" Magazines, Newspapers and Reading Room 83 47
	" Lectures, etc. 37 81
	" Miscellaneous 41 48
Total \$298 95	Total \$298 95

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	37	102
Fiction	401	1773
History	86	157
Miscellaneous	106	119
Poetry and the Drama	26	54
Science and Art	93	97
Voyages and Travels	33	65
Works of Reference	42	...
Total	824	2367

READING ROOM.

Newspapers, 26.

Magazines, 8.

Assets, \$438.62.*Liabilities*, \$65.21.

Total amount of Government grants paid this Institute from 1879 to 1881, \$700.

FOREST MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 89.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$18 00	For Books	\$190 00
" Legislative Grant	200 00	" Miscellaneous	80 56
" Other sources	67 65	Balance on hand*	15 09
Total	\$285 65	Total	\$285 65

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography†	36	119
Fiction	115	923
History	34	60
Miscellaneous	69	243
Poetry and the Drama	28	51
Science and Art	30	94
Voyages and Travels	17	60
Works of Reference	7	....
Total	336	1550

READING ROOM.

A Reading Room is being established.

Assets, \$411.51.*Liabilities*, \$40.

Total amount of Government grants paid this Institute from 1879 to 1881, \$330.

REMARKS.

The Inspector reports that an attempt is to be made to establish Evening Classes during the present winter. New life has been infused into the management, which meets with universal approval.

* This Institute has been allowed \$100 for expenditure in 1879-80.

† \$100 worth more Books ordered, but not yet received and classified.

GALT MECHANICS' INSTITUTE.

Incorporated 1853.

Number of Members, 317.

Annual Subscription, \$2.50 ; Juniors, \$1.25 ;
Library Readers, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$373 66	For Salaries	\$210 00
" Legislative Grant	400 00	" Books	183 96
" Proceeds of Lectures, etc.	649 23	" Works of Fiction	48 12
" Pupils at Evening Classes	80 00	" Magazines, Newspapers and Reading Room	209 05
" Other sources	309 30	" Evening Classes	180 00
		" Lectures, etc	563 40
		" Miscellaneous	197 14
		Balance on hand	220 52
Total	\$1812 19	Total	\$1812 19

Donations in Books, etc., value \$20.50.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	249	267
Fiction	433	3262
History	375	354
Miscellaneous	637	664
Poetry and the Drama	148	484
Periodical Literature	461	1714
Science and Art	283	514
Voyages and Travels	233	640
Works of Reference	190	7
Total	3009	7906

READING ROOM.

27 Newspapers.

16 Magazines.

4 Reviews.

EVENING CLASSES.

No. of Pupils.

40

Subjects.

Architectural and Geometrical Drawing.

40

Theoretical and Applied Mechanics.

Assets, \$5,220.52.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1868 to 1881, \$4,650.

GRIMSBY MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 95.

Annual Subscription, \$1 for one Book ; \$1.50
for two Books at a time.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$20 87	For Rent	\$36 00
From Members	79 75	" Salaries	24 00
" Legislative Grant	140 00	" Books	144 91
" Donations in money	23 76	" Works of Fiction	34 17
" Proceeds of Lectures, etc	181 15	" Magazines, Newspapers and Reading Room	27 21
		" Lectures, etc	121 69
		" Miscellaneous	14 87
		Balance on hand	42 68
Total	\$445 53	Total	\$445 53

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	122	} 1784
Fiction	260	
History	154	
Miscellaneous	576	
Poetry and the Drama	27	
Periodical Literature	3	
Science and Art	434	
Voyages and Travels	268	
Works of Reference	6	
Total	1850		1784

READING ROOM.

2 Newspapers.

8 Magazines.

2 Periodicals.

Assets, \$2,242.68.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1881, \$2,160.56.

GARDEN ISLAND MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 122.

Annual Subscription, \$1.50.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$200 00	For Rent	\$60 00
" Legislative Grant	400 00	" Salaries	80 00
" Municipal or Town Grant	160 26	" Books	440 29
" Donations in money	298 46	" Works of Fiction	27 87
" Other sources	70 63	" Magazines, Newspapers and Reading Room	124 98
		" Evening Classes	277 50
		" Apparatus	27 65
		" Miscellaneous	91 06
Total	\$1129 35	Total	\$1129 35

Donations in Books, etc., value \$50.

LIBRARY.		
	Vols. in Library.	Vols. Issued.
Biography	45	111
Fiction	140	290
History	341	101
Miscellaneous	174	255
Poetry and the Drama	100	69
Periodical Literature	18	30
Science and Art	578	85
Voyages and Travels	398	177
Works of Reference	84	4
Total	1878	1122

READING ROOM.

15 Newspapers.

7 Magazines.

12 Periodicals.

EVENING CLASSES.

No. of Pupils.	Subjects.
52	Writing and Book-keeping.
59	Free-hand, Architectural, Geometrical and Object Drawing.
47	English Grammar, Composition and Elocution.
23	Theoretical and Applied Mechanics.
52	Arithmetic and Algebra.

Assets, \$2,400.*Liabilities*, \$398.19.

Total amount of Government grants paid this Institute from 1875 to 1881, \$2,800.

REMARKS.

The Inspector reports on Evening Classes:—"The pupils nearly all acquitted themselves very creditably, and reflect great credit on themselves and their teachers, Messrs. Bole and Bispham."

GEORGETOWN MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 89.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$89 00	For Salaries	\$40 00
" Donations in money	283 10	" Books	176 04
		" Works of Fiction	30 00
		" Magazines, Newspapers and Reading Room	11 20
		" Miscellaneous	30 25
		Balance on hand	84 61
Total	\$372 10	Total	\$372 10

Donations in Books, value \$25.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	31	} 1770
Fiction	45	
History	47	
Miscellaneous	139	
Poetry and the Drama	20	
Periodical Literature	50	
Science and Art	15	} No record of each sub- ject kept.
Voyages and Travels	21	
Works of Reference	10	
Total	378		1770

READING ROOM.

9 Newspapers.

2 Periodicals.

Assets, \$340.65.*Liabilities*, None.

The total amount of Government grant paid to this Institute in 1881, \$300.

GUELPH MECHANICS' INSTITUTE.

Incorporated 1853.

Number of Members, 352.

Annual Subscription, \$2 ; Apprentices, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$27 82	For Rent	\$182 21
From Members	438 80	" Salaries	349 90
" Legislative Grant	400 00	" Books	170 07
" Proceeds of Lectures, etc. . .	477 46	" Works of Fiction	40 88
" Pupils at Evening Classes . .	181 00	" Magazines, Newspapers and Reading Room	93 10
" Other sources	198 36	" Evening Classes	295 00
		" Lectures, etc.	270 44
		" Miscellaneous	317 04
		Balance on hand	4 80
Total	\$1723 44	Total	\$1723 44

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	274	98
Fiction	795	1889
History	303	87
Miscellaneous	827	334
Poetry and the Drama	77	14
Periodical Literature	108	715
Science and Art	232	95
Voyages and Travels	148	241
Works of Reference	241	....
Total	3005	3473

READING ROOM.

Newspapers, 20.

Magazines, 16.

Periodicals, 3.

EVENING CLASSES.

No. of Pupils.
58Subjects.
Writing and Book-keeping.*Assets*, \$3,654.80.*Liabilities*, \$124.

Total amount of Government grants paid this Institute from 1868 to 1881, \$3,727.34.

GODERICH MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 152.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$147 50	For Rent	\$100 00
" Legislative Grant.....	400 00	" Salaries	75 00
" Donations in money.....	137 10	" *Books.....	160 84
" Proceeds of Lectures, etc..	143 40	" Works of Fiction	98 50
" Other sources	119 88	" Magazines, Newspapers and Reading Room.....	124 00
		" Lectures, etc.....	124 75
		" Miscellaneous	167 07
		Balance on hand	97 72
Total	\$947 88	Total	\$947 88

Donations in Books, etc., value of \$4.50.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	79	51
Fiction	144	295
History	137	90
Miscellaneous	202	79
Poetry and the Drama .....	....	2
Periodical Literature .....	....	30
Science and Art	117	36
Voyages and Travels	89	98
Total	768	681

READING ROOM.

Newspapers, 17.

Magazines, 7.

Assets, \$697.26.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1880 to 1881, \$800.

* This Institute has been allowed \$100 expended for Books, etc., in 1879-80.

 GLENCOE MECHANICS' INSTITUTE.

Incorporated 1881.

 This is a new Institute, entitled to apply for a Legislative grant next year.

HARRISTON MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 118.

 Annual Subscription, \$1 ; Six Months, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$8 48	For Rent	\$85 00
From Members	87 00	" Books	119 73
" Legislative Grant	100 00	" Works of Fiction	20 02
" Municipal or Town Grant	50 00	" Magazines, Newspapers and	
" Other sources	20 45	Reading Room	33 93
Balance due Treasurer	22 15	" Miscellaneous	29 40
Total	\$288 08	Total	\$288 08

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	107	56
Fiction	385	686
History	115	75
Miscellaneous	326	150
Poetry and the Drama	43	40
Science and Art	175	118
Voyages and Travels	86	82
Works of Reference	29	32
Total	1266	1239

READING ROOM.

Newspapers, 7.

Magazine, 1.

Periodicals or Illustrated Papers, 4.

Assets, \$1,461.

Liabilities, \$22.15.

 Total amount of Government grants paid this Institute from 1874 to 1881, \$1,640.

HESPELER MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 107.

Annual Subscription, \$1.50 ; Juniors, \$1.

For short date subscribers per month, 10c. and 15c. for juniors and adults respectively.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
Balance on hand..... \$58 04	For Salaries \$20 00
From Members 81 70	" Books 64 92
" Legislative Grant..... 200 00	" Works of Fiction 27 31
" Donations in money..... 52 50	" Magazines, Newspapers and Reading Room..... 27 40
" Proceeds of Lectures, etc.. 20 00	" Evening Classes 151 00
" Pupils at Evening Classes.. 13 00	" Lectures, etc. 4 75
	" Miscellaneous 48 75
	Balance on hand 81 11
Total \$425 24	Total \$425 24

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography.....	147	118
Fiction.....	180	558
History.....	151	54
Miscellaneous.....	292	556
Poetry and the Drama.....	50	29
Periodical Literature.....	....	1040
Science and Art.....	228	155
Voyages and Travels.....	93	176
Total.....	1141	2686

READING ROOM.

Newspapers, 2.

Magazines, 7.

EVENING CLASSES.

No. of Pupils.

40

40

Subjects.

Writing and Book-keeping.

Arithmetic and Algebra.

Assets, \$2,043.11.

Liabilities, None.

Total amount of Government grants paid this Institute from 1871 to 1881, \$2,192.

HAMILTON AND GORE MECHANICS' INSTITUTE.

Incorporated 1849.

Number of Members, 981.

Annual Subscription, \$3.

Mechanics, \$2 ; Ladies and Apprentices, \$1.50 each.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$1383 25	For Salaries	\$1291 00
" Legislative Grant	400 00	" Books	281 79
" Pupils at Evening Classes	68 22	" Works of Fiction	197 15
" Other sources	5839 18	" Magazines, Newspapers and Reading Room	266 14
		" Evening Classes	241 25
		" Miscellaneous	5115 11
		Balance on hand	298 21
Total	\$7690 65	Total	\$7690 65

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	434	721
Fiction	2781	17447
History	813	1261
Miscellaneous	1279	2361
Poetry and the Drama	182	248
Periodical Literature	389	1171
Science and Art	779	982
Voyages and Travels	489	1449
Works of Reference	356	336
Total	7502	25976

READING ROOM.

Newspapers, 64.

Magazines, 24.

Periodicals, 5.

EVENING CLASSES.

No. of Pupils.

15.

22.

Subjects.

Free-hand, Architectural, Geometrical, and Object Drawing.
Phonography.*Assets*, \$48,298.21.*Liabilities*, \$20,535.65.

Total amount of Government grants paid this Institute from 1868 to 1880, \$4,500.

REMARKS.

In consequence of financial difficulties, this Institute is temporarily closed.

INGERSOLL MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 170.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members .....\$170 00	For Rent.....\$ 12 50
" Legislative Grant..... 400 00	" Salaries 12 51
" Donations in money 108 86	" *Books..... 290 74
	" Works of Fiction 104 65
	" Miscellaneous 125 82
	Balance in hand..... 132 64
Total .....\$678 86	Total .....\$678 86

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography.....	81	33
Fiction.....	168	361
History.....	114	40
Miscellaneous.....	154	58
Poetry and the Drama.....	49	9
Science and Art.....	17	9
Voyages and Travels.....	45	62
Works of Reference.....	17	....
Total.....	645	572

Assets, \$708.07.

Liabilities, 112.11.

Total amount of Government grants paid this Institute from 1880 to 1881, \$800.

KINGSTON MECHANICS' INSTITUTE.

Incorporated 1835.

Number of Members, 309.

Annual Subscription, \$2. A few special Subscribers
at \$5. Apprentices, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members .....\$561 20	For Rent.....\$44 38
" Legislative Grant..... 400 00	" Salaries 154 75
" Other sources 386 81	" Books)
	" Works of Fiction) 456 53
	" Magazines, Newspapers and Reading Room)
	" Voted for Books not arrived.. 177 10
	" Miscellaneous 113 60
	Balance on hand 401 65
Total .....\$1348 01	Total .....\$1348 01

* This Institute has expended \$185 for Books since Report was made out.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	114	Inspector reports:— "No proper record kept during the year."
Fiction	506	
History	150	
Miscellaneous	361	
Poetry and the Drama	15	
Periodical Literature	296	
Science and Art	156	
Voyages and Travels	128	
Works of Reference	75	
Total	1801	

READING ROOM.

Newspapers, 26.	Magazines, 4.	Periodicals, 11.
<i>Assets, \$2,435.40.</i>	<i>Liabilities, \$378.92.</i>	

Total amount of Government grants paid this Institute from 1869 to 1881, \$1,400.

REMARKS.

The Inspector reports that "this Institute is now in a central locality, and is in a vigorous condition. It is the desire of the Directors to establish Evening Classes in the different branches prescribed during the present year. Successful Evening Classes are held in connection with the Public Schools."

KINCARDINE MECHANICS' INSTITUTE.

Incorporated 1866.

Number of Members, 140.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$108 00	For Salaries \$15 46
" Donations in money 72 00	" Books 36 47
" Proceeds of Lectures, etc. 22 17	" Works of Fiction 9 17
" Other sources 82 33	" Magazines, Newspapers and Reading Room 15 00
	" Miscellaneous 29 75
	Balance in hand 178 65
Total \$284 50	Total \$284 50

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	22	5
Fiction	205	100
History	54	30
Miscellaneous	98	47
Poetry and the Drama	10	5
Periodical Literature	225	370
Science and Art	50	40
Voyages and Travels	48	29
Works of Reference	70	7
Total	782	633

READING ROOM.

Newspapers, 6.

Magazines, 16.

Periodicals, 6.

Assets, \$729.17.*Liabilities*, \$41.38.

Total amount of Government grants paid this Institute from 1871 to 1881, \$1,279.70.

REMARKS.

This Institute was practically closed from the year 1877 to the close of 1880. It formerly consisted of a joint stock company, the shareholders claiming the right to elect the officers and manage the affairs of the Institute. The Directors now report that "At a meeting of the subscribers and old stockholders, held on the 7th February last, the annual fee for membership was fixed at \$1, in order to place the benefits of the Institute within the reach of all. At the same meeting arrangements were made by which all the stockholders should sign a surrender, on condition of receiving one year's subscription for each share originally purchased. This arrangement secures to all members the same privileges, and renders each member equally eligible to fill an office, so that in future no dissatisfaction can be caused by stockholders only holding office and controlling the affairs of the Institute." This Institute has now complied with the requirements of the Department, and received a new grant.

LINDSAY MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 118.

Annual Subscription \$2.

Non-voting Members, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$137 83	For Rent \$ 50 00
" Legislative Grant 400 00	" Salaries 25 00
" Donations in money 75 00	" Books 483 75
" Proceeds of Lectures, etc. 220 00	" Works of Fiction 45 00
" Other sources 425 76	" Magazines, Newspapers and Reading Room 96 10
	" Lectures, etc. 212 25
	" Miscellaneous 197 20
	Balance in hand 149 29
Total \$1258 59	Total \$1258 59

Donations in books, etc., value \$23.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	105	373
Fiction	169	209
History	137	372
Miscellaneous	32	214
Poetry and the Drama	31	58
Periodical Literature	1	17
Science and Art	47	218
Voyages and Travels	143	248
Works of Reference	8	Not allowed out of rooms.
Total	673	1709

READING ROOM.

Newspapers, 15.

Magazines, 12.

Periodicals, 8.

Assets, \$1,117.04.*Liabilities*, \$425.

Total amount of Government grants paid this Institute from 1880 to 1881, \$800.

REMARKS.

The Directors report that "this Institute was called into existence for the purpose of meeting a want long felt, viz., that of extending to all classes of the community at a small outlay an opportunity of enjoying the advantages of a good circulating Library, as well as the instruction and amusement derived from newspaper and periodical literature. They have much pleasure in noticing that very many young men and boys are regular attendants at the rooms. The Institute was founded mainly in the interest of the mechanics and workingmen of the town. The membership and attendance may be considered fair."

LONDON MECHANICS' INSTITUTE.

Incorporated 1852.

Number of Members, 303. Annual Subscription, \$2; Ladies and Juniors, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$376 00	For Salaries	\$468 80
" Legislative Grant	400 00	" Books	} 450 04
" Donations in money	390 80	" Works of Fiction	
" Proceeds of Lectures, etc.	1260 25	" Magazines, Newspapers and	
" Other sources	4208 86	Reading Room	176 67
Balance due Treasurer	232 05	" Miscellaneous	5772 45
Total	\$6867 96	Total	\$6867 96

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	153	95
Fiction	426	1819
History	212	132
Miscellaneous	486	253
Poetry and the Drama	74	42
Periodical Literature	410	140
Science and Art	184	129
Voyages and Travels	109	217
Works of Reference	259	65
Total	2313	2892

READING ROOM.

50 Newspapers.

18 Magazines.

7 Periodicals.

Assets, \$25,000.*Liabilities*, \$18,732.

Total amount of Government grants paid this Institute from 1871 to 1881, \$4,300.

LUCAN MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, —.

Annual Subscription, \$1 ; Ladies, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$88 23	For Books	\$83 47
From Members	35 50	" Works of Fiction	9 00
" Proceeds of Lectures, etc.	6 74	" Miscellaneous	11 46
		Balance on hand	26 54
Total	\$130 47	Total	\$130 47

LIBRARY.

	Vols. in Library.	Vols. issued.
Biography	29	33
Fiction	61	125
History	48	19
Miscellaneous	35	27
Poetry and the Drama	21	11
Periodical Literature	7	13
Science and Art	26	5
Voyages and Travels	20	10
Works of Reference	2	0
Total	249	243

*Assets, \$209.54.**Liabilities, None.*

Total amount of Government grants paid this Institute from 1879 to 1881, \$144.30.

MILTON MECHANICS' INSTITUTE.

Incorporated 1855.

Number of Members, 106.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$77 75	For Salaries	\$40 00
" Legislative Grant	200 00	" Books	202 07
" Donations in money	45 33	" Works of Fiction	69 54
" Other sources	32 83	" Magazines, Newspapers and Reading Room	30 80
		" Miscellaneous	11 00
		Balance on hand	2 50
Total	\$355 91	Total	\$355 91

Expended since 1st May, 1881, \$18.27 for Library and Reading Room.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	206	} No record kept of subjects.
Fiction	260	
History	358	
Miscellaneous	521	
Poetry and the Drama	91	
Periodical Literature	257	
Science and Art	415	
Voyages and Travels	235	
Works of Reference	38	
Total	2381		2920

READING ROOM.

10 Newspapers. 1 Magazine. 2 Periodicals.

Assets, \$4,492.30. Liabilities, None.

Total amount of Government grants paid this Institute from 1869 to 1881, \$2,650.42.

REMARKS.

The Inspector reports:—"The total number of volumes entered in the Stock Book of the Institute is 2,729. Amongst these are 96 volumes of Sessional Papers. Total number of volumes in the Institute at date of visit, 2,340. Of these 107 are in a very tattered condition. Number of volumes in hands of readers, 250 ; number of volumes unaccounted for, 139.

MARKHAM MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 64. Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$55 75	For Books	\$125 20
" Legislative Grant	100 00	" Works of Fiction	19 80
" Proceeds of Lectures, etc. . .	36 50	" Lectures, etc	33 13
" Other sources	9 68	" Miscellaneous	23 80
Total	\$201 93	Total	\$201 93

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	}	No Report. No Report.
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		

Assets, \$898.20.*Liabilities*, \$30.

Total amount of Government grants paid this Institute from 1879 to 1880, \$500.

REMARKS.

This Institute did not apply for new grant.

MITCHELL MECHANICS' INSTITUTE.

Incorporated 1849.

Number of Members, 120.

Annual Subscription, \$1.

Ladies and Apprentices, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$70 90	For Rents	\$120 00
" Legislative Grant	400 00	" Salaries	120 00
" Donations in money	100 00	" Books	96 89
" Other sources	298 38	" Magazines, Newspapers and Reading Room	69 36
		" Miscellaneous	79 10
		Balance on hand	383 93
Total	\$869 28	Total	\$869 28

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} No Report.	43
Fiction		1298
History		89
Miscellaneous		195
Poetry and the Drama		30
Periodical Literature		234
Science and Art		69
Voyages and Travels		766
Works of Reference .....		....
Total .. .....			2724

Assets, \$2,701.89.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1880, \$2,900.

REMARKS.

This Institute did not apply for new grant.

MEAFORD MECHANICS' INSTITUTE.

Incorporated 1868.

Number of Members, 70.

Annual Subscription, \$1.00.

Ladies, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$51 56	For Salaries	\$60 00
From Members	46 58	" Books	179 02
" Legislative Grant	150 00	" Evening Classes	39 05
" Donation in money	20 00	" Miscellaneous	38 27
" Pupils at Evening Classes ..	32 75	" Balance on hand	22 05
" Other sources	37 50		
Total	\$338 39	Total	\$338 39

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	Books not yet classified since the fire.	Inspector reports: "No classification of Books."
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		
Total .....			860

EVENING CLASSES.

No. of Pupils.	Subjects.
27	Writing and Book-keeping.
27	English Grammar.
27	Arithmetic.
27	Euclid.

Assets, \$1,809.55.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1881, \$1,607.59.

REMARKS.

Extracts from Inspector's Report:—"I spent nearly four hours in this work, and have to regret that with the exception of the Treasurer's book, which with vouchers is well kept, I cannot speak in high terms of the Institute. Reasons:—There is no classification of the books. I find the Librarian's book carelessly kept, many books being returned without being marked off. The books are kept in a book-store, and often when attention should be devoted to the Librarian's duties he is occupied attending to his customers. Hence the above carelessness."

This report necessitated a correspondence, after which the Minister of Education finally decided that the Legislative grant should be paid this year, but in future proper Library accommodation, with the necessary attendance, must be provided.

MIDLAND MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 70.

Annual Subscription, \$1.50

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$105 00	For Rent	\$40 00
" Donations in Money	20 00	" Salaries	25 00
" Other sources	80 00	" Books	100 00
		" Works of Fiction	15 00
		" Magazines, Newspapers and Reading Room	15 00
		" Miscellaneous	10 00
Total	\$205 00	Total	\$205 00

Donations in Books, etc., value \$20.

LIBRARY.

	Vols. in Library.
Biography	5
Fiction	40
History	10
Miscellaneous	20
Poetry and the Drama	10
Science and Art	10
Voyages and Travels	10
Works of Reference	5
Total	110

READING ROOM.

10 Newspapers.

3 Magazines.

2 Periodicals.

*Assets, \$205.**Liabilities, None.*

Total amount of Government grant paid this Institute in 1881, \$200.

REMARKS.

This is a new Institute.

MOUNT FOREST MECHANICS' INSTITUTE.

Incorporated 1860.

Number of Members, 175.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$68 55	For Rent	\$25 00
From Members	84 25	" Salaries	30 00
" Legislative Grant	400 00	" Books	250 49
" Donations in Money	10 00	" Evening Classes	65 40
" Proceeds of Lecture, etc.	7 00	" Miscellaneous	216 53
" Pupils at Evening Classes	27 00	" Balance on hand	39 38
" Other sources	30 00		
Total	\$626 80	Total	\$626 80

LIBRARY.

	Vols. in Library.	Vols. Issued.	
Biography.....	104	120	} An approximation.
Fiction.....	92	360	
History.....	281	145	
Miscellaneous.....	100	100	
Poetry and the Drama.....	73	90	
Science and Art.....	143	115	
Voyages and Travels.....	81	230	
Works of Reference.....	16	90	
Total.....	890	1250	

READING ROOM.

None at present, but under consideration.

EVENING CLASSES.

No. of Pupils.	Subject.
21	Writing and Book-keeping.
16	English Grammar, Composition and Elocution.
16	Arithmetic and Algebra.

Assets, \$1,439.38.

Liabilities, \$225.

Total amount of Government grants paid this Institute from 1869 to 1880, \$1,966.18.

REMARKS.

The Institute is not yet entitled to apply for new grant. The following notification was sent to the Inspector:—According to Schedule B this Institute has expended in accordance with the conditions of the grant, as follows:

Rent (this is a special allowance for this year).....	\$25 00
Books.....	250 49
Evening Classes.....	65 40
5 per cent. paid to Association of Mechanics' Institutes..	20 00
Total.....	\$360 89
Deduct amount expended in 1880-81 to make up expenditure for 1879-80.....	183 37
	—————\$177 52
Balance yet to be expended.....	422 48
Total.....	\$600 00

NOTE.—The sum of \$159.85 in the item Miscellaneous, under the column of Expenditure, is charged to piano account.

NAPANEE MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 74. Annual Subscription, \$2. For Ladies and Boys, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$166 59	For Rent \$60 00
" Legislative grant 400 00	" Salaries 103 00
" Municipal or town grant .. 75 00	" * Books and } 179 65
" Proceeds of Lectures, etc. .. 47 05	" Works of Fiction }
" Other sources 10 00	" Magazines, Newspapers and Reading Room 27 63
	" Evening Classes 96 27
	" Lectures, etc. 36 38
	" Miscellaneous 188 63
	" Balance on hand 7 08
Total \$698 64	Total \$698 64

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	46	27
Fiction	184	452
History	103	54
Miscellaneous	111	117
Poetry and the Drama	3	6
Periodical Literature	14	Readinroom.
Science and Art	97	33
Voyages and Travels	85	253
Works of Reference	6	Readinroom.
Total	649	942

READING ROOM.

16 Newspapers. 8 Magazines. 6 Periodicals.

EVENING CLASSES.

No. of Pupils.	Subjects.
12	Book-keeping.
20	Writing.
20	Arithmetic and Mensuration.
12	Grammar and Composition.
9	Physiology and Hygiene.

Assets, \$532.08.

Liabilities, \$191.85.

Total amount of Government grants paid this Institute from 1879 to 1881, \$1,200.

* Expended since 1st May, 1881, \$154.93.

REMARKS.

The following memorandum to the Honourable Minister of Education will show the financial position of this Institute:—

NAPANEE MECHANICS' INSTITUTE.

Expended in accordance with conditions of Legislative grant up to 1st May, 1881	\$408 97	
Expended since 1st May, 1881	117 17	
		————— \$526 14

I find after careful investigation into the accounts of this Institute, that in addition to \$300 expended for fixtures at the time of incorporation, the Directors have expended the following sums in accordance with the conditions of the Legislative grant:—

1878	\$162 53	
1879	473 57	
1880	408 97	
Since Report was received	117 17	
		————— \$1162 24
Total amount that should have been expended	1200 00	
Balance		————— \$37 76

It is recommended, that on receipt of vouchers for \$37.76, the Institute be entitled to apply for new grant. The Minister approved of the recommendation, and the Institute has now expended \$154.93, which will be deducted from the expenditure for 1881–1882.

NIAGARA MECHANICS' INSTITUTE.

Incorporated 1848.

Number of Members, 65.

Annual Subscription, \$1.50.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$ 86 68	For Salaries	\$40 00
" Legislative Grant	200 00	" Books	99 95
" Proceeds of Lectures, etc.	44 42	" Works of Fiction	16 70
" Pupils at Evening Classes	40 00	" Magazines, Newspapers and Reading Room	53 98
" Other sources	42 17	" Evening Classes	60 00
		" Lectures, etc.	36 21
		" Miscellaneous	106 43
Total	————— \$413 27	Total	————— \$413 27

Donations in Books, etc., value \$20.80.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	342	50
Fiction	462	960
History	443	45
Miscellaneous	412	150
Poetry and the Drama	164	24
Periodical Literature	267	1235
Science and Art	287	36
Voyages and Travels	268	90
Works of Reference	40	....
Total	2685	2590

READING ROOM.

16 Magazines. 6 Periodicals.

EVENING CLASSES.

No. of Pupils. Subjects.
 60 Free-hand, Architectural, Geometrical and Object Drawing.
 • Assets, \$3,877.94. Liabilities, None.

Total amount of Government grants paid this Institute from 1871 to 1881, \$2,957.30.

NIAGARA FALLS MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 175.

Annual Subscription, 25 cents.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$ 43 75	For Rent	\$70 82
" Legislative Grant	400 00	" Salaries	80 00
" Municipal or Town Grant	300 00	" Books	248 72
" Other sources	99 35	" Works of Fiction	80 56
		" Magazines, Newspapers and Reading Room	101 15
		" Miscellaneous	72 69
		Balance in hand	189 16
Total	\$843 10	Total	\$843 10

Donations in Books, value, \$14.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	88	Inspector reports:— "No record of the works issued in each subject has been kept."
Fiction	316	
History	124	
Miscellaneous	128	
Poetry and the Drama	46	
Periodical Literature	20	
Science and Art	107	
Voyages and Travels	63	
Works of Reference	28	
Total	920		2667

READING ROOM.

4 Newspapers.

5 Magazines.

5 Periodicals.

Assets, \$1,506.16.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1881, \$1,200.

REMARKS.

This Institute expended the sum of \$198.24 for Books, which is not entered in the Report. The following statement shows its financial position:—

Amounts expended in 1880-81—

Books, Fiction and Magazines	\$628 67	
Mechanics' Institute Association	20 00	
Rent, Fuel, etc. (special this year)	100 82	
		749 49

Amounts to be expended—

Balance for 1879-80	198 24	
Government Grant, 1880-81	400 00	
Local appropriation	200 00	
		798 24
		\$48 75

The Directors have been notified that as soon as they send vouchers for \$48.75, they will be entitled to apply for new grant.

NOTE.—The grant has been certified for payment.

NEW HAMBURG MECHANICS' INSTITUTE.

Notification of the incorporation of this Institute has been received, and it will be entitled to apply for Legislative grant after 1st May, 1882.

NEWMARKET MECHANICS' INSTITUTE.

Incorporated 1856.

Number of Members, 84. Annual Subscription, \$1; Ladies and Juniors, 50c.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
Balance on hand	For Rent
From Members	" Salaries
" Proceeds of Lectures, etc. ...	" Books
" Other sources	" Lectures, etc. ...
	" Miscellaneous
	141 02
	Balance due Treasurer
	6 43
Total	Total
\$134 59	\$134 59

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} No report.	24
Fiction		493
History		34
Miscellaneous		117
Poetry and the Drama		12
Periodical Literature		26
Science and Art		7
Voyages and Travels		81
Works of Reference		7
Total		801

Assets, Not reported.*Liabilities*, Not reported.

Total amount of Government grants paid this Institute from 1869 to 1879, \$671.

REMARKS.

The Directors of this Institute did not apply for new grant. In their report for 1879-80 a balance of \$102.75 was unaccounted for. This was merely an omission on the part of the person who filled in the report that was sent to the Department. The sum of \$102.75 was paid by the Directors, and certified to by myself, when I examined the vouchers on my visit to Newmarket last year.

Extract from their Annual Report:—"Your Board of Directors are glad to report that, from a circular recently received from the Education Department, a more liberal interpretation of the law governing expenditure will prevail in future; also, that it is proposed to extend, modify and liberalize the grants to Associations of this kind, in such a way as may reasonably be expected to increase their usefulness by the encouragement of Reading Rooms and Evening Classes."

NORWOOD MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 57.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
Balance on hand \$32 41	For Salaries \$10 00
From Members 54 30	" Books } 150 60
" Legislative Grant 100 00	" Works of Fiction }
" Proceeds of Lectures, etc. . . 44 12	" Magazines, Newspapers and Reading Rooms }
	" Apparatus 13 50
	" Miscellaneous 9 05
	Balance on hand 47 68
Total \$230 83	Total \$230 83

LIBRARY.		Vols. in Library.	Vols. Issued.
Biography		91	} Not reported.
Fiction		333	
History		80	
Miscellaneous		136	
Poetry and the Drama		20	
Voyages and Travels		123	
Total		783	

READING ROOM.

Magazines, 3.

Periodicals, 4.

Assets, \$811.18,

Liabilities, None.

Total amount of Government grants paid this Institute from 1872 to 1881, \$733.20.

NORWICH MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 75.

Annual Subscription, \$1 and \$2.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$84 25	For Rent	\$9 00
" Legislative Grant	100 00	" Salaries	25 00
" Proceeds of Lectures, etc. . .	5 30	" Books	} 177 70
" Other sources	57 23	" Works of Fiction	
		" Miscellaneous	20 09
		Balance on hand	14 99
Total	\$246 78	Total	\$246 78

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	86	88
Fiction	290	1020
History	113	103
Miscellaneous	253	155
Poetry and the Drama	33	9
Periodical Literature	30	77
Science and Art	125	105
Voyages and Travels	64	92
Works of Reference	16	20
Total	1010	1669

Assets, \$907.99.

Liabilities, \$4.

Total amount of Government grants paid this Institute from 1877 to 1881, \$870.

ORANGEVILLE MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 130.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand.....	\$86 80	For Rent.....	\$ 36 00
From Members.....	137 50	" Books.....	87 10
" Municipal or Town Grant ..	50 00	" Works of Fiction	92 37
" Proceeds of Lectures, etc. ..	5 25	" Magazines, Newspapers and Reading Room.....	17 58
		" Miscellaneous	28 93
		Balance on hand	17 57
Total	\$279 55	Total	\$279 55

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	27	60
Fiction	365	2003
History	70	125
Miscellaneous	94	115
Poetry and the Drama	26	32
Periodical Literature	109	250
Science and Art	48	45
Voyages and Travels	25	90
Works of Reference.....	39	38
Total	803	2758

*Assets, \$718.41.**Liabilities, None.*

Total amount of Government grants paid this Institute from 1879 to 1881, \$800.

REMARKS.

Extract from Inspector's Report: "The Institute seems to be carefully conducted, and the books seem to be largely read, Works of Fiction taking the precedence, however. I may also state that the books are not covered, and some of the older ones have depreciated much in value. I find 641 volumes on the shelves, and 156 supposed to be lost. On the whole, the management seems to be very satisfactory, and I am convinced the Library serves a good purpose in the Town of Orangeville.

ORILLIA MECHANICS' INSTITUTE.

Incorporated 1865—Re-established 1880.

Number of Members, 120.

Annual Subscription, \$2.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$127 70	For Rent	\$56 40
" Legislative Grant	400 00	" Salaries	37 60
" Donations in money	3 00	" Books	250 32
" Proceeds of Lectures, etc.	24 15	" Works of Fiction	56 05
" Pupils at Evening Classes	11 00	" Magazines, Newspapers and Reading Room	51 26
" Other sources	232 50	" Evening Classes	50 00
		" Apparatus	16 50
		" Miscellaneous	75 12
		Balance on hand	205 10
Total	\$798 35	Total	\$798 35

Donations in Books, value of \$23.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	49	Inspector reports:— "No record kept."
Fiction	112	
History	104	
Miscellaneous	86	
Poetry and the Drama	26	
Periodical Literature . . . . .	...
Science and Art	103	
Voyages and Travels	41	
Works of Reference	25	
Total	546	

READING ROOM.

Newspapers, 4.

Magazines, 7.

Periodicals, 5.

EVENING CLASSES.

No. of Pupils.

Subjects.

5

Free-hand, Architectural, Geometrical and Object Drawing.

7

Chemistry.

Assets, \$971.10.

Liabilities, None.

Total amount of Government grant paid this Institute in 1880, \$400.

REMARKS.

The Directors will have to expend \$119.47 before they will be entitled to apply for new grant.

OWEN SOUND MECHANICS' INSTITUTE.

Incorporated 1855.

Number of Members, 180.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$141 50	For Rent	\$10 00
" Other sources	5 25	" Salaries	20 00
		" Current expenses	2 50
		" Books	60 00
		Balance on hand	54 25
Total	\$146 75	Total	\$146 75

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	43	19
Fiction	283	243
History	120	38
Miscellaneous	76	32
Poetry and the Drama	17	3
Science and Art	46	23
Voyages and Travels	50	45
Works of Reference	17	....
Total	652	403

EVENING CLASSES.

No. of Pupils.	Subjects.
25	Natural Philosophy, including Mechanics, Hydrostatics, Pneumatics, Physics, etc.

Assets, \$614.25.*Liabilities*, none.

Total amount of Government grants paid this Institute, from 1872 to 1881, \$600.

OAKVILLE MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 70.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$70 50	For Rent	\$80 00
" Legislative Grant	270 00	" Books	43 92
" Donations in money	18 30	" Works of Fiction	54 00
" Other sources	1 50	" Magazines, Newspapers and Reading Room	16 78
		" Miscellaneous	15 23
		Balance on hand	150 37
Total	\$360 30	Total	\$360 30

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} No Report.	} Inspector reports :— "No record kept of subjects."
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference.....		
Total	719	1063

READING ROOM.

No Report.

Assets, \$843.01.

Liabilities, None.

Total amount of Government grants paid this Institute from 1878 to 1880, \$670.

REMARKS.

This Institute has not yet applied for new grant.

PAISLEY MECHANICS' INSTITUTE.

Incorporated 1874.

The Directors have not reported this year, but the Inspector states that "an addition has been made to the Library during the past year ; that he examined the accounts, etc., and found that in all respects the transactions of the Institute were in accordance with the provisions of the Statute. There is a splendid Library, but no Reading Room. New life has been infused into this Institute."

POINT EDWARD MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 102.

Annual Subscription, \$2.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members.....\$200 00	For Rent..... \$68 75
" Legislative Grant..... 400 00	" Salaries 55 35
" Donations in money..... 50 00	" Books..... 362 20
" Other sources 53 16	" Works of Fiction 74 80
	" Magazines, Newspapers and Reading Room..... 49 09
	" Miscellaneous..... 87 98
	Balance on hand 4 99
Total .....\$703 16	Total .....703 16

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	42	29
Fiction	80	394
History	60	73
Miscellaneous	33	140
Poetry and the Drama	4	20
Science and Art	25	50
Voyages and Travels	46	132
Works of Reference	1	....
Total	291	838

READING ROOM.

8 Newspapers.

4 Magazines.

Assets, \$447.95.

Liabilities, None.

Total amount of Government grants paid this Institute from 1880 to 1881, \$800.

PORT HOPE MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 110.

Annual Subscription, \$2 and \$4.

Receipts during the year.

Expenditure during the year.

Balance on hand	\$63 81	For Rent	\$156 25
From Members	228 75	" Salaries	153 00
" Legislative Grant	400 00	" *Books	174 52
" Municipal or Town Grant ..	50 00	" Works of Fiction	14 47
" Donations in money	20 00	" Magazines, Newspapers and	
" Other sources	37 61	Reading Room	57 42
		" Miscellaneous	176 39
		Balance on hand	68 12
Total	\$800 17	Total	\$800 17

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	117	105
Fiction	384	1210
History	120	90
Miscellaneous	147	200
Poetry and the Drama	25	30
Periodical Literature	5	....
Science and Art	98	32
Voyages and Travels	80	150
Total	976	1817

READING ROOM.

20 Newspapers.

12 Magazines.

18 Periodicals.

Assets, \$1,257.11.

Liabilities, None.

Total amount of Government grants paid this Institute from 1875 to 1881, \$2,400.

* Expended for Books since 1st May 1881, \$83.

PETROLIA MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 139.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$139 00	For Salaries \$36 00
" Legislative Grant 400 00	" *Books 220 54
" Donations in money 107 92	" Works of Fiction 168 00
	" Magazines, Newspapers and Reading Room 39 20
	" Miscellaneous 107 54
	Balance on hand 75 64
Total \$646 92	Total \$646 92

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	24	....
Fiction	270	1385
History	40	....
Miscellaneous	30	246
Poetry and the Drama	36	....
Periodical Literature	A quantity unbound.	not lent out.
Science and Art	43	....
Voyages and Travels	20	....
Works of Reference	18	not lent out.
Total	481	1631

READING ROOM.

6 Newspapers.

9 Magazines.

7 Periodicals.

Assets, \$509.06.

Liabilities, None.

Total amount of Government grants paid this Institute from 1880 to 1881, \$800.

REMARKS.

The President reports that a number of newspapers and periodicals are presented by different persons to the Institute. He further says: "There is not an institute in the whole Province which has done better than ours. It is in a flourishing condition, and the people are beginning to learn the value of it."

* Expended for Books since 1st May, 1881, \$171.30. Donations in Books, etc., value of \$20.

PERTH MECHANICS' INSTITUTE.

Incorporated 1881.

This Institute will be entitled to apply for grant after 1st May, 1882.
A Library and Reading Room have been in operation since April, 1881.

PORT COLBORNE MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 83.

Annual Subscription, \$1.

Receipts during the year.

From Members	\$55 00
" Donations in money	1 50
" Proceeds of Lectures, etc. ..	48 10
" Other sources	51 92
Total.....	\$156 52

Expenditure during the year.

For Rent	\$25 00
" Salaries	18 75
" Books	20 18
" Lectures, etc.	13 53
" Miscellaneous	51 20
Balance on hand	27 86
Total	\$156 52

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} No Report.	} No Report.
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		

*Assets, \$777.86.**Liabilities, \$62.50.*

Total amount of Government grants paid this Institute from 1877 to 1879, \$400.84.

This Institute did not apply for grant for 1880-81.

REMARKS.

The Inspector says:—"The Delivery Register is not kept in such a manner as would enable me to report the number of volumes issued on each subject, or in fact the total number of volumes issued. In order that the required information may be obtained hereafter, it will be necessary for the Institute to be instructed by the proper authority to provide Register, ruled and headed suitably for this purpose."

PORT ELGIN MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 113.

Annual Subscription, \$1; apprentices, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$88 25	For Salaries	\$30 00
" Proceeds of Lectures, etc. .	18 75	" Lectures, etc.	4 50
		" Miscellaneous	53 51
		Balance on hand.....	18 99
Total	\$107 00	Total	\$107 00

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} No Report. }	20
Fiction		217
History		42
Miscellaneous		86
Poetry and the Drama		9
Periodical Literature		15
Science and Art		29
Voyages and Travels		113
Works of Reference	1	
Total ..		532

Assets, \$1,538.99.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1870 to 1878, \$1,064.10.

This Institute has not applied for new grant.

PARKDALE MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 47.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members.....	\$54 00	For Books.....	\$111 10
" Donations in money	25 00		
" other sources	32 10		
Total	\$111 10	Total	\$111 10

Donations in Books to value of \$14.

LIBRARY.		Vols. in Library.	Vols. Issued.
Biography		13	No books given out at date of In- spector's visit.
Fiction		64	
History		12	
Miscellaneous		26	
Poetry and the Drama		9	
Periodical Literature .....		..
Science and Art		10	
Voyages and Travels		9	
Works of Reference		4	
Total		147	

READING ROOM.

5 Newspapers. 6 Magazines. 1 Periodical.

Assets, \$191.70.

Liabilities, \$68.10.

Total amount of Government grants paid this Institute from 1880 to 1881, \$200.

This is the first Report of this Institute.

PRINCE ARTHUR'S LANDING, OR THUNDER BAY MECHANICS' INSTITUTE.

Incorporated 1876.

No Report from Directors.

Total amount of Government grants paid this Institute from 1877 to 1880, \$800.

REMARKS.

The Inspector says: "In 1880 nothing was done by way of purchasing books, etc. In June of the present year (1881) I visited the Institute again, but nothing had been done up to 1st May. I visited the Institute again in September, and found the books in good condition; the President was about purchasing books in Toronto. The Institute needs encouragement, and I am satisfied that the officers will, this present year, infuse new life into it."

PRESCOTT MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 146.

Annual Subscription, \$1;
under 16 years of age, 50 cents.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
Balance on hand	\$60 66
From Members	138 00
" Legislative Grant	200 00
" Proceeds of Lectures, etc ..	19 25
" Other sources	0 65
Total	\$418 56
For Salaries	\$56 00
" Books	290 37
" Works of Fiction	50 00
" Lectures, etc	9 50
" Miscellaneous	12 69
Total	\$418 56

LIBRARY.		
	Vols. in Library.	Vols. Issued.
Biography	177	Proper record of subjects not kept.
Fiction	591	
History	127	
Miscellaneous	27	
Poetry and the Drama	25	
Science and Art	81	
Voyages and Travels	132	
Total	1160	2748
<i>Assets, \$880.08.</i>		<i>Liabilities, None.</i>

Total amount of Government grants paid this Institute from 1879 to 1881, \$800.

PRESTON MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 58.

Annual Subscription, \$2 before May 1st, 1881 ;
\$1 since May 1st, 1881.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$ 26 27	For Salaries	\$ 50 00
From Members	101 00	" Books	395 45
" Legislative Grant	400 00	" Works of Fiction	59 63
" Other sources	202 35	" Magazines, Newspapers and Reading Room	96 44
		" Apparatus	45 00
		" Miscellaneous	67 54
		Balance on hand	15 56
Total	\$729 62	Total	\$729 62

LIBRARY.			
	Vols. in Library.		Vols. Issued.
	English.	German.	
Biography	80	24	104
Fiction	311	33	344
History	69	24	93
Poetry and the Drama	161	80	241
Periodical Literature	249	226	475
Science and Art	167	29	196
Voyages and Travels	260	34	294
Total	1297	450	1747

READING ROOM.

Newspapers, 3.

Magazines, 21.

Periodicals, 3.

Assets, \$5,281.16.

Liabilities, None.

Total amount of Government grants paid this Institute from 1871 to 1881, \$4,400.

REMARKS.

The Inspector reports that the books and accounts are kept with scrupulous exactness, and according to a very systematic arrangement.

PARIS MECHANICS' INSTITUTE.

Incorporated 1858.

Number of Members, 180.

Annual Subscription, \$2; Ladies, \$1.50;
Apprentices, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$261 70	For Salaries	\$120 00
" Legislative Grant.....	400 00	" Books.....	359 99
" Municipal or Town Grant..	200 00	" Works of Fiction	75 60
" Donations in money.....	77 06	" Magazines, Newspapers and	
" Other sources	401 13	Reading Room.....	98 75
		" Miscellaneous	685 55
Total	\$1339 89	Total	\$1339 89

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography.....	311	97
Fiction	338	1928
History	438	133
Miscellaneous	491	987
Poetry and the Drama.....	68	39
Periodical Literature	196	212
Science and Art	459	125
Voyages and Travels	345	405
Works of Reference.....	419	124
Total	3065	4050

READING ROOM.

Newspapers, 10.

Magazines, 12.

Periodicals, 8.

Assets, \$5,700.

Liabilities, \$210.

Total amount of Government grants paid this Institute from 1868 to 1881, \$4,150.

REMARKS.

Extract from Annual Report :—"The question of Evening Classes in connection with the Institute has now, by instructions from the Department, become one of the certainties. Our experience for the last two or three years has been rather unsatisfactory, seeing that we were unable to obtain the minimum of twenty pupils; and to conduct classes with a less number would have been too heavy a draw on our resources. However, by new regulations the minimum is reduced to ten in elementary subjects, and to five in technical subjects. There need be no fear for the future, and we would enjoin on our successors the necessity of organizing Evening Classes early in the fall of the year."

PARKHILL MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 68.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$74 00	For Rent	\$105 00
From Legislative Grant	260 00	" Salaries	30 00
" Donations in money	95 00	" Books	87 11
" Proceeds of Lectures, etc.	20 25	" Works of Fiction	17 60
" Pupils at Evening Classes	20 00	" Magazines, Newspapers and Reading Room	25 27
" Other sources	9 38	" Evening Classes	75 00
		" Apparatus	6 52
		" Miscellaneous	71 72
		Balance on hand	60 41
Total	\$478 63	Total	\$478 63

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	145	} No Report.
Fiction	221	
History	132	
Miscellaneous	102	
Poetry and the Drama	63	
Periodical Literature	105	
Science and Art	119	
Voyages and Travels	67	
Works of Reference	54	
Total	1008	

READING ROOM.

Newspapers, 3.

EVENING CLASSES.

No. of Pupils.	Subjects.
13	Writing and Book-keeping.
15	Arithmetic.
5	Free-hand, Architectural, Geometrical, and Object Drawing.

Assets, \$1,284.93.*Liabilities*, \$5.37.

Total amount of Government grants paid this Institute from 1874 to 1881, \$1,909.

REMARKS.

Extract from Inspector's report:—"The books of this Institute are not systematically kept; both the Treasurer's and the Librarian's books are hard to understand. If you would insist on some uniform and intelligible method, it would facilitate work of this nature very much." In reference to the number of volumes issued, he says: "I examined the delivery book, but found it impossible to spend the time necessary to satisfy myself that the statement of this sheet is correct. Some simpler method than that employed now must be devised before this information can be given and signed by an honest man."

PETERBOROUGH MECHANICS' INSTITUTE.

Incorporated 1867.

Number of Members, 280.

Annual Subscription, \$1.50.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
Balance on hand \$ 97 07	For Rent \$100 00
From Members 358 25	" Salaries 162 00
" Legislative Grant 400 00	" Books 348 45
" Municipal or Town Grant . . . 100 00	" Works of Fiction 65 58
" Proceeds of Lectures, etc. . . . 77 32	" Evening Classes 120 00
" Pupils at Evening Classes . . . 36 00	" Miscellaneous 282 59
" Other sources 107 03	Balance on hand 97 05
Total \$1175 67	Total \$1175 67

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	311	202
Fiction	454	2917
History	260	804
Miscellaneous	972	3100
Poetry and the Drama	85	140
Periodical Literature	68	532
Science and Art	275	178
Voyages and Travels	300	575
Works of Reference	646	. . . .
Total	3371	8448

EVENING CLASSES.

No. of Pupils.	Subjects.
13	Writing and Book-keeping.
12	Free-hand, Architectural, Geometrical, and Object Drawing.

Assets, \$4,858.10.*Liabilities*, \$40.

Total amount of Government grants paid this Institute from 1868 to 1881, \$5,000.

REMARKS.

The Inspector reports:—"I find cash on hand \$397.05, instead of \$97.05, as reported, but this arose from a cheque for \$300 to pay for books being returned and cancelled, and the exact cost of books since ordered to be paid." I have secured changes in the accounts, that the amounts cannot appear in both years." He further says:—"The Library is in excellent order, the books are well kept, and an increased interest in the Library is manifested by the public. I would suggest that all Institutes be required to keep records of classes, and names of students who attend classes, for future reference if required. Indeed, I think full records of all matters concerning the Institute, and of everything undertaken to promote their usefulness, should be recorded and be readily available."

RIDGETOWN MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 150.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members \$163 50	For Rent \$ 60 00
" Legislative Grant 400 00	" Salaries 40 00
" Donations in money 44 25	" Books 380 60
" Proceeds of Lectures, etc. . . 188 24	" Works of Fiction 96 50
" Other sources 138 04	" Magazines, Newspapers and Reading Room 63 15
Transfer from last year 125 00	" Lectures, etc. 103 40
	" Miscellaneous 158 26
	Balance on hand 157 12
Total \$1059 03	Total \$1059 03

Donations in Books, etc., value of \$19.60.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	21	18
Fiction	177	945
History	62	85
Miscellaneous	46	214
Poetry and the Drama	11	25
Periodical Literature	34	245
Science and Art	47	135
Voyages and Travels	24	235
Works of Reference	12	10
Total	434	1912

READING ROOM.

Newspapers, 7.

Magazines, 11.

Periodicals, 6.

*Assets, \$688.12.**Liabilities, \$31.*

Total amount of Government grants paid this Institute from 1880 to 1881, \$800.

RICHMOND HILL MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 51.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members 47 00	For Salaries 15 00
" Other sources 9 60	" Magazines, Newspapers and Reading Room 26 65
	" Miscellaneous 2 88
	Balance on hand 12 07
Total \$56 60	Total \$56 60

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	97	} 612
Fiction	137	
History	177	
Miscellaneous	355	
Poetry and the Drama	38	
Periodical Literature	107	
Science and Art	82	
Voyages and Travels	86	
Works of Reference	160	
Total	1239	612

READING ROOM.

3 Newspapers.

10 Magazines.

Assets, \$1,382.07*Liabilities*, \$125.

Total amount of Government grants paid this Institute from 1870 to 1880, \$1,036.92.

REMARKS.

There was a balance of \$175 unaccounted for in last year's Report of this Institute. It has since been ascertained that this sum was paid by the Directors on piano account, but it was omitted to be entered in the Report sent in to the Department.

RENFREW MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 68.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$67 50	For Lectures, etc.	\$41 95
" Proceeds of lectures, etc.	56 90	Balance on hand	82 45
Total	\$124 40	Total	\$124 40

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	66	12
Fiction	90	50
History	95	20
Miscellaneous	116	30
Poetry and the Drama	28	10
Literature	36	10
Science and Art	50	12
Voyages and Travels	38	10
Total	519	154

Assets, \$730.41.*Liabilities*, none.

Amount of Government grant paid this Institute in 1871, \$70.

SARNIA MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 120.

Annual Subscription, \$1.50.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$62 36	For Rent	\$75 00
From Members	127 64	" Salaries	90 00
" Legislative Grant	400 00	" Books.....	} 430 00
" Donations in money	67 09	" Works of Fiction	
" Proceeds of Lectures, etc. ..	95 26	" Magazines, Newspapers and Reading Room	23 00
		Lectures, etc.	100 00
		" Miscellaneous	32 00
		Balance on hand	2 35
Total	\$752 35	Total	\$752 35

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	113	78
Fiction	439	1081
History	202	309
Miscellaneous	459	64
Poetry and the Drama	65	35
Science and Art	101	32
Voyages and Travels	123	46
Works of Reference	40	....
Total	1542	1645

READING ROOM.

7 Newspapers.

1 Magazine.

Assets, \$3,312.35.*Liabilities*, \$97.50.

Total amount of Government grants paid this Institute from 1874 to 1881, \$3,200.

SEAFORTH MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 213.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members.....	\$218 00	For Rent	\$106 25
" Legislative Grant	401 13	" Salaries	295 57
" Donations in money	93 50	" Books.....	181 23
" Proceeds of Lectures, etc. ..	135 95	" Works of Fiction	23 88
" Pupils at Evening Classes ..	132 90	" Magazines, Newspapers and Reading Room	130 59
" Other sources	588 67	" Evening Classes	267 00
		" Lectures, etc.	35 76
		" Miscellaneous	358 63
		Balance on hand	171 24
Total	\$1570 15	Total	\$1570 15

LIBRARY.		
	Vols. in Library.	Vols. Issued.
Biography	137	340
Fiction	463	3216
History	262	434
Miscellaneous	240	576
Poetry and the Drama	48	142
Periodical Literature	151	712
Science and Art	288	365
Voyages and Travels	142	581
Works of Reference	26	Not given out.
Total	1757	6366

READING ROOM.

17 Newspapers.

10 Magazines.

8 Periodicals.

EVENING CLASSES.

No. of Pupils.	Subject.
24	Writing.
25	Elocution.
28	Freehand Drawing.

*Assets, \$3,671.24**Liabilities, \$732.25.*

Total amount of Government grants paid this Institute from 1869 to 1881, \$3,200.

REMARKS.

The Inspector says:—"I found the books difficult to audit, owing to the manner in which they were kept by the late treasurer. I found, however, vouchers for all the items.

"The \$267 have been actually paid for teaching at the rate shewn in Schedule D,* yet it seems large. The drawing master was a professional in that line, and the elocutionist was Prof. Taverner."

STREETSVILLE MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 80.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$404 98	For Rent	\$40 00
From Members	76 65	" Salaries	30 00
" Proceeds of Lectures, etc. . .	39 90	" Books	267 20
" Other sources	22 42	" Works of Fiction	66 80
		" Magazines, Newspapers and Reading Room	11 10
		" Lectures, etc.	83 50
		" Miscellaneous	45 35
Total	\$543 95	Total	\$543 95

* Penmanship, 24 pupils, at 60 cents; Elocution, 25 pupils, at \$2.50 each; drawing, 28 pupils, at \$2 each. Total, \$132.90.

NOTE.—This is the amount paid by the pupils, and was used for the general purposes of the Institute, and was not applied to the payment of the teachers.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	148	13
Fiction	378	1811
History	193	29
Miscellaneous	141	100
Poetry and the Drama	145	20
Periodical Literature	99	16
Science and Art	267	87
Voyages and Travels	131	116
Works of Reference	27	....
Total	1529	2192

Assets, \$2,397.50.

Liabilities, None.

Total amount of Government grants paid this Institute from 1868 to 1881, \$2,277.

SCHOMBERG MECHANICS' INSTITUTE.

Incorporated 1873.

This Institute has not reported since my visit.

ST. GEORGE MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 62.

Annual Subscription, \$1.50 and \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$59 78	For Rent	\$55 00
From Members	63 86	" Salaries	44 00
" Legislative Grant	400 00	" *Books	173 86
" Municipal or Town Grant ..	30 00	" Works of Fiction	47 07
" Proceeds of Lectures, etc. .	210 06	" Magazines, Newspapers and Reading Room	32 75
" Other sources	100 00	" Lectures, etc.	81 27
		" Miscellaneous	412 25
		Balance in hand	17 50
Total	\$863 70	Total	\$863 70

* Balance expended since 1st May, 1881, \$31.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	53	39
Fiction	211	724
History	89	67
Miscellaneous	43	18
Poetry and the Drama	14	13
Periodical Literature	9	....
Science and Art	63	58
Voyages and Travels	64	127
Works of Reference	19	....
Total	565	1046

READING ROOM.

Newspapers, 15.	Magazines, 4.	Periodicals, 4.
<i>Assets</i> , \$604.43.	<i>Liabilities</i> , None.	

Total amount of Government grants paid this Institute from 1880 to 1881, \$600.

ST. MARY'S MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 94.

Annual Subscription, \$1.

<i>Receipts during the year.</i>	<i>Expenditure during the year.</i>
From Members	For Rent
" Legislative Grant	" Salaries
" Donations in money	" Magazines, Newspapers and
" Other sources	Reading Room
	" Miscellaneous
Total	Total

LIBRARY.		
	Vols. in Library.	Vols. Issued.
Biography	302	56
Fiction	580	1121
History	360	230
Miscellaneous	601	374
Poetry and the Drama	120	90
Periodical Literature	125	5
Science and Art	395	176
Voyages and Travels	290	336
Works of Reference	330	6
Total	3103	†2394

* There is a discrepancy of over \$300, unaccounted for in Report.

† Approximate number of volumes issued.

READING ROOM.

Newspapers, 8.

Magazines, 5.

EVENING CLASSES.

No. of Pupils.	Subjects.
26	Free-hand, Architectural, Geometrical and Object Drawing.
<i>Assets</i> , \$2,900.	<i>Liabilities</i> , None.

Total amount of Government grants paid this Institute from 1870 to 1880, \$3,609.

REMARKS.

This Institute is not yet entitled to apply for new grant. The Inspector reports that "when the last grant was made the Institute was in debt to the Treasurer for about \$181. This has since been paid off, and the town has come to their aid with a grant of \$150."

STRATFORD MECHANICS' INSTITUTE.

Incorporated 1846.

Number of Members, 108.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$ 87 00	For Rent	\$72 50
" Legislative Grant	400 00	" Salaries	54 20
" Donations in money	100 00	" *Books	357 15
" Proceeds of Lectures, etc. ..	20 50	" Works of Fiction	69 77
" Other sources	108 27	" Magazines, Newspapers and Reading Room	76 85
		" Miscellaneous	81 93
		Balance on hand	3 37
Total	\$715 77	Total	\$715 77

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	161	230
Fiction	1040	1914
History	338	346
Miscellaneous	660	306
Poetry and the Drama	90	30
Periodical Literature	241	1594
Science and Art	267	164
Voyages and Travels	Included in History.	
Works of Reference	50	30
Total	2847	4614

* Expended for Books since May 1st, 1881, \$123.38.

READING ROOM.

Newspapers, 35.

Magazines, 17.

Periodicals, 3.

Assets, \$2,603.37.*Liabilities*, \$111.

Total amount of Government grants paid this Institute from 1869 to 1881, \$3,625.80.

REMARKS.

Extract from Annual Report:—"During the past year the Library, Reading and Class Rooms have been removed to excellent and commodious rooms. The Reading Room is splendidly furnished and well supplied with magazines, periodicals, weeklies, and the leading dailies of Canada, the United States and Great Britain—the reading matter costing yearly the sum of \$127, besides the local weeklies contributed gratis by the publishers. We would also suggest that the best monthlies be not circulated until the volumes be complete and bound, thereby saving hundreds of dollars to the Institute."

STRATHROY MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 125.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$103 34	For Rent	\$ 60 00
" Legislative Grant	400 00	" Salaries	100 00
" Donations in money	103 30	" Books	202 55
" Proceeds of Lectures, etc.	15 10	" Works of Fiction	54 75
" Other sources	4 25	" Magazines, Newspapers and Reading Room	86 68
		" Miscellaneous	100 21
		Balance on hand	21 80
Total	\$625 99	Total	\$625 99

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	133	191
Fiction	467	2500
History	260	296
Miscellaneous	255	269
Poetry and the Drama	67	75
Periodical Literature	37	160
Science and Art	190	108
Voyages and Travels	137	499
Works of Reference	152	137
Total	1698	4235

READING ROOM.

Newspapers, 7.

Magazines, 5.

Periodicals, 8.

Assets, \$2,775.14.

Liabilities, None.

Total amount of Government grants paid this Institute from 1868 to 1881, \$3,538.34.

REMARKS.

The Directors of this Institute, since sending in their report, have satisfied the Minister of Education that the requirements of the Department have been complied with.

ST. THOMAS MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 437.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$436 50	For Rent	\$ 24 00
" Legislative Grant	400 00	" Books	272 49
" Donations in money	42 00	" Magazines, Newspapers and	
" Other sources	78 73	Reading Room	138 06
		" Evening Classes	99 40
		" Miscellaneous	206 81
		Balance in hand	216 47
Total	\$957 23	Total	\$957 23

Donations in books, etc., value \$42.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	38	Inspector reports: — "Books issued are not classified, but Fiction seems to be more pop- ular than the other classes."
Fiction	193	
History	121	
Miscellaneous	316	
Poetry and the Drama	5	
Periodical Literature	12	
Science and Art	112	
Voyages and Travels	18	
Works of Reference	22	
Total	837		1039

READING ROOM.

Newspapers, 35.

Magazines, 15.

EVENING CLASSES.

No. of Pupils.

79

20

39

Subjects.

Writing and Book-keeping.

English Grammar, Composition and Elocution.

Arithmetic and Mensuration.

Assets, \$916.47.

Liabilities, \$11.19.

Total amount of Government grants paid this Institute from 1874 to 1881, \$1,600.

REMARKS.

The Inspector reports that "the current expenses and miscellaneous may be (chiefly) credited on account of Reading Room and Library. The Evening Classes are in a vigorous condition, and taught by good teachers of the Collegiate Institute and Public Schools."

SIMCOE MECHANICS' INSTITUTE.

Incorporated 1850.

Number of Members, 125.

Annual Subscription, \$1 ; Ladies, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$125 00	For Salaries	\$ 53 00
" Legislative Grant	400 00	" *Books	118 00
" Other sources	276 19	" Miscellaneous	245 15
		Balance in hand	385 04
Total	\$801 19	Total.....	\$801 19

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	Total number, 1,925. Catalogue in preparation.	Total number, 3,572. Approximately "ex- act figures cannot be got."
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		
Total.....	1925	3572

READING ROOM.

Not kept open this year.

Assets, \$7,735.04.

Liabilities, \$1,300.

Total amount of Government grants paid this Institute from 1871 to 1881, \$3,600.

REMARKS.

Annexed to the Annual Report is a statement that the sum of \$118 in Report, for books, was the sum necessarily expended in order to obtain the grant for 1879-80, but \$580 has been duly appropriated by the Directors for the purchase of books which have been ordered. Of the books so ordered, at the present date (1st August, 1881) the Institute has received \$341.23 worth. It may be added, that since the 1st May, 1881, the membership has nearly doubled."

* See "Remarks."

The Treasurer's book and vouchers have since been examined at the Department, showing that the required amount has been expended.

The Inspector says :—"If some kind of delivery book could be published that would suit all Institutes, the information as to the subjects read by the subscribers could perhaps be got at satisfactorily. Some general plan should be devised."

STOUFFVILLE MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 84.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$46 97	For Rent	\$29 09
From Members	67 10	" Salaries	17 30
" Legislative Grant	199 50	" Books	222 94
" Donations in money	3 34	" Works of Fiction	55 00
" Proceeds of Lectures, etc. ..	40 80	" Magazines, Newspapers and Reading Room	25 73
" Other sources	15 70	" Evening Classes	6 40
		" Miscellaneous	16 95
Total	\$373 41	Total	\$373 41

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	40	27
Fiction	116	399
History	72	48
Miscellaneous	125	77
Poetry and the Drama	25	....
Periodical Literature	8	....
Science and Art	111	59
Voyages and Travels	39	43
Works of Reference	22	11
Total	558	664

READING ROOM.

Newspapers, 10.

Magazines, 4.

EVENING CLASSES.

No. of Pupils.
10

Subjects.
English Grammar, Composition, and Elocution.

Assets, \$650.

Liabilities, None.

Total amount of Government grants paid this Institute from 1879 to 1881, \$656.76.

SMITH'S FALLS MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 61.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$47 75	For Salaries	\$25 00
" Other sources	3 67	" Miscellaneous	26 42
Total	\$51 42	Total	\$51 42

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	174	} No Report.
Fiction	240	
History	160	
Miscellaneous	500	
Poetry and the Drama	48	
Periodical Literature	76	
Science and Art	410	
Voyages and Travels	214	
Works of Reference	102	
Total	1924	

Assets, \$1,000.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1881, \$1,900.

REMARKS.

The Inspector reports: "This Institute was inspected by Dr. May last year, and has received no Government aid for 1880-81, in consequence of which no books have been added to the Library for the year 1881, or any accounts kept. At a public meeting held on the 2nd instant, a new Committee of Management was appointed, and it was enthusiastically resolved to reopen the Institute in all its branches—(a) Reading Room, (b) Library, (c) Evening Classes. The number of members is now approaching 300; a fine suite of rooms has been rented; and there is every prospect of this Institute becoming one of the best in the country. I may add that about two-thirds of the members are mechanics, and the Committees are made up largely from that class."

The following extract is from a letter sent by the President:—

"SMITH'S FALLS, 10th June, 1881.

"DR. S. P. MAY.

"DEAR SIR,—I have the honour to report for your information that since your visit last summer a complete change has taken place in the Institute in this town." "At an adjourned meeting of the Annual Meeting a new staff of officers was elected, and new and commodious rooms have been engaged, the Library moved in, a Reading-Room opened, and it is the intention of the Directors to have Evening Classes through the winter months, and comply with every requirement of the Act. One most gratifying result of the new order of things is the acquisition of over 150 mechanics to the membership." "When you next visit us I think you will agree with me that we have fairly shaken the dry bones and made them live."

(Signed)

"FRANCIS F. FROST."

ST. CATHARINES MECHANICS' INSTITUTE.

Incorporated 1849.

Number of Members, 264.

Annual Subscription, \$2.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$309 50	For Rent	\$93 75
" Legislative Grant	400 00	" Salaries	196 64
" Municipal or Town Grant ..	100 00	" Books	397 04
" Other sources	75 41	" Works of Fiction	20 00
		" Magazines, Newspapers and Reading Room	36 08
		" Miscellaneous	80 39
		Balance due Treasurer	61 01
Total	\$884 91	Total	\$884 91

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	430	177
Fiction	1223	1430
History	480	440
Miscellaneous	900	368
Poetry and the Drama	150	66
Periodical Literature	200	1506
Science and Art	550	331
Voyages and Travels	550	1534
Works of Reference	130	Consulted in Library.
Total	4613	5852

READING ROOM.

Newspapers, 4.

Magazines, 3.

Periodicals, 10.

Assets, \$4,300.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1881, \$4,400.

TILSONBURG MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 150.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$135 75	For Rent	\$14 00
" Municipal or Town Grant ..	25 00	" Books	112 42
" Donations in money	39 00	" Magazines, Newspapers and Reading Room	39 58
" Proceeds of Lectures, etc. ..	6 50	" Miscellaneous	36 11
		Balance on hand	4 14
Total	\$206 25	Total	\$206 25

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	77	} No Report.
Fiction	134	
History	29	
Miscellaneous	69	
Poetry and the Drama	1	
Science and Art	26	
Voyages and Travels	21	
Works of Reference	7	
Total	364	

READING ROOM.

5 Newspapers.

2 Magazines.

5 Periodicals.

Assets, \$169.74.*Liabilities*, None.

Total amount of Government grants paid this Institute in 1881, \$400.

REMARKS.

The Inspector reports:—"No invoices of books purchased had been kept, and no record of donations in money and municipal grant, but got entry in ledger. Vouchers for moneys paid out for books, magazines, etc., to the amount of \$124.27, were produced.

This Institute has been recently organized, but owing to the inexperience of former secretary, details of the practical operations of the Society were wanting. A sincere effort has been made to establish the Institute, and in the future formalities will be observed.

THOROLD MECHANICS' INSTITUTE.

Incorporated 1858.

Number of Members, 119.

Annual Subscription, \$1.

Receipts during the year.

From Members	\$108 00
" Legislative Grant	400 00
" Municipal or Town Grant..	50 00
" Donations in money	64 00
" Proceeds of Lectures, etc. . .	56 62
" Other sources	390 70

Total \$1069 32

Expenditure during the year.

For Rent	\$33 00
" Salaries	27 75
" Books	353 40
" Works of Fiction	46 44
" Magazines, Newspapers and Reading Room	94 40
" Evening Classes	88 08
" Lectures, etc.	31 58
" Miscellaneous	68 54
Balance on hand	326 13

Total \$1069 32

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography.....	227	No
Fiction.....	736	
History.....	375	Record
Miscellaneous.....	397	
Poetry and the Drama.....	63	in
Periodical Literature.....	173	
Science and Art.....	277	each
Voyages and Travels.....	912	
Works of Reference.....	42	subject.
Total.....	3202	4305

READING ROOM.

6 Newspapers. 12 Magazines. 8 Periodicals.

EVENING CLASSES.

No. of Pupils.	Subjects.
11	Writing and Book-keeping.
22	Arithmetic.

Assets, \$5,526.13.

Liabilities, \$41.50.

Total amount of Government grants paid this Institute from 1869 to 1881, \$800.

REMARKS.

The Directors report that "the interest taken by the public in the Reading Room is undiminished. The experiment of establishing Evening Classes has been attended with satisfactory results." The Inspector says:—"A blank Register has been prepared on which is recorded the subject of each book issued, so that hereafter we shall be able to supply that information. In regard to the Library and Reading Room, everything is in excellent order; and as to Evening Classes, at the close of the term an examination was held, at which the pupils were examined in Arithmetic and Book-keeping, and the result showed that the pupils had been efficiently instructed."

TORONTO MECHANICS' INSTITUTE.

Incorporated 1848.

Number of Members, 1,046.

Annual Subscription, \$3; Ladies, \$2.50.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members.....	\$2433 50	For Salaries.....	\$2092 32
" Legislative Grant.....	400 00	" Books.....	56 50
" Donations in money.....	100 00	" Works of Fiction.....	88 12
" Other sources.....	3111 65	" Magazines, Newspapers and Reading Room.....	373 08
		" Miscellaneous.....	3435 13
Total ..	\$6045 15	Total ..	\$6045 15

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	711	641
Fiction	3605	24141
History	763	720
Miscellaneous	642	671
Poetry and the Drama	214	240
Periodical Literature	1613	2649
Science and Art	555	608
Voyages and Travels	726	1079
Works of Reference	1573	328
Total	10402	31077

READING ROOM.

61 Newspapers.	40 Magazines.	22 Periodicals.
<i>Assets</i> , \$51,035.95.	<i>Liabilities</i> , \$21,133.78.	

Total amount of Government grants paid this Institute from 1868 to 1881, \$5,000.

REMARKS.

Extracts from Annual Report:—"In view of the fact that the Public School Board had opened free Evening Schools in various parts of the city, it was not deemed politic to continue the classes so long carried on by the Institute, as such a course would assuredly have entailed a considerable loss." "The circulation of books is 16 per cent. less than that of the year previous."

UXBRIDGE MECHANICS' INSTITUTE.

Incorporated 1859.

Number of Members, 171.

Annual Subscription, \$2.

Receipts during the year.

Balance on hand	\$109 56
From Members	195 25
" Legislative Grant	400 00
" Proceeds of Lectures, etc. ..	131 21
" Pupils at Evening Classes..	54 00
" Other sources	101 72
Total	\$991 74

Expenditure during the year.

For Rent	\$92 00
" Salaries	48 00
" Books	258 52
" " last year's acc't	100 57
" Works of Fiction	52 00
" Magazines, Newspapers and Reading Room	40 98
" Evening Classes	108 00
" Apparatus	17 08
" Lectures, etc.	116 14
" Miscellaneous	158 45
Total	\$991 74

LIBRARY.		
	Vols. in Library.	Vols. Issued.
Biography	263	820
Fiction	691	3018
History	320	1596
Miscellaneous	290	1524
Poetry and the Drama	47	430
Periodical Literature	23	266
Science and Art	267	402
Voyages and Travels	635	888
Works of Reference	34	26
 Total	 2571	 8970

READING ROOM.

17 Newspapers. 9 Periodicals.

EVENING CLASSES.

No. of Pupils. Subjects.
 16 Free-hand, Architectural, Geometrical and Object Drawing.
Assets, \$3,596. *Liabilities, \$35.87.*

Total amount of Government grants paid this Institute from 1873 to 1881, \$3,400.

REMARKS.

The Directors report that "As soon as new building is finished they will have a good Reading Room. Last winter they had 17 newspapers and 9 periodicals, and will probably have more this winter."

VITTORIA MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 100.

Annual Family Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$39 60	For Rent	\$15 00
" Proceeds of Lectures, etc.	11 65	" Magazines, Newspapers and Reading Room	19 50
" Other sources	9 93	" Lectures, etc.	1 70
		" Miscellaneous	7 30
		Balance in hand	18 18
 Total	 \$61 18	 Total	 \$61 68

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	27	} No record kept.
Fiction	41	
History	57	
Miscellaneous	63	
Poetry and the Drama	15	
Periodical Literature	9	
Science and Art	13	
Voyages and Travels	11	
Works of Reference	17	
 Total	 253		150

READING ROOM.

Newspapers, 2.

Magazines, 5.

Periodicals, 4.

Assets, \$278.18.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1881, \$434.

REMARKS.

Since my visit, proper accommodation has been provided and a Reading Room opened, and the Directors, having complied with the requirements of the Department, have been paid new grant.

WOODSTOCK MECHANICS' INSTITUTE.

Incorporated 1835.

Number of Members, 262.

Annual Subscription, \$1.50.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$54 01	Balance due Treasurer...	\$1 09
From Members	396 80	For Rent	175 00
" Legislative Grant	400 00	" Salaries	144 00
" Donations in money	40 00	" Books.....	462 20
" Proceeds of Lectures, etc. ..	76 08	" Works of Fiction	45 00
		" Magazines, Newspapers and Reading Room	76 00
		" Miscellaneous	63 60
Total	\$966 89	Total	\$966 89

Donations in Books, value \$50.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	330	328
Fiction	1210	7006
History	430	398
Miscellaneous	490	1290
Poetry and the Drama	115	70
Periodical Literature	150	8000
Science and Art	380	112
Voyages and Travels	360	604
Works of Reference.....	80	Consulted in Room only.
Total	3545	17808

READING ROOM.

10 Newspapers.

24 Magazines.

14 Periodicals.

Assets, not reported.*Liabilities*, not reported.

Total amount of Government grants paid this Institute from 1869 to 1881, \$4,750.

REMARKS.

Extract:—"The Directors have agreed to give Evening Classes attention this year, and hope to be more successful than in some of the former years."

WIARTON MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 95.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$80 75	For Rent	\$ 4 00
" Donations in money	36 35	" Salaries	4 00
" Proceeds of Lectures, etc. ..	19 31	" Books and	} 81 62
		" Works of Fiction	
		" Magazines, Newspapers and Reading Room.....	21 05
		" Miscellaneous	25 37
		Balance on hand	0 37
Total	\$136 41	Total	\$136 41

Donations in Books, value \$40.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	30	11
Fiction	90	717
History	22	54
Miscellaneous	36	33
Poetry and the Drama.....	10	11
Periodical Literature	14	8
Science and Art	18	3
Voyages and Travels	14	119
Works of Reference.....	2	....
Total	236	956

READING ROOM.

Newspapers, 10.

Magazines, 2.

Periodicals, 3.

Assets, \$131.99.*Liabilities*, \$8.

Total amount of Government grants paid this Institute from 1880 to 1881, \$150.

WATERLOO MECHANICS' INSTITUTE.

Incorporated 1875.

Number of Members, 126.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance in hand	\$ 5 53	For Salaries	\$ 40 00
From Members	125 00	" Books	167 62
" Legislative Grant	200 00	" Works of Fiction	39 46
" Proceeds of Lectures, etc. ..	11 29	" Magazines, Newspapers and Reading Room	33 90
" Pupils at Evening Classes ..	22 50	" Evening Classes	24 50
" Other sources	7 35	" Miscellaneous	53 87
		Balance on hand	12 32
Total	\$371 67	Total	\$371 67

Donations in Books, etc., value \$10.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	135	76
Fiction	394	1245
History	143	107
Miscellaneous	659	578
Poetry and the Drama	118	131
Periodical Literature	172	496
Science and Art	118	66
Voyages and Travels	95	196
Works of Reference	36	6
Total	1870	2901

EVENING CLASSES.

No. of Pupils.	Subjects.
17	Writing and Book-keeping.
17	Arithmetic and Algebra.

Assets, \$2,109.36.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1876 to 1881, \$2,000.

WELLAND MECHANICS' INSTITUTE.

Incorporated 1875.

Number of Members, 114.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$ 52 70	For Salaries	\$ 20 50
From Members	78 50	" Books	142 62
" Legislative Grant	100 00	" Evening Classes	2 50
" Other sources	0 70	" Miscellaneous	60 08
		Balance on hand	6 20
Total	\$231 90	Total	\$231 90

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	100	45
Fiction	314	1054
History	139	178
Miscellaneous	253	498
Poetry and the Drama	23	33
Science and Art	145	94
Voyages and Travels	62	145
Works of Reference	5	4
Total	1041	2051

EVENING CLASSES.

No. of Pupils.	Subjects.
16	Writing and Book-keeping.
13	English Grammar and Composition.
12	Arithmetic.

Assets, \$951.12.

Liabilities, None.

Total amount of Government grants paid this Institute from 1876 to 1881, \$650.

WATFORD MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 120.

Annual Subscription, \$1; Ladies, 50 cents.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$92 00	For Rent	\$44 00
" Legislative Grant	400 00	" Salaries	16 75
" Donations in money	23 80	" Books	368 50
" Proceeds of Lectures, etc. ..	2 60	" Works of Fiction	125 00
" Other sources	100 00	" Magazines, Newspapers and Reading Room	25 50
		" Miscellaneous	38 50
Total	\$618 40	Total	\$618 40

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	35	} Librarian's Book burned in fire, Novem- ber, 1880.
Fiction	101	
History	21	
Miscellaneous	106	
Poetry and the Drama	8	
Periodical Literature .....	....
Science and Art	30	
Voyages and Travels	17	
Works of Reference	8	
Total	326	

READING ROOM.

Burned last year, and not opened again yet; but two periodicals and three magazines are taken, and members are allowed to take them out of room to be read.

Assets, \$494.64.

Liabilities, \$100.

Total amount of Government grant paid this Institute from 1880 to 1881, \$700.

WARDSVILLE MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 46.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$46 00	For Rent	\$12 00
" Legislative Grant	200 00	" Books	314 00
" Municipal or Town Grant ..	25 00	" Miscellaneous	23 00
" Proceeds of Lectures, etc. .	52 00		
" Other sources	26 00		
Total	\$349 00	Total	\$349 00

LIBRARY.

	Vols. in Library.	Vols. Issued.	
Biography	}	87	
Fiction		189	
History		175	
Miscellaneous		374	
Poetry and the Drama		No Report.	29
Periodical Literature	
Science and Art		71	
Voyages and Travels		224	
Works of Reference .....		....
Total			1149

Assets, \$1,497.01.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1877 to 1880, \$1,000.

REMARKS.

This Institute did not apply for Legislative grant for 1881-82.

WOODBRIDGE MECHANICS' INSTITUTE.

Incorporated 1877.

Number of Members, 60.

Annual Subscription, \$1 ; Ladies and Apprentices, 50c.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$61 73	For Salaries	\$50 00
From Members	50 00	" Books	83 52
" Donations in money	70 00	" Miscellaneous	1 71
" Other sources	1 50	Balance on hand	48 00
Total	\$183 23	Total	\$183 23

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	40	....
Fiction	80	855
History	65	87
Miscellaneous	120	112
Poetry and the Drama	20	9
Periodical Literature . . . . .	....	11
Science and Art	32	69
Voyages and Travels	34	196
Total	391	1339

Assets, \$789.70.*Liabilities*, \$70.84.

Total amount of Government grants paid this Institute from 1878 to 1881, \$615.42.

WHITBY MECHANICS' INSTITUTE.

Incorporated 1849.

This Institute has not reported for 1880-81.

WALKERTON MECHANICS' INSTITUTE.

Incorporated 1875.

Number of Members, 48.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
From Members	\$48 00	For Salaries	\$36 00
" Other sources	30 02	" Books	31 29
		" Miscellaneous	5 40
		Balance on hand	5 33
Total	\$78 02	Total	\$78 02

LIBRARY.

	Vols. in Library.	Vols. Issued,
Biography	36	20
Fiction	315	445
History	69	57
Miscellaneous	158	69
Poetry and the Drama	19	13
Periodical Literature	3	7
Science and Art	61	29
Voyages and Travels	48	59
Total	709	699

*Assets, \$1,015.33.**Liabilities, None.*

Total amount of Government grants paid this Institute for 1876 and 1877, \$800.

REMARKS.

This Institute is not yet entitled to apply for a new grant. The Inspector says:—" I am happy to be able to say that the Institute, which has been in a very languid condition for the past two years, is now waking up to new life. A little over \$100 has been already raised since the commencement of the current year (May), and the Directors expect to have at least \$125 on the basis of which to make application for the grant in aid."

WATERDOWN MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 26.

Annual Subscription, \$1.

<i>Receipts during the year.</i>		<i>Expenditure during the year.</i>	
Balance on hand	\$66 89	For Books	\$53 82
From Members	26 80	" Magazines, Newspapers and Reading Room	21 00
" Legislative Grant	10 33	" Miscellaneous	2 40
		Balance on hand	26 80
Total	\$104 02	Total	\$104 02

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	} Not reported.	} No report kept.
Fiction		
History		
Miscellaneous		
Poetry and the Drama		
Periodical Literature		
Science and Art		
Voyages and Travels		
Works of Reference		

READING ROOM.

Not reported.

Assets, \$1,551.50.*Liabilities*, None.

Total amount of Government grants paid this Institute from 1872 to 1879, \$370.

REMARKS.

This Institute did not apply for Legislative grant for 1881-1882.

The Inspector reports that "no statement of the classification of the volumes issued is kept."

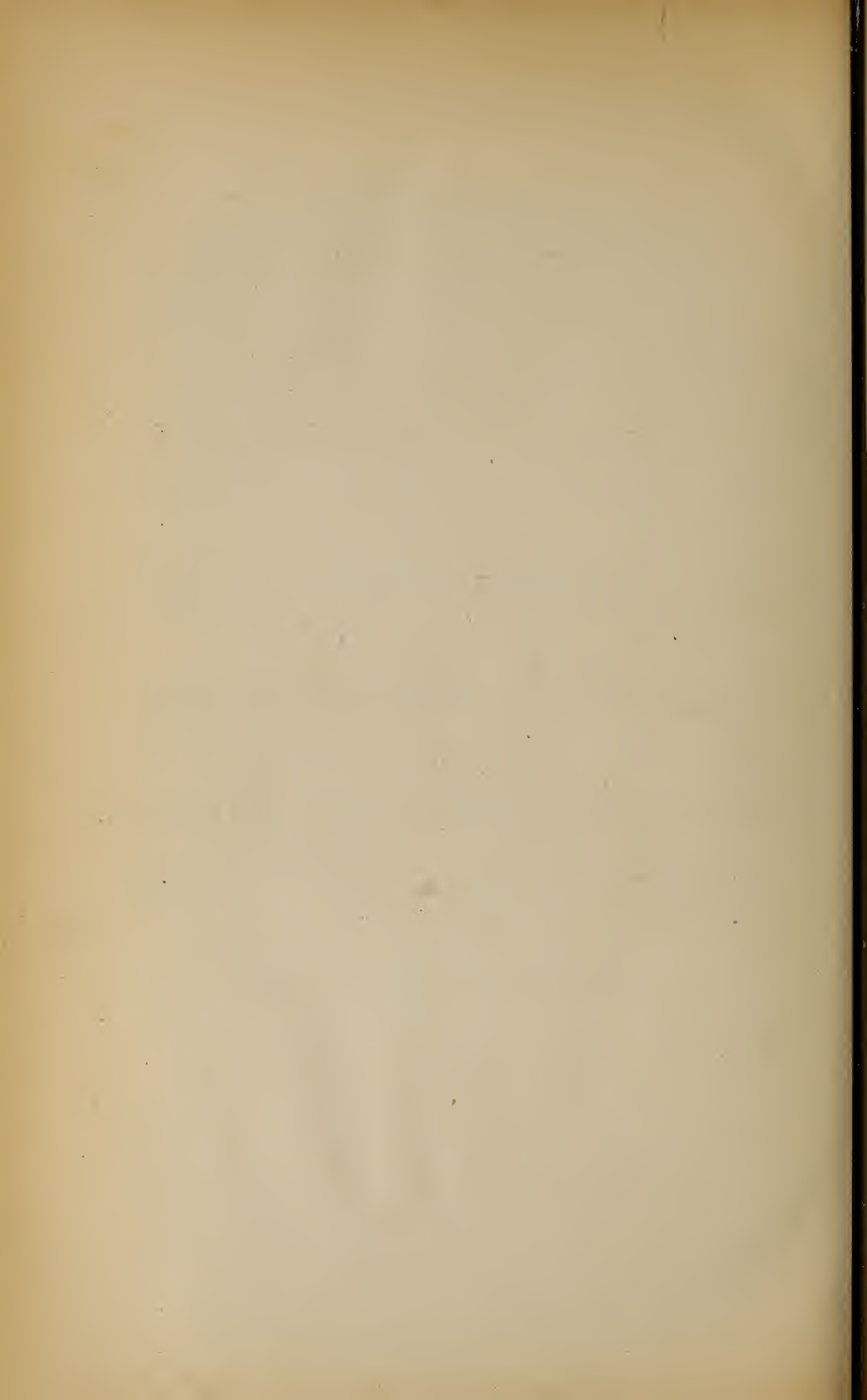
PART III.

RESPECTING THE UNIVERSITY COLLEGES

AND

SCHOOLS PROVINCIALY ENDOWED,

AND SUBJECT TO THE CONTROL OF YOUR HONOUR IN COUNCIL.



PART III.

RESPECTING THE UNIVERSITY COLLEGES AND SCHOOLS
PROVINCIALY ENDOWED,

AND SUBJECT TO THE CONTROL OF YOUR HONOUR IN COUNCIL.

These institutions come next in order. They are exclusively Provincial, being supported by Provincial endowments or funds, and subject to the control of Your Honour in Council, but possessing their own Senate, Council, or governing bodies, and not within the jurisdiction of the Education Department as such, although, in their relations with the Government, the Minister of Education is usually referred to for his Report.

DIVISION I.

THE PROVINCIAL UNIVERSITY.

This is constituted by two corporations, the UNIVERSITY OF TORONTO and UNIVERSITY COLLEGE; and their respective constitutions and powers are set forth in the Revised Statutes of Ontario, Chapters 210 and 209 respectively. The University was originally established by Royal Charter from His late Majesty King George the Fourth, bearing date the 15th day of March, 1827, as "King's College," with the style and privilege of a University, and under the Corporate name of the Chancellor, President and Scholars of "King's College," at York, in the Province of Upper Canada; the President being required to be a clergyman of the United Church of England and Ireland; and the government was vested in the "College Council," composed of the Chancellor and President, and of seven of the Professors, members of the Established United Church of England and Ireland, who previously to their admission should severally sign and subscribe to the Thirty-nine Articles; but no religious test or qualification was to be required of students, or admission to any degree in any Art or Faculty, excepting in Divinity, when the same declarations and subscriptions were required as in case of a degree in Divinity in the University of Oxford. Some of the provisions of the Charter were amended in consequence of its exclusive and restrictive character "in causing uneasiness, complaint, and discussion," as pointed out by Lord Goderich in his despatch of November 21st, 1831, by the Act of Upper Canada passed on the 6th of March, 1834; the President in future not being required to be an incumbent of an ecclesiastical office, and any member of the Council or Professor not necessarily of the Church of England, and no religious test being required of students.

Upper Canada College, then lately erected, was also incorporated with and declared to form an appendage of the University of "King's College," and subjected to its jurisdiction and control.

The Province of Upper Canada was in 1791 constituted a separate Province by the Imperial Act 31 George III., Chapter 31, and its Governor, General Simcoe, and Legislative Council, and House of Assembly were from the first impressed with the importance of due provision for education generally, and in 1798 the Crown set apart 500,000 acres of the public domain, in response to the joint address of the Legislative Council and Assembly, which prayed that His Majesty would direct his Government in the Province to appropriate a certain portion of the Crown Lands as a fund for educational purposes, including the establishment and support of a Grammar School in each District thereof, and also a College or University for the instruction of youth in the different branches of liberal knowledge. In 1825, the Governor, Sir P. Maitland, with the view to the early establishment of the University, recommended an exchange of Crown Reserves for an equal quantity of the lands appropriated for the University in 1798. In 1826 this exchange was authorized by the Imperial Government, and the

University was accordingly endowed in 1828 with Crown Reserves in quantity about 225,000 acres. From the sales of these lands the permanent endowment of the University has arisen, amounting on the 31st December, 1880, to \$969,181, and producing an income (with the University Park rentals) of \$64,400.

"King's College" was opened for students in 1843. By the legislation of 1849 (the "Baldwin Act"), 12 Vic., Chap. 82, the University, as established by the Royal Charter of King George IV., was changed into that of the University of Toronto, with the corporate title of "the Chancellor, Masters, and Scholars of the University of Toronto," in order, as recited in that Act, to extend the benefits of University education to all members of the various denominations of Christians in the Province of Upper Canada, and to place its government and discipline free from all denominational bias, so that the just rights and privileges of all might be maintained without offence to the religious opinions of any.

The Senate was constituted of the Chancellor, Vice-Chancellor, the President, and all the Professors of the University, with twelve or more members to be appointed, one-half by the Crown and the other half by the Colleges in Upper Canada mentioned in the Act. Three Faculties—Law, Medicine, and Arts—with their respective Deans, were established, and a Council of five members, termed "the Caput," was formed of the President, the Deans of the three Faculties, and a fifth member appointed by Convocation. Convocation consisted of the Chancellor, Vice-Chancellor, President, and Professors, all graduates in Law or Medicine and Masters of Arts. The Endowment Board was entrusted with the general charge and management of the property of the University, under such University Statutes as might be passed. The University had no power to confer any degree in Divinity, but in all the other Arts and Faculties; and no religious test could be required of students. The Act contained a provision for the appointment, by any incorporated College in Upper Canada with University powers, upon the surrender thereof (except in the Faculty of Divinity), of a member to the Senate of the University.

The University continued its work under this Act until 1853, when a further Act was passed, known as "The Hincks Act," under which the University was constituted with two corporations, "The University of Toronto" and the "University College"—the functions of the University being limited to the examination of candidates for degrees in the several faculties, or for Scholarships or Honours, and the granting of such Degrees, Scholarships and Honours. The University thereafter consisted of a Chancellor, the Vice-Chancellor, and such other members of the Senate as the Governor might appoint; and certain institutions from which students might be examined for degrees, as provided in the 17th and 18th sections, were said to be affiliated to the University. University College was authorized by its Council to determine the branches of knowledge to be taught by its Professors, Lecturers and Teachers, except in Divinity, Law and Medicine.

The endowment and property were vested in the Crown for the purposes of the University and University College, and placed in the management, under Orders of the Governor in Council, "of the Bursar of the University and Colleges of Toronto." The Permanent Fund and the General Income Fund were constituted and defined, and the purposes for which appropriations out of such funds might be made.

In 1873 further amendments were made by the Act 36 Vic., Chap. 29, (introduced by me) in the following particulars:—The Chancellor was made elective for three years by Convocation, which was then re-established, instead of appointed by the Governor, under the Act of 1853. The Senate was composed of the Chancellor, certain *ex-officio* members, 15 elected by Convocation and 9 appointed by the Lieutenant-Governor in Council for the respective terms prescribed. Convocation was composed of all graduates in Law, Medicine and Surgery, all Masters of Arts and Bachelors of Arts of three years' standing, all Doctors of Science and Bachelors of Science of three years' standing. The powers of the Senate were extended to all branches of knowledge, literature, science and art, and also to granting certificates after examination to all persons, including women; also with respect to the affiliation of any college, school, or other institution established in this Province for the promotion of literature, science or art, or for instruction in law, medicine, mechanics, science, engineering, agriculture or other useful branch of education. So much of these several Acts as were in force are to be found in the Revised

Statutes of Ontario, Chapters 208 to 211 inclusive; since which section 18 of Chap. 211 has been amended by requiring that every Order in Council directing payment from the Permanent Fund should be laid before the Legislative Assembly for ratification or rejection, and that no such Order should be operative or valid until ratified by resolution of the Legislative Assembly. By the Act of last session, 44 Vic., Chap. 31, the membership of Convocation was extended to all graduates in the several faculties of the University and a register of graduates required to be kept open and accessible to members, and the nomination of the Chancellor and members of the Senate to be made by nomination papers to be sent to the Registrar at least four weeks before the period of election, with power to the Senate to appoint to any vacancy occurring during the term of any Senator elected by Convocation. Also to authorize the investment of the Permanent Fund upon mortgage securities, subject to the regulations of the Lieutenant-Governor in Council.

Under the authority of the several Statutes in that behalf, Orders in Council have been passed from time to time for the security and investment of the Permanent Fund of the University as well as of Upper Canada College, and for a proper system of management and administration of the property. Such Orders usually proceed on the recommendation of the Minister of Education.

The most important of such Orders in Council, with their respective dates of approval, are those contained in the following recommendations:—

Board of Management. 16th May, 1878.

In order to secure the better management and administration of the property vested in the Crown, in trust for the purposes of the University of Toronto, University College and Upper Canada College, it is desirable that the Regulations for this object should be passed by Your Honour in Council, and the undersigned accordingly submits the following as such Regulations:—

1. The debentures and other securities, payable to bearer, in which any part of the endowment of the above Institutions is from time to time invested, shall be deposited in the vaults of the Canadian Bank of Commerce, in proper boxes, with two independent locks; the key of one lock shall be retained by the Provincial Treasurer, and that of the other by the Bursar of the University and Colleges.

2. Each such debenture or security shall be stamped on the face thereof with the following declaration: "This security is part of the Endowment Fund of the University of Toronto (or Upper Canada College, as the case may be), and no property or interest therein can be validly gained or transferred unless under the official signatures of the Treasurer of the Province of Ontario and of the Bursar of the University and Colleges at Toronto. Dated the — day of —, 18—."

3. Having regard to the provisions of the Statute in that behalf, whereby the Lieutenant-Governor in Council may direct the particular purposes to which the appropriations for the current expenses of the said Institutions should be applied, or place the same at the disposal of the Senate of the University, or of the Council of the said College, or of any Committee thereof respectively, a Board of Management shall be constituted which shall be composed of the Vice-Chancellor for the time being of the University of Toronto, and of two members elected by the Senate thereof from the members thereof, and of the President of University College, and one member elected by the Council thereof who need not necessarily be a member of such Council.

4. The functions to be exercised by such Board of Management shall be defined as follows:—

(1) The control and administration of all expenditures under the appropriations from time to time made by Order in Council from the Income of the University Endowment for the purposes of the University and University College, and in making such expenditure the Board will make specific appropriations annually, at the beginning of each year, for the respective services required for such period. In cases where the service is common to both the University and University College, the appropriation is to be made as a whole; for instance, in reference to the Museum, Library, Grounds, Repairs and the like, and in cases where the expenditure is special for one Institution or the other,

they should nevertheless be made out of the Appropriation Fund as one fund, applicable to meet the current expenditure of two Institutions treated as far as may be as one. The payment of salaries and the like, which are fixed and regular, are to be made upon a monthly pay-sheet, as is usual in the Departments of the Public Service; but all other expenditure shall be made upon proper vouchers, to be certified from time to time as the Board of Management may determine.

(2) The regulation and control of the University buildings and of the grounds and other premises connected therewith.

(3) The control and supervision of all the property comprised in the lease to the Corporation of the City of Toronto, consisting of the Avenues and Park, with the duty of requiring the fulfilment by the Corporation of all the covenants and conditions contained in the said lease, and especially in protecting the Avenues and Park from being used otherwise than for purposes for which Parks are ordinarily used or resorted to.

(4) The consideration from time to time as to investments on account of the Endowment Fund; of the best disposition by sale, lease or otherwise, of landed or other property, part of such endowment; and the best means of managing the endowment and property generally.

(5) The duty of keeping Minutes of their proceedings, and of making reports and recommendations from time to time, to the Lieutenant-Governor in Council, touching any of the above matters.

(6) The Bursar of the University and Colleges shall in the discharge of his duties be subject to the supervision and directions of the Honourable the Minister of Education.

(7) With respect to all dispositions or alienations of any property or securities belonging to the above Institutions or Endowment Funds thereof respectively, none shall be made except under the Order from time to time of the Lieutenant-Governor in Council, and then upon the signature of the Bursar, countersigned by the Treasurer of the Province.

(8) The Bursar shall keep the accounts for current annual expenditure, and for the amount of Income property applicable therefor, separate and distinct from the Capital account. All cheques of the Bursar on account of such Income appropriation shall be countersigned by the Chairman for the time being of the said Committee, while all cheques upon Capital account shall be countersigned by the Provincial Treasurer.

(9) The Bursar's accounts shall be balanced half-yearly, on the 30th day of June and the 31st day of December in each year, and the same submitted to the Provincial Treasurer, who shall direct the auditing thereof by the Auditor of his Department, and the report of such audit shall be periodically made to the Lieutenant-Governor in Council.

Upper Canada College.

With reference to Upper Canada College, the same provisions, as far as applicable, shall apply to the management of the Endowment, property, income and affairs thereof, but all duties in reference to the same shall be entrusted to and performed by the Committee on Upper Canada College appointed by the Senate of the University of Toronto, and the Chairman thereof shall discharge the like powers as Chairman of the Board of Management hereinbefore mentioned.

That the Senate of the University and the Council of University College be respectfully requested to pass such Statutes or Regulations as may be required on their part for carrying into effect the foregoing recommendations.

Custody of Securities. 22nd January, 1881.

By Order in Council of the 16th May, 1878, it is provided that—

1. The debentures and other securities, payable to bearer, in which any part of the Endowment of the above Institution is from time to time invested, shall be deposited in the vaults of the Canadian Bank of Commerce, in proper boxes, with two independent locks; the key of one lock shall be retained by the Provincial Treasurer, and that of the other by the Bursar of the University and Colleges.

2. Each such debenture or security shall be stamped on the face thereof with the following declaration : "This security is part of the Endowment Fund of the University of Toronto (or Upper Canada College, as the case may be), and no property or interest therein can be validly gained or transferred unless under the official signature of the Treasurer of the Province of Ontario and of the Bursar of the University and Colleges at Toronto. Dated — day of —, 18—."

These provisions have not hitherto been actually carried into effect, owing to certain questions which had arisen as to the efficacy of this method, and also with the view of obtaining from the Canadian Bank of Commerce, in whose vaults such securities are deposited, a legal guarantee against any possible loss that might occur.

From the recent reply of the Bank, it appears that the legal capacity and power to enter into any such engagement is doubtful.

Under these circumstances, the undersigned proposes that the original mode prescribed by the said Order in Council shall at once be carried into effect, but that, instead of the personal attendance of the Honourable the Provincial Treasurer, the Provincial Auditor be substituted and represent him in the discharge of these functions. The undersigned therefore respectfully recommends that an Order in Council be passed with the object of substituting in this particular the Provincial Auditor, in order that he may personally attend, in company with the Bursar, at the Bank from time to time as occasion requires, on behalf of the Provincial Treasurer.

Sales of Land. 7th February, 1881.

The Board of Management submit a Report of all Sales of Lands made by the Board up to date (13th January, 1881).

Investments. 7th February, 1881.

The Board of Management submit a Report of all Investments made by the Board upon the security of first mortgage of real estate up to date (13th January, 1881).

Statutes of the University. 23rd March, 1881.

Recommendation of the Minister of Education that the Statutes passed by the Senate of the University of Toronto at its meeting held the 14th March, 1881, relating

- (1) To the affiliation of St. Michael's College with the University ;
- (2) To the admission of women to Degrees, Scholarships, etc., in the University, be approved.

University College—Residence of President. 14th April, 1881.

The Board of Management of the University of Toronto reported to the undersigned that, in view of the advantages which would ensue if the President of University College resided in its vicinity, the period for this should no longer be deferred, and the Board reported that the estimated cost of a suitable residence on the University grounds was the sum of \$11,500.

While the undersigned concurs with the Board in the necessity of such residence for the President of University College, he has found that one suitable in every respect can now be obtained on land adjacent to that of the University residence on the west, being the dwelling-house No. 121, on the east side of St. George Street, and the parcel of land therewith, 120 feet in front by 198 feet in depth to the University grounds.

This will afford the desired accommodation and conveniences for the President's residence. The property is offered for sale or lease upon the following terms : annual rent \$800 per annum, the landlord paying sewer rates ; the purchase price being \$13,000, including the sewer rate commuted.

Under the foregoing circumstances, the undersigned has provisionally arranged to obtain a lease for two years from the 1st June next, when possession can be taken on the above terms, with the right to exercise the option of purchasing the fee simple within one year in case it should appear that it is to the interests of the University to acquire this

property, rather than to give effect to the proposals of the Board of Management for the purpose of the President's residence.

The undersigned therefore respectfully recommends that Your Honour in Council may be pleased to authorize a lease of the property mentioned upon the said terms, and that the same be executed by the Bursar of the University and Colleges, on behalf of Her Majesty for University purposes.

Lease to Protestant Episcopal Divinity School. 3rd June, 1881.

The Protestant Episcopal Divinity School being about to erect the necessary buildings for its objects, and having arranged for land as a site on the Yonge Street Avenue, were about proceeding with such building when it was suggested that the advantages of instruction in University College could be obtained, as well as of Degrees by the University of Toronto, for the students of such School, if the Divinity School were erected on a site sufficiently near the University buildings. It was also apparent that this would promote the educational interests of these several Institutions, as well as afford another practical illustration of the principle of consolidation under the Provincial University, while each Institution could also extend to each other relative educational advantages. The larger number of students in the Protestant Episcopal Divinity School would become matriculants in the University. The Divinity School, in expending the large sum of seventeen to twenty thousand dollars on the proposed buildings, would assist in giving additional value to other University property, if the School were placed upon a site which is not likely for many years to come into demand for leasing for residential purposes.

Under the circumstances, the Board of the University and that of the School agreed upon lots Numbers seven and ten on the plan of University Park as being a suitable situation for the School, under a lease to be granted by the Bursar of the University for a term of twenty-one years, at an annual ground rent of \$125, payable half yearly, renewable on similar terms of twenty-one years, at a rent to be settled by valuation.

Having regard to the foregoing, the undersigned respectfully begs to recommend that an Order in Council be passed to authorize the Bursar of the University to enter into and execute the necessary lease to give effect to the foregoing arrangement.

Arrangements for Facilitating Investments. 4th June, 1881.

1. The Board of Management of the University submits the annexed Report for the information of His Honour the Lieutenant-Governor in Council, respecting investments on account of the permanent Endowment Fund of the University, and proposes to arrange for loans upon the security of first mortgages upon improved freehold farm property in the Province of Ontario, according to the Regulations of Your Honour in Council in that behalf.

2. With the view of facilitating such operations, the Board recommends that arrangements with the Canadian Bank of Commerce for an advance of money from time to time be approved of; but upon the suggestions of the undersigned the rate of interest has been agreed upon between the Bank and the University at five per centum per annum, instead of five and a quarter, as proposed in the Report of the said Board.

The undersigned therefore respectfully recommends that the University be authorized to obtain from time to time such advances from the Canadian Bank of Commerce, not exceeding at any one time the sum of \$50,000, and at the rate of interest not exceeding five per centum per annum, for the purpose of facilitating the investments on account of the permanent Endowment Fund of the University in first mortgages upon improved freehold farm property in the Province of Ontario.

*University of Toronto and University College—Board of Management—
Additional Members. 15th July, 1881.*

By Order in Council dated 16th May, 1878, by which the Board of Management of the University of Toronto and University College was constituted, it was provided that

two of such Board should be appointed by the Senate of the University of Toronto, the Vice-Chancellor being *ex-officio* member of such Board by the said Order in Council; and by a further Order in Council of the 29th September, 1880, it was provided that the Chancellor should be and become an *ex-officio* member of such Board, that the quorum of such Board should be four, excepting when the Chancellor or Vice-Chancellor was present, when it might be three.

In the practical administration of the various functions and duties of the Board of Management, it has been found desirable that two additional members should be appointed thereto. The undersigned therefore respectfully recommends that the Senate of the University of Toronto be authorized to elect two of the members thereof as additional members of the Board of Management, and that the quorum of the Board should remain as hereinbefore provided by the Order in Council of the 29th September, 1880.

Appointment of a Member of the Senate. 8th October, 1881.

Recommendation of the Minister of Education that the Rev. William Caven, D.D., Principal of Knox College, be appointed a member of the Senate of the University of Toronto, in place of Daniel Wilson, Esq., LL.D., who on being appointed President of University College became *ex-officio* a member of the Senate.

Investment of Endowment. 5th December, 1881.

By the Order in Council dated 3rd June, 1881, Regulations were approved of by Your Honour in Council respecting investments on first mortgage securities of moneys forming part of the Endowment of the University of Toronto, University College, or Upper Canada College and Royal Grammar School.

Upon a subsequent conference between the Board of Management and the undersigned, it was considered that these objects could be more satisfactorily carried into effect if certain amendments and alterations were to be made therein.

The accompanying Regulations have been amended by the undersigned accordingly, and he recommends them for the approval of Your Honour in Council:

Regulations as to Investments on First Mortgage Securities of Moneys forming part of the Endowment of the University of Toronto and University College, or Upper Canada College.

1. Applications for such loan shall be according to a printed form, stating all essential particulars for the information of the Board of Management and of the Committee of the Senate on Upper Canada College (as the case may be), whose approval and report is required in each case.

2. The lands on which loans may be effected shall be confined to improved freehold farm property in the Province of Ontario, and first-class freehold property in the city of Toronto.

3. The amount to be loaned shall not exceed sixty per cent. of the actual selling value in cash of the property.

4. The title of the Bursar as mortgagee in each case shall be certified by the Solicitor to the effect that upon payment of the proposed advance of money the title of the Bursar will be that of first mortgagee in fee simple, free from all encumbrance.

5. The amount of any loan shall not be less than \$400, nor more than \$10,000, unless specially authorized by Order in Council.

6. The rate of interest shall be at the highest current rate.

7. Any mortgage security to be taken, or heretofore taken, in which any part of the said Endowments may be invested, may be discharged or assigned by the Bursar, under his seal of office, countersigned by the Minister of Education, from time to time, as the principal money thereof is fully paid and discharged, and certified to by the report of the Board of Management, or the Committee of the Senate on Upper Canada College (as the case may be).

Statutes of the University. 16th December, 1881.

Recommendation of the Minister of Education that the Statutes of the University of Toronto, mentioned in the annexed Schedule, be approved.

Schedule.

Statutes.

- CXIX. Respecting Faculty of Arts.
- CXX. Respecting Chemistry.
- CXXI. Respecting Undergraduates de-grading.
- CXXII. Respecting Scholarships won by women.
- CXXIII. Respecting Supplemental Examinations in Medicine.
- CXXIV. Respecting Chemistry.
- CXXV. Respecting Biology.
- CXXVI. Respecting Identification of candidates.
- CXXVII. Admission of sons of the late Chief Justice Moss to University College and Upper Canada College.
- CXXVIII. Respecting Registrar.
- CXXIX. Amending the Medical curriculum.
- CXXX. Amending curriculum in Law.
- CXXXIII. Respecting text-books in History and Mental and Moral Philosophy.
- CXXXIV. Respecting admission under certain circumstances of candidates for Honours to pass Degrees.
- CXXXV. Respecting sessions of the Senate.

Statute of University. 30th December, 1881.

Recommendation of the Minister of Education that Statute CXXXVI. of the University of Toronto, "Respecting candidates for Honours in the departments of Modern Languages and Natural Sciences," be approved.

*2. Members of the Senate, 1881-82.**(1) Ex Officio.*

Hon. Edward Blake, M.A., Q.C., M.P., *Chancellor*; William Mulock, M.A., *Vice-Chancellor*; Daniel Wilson, LL.D., *President of University College*; John Crickmore, Esq., *Representative of the Law Society of Ontario*; John Milne Buchan, M.A., *Principal of Upper Canada College*; John Fulton, M.B., *Representative of Trinity Medical School*; Uzziel Oden, M.D., *Representative of the Toronto School of Medicine*; James Edward Wells, M.A., *Representative of the Canadian Literary Institute, Woodstock*; Samuel Barton Burdett, LL.B., *Representative of Albert College, Belleville*; Rev. Father Vincent, *Representative of St. Michael's College, Toronto*; Archibald McMurchy, M.A., *Representative of High School Masters, Ontario*; Hon. Joseph Curran Morrison, *Ex-Chancellor*.

Ex-Vice-Chancellors.—Rev. John McCaul, LL.D.; Henry Holmes Croft, D.C.L., F.C.S.; John Langton, M.A.; Hon. James Patton, LL.D., Q.C.; Hon. Adam Crooks, LL.D., Q.C., M.P.P.; Larratt William Smith, D.C.L.

Representing Council of University College.—E. J. Chapman, Ph.D., LL.D.; Geo. Paxton Young, M.A.

(2) Elected by Convocation.

Retire in 1882.—William Oldright, M.A., M.D.; John Boyd, M.A., B.C.L.; William Mulock, M.A.

Retire in 1883.—John Morrison Gibson, M.A., LL.B.; James Henry Richardson, M.D.; James Bethune, LL.B., Q.C.

Retire in 1884.—James Loudon, M.A.; James Thorburn, M.D.; James Elliott Graham, M.B.

Retire in 1885.—John King, M.A.; Samuel Woods, M.A.; Lachlan McFarlane, M.B.

Retire in 1886.—Isaac Baldwin McQuesten, M.A.; William Glenholme Falconbridge, M.A.; Thomas Wardlaw Taylor, M.A., Q.C.

(3) *Nominated by His Honour the Lieutenant-Governor*

Retire in 1881.—Rev. William Caven, D.D.; Rev. Daniel James Macdonnell, B.D.; Hon. Christopher Salmon Patterson.

Retire in 1882.—Hon. William McMaster; Hon. John Wellington Gwynne; Hon. Matthew Crooks Cameron.

Retire in 1883.—Hugh McMahan, Q.C.; Casimir Stanislaus Gzowski, C.E.; John McDonald, Esq.

Bursar, J. E. Berkeley Smith, Esq.; *Registrar*, Alfred Baker, M.A.; *Librarian*, William Henry Vander Smissen, M.A.

3. *Examiners, 1881.*

Law.

Z. A. Lash, Q.C., Deputy Minister of Justice; B. B. Osler, LL.B., Q.C.

Medicine.

Physiology and Pathology.—George Wilkins, M.D.

Surgery and Anatomy.—A. E. Malloch, M.D.

Medicine and Therapeutics.—F. R. Eccles, M.D.

Midwifery and Medical Jurisprudence.—D. B. Fraser, M.B.

Medicine and Arts.

Chemistry.—Wm. H. Pike, M.A., B.Sc., Professor of Chemistry, University College, Toronto.

Natural History.—R. Ramsay Wright, M.A., B.Sc., Professor of Biology, University College, Toronto.

Arts.

Greek and Latin.—S. Arthur Marling, M.A., Inspector of High Schools; A. Johnston, B.A.; J. D. Cameron, B.A.

Mathematics.—Charles Carpmael, M.A., Superintendent Magnetic Observatory; A. K. Blackadar, B.A., Office of Inspector of Insurance Companies, Ottawa; F. E. Hayter, B.A., Office of Auditor General, Ottawa.

English and History.—F. E. Seymour, M.A.; E. B. Brown, B.A.

Modern Languages.—Rev. James Roy, M.A.; Rev. R. Von Pirch; W. H. Vander Smissen, M.A., Librarian, University of Toronto.

Mineralogy and Geology.—J. P. McMurrich, B.A., Professor of Biology, Agricultural College, Guelph.

Metaphysics and Ethics.—Geo. Paxton Young, M.A., Professor of University College; Rev. J. W. A. Stewart, B.A.

Oriental Languages.—Rev. J. King, M.A.

Meteorology.—Charles Carpmael, M.A., Director Meteorological Observatory.

4. Report for the year 1880-81.

The Chancellor, Vice-Chancellor and members of the Senate of the University of Toronto, have the honour to present their Report on the Condition and Progress of the University for the year 1880, as follows:

During the past year St. Michael's College became affiliated with the University of Toronto.

The following tabulated statement of the admissions to Degrees and *Ad Eundem Statum*, and of the number who matriculated in the different Faculties, is submitted:

<i>Law.</i>	
Matriculation	15
Degree of LL.D.	1
Degree of LL.B.	11

<i>Medicine.</i>	
Matriculation	19
Ad Eundem Statum	1
Degree of M.D.	4
Degree of M.B.	32

<i>Arts.</i>	
Matriculation	189
Ad Eundem Statum	11
Degree of M.A.	9
Degree of B.A.	56
B.A. Ad Eundem Gradum	1
M.A. " " "	1

During the year 857 candidates actually underwent examination in the different Faculties, as follows:—

Faculty of Law	40
" Medicine	117
" Arts	605
Local Examinations for Women	95
Total	857

The Senate beg to call attention to the large increase in these numbers, and they have also to report that this result has been attained by no sacrifice of the standard of scholarship.

The large increase in the numbers attending the local examinations for Women is a matter for congratulation, as evidencing the great utility of these examinations, and the high estimation in which they are held by the country.

The Class Lists of the year are also sent herewith.

DIVISION 2.

UNIVERSITY COLLEGE.

Report for 1881.

The President and Council of University College beg leave to present to your Honour, as Visitor on behalf of the Crown, the following Report on the condition and progress of the College for the year 1881.

It has been the practice to make up the Annual Report of University College to the close of the calendar year, ending Dec. 31st. The Report thus prepared has been presented to His Honour the Lieutenant-Governor sufficiently early in the following year to admit of its being laid before the Provincial Legislature at its usual period of meeting.

Under the special circumstances of the College, and the arrangement of its Academic Terms, this has been attended with the advantage of affording an opportunity for practically submitting to Parliament the work of the year still in progress, instead of that which closed in the previous June.

In their last Annual Report the Council had to note important changes in the College Staff, consequent on the retirement of the late President and Professor of Classical Literature, the Professor of Chemistry and Experimental Philosophy, and the Dean of Residence and also Classical Tutor. They have pleasure in now being able to report that their expectations of results from the changes thereby rendered necessary have been fully realized. They have led to greater efficiency in carrying on the general work of the College, and in overtaking the special requirements of the Departments chiefly affected.

The number of students in attendance at University College at the close of the academic year 1880-81, was three hundred and fifty-one. Of these, the Returns show that they came in varying numbers from thirty-seven different counties of Ontario, and from the District of Muskoka, in addition to those from beyond the Province, including students from New Brunswick, Nova Scotia, Prince Edward Island, Manitoba, and from the United States.

The Returns thus far made up for the academic year now in progress include students from forty counties of Ontario, in addition to those from Muskoka, from the Provinces of Quebec, Nova Scotia, New Brunswick, Manitoba, and from the United States.

At the Convocation held by the University of Toronto on the 8th June, 1881, the following Degrees were conferred on students who had received their education in University College. Sixty-seven in all were admitted to the following Degrees:—Nine to the Degree of Master of Arts, three to the Degree of Bachelor of Medicine, and fifty-five to the Degree of Bachelor of Arts. Since the reorganization of the University and College on their present basis in 1853, the Degrees conferred in the Faculties of Arts, Medicine, and Law, on students trained in University College, have numbered in all seven hundred and eighty-nine, classified as follows:—LL.D., five; LL.B., thirty-one; M.D., fourteen; M.B., forty-seven; M.A., two hundred and twenty-five; B.A., four hundred and sixty-seven.

The following constitute the present Teaching Staff of University College:—

Classical Literature, embracing the Greek and Latin languages—Professor Hutton, B.A., Fellow of Merton College (Oxford), and F. A. Vines, B.A. (Oxford).

Oriental Literature, including Hebrew, Chaldee, Syriac, and Arabic—J. M. Hirschfelder.

German—W. H. VanderSmussen, M.A. (Toronto).

French—Mons. Emile Pernet.

Italian—W. Oldright, M.A., M.D.

Rhetoric and English Literature—Professor D. Wilson, LL.D., F.R.S.E. (Edinburgh).

Logic, Metaphysics, and Ethics—Professor G. P. Young, M.A. (Glasgow).

Ancient and Modern History,—Professor D. Wilson LL.D., F.R.S.E.

Mathematics and Natural Philosophy—Professor J. Loudon, M.A. (Toronto), and Alfred Baker, M.A. (Toronto).

Mineralogy and Geology—Professor E. J. Chapman, Ph.D., LL.D.

Botany and Zoology—Professor Ramsay Wright, M.A., B.Sc. (Edinburgh).

Chemistry—Professor W. H. Pike, M.A. (Oxford), Ph.D.

By the staff of Professors, Lecturers, and Assistants here enumerated, instruction is given in the various branches of study embraced in the requirements of the University for standing and degrees in the Faculty of Arts. In addition to this, the arrangements provided for in the Act establishing a School of Practical Science, which admits of the attendance of students of the School at such lectures in University College as come within the course of its instruction, have been carried out under an Order in Council, so as at the same time to provide for the students of this College additional facilities, including practical instruction in the laboratories and lecture-rooms now under the joint conduct of the Professors and Lecturers of both Institutions. Nevertheless, the increasing numbers of students in attendance at University College render it more and more difficult for the

present staff to overtake all the requirements of the University curriculum. This is specially felt to be the case in the Honour work, alike in the study of the Ancient and Modern Languages, in the Class Rooms, and in the practical work of the Sciences in the Laboratory, where the teachers must to a large extent deal with each student individually.

The total number of students in attendance at the close of the academic year 1880-81 was three hundred and fifty-one, as compared with three hundred and twenty-four of the previous year, of whom two hundred and ninety-five were pursuing the full course and proceeding to a Degree in Arts. Among the various tests which may be employed to determine the successful fulfilment of the most important functions of the College, the relative number of matriculated as compared with non-matriculated students is one of the most efficient, and in this respect the progress has been highly satisfactory. In 1854, out of a total of one hundred and ten students, only twenty-eight were matriculated, with two more following out the full undergraduate course; in 1860-61, of a total of one hundred and eighty-eight students, eighty were matriculated; and in 1870-71 the total number had risen to two hundred and forty-four, of whom one hundred and seventy-two were matriculated. Now, after the lapse of another decade, the total number of students in 1880-81 is three hundred and fifty-one, of whom two hundred and ninety-five are pursuing the full courses prescribed by the University for the Degree of B.A. It may be added, that the increase in numbers is in reality much greater than the above returns show. In 1854 and subsequent years the occasional students consisted largely of Medical students availing themselves of the Chemical Lectures and the Laboratory,—a class of students who, owing to the erection of a new hospital remote from the College, and the removal of the Medical Schools to its vicinity, now very partially avail themselves of the scientific teaching of University College. Of those now classed as non-matriculated students, the greater number are pursuing an eclectic course in the several departments of the Faculty of Arts.

The fruits of this progress are now becoming apparent. Among the students who have completed their training in University College, and proceeded to a Degree in Arts, a number have taken high standing in the University Honour Lists; and from among those some have not only distinguished themselves at the Bar, but have risen to high judicial positions, while others occupy seats both in the Provincial Legislature and the Dominion Parliament. Of the others, nineteen have been entrusted with the responsible duties of Principals, Professors, and Lecturers in the Colleges and Normal Schools of this and other Provinces; and eighty-four are Masters and Teachers, fifty of them being Head Masters in the Collegiate Institutes and High Schools of the Province. Looking, therefore, to the comparatively brief period during which University College has been in operation, such results may be confidently appealed to in evidence of its value as a Provincial Institution.

But the rapid increase in numbers, from twenty-eight matriculated students in 1854 to two hundred and ninety-five in 1881, justifies the Council in now instituting a comparison between the Teaching Staff provided for carrying on the work of this College and that of other well-appointed Colleges in Great Britain or on this continent. In nearly all of them it will be found that provision is made, in the Teaching Faculty, for a much greater division of subjects. Instead of one Professor of Classical Literature, as in University College, it is usual to make separate Professorships of the Greek and Latin Languages and Literature. Separate Chairs of Mathematics and Natural Philosophy take the place of what is here a single Professorship. The same is the case with Zoology and Botany; and not only is History a Chair distinct from that of Rhetoric and English Literature, with which it is here conjoined, but Ancient History is constituted a separate Chair from Modern History; while in many cases the latter is conjoined with Political Economy, or is made to embrace the important subjects of Constitutional History and Jurisprudence.

The necessity for some greater division in the teaching of the varied subjects embraced in the College curriculum is being more and more forced on the attention of the Council, alike by the increase in the number of students, and by the augmentation in the number and the subdivision of subjects required in the revised Statutes of the University for proceeding to a Degree in Arts.

The most pressing want at present felt in this respect is the separation of Natural

Philosophy from Mathematics. With a view to partially meet this, it is proposed to appoint a Demonstrator in Physics, to supplement the labours of the Professor, and fulfil in some degree the requirements for Honour Students in this department. It will also be indispensable, at some early date, to separate Rhetoric and English Literature from History. Apart from other duties now devolving on the incumbent of the joint Chair, the multiplication of requirements in each of those branches, now extending over the four years of the undergraduate course, renders it no longer possible for one Professor to satisfactorily overtake the amount of work. The financial department lies entirely beyond the control of the College Council; but, so far as now appears, the entire income derivable from the endowment, and from students' fees, is little more than sufficient for the present expenditure for University and College purposes. In view of the manifest need for further extension, it has been suggested that the fees now exacted from students in attendance on the College be increased, so as to furnish some adequate addition to the available income. Apart from this possible source of revenue, and from Provincial funds at the disposal of the Legislature, the College Council venture to hope that when it is fully known that the funds of the College are no longer adequate for its extension, the acknowledged success which has thus far marked its progress will be recognized as a claim on public liberality. Generous benefactors have already contributed to the resources of other Canadian Colleges; and the Council confidently hope that the claims of the Provincial College only require to be fully made known to meet with a like fostering care. The establishment of new Chairs, to be, as in other Colleges, associated in all time coming with the names of their generous founders, will constitute the most effective aid and stimulus to the future progress of University College.

The arrangements now existing between the College and the School of Practical Science continue to afford the students of both institutions increased facilities for instruction in the departments of Mathematics and the Natural Sciences. Since the last Annual Report some valuable additions have been made to the philosophical apparatus; and in this department the appliances for practical instruction in Dynamics, Light, Heat, Sound, and in all branches of Physics except Electricity, are now extensive, and creditable to the College as a Provincial Institution.

Examinations were held in Michaelmas and Easter Terms of the past academic year and honours and prizes awarded to the successful competitors in the various departments. The Honour Lists for the year, along with a synopsis of lectures and other details relative to the work of the College, will be found in the College Calendar for the present year, of which a copy is herewith sent.

DIVISION 3.

UPPER CANADA COLLEGE AND ROYAL GRAMMAR SCHOOL.

1. Proceedings during the year 1881.

Since my Special Report to your Honour, dated 31st January, 1881, and laid before the Legislative Assembly at its last Session (*Sessional Papers No. 31*), in which I submitted for consideration certain proposals for promoting the efficiency of the College and making its benefits more Provincial, I was able to further investigate important questions material to such objects, and thereupon prepared a memorandum and submitted the same with my Report, dated 31st May, 1881, to your Honour, and recommended these to be considered and dealt with by the Senate of the University. Such Report and Memorandum are now set forth as follows:

In the Special Report of the undersigned to your Honour on this subject, dated 31st January, 1881, and laid before the Legislative Assembly at its last Session, the undersigned submitted for consideration certain proposals for promoting the efficiency of the College, and making its benefits more Provincial.

Under ordinary circumstances it would have been desirable that in matters affecting the well-being of the College, the statutory jurisdiction of the Senate of the University should have been left to take the initiative, but when the very existence of the College is

threatened, the paramount responsibility of the Government is necessarily involved, and it would fail in discharging its duty if it did not carefully weigh and consider the grounds upon which the further existence of the College as a Provincial institution should be maintained, when its usefulness has been questioned in the Legislative Assembly and generally discussed.

The Government is also bound to ascertain whether there are grounds for the alleged inefficiency of the College, and what measures should be adopted to remedy this condition, and also to consider such further means as may tend to improve and extend its benefits. The Senate of the University possesses statutory jurisdiction over most of the subjects which should now be dealt with, and the Government, as being directly responsible to the public, may properly invite the Senate to consider such proposals as the Government itself has formed, with the object of placing the Senate in possession of the like information, now that it is called upon to exercise its statutory functions and authority, with the view of giving effect to such conclusions as may be in the best interests of the public in the College.

As to the important question which lies at the threshold of this inquiry—whether the College is to be maintained as a Provincial institution, or its endowment and property devoted to other educational objects—the undersigned, with full knowledge of all the circumstances, considers that the interests of higher education in this Province would be best promoted by the continued existence of the College, in such improved condition as may be reasonably looked for from its endowment and mode of government by the Senate of the Provincial University, and that its usefulness as a “Grammar School” for the whole Province is as much required now as during its past existence of fifty years. Any diversion of its endowment to University or High School purposes would be no adequate compensation for the loss to our Province of an institution which, in its training, has followed the system pursued in the endowed schools of England and Scotland, and in the modern proprietary schools, such as Marlborough and Clifton. The true process of full educational development is one devoted to the improvement of the whole nature of the pupil, and the bringing out of his best characteristics. Amongst the necessary elements in such a process the value of association of numbers is always recognized, and the influences arising from this are much augmented when the pupils are surrounded throughout each day by the activities, pursuits and studies of their fellows, subjected to the wholesome control and example of the true teacher. Its endowment can secure this valuable element in the case of the College, which is not supplied in the High Schools, where the larger number of pupils is under the teacher’s influence only during the hours of instruction. While our High Schools are affording the benefits of secondary education almost as freely as elementary education throughout the Province, yet it is evident that a Provincial institution such as the College is required for the education of a large number of our Canadian youth, which is constantly increasing, and if this institution is removed, many of our youth will be forced to seek abroad that education which hitherto the College has in a fair measure supplied.

The College was founded and endowed for Provincial objects, and 4,000 pupils (nearly one-half being from the Province outside of Toronto), since the 1st July, 1867, have taken advantage of its educational system. While the parents of pupils coming from Toronto and its suburbs voluntarily tax themselves additionally for higher education by paying the large tuition fee of fifty dollars, the accommodation for pupils in residence from other parts of the Province has been inadequate, and the neglected condition and disrepair of the boarding-house, its furniture and surroundings, for some years past, would deter many parents from placing their sons there. The accommodation in the College itself is everything that could be desired.

Having definitely arrived at the conclusion to recommend the maintenance of the College as an institution needed in the Provincial interests, it follows that further boarding-house accommodation should be supplied, and the mode and means for securing this are suggested in the Memorandum accompanying this Report.

The educational objects to be served by Upper Canada College, through its public endowment, would appear to be to afford efficient instruction in Grammar School subjects, as higher than primary or elementary, and involving Latin and Greek classics,

mathematics, English and other subjects, keeping in view the training of all the pupils by such means, besides the preparation of a small average proportion for the University and learned professions.

It is manifest that to secure satisfactory progress in instruction in such subjects, that the process should be one of gradation, proceeding step by step through the different forms; and as Latin is begun upon entrance into the first form, there should be a proper foundation for this in the case of each pupil, who should be able to pass at entrance an examination in elementary subjects sufficient to test this. So also in respect of admission to the second and other forms up to the sixth.

The statement of the Resident Boarding-house Master shows that on the 25th of March, 1881, there were resident 83 pupils, 65 being from the Province, 12 from Toronto, and 6 from other places; there being 4 in the sixth form, average age 17 years; 8 in the fifth form, average age 17 years; 16 in the fourth form, average age 16 years; 22 in the third form, average age 15 years; 16 in the second form, average age 14 years; 17 in the first form, average age 13 years.

The whole number of pupils at the same time in the College was 227, of whom 137 were residents of Toronto and its suburbs, and 90 outside. It is essential to a proper measure of success that the quality of the supply of pupils should be improved in the future, and that the sources of that supply should also be extended, so as gradually to increase the number from all parts of the Province, and thus fully establish its Provincial character.

The relative standing of pupils can be better secured by arranging the subjects of study in three divisions, namely, (1) Classical, (2) Mathematical, (3) English and Modern, so that progress in each division might be governed by the pupil's standing therein. The course should be flexible enough to permit of such options as would promote special study in one or more departments.

Yearly or other periodical examinations, as tests of promotion from each form, are equally essential as a proper standard of admission; and in lieu of prizes it would be an encouragement if free tuition should be given to the four highest in the examinations for entrance to the first and several other forms respectively. The Examiners should be appointed by the Committee of the Senate, who should direct half-yearly inspection as well.

The staff for the work of instruction in the College, it is recommended, should in future be composed of the Principal and such masters as the Senate, upon their consideration and revision of the work in the several departments, might consider desirable, in order to promote increased efficiency in the subjects of Classics, Mathematics, English, French and German, as well as instruction in Drawing and Drill.

The salaries and other compensation of the Principal and masters are recommended to be as follows:—

Salary.

1. Principal	\$2,400	} Also one-fifth share of payment of \$1.25 <i>per</i> <i>capita</i> of pupils each Term (number being, say 240)—per annum \$200.
2. First Classical Master	1,336	
3. Second Classical Master	1,336	
4. Mathematical "	1,336	
5. English "	1,336	} Also residence, or \$300 in lieu.
6. French and German Master	1,000	
7. Assistant Mathematical Master.	1,200	
8. First Assistant English Master.	1,160	
9. Second " " "	750	
10. Third " " "	750	
11. Junior English Master	500	
12. Instructor in Drawing, according to time employed	200	
13. Instructor in Drill, according to time employed	200	
14. Janitor and Messenger	360, with lodge and fuel.	

\$13,864

In case of any deficiency in any year of the income from the appropriation and other sources to meet the annual expenditures, then the same amount should be deducted proportionately from the said respective salaries, but such deductions may be repaid, according to the conditions of the Order in Council of December 21, 1865.

The appointment of all masters and assistant masters is, under the Revised Statute, chapter 208, by the Lieutenant-Governor, during pleasure; and in future it is desirable that any engagement of a new master or assistant master should only be provisional, and subject to one year's trial before being confirmed; and in the case of an assistant master that it should be determinable by three months' notice on either side.

Instead of the sum of two dollars and fifty cents, in respect of each pupil in the College during each Term, being divided amongst the Principal and masters, under University Statute No. 39, the same shall in future be based upon the sum of \$1.25 per pupil.

The tuition fees of all day pupils and of pupils in the boarding-house will remain as at present, but subject to early consideration by the Senate.

The superintendence of the boarding-house should be entrusted, as at present, to the following masters of the College, viz. :—

1. Resident Master—The present Second Classical Master.
2. Assistant Master—The Assistant Mathematical Master.
3. Assistant Resident Masters—The Assistant English Master, and the Second and Third Assistant English Masters.
4. A Lady Superintendent.

But the Committee of the Senate should always have power to require that other masters should give portions of time for this work also.

The Principal should continue to be responsible for the satisfactory conduct of the boarding-house, in its discipline and wholesome influence upon the pupils resident there, and also for the efficient and economical carrying on of its domestic affairs through the Steward and Matron. The Resident and Assistant Resident Masters, as well as the Steward, Matron and the servants, should be under the direct and personal control of the Principal.

For these duties the following annual sums and allowances are recommended to be paid, namely :

1. The Principal—Two dollars per pupil per annum in residence, subject to the conditions of University Statute No. 79, and in lieu of that authorized by such statute, and by the Order in Council of 13th October, 1873.
2. The Resident Master, the like at five dollars per pupil per annum.
3. The Assistant Master, two hundred dollars.
4. Each of the Assistant Resident Masters, two hundred dollars.
5. The Lady Superintendent, two hundred and twenty-five dollars; and the following will also be entitled to rooms, fuel, light and board, viz., the Resident Masters, each of the Assistant Resident Masters, and the Lady Superintendent.

All boarding-house dues should be paid to the Bursar, and kept by him in a separate account, and he should pay thereout all accounts for the maintenance and supplying of the boarding-house, as certified to him by the Principal and Resident Master, as well as the allowances for superintendence and the salaries of Matron and Steward, and wages of servants. Any excess of receipts over such expenditures should be applied by the Committee of the Senate towards necessary repairs, improvements or additions to the boarding-house or furniture; and the residue, at the end of the year, should be payable to the credit of the General Income Fund of Upper Canada College.

31st May, 1881.

The following Memorandum accompanied this Report :

The Report proposes that the following important questions should now be dealt with, after the Senate has had full opportunity for considering the same, with the view of securing the objects recommended in such Report, viz. :—

- (1) Boarding-house accommodation.
- (2) Educational measures.

- (3) Staff of Masters, duties, salaries and emoluments.
- (4) Management of boarding-house.
- (5) Also the question of retirement of masters.

While the Report shows the objects to be accomplished are increased educational efficiency and extended Provincial benefits, some additional information may also be given, in order to the better understanding of each question, viz. :—

(1) *As to Boarding-house Accommodation.*

The present boarding-house can afford satisfactory accommodation for seventy-five pupils, when certain necessary repairs and alterations have been effected, and the most easterly of the masters' residences is now arranged and fit for the reception of boarders to the number of thirty, as well as a resident master. The next residence to the west could be made available at small expense, when further boarding-house accommodation becomes necessary. Accommodation is now ready for 105 boarders, and it can be made fully satisfactory.

The estimate of the Architect of the Public Works Department, for repairs and alterations in the boarding-house, absolutely necessary now, shows a probable cost of \$2,564, and for repairs now desirable \$330, or a total of \$2,894, against which there is now at the credit of the boarding-house (as surplus) \$2,900.

(2) *As to Educational Measures.*

The necessity of an entrance examination as a test of adequate knowledge as the foundation for beginning subjects of secondary instruction cannot now be gainsayed, and it is especially applicable to the College, as endowed for "Grammar," and not elementary purposes. The "Prospectus" shows that hitherto pupils entering the first form are expected to know only the first four rules of arithmetic, and reading, spelling, and writing, or subjects in the third class of the public schools. Any standard which the Committee of the Senate should think proper for this object should be tested by regular entrance examinations by examiners appointed by such Committee, and the College could then retain its First Form, and begin "Grammar School" instruction with such as passed this examination. The effect of such entrance examination would be to increase the quality of its pupils, and also their quantity.

(3) *As to the Staff of Masters, their Duties, Salaries and Emoluments.*

The Report shows what is recommended in this respect. By section 3 of the Revised Statute, cap. 208, the staff and their salaries and emoluments are, as directed from time to time by the statutes of the Senate, approved by the Lieutenant-Governor, while the appointment of each is by the Lieutenant-Governor, and during his pleasure. Much injury to the best interests of the College has resulted from the misconception that the tenure was for life. The salaries proposed for the Principal and Regular Masters are the same in amount as were established by statute No. 27 of the Senate (February 26, 1857), and which continued in force till statute No. 60 was passed (October 5, 1860), whereby the reduction of one-sixth was made from each, but by statute No. 79 (April 26, 1866), could be made up in each year when there were sufficient funds to the credit of the Income Fund, after paying the other specified prior charges thereon. Residence (or an allowance in lieu) is also continued, according to Statute No. 27, which also provided that the Principal and Masters should each receive an equal share of one-half of the whole tuition fees during each term, which was afterwards, by statute No. 30 (December 16, 1858), fixed at \$2.50 per pupil in each term, instead, and is still in force. The actual results were, that in 1861 the Principal received for salary \$2,000, and from fees \$157.21 = \$2,157.21; and each of the Masters, for salary, \$1,113.33, and from fees \$157.21 = \$1,270.54. In 1865, the amount of fees to the Principal and each Master was \$226.74, and an increase *pro tanto* in the total. In 1867 the Principal received for salary \$2,400,

and each Master \$1,336, being the full statutory amount, and which they have since continued to receive in full. The share of fees in 1867 was \$195.87. It increased to \$250 and more in 1869, to nearly \$300 in 1870, to \$338 in 1873, to \$362 in 1874, and to \$394 in 1875. It became \$376 in 1876, nearly the same in 1877, and in 1878 and 1879 \$357, and in 1880 \$341. While in 1857, in the depressed condition of the College, the one-half share of the tuition fees was offered as encouragement to the efforts of the masters, the great increase in the number of pupils could not have been anticipated, and the consequent large additions to their salaries. While some pecuniary interest in results might serve as a useful incentive to duty, the amount should only represent a moderate addition to the regular salary, when reasonably adequate, and hence the undersigned recommends that this should in future be represented by one-half of the former allowance.

(4) *As to the Management of the Boarding-House.*

The Report specifies sufficiently the particulars, but as the proposed allowances to the Principal and Resident Master are considerably reduced, the grounds will be stated. By the sixth section of statute No. 27, the Bursar was directed to pay the Principal, at the end of each term, the sum of fifteen shillings (\$3) for each pupil resident in the boarding-house, and by statute No. 28 (February 26, 1857), the general superintendence and maintenance of discipline within the boarding-house was made the especial duty of the Principal, subject to the control of the Committee of the Senate on the College, and with such assistance from the masters as might be required by him, while the superintendence of the economic details of the boarding-house was entrusted, subject to the general control of the Principal, to an officer, who might be one of the masters, whose duties should, from time to time, be defined by the Committee, and his allowance settled by the Senate. He was to keep proper accounts and vouchers of all expenses, and his books were to be open to the Principal and Committee, and at the end of each term his accounts were to be submitted to the Committee and audited by them. By statute No. 57 (March 16, 1860), the share of the Principal for boarding-house pupils was made contingent on there being a surplus after paying all expenses of maintenance and superintendence; and in the case of the Superintendent, his allowance, by resolution of the Senate, was only to be payable to the extent of any surplus after paying all other expenses. By statute No. 60 (October 15, 1860), such share of the Principal's was repealed, and so continued till statute No. 75 was passed (June 25, 1865) which provided that at the end of each boarding-house year the Bursar should pay the Principal out of the clear surplus income of the boarding-house, on the order of the Committee of the Senate, a sum not exceeding fifteen shillings (\$3) per term for every pupil resident therein during such term. By statute No. 79 (April 26, 1866), statute No. 75 was repealed, and specific provisions made as to the order of payments from the Boarding-house Fund, and their precedence, viz.:—*First*—Expenses of maintenance and repairs and improvements in the building. *Second*—The allowance to the Superintendent, by resolution of the Senate, of \$3 per term for each pupil resident. *Third*—Any sum which the Committee of Senate might think advisable to reserve to meet repairs and improvements in the boarding-house, which, in their judgment, would be required. *Fourth*—The payment to the College Income Fund of the difference between the fees per term charged each pupil resident in the boarding-house for tuition and the amount charged pupils not so resident; and, *Lastly*, the payment to the Principal of \$3 per term for each pupil resident in the boarding-house.

The results from the foregoing statutes were as follows:—(1) The Principal received nothing till in 1866, when for six months the amount was \$456; for 1867, \$336; for 1869, \$161; for 1870, \$149; for 1872, \$265; for 1873, \$1,095.

(2) The Superintendent, who was also Second Classical Master, received in 1865, \$532; for six months in 1866, \$647; in 1867, \$611; in 1868, \$630; in 1869, \$617; in 1870, \$808; in 1871, \$500; in 1872, \$974; and in 1873, \$895.

In the year 1873 (October 13), the Senate passed statute No. 98, amending statute No. 79, and thereby proposed that in lieu of the payment of \$3 per term to the Principal

for each pupil resident in the boarding-house, under statute No. 79, the Bursar should pay the Principal, out of the College Income Fund, a sum equal to 10 per cent. of the total amount annually received from all tuition fees in the College, so far as there should be a surplus of the general income. This was approved by Order in Council on the 13th of December, 1873, and since that year the Bursar has paid the Principal, out of the College Income Fund, this percentage in lieu of the former allowance of \$3 per boarding-house resident pupil per term. These payments to the Principal were, in 1874, \$797; in 1875, \$1,081; in 1876, \$1,098; in 1877, \$1,060; in 1878, \$1,092; in 1879, \$1,033; and in 1880, \$995. The Superintendent, during these same years, received, as the allowance authorized by statute No. 79, the following:—\$1,152, \$995, \$1,299, \$700, \$1,055, \$1,164, and \$1,116. In the actual work of supervision there are also now employed the Assistant English Master and the two Assistant Resident Masters, at the yearly allowance each of \$200, the two Resident Assistants also receiving board and lodging free of charge.

If the cost of superintendence of the boarding-house is taken from the Bursar's figures for the year 1879, it would represent the following payments, to the

(1) Principal	\$1,033 00
(2) Resident Master, or Superintendent of Boarding-house....	1,164 00
(3) Assistants and Lady Superintendent	855 00
	\$3,052 00

or more than \$3,000 in money, and in the board and lodging of the Resident and Assistant Masters, and of the Lady Superintendent, at least \$2,000, or more than \$5,000 for this particular duty. The Bursar's accounts for 1879 and 1880 show that the salaries and emoluments of the Principal and Resident Master or Boarding-house Superintendent, respectively, amounted to

	Salary.	Share of Tuition Fees.	Ten per cent. on total Fees.	Total.
The Principal, in 1879	\$2,400	\$357	\$1,033	\$3,790
“ “ “ 1880	2,400	341	995	3,736
The Resident Master, in 1879	1,336	357	1,164	2,857
“ “ “ “ 1880	1,336	341	1,116	2,793

The Principal's residence would represent an annual rental of \$600, and is free of taxes. The Resident Master also receives free rooms, board, light, fuel and washing, equal to \$1,000 per annum. The Principal and masters have also been repaid, by resolutions of the Senate, passed in the years 1875, 1876, 1877, and 1878, respectively, all deductions in their salaries which were made by statute No. 60, and under statute No. 79, and amounting to, the Principal, \$2,500; the Resident Master, \$1,100, and the other masters \$1,400 each.

The proposed reduction in the share of College fees will amount to more than \$1,100, and in the expense of boarding-house superintendence to \$1,700. The circumstances of the College require that these funds should be available for meeting any gratuities to retiring masters, and to enable the Committee of the Senate to consider the best mode of lessening the expenses of board and tuition in the interest of pupils from the Province generally.

The annual salaries and allowances in money, as now recommended by the undersigned, of the Principal, Resident, Boarding and Regular Masters would stand as follows:—

	Salary.	Share of Tuition Fees.	For Boarding-house Superintendence.	Total.
Principal	\$2,400	\$200 (about)	\$200 (about)	\$2,800
Resident Boarding-house Master	1,336	200 “	500 “	2,036
Each Regular Master	1,336	200 “	.....	1,536

Besides these sums, the Principal is furnished with a residence of the yearly value of \$600 at least; the Resident Master with free rooms, board, light, fuel, washing, etc., equal to \$1,000 a year; and the Regular Masters with residences of the yearly value of \$300, or an allowance of that amount.

When compared with the salaries of the Professors, Dean of Residence, Tutors and Lecturers in University College, and their respective qualifications and duties, the staff in Upper Canada College, with the proposed reductions, will still be receiving relatively higher remuneration.

It has been usual in the past, when the interests of the College at any time required a change in the case of any Principal or Master, to arrange for the payment of a gratuity or small annual allowance. The Bursar's statement shows that gratuities of one year's salary were paid in seven cases, and of two years in that of a Principal, while another agreed to retire on an annual pension of \$1,000; and the late English Master is now receiving \$800 per annum. In the cases of two masters, now deceased, pensions of \$300 were allowed. It is recommended that the present English Master should be requested to retire on the first day of July next, when he should receive a gratuity equal to two years' salary.

It is further recommended that the Senate be requested to consider what (if any) changes in the teaching staff are necessary for securing efficiency in the College, and to report upon the same for the information of his Honour the Lieutenant-Governor.

May 31st, 1881.

Before such Report and Memorandum of the 31st May were approved of, I had prepared a Draft Report for consideration by the Executive Council, which was printed and marked "*Private and Confidential*," and also a Memorandum to accompany such Report, for the better understanding of the matters included therein. These were dated the 12th May, and copies of Draft Report so marked "*Private and Confidential*" were sent by me to the Principal, and the First Classical, the Second Classical (being also Boarding-house Superintendent), and the Mathematical Masters, with the view of eliciting any comments or suggestions before any definite action was taken by the Government. The Principal had written me, on the 6th of May, as follows:—"As I shall probably require to visit Europe this summer, and have little or no definite idea of the changes contemplated in Upper Canada College, I should like much to have them clearly settled before my departure. This session is rapidly drawing to a close, and I shall shortly be very busy with the examinations and other work incidental to winding up the scholastic year. You will therefore confer a favour on me by acquainting me, at your convenience, with any change you deem necessary, that I may direct my course accordingly. I do not wish in the least to annoy you, but time seems to slip by so fast." On the 18th May the Principal wrote me officially as follows:—"I beg to acknowledge the receipt last evening of your printed report to the Lieutenant-Governor in Council, but which you state has not yet been formally put in the position of an Order in Council. May I beg you to delay further action in the matter in the meantime, as I propose to

address you fully on this subject. The engrossing nature of my duties here will prevent me doing so before Saturday, but if possible I shall send you a communication before that day." On the 23rd May I received this further official letter:—"As I understood it was no longer your intention to put in the position of a formal Order in Council your Report of May 12, on Upper Canada College, to the Lieutenant-Governor in Council, but that you desire to leave the University to deal with most, if not with all, the changes therein proposed, it becomes unnecessary for me to trouble you with my views on the matter, and accordingly I shall not send you the suggestions I promised in my note to you of the 18th instant. Should I, however, have been misinformed regarding your intentions, I shall, on hearing from you to that effect, lose no time in submitting my views to you."

I had previously discussed with the Principal and the Superintendent of the boarding-house certain educational changes and improved boarding-house accommodation. On the 2nd May the Superintendent wrote me stating that he did not wish any personal considerations of his own should be of any weight in my plans for the future of the College or the boarding-house, and that he was prepared to act as I might think best in the interests of the institution in every respect, without mention of his claims for long service, and that he had also communicated this to the Principal. The First Classical Master gave full written explanations as to any inference against him from results at University matriculations, and the Mathematical Master also explained difficulties which he alleged made him nominally responsible for results without having any control over conditions necessary for success. The question of the retirement of these masters was therefore deferred. The English Master admitted that from his advanced age it was to be expected that he should retire on the reorganization of the College staff. The Principal was not made aware of the Memorandum accompanying the Draft Report of the 12th May. Originally prepared for the information of the Executive Council, this Memorandum presents facts which are essential to a correct knowledge of the grounds upon which the several recommendations in my Report of the 31st May were based. It is therefore set out *verbatim*, as follows:—

With reference to this Report, it is necessary to have regard to such powers as are vested in the Senate of the University, by the Act Revised Statutes, chap. 208, respecting the affairs and business of the College, and the provisions of such statutes of the University passed under the authority of this Act, which, having been approved by the Lieutenant-Governor in Council, are now in force. This Act directs that there shall be in the College a Principal and such masters, officers, and servants as may from time to time be directed by any such statute of the Senate, and the salary and emoluments attached to each such office shall be from time to time fixed by such statute. Such Principal, masters, officers, and servants are directed to be appointed by the Lieutenant-Governor in Council, and to hold office during his pleasure; but until otherwise ordered by the Lieutenant-Governor in Council, the then Principal, masters, officers, and servants remain in office, and until otherwise ordered by statute of the Senate the salary and emoluments shall be such as were then attached to the same. The Senate is also authorized to make statutes for the good government, conduct, and regulation of the College, of the Principal, masters, pupils, officers, and servants thereof, for regulating the fees paid by pupils for receiving instruction, and to make statutes generally for the management of the business and affairs thereof, and for any purpose necessary to give full effect to the Act.

All the property of the College is vested in the Crown for the purposes thereof, and is to be managed and administered under the orders of the Lieutenant-Governor in Council. The Lieutenant-Governor may either direct the particular purposes for which the General Income Fund yearly is to be appropriated, or may place the whole or any part of it at the disposal of the Senate of the University to be applied under its statutes.

The General Income Fund is constituted of all fees received for tuition, and the rents, issues, and profits of all property, and the interest and other income arising from moneys outstanding or invested, and all incomings.

The revised statutes of the University of Toronto, 1871, contain the following statutes of the Senate respecting the College, which still remain in force in certain respects, viz.:—

No. 26, February 27, 1857, appointing the Committee for the supervision of Upper Canada College.

No. 27, February 26, 1857, for regulating the tuition and board fees and annual salaries of the Principal and Masters, that of the Principal being £600 (\$2,400), and of the Classical and Mathematical Masters at £334 (\$1,336), and of the French and First English Master £200 (\$800), all receiving, in addition to his share of fees, a residence; the Second English and Commercial Master £200 (\$800), with share of fees, but without residence. The Bursar was directed to divide one-half of the whole amount of tuition fees received during each term equally amongst the Principal and these masters; also to pay the Principal the sum of 15s. (\$3) for each pupil resident during the term in the College boarding-house.

No. 28, February 26, 1857, the duties of the Principal and masters were defined, and the general superintendence and maintenance of discipline within the College boarding-house was made the especial duty of the Principal, subject to the control of the Committee, and with such assistance from the masters as might be required by the Principal. The economic details were entrusted, subject to the general control of the Principal, to an officer, who might be one of the masters, whose duties from time to time should be defined by the Committee, and should receive such an allowance as the Senate might determine upon. The Bursar was to pay the expenses of the College boarding-house out of the Income Fund upon the order of the Principal, and the Superintendent of the College boarding-house was to keep proper accounts and submit them at the end of each term for the Committee to audit.

No. 39, December 16, 1858, establishes the tuition fee at the rate of \$8 per term; but the pupils in the boarding-house \$5 per term. While instead of one-half of all the tuition fees being divisible amongst the masters, according to statute No. 27, the sum of \$2.50 for each pupil is in future to be so divided.

No. 57, March 16, 1860, recites that the boarding-house should be self-sustaining, and not a charge upon the General Fund; it was therefore provided that the share of boarding-house fees, under statute No. 27 payable to the Principal, should only be so paid to him to the extent of any surplus which there might be after paying all the expenses of maintenance and superintendence; also, that if the boarding-house should not produce enough in any year to cover the expense of maintenance and superintendence, then such of the fees which, by any resolution of the Senate, was payable to the Superintendent, should only be paid to him to the extent of any surplus after paying all other expenses. The year for this purpose should be from June 30 to June 30.

No. 60, October 5, 1860, provides that tuition fees of pupils not boarders shall be \$10 per term; those for boarders remaining at \$5 per term. It repeals so much of statute No. 27 under which the sum of 15s. (\$3) was payable to the Principal for each pupil resident during each term in the boarding-house. It also reduces, absolutely by one-sixth, the salaries of the Principal and of all the regular masters, power being granted to the Senate by resolution to grant a gratuity to masters whose salaries are so reduced, if in any year the income of the College would permit, such gratuities being proportionable to the reductions.

No. 75, June 25, 1865, the Bursar is directed to pay to the Principal, out of the surplus income of boarding-house, on the order of the Upper Canada College Committee, a sum not exceeding 15s. (\$3) per term for every pupil residing during such term in the boarding-house. The surplus income out of which such payments were to be made is declared to be the net income of the year after all expenses properly chargeable to such year have been ascertained and defrayed.

No. 79, April 26, 1866, repeals statute No. 75, and directs the Bursar to keep a separate account of the receipts and expenditure of the boarding-house in each year, which account was to have at its credit the boarding-house dues and other receipts applicable, and to be charged with the payments in the following order:—(1) Ordinary expenses of maintenance, including also repairs and improvements in the building; (2) allowance to the Superintendent, by resolution of the Senate, of \$3 per term for each pupil resident in the boarding-house; (3) any sum which the Committee of the College might think it advisable to reserve to meet repairs or improvements in the boarding-house

which in their opinion would be required ; (4) any payment to the College Income appropriation of \$5 per term for each pupil resident in the boarding-house, so as to make up to that fund the difference in fees payable by all other College pupils ; and if at any time no balance of salary was due to any Master from the suspense account ordered to be kept by an Order in Council of December 21, 1865, and there should be sufficient at the credit of the Income Fund to pay the masters their full salaries for the year at the rate established before the reduction in 1860, then no such payment need be made for that year from the boarding-house, or only so much as shall enable the Income Fund to pay the above charges. (5) Lastly, the payment to the Principal of \$3 per term for each pupil resident in the boarding-house.

The several payments numbered 2, 3, 4, and 5 were only to be paid or reserved to the extent that there might be a balance in the year's accounts available to meet them, and no part of any such charge remaining unpaid should be considered as a debt chargeable against the income of the following year.

The statute also provides that the Upper Canada College income appropriation should have at its credit the appropriation from the Income Fund, all miscellaneous receipts, tuition fees, and the proportion of fees payable from the boarding-house, and that it should be subject to the following charges in this order of precedence:—(1) All salaries of masters at the reduced amount by Statute No. 60, October 5, 1860, and the ordinary expenses of maintenance and repairs, as provided by the Order in Council of December 21, 1865 ; (2) the repayment of any deductions from such amount of salaries as was required to be made by the Order in Council of December 21, 1865, in case that the ordinary expenditure in any year should not exceed the available income ; but such deductions should not be absolute, and should be carried to the credit of the several masters in the suspense account, and should be repayable *pro rata* out of any surplus of available income in succeeding years, but any deductions remaining unpaid for five years should not be taken into account ; (3) such sums as the Committee on Upper Canada College might think it advisable to reserve to meet repairs and improvements ; (4) an apportionment amongst the masters to make up their salaries to an amount equal to what they were before the reduction by statute No. 60, and it was provided that the charges numbered 2, 3, and 4 should only be paid or reserved to the extent that there was a balance in the year's account available to meet them, and no part of such charge remaining unpaid should be considered a debt chargeable against the income of the following year, and any balance after these charges had been paid in full should be carried to the credit of the next following year.

On October 13, 1873, the Senate submitted, for the approval of the Lieutenant-Governor, statute No. 98, amending statute No. 79. This proposed to enact that in lieu of the annual payment to the Principal of \$3 per term for each pupil resident in the boarding-house, as provided by statute 79, the Bursar should pay to the Principal, out of the Upper Canada College Income Fund, a sum equal to 10 per cent. of the tuition fees annually received, provided that there should be a surplus of general income beyond the then income appropriation of \$14,000, sufficient to meet such payment, and if not, then only so far as such Income Fund should extend, and that any deduction made in any year shall not be absolute, but repayable out of any surplus of available income in succeeding years within five.

The statement therewith showed the annual average of tuition fees from 1867 to 1873 to have been \$6,874 per annum, 10 per cent. upon which would equal \$687. Another statement showed the boarding-house surplus, during the same period, to have been \$5,066, of which the Principal had received \$2,007.30, or about \$300 per annum. Also that the overdraft on Income Fund account had been reduced during the period from \$19,465 to \$7,126. An Order in Council was passed in reference to this Statute on the 13th December, 1873, and the Bursar was thereby authorized to pay to the Principal out of the Upper Canada College Income Fund a sum equal to 10 per cent. of the tuition fees annually received, provided there was a surplus of the annual General Income Fund sufficient to meet such payment, and if not, then only so far as such annual surplus should extend, and in other respects corresponding to statute No. 98.

Schedule D, attached to the Special Report of the undersigned, dated 31st January,

1881, shows the masters in the College, their duties, salaries, and dates of appointment, and at page 24 those engaged in the superintendence of the boarding-house. In addition, the Resident Master, Mr. Martland, receives his board at a separate table, with fuel, light, and washing, and the two Resident Assistant Masters each board at the common table, with fuel, light, and washing.

Statements furnished by the Bursar show the operation and effect of the foregoing statutes upon the salary of the Principal and of the Resident Master of the boarding-house, being also Second Classical Master, beginning from the year 1861 to 1880 inclusive, the Principal having been appointed in 1860, and Mr. Martland in 1862. From 1861 to 1865 the Principal received the salary, \$2,000, with about \$200 per annum gratuity from the surplus yearly income.

After statute No. 79 came into effect, the Bursar's statement shows the receipts of the Principal for salary, share of tuition fees, share of board dues, and after the Order in Council of 1873, 10 per cent. of tuition fees; the total amount paid him in each year from 30th June, 1867, to 30th June, 1880; also in the years 1875-6-7 and 1878 repayments, authorized by resolution of the Senate for deductions in former years. The salary of the Second Classical and Resident Boarding-house Master, during the several years for the period beginning with June 30, 1864, to June 30, 1880, are also shown.

In the cases of the other masters, from 1867 to 1880 inclusive, they received their full salaries as established before the reductions by statute No. 60, as well as their equal shares of tuition fees, as well as payments, by resolution of the Senate, of former deductions. It will be seen that while the proportion of College fees received by the Principal in the year 1867 was \$183, and in respect of boarding-house pupils \$336.32 = \$519.32, in 1877 it was \$375 share of College fees, and \$1,060 in respect of boarding-house, or 10 per cent. of tuition fees = \$1,435 (an increase over 1867 of \$915.68); while in 1879 the amounts were \$357 plus \$1,033 = \$1,390; and in 1880, \$341 plus \$995 = \$1,336. And so with the Boarding-house Master in 1867—share of College fees, \$195; boarding-house pupils, \$611 = \$806. In 1877, \$375 and \$700 = \$1,075. In 1879, \$357 plus \$1,164 = \$1,521; and in 1880, \$341 plus \$1,116 = \$1,457, an increase over 1867 of \$651.

The policy of statute No. 27, passed February 26, 1857, when the Principal and masters, for the first time, became entitled to a share of fees in addition to salaries and residences, was for the purpose of encouraging their personal interest in the College at a time when there were annual deficits, and which led to the one-sixth reduction in the salaries in 1860, and also in the staff of masters; but after statute No. 79, April 26, 1866, the finances steadily improved, as the number of pupils increased, the total number in 1878 being 293; in 1879, 298; and in 1880, 282; but on the 21st March, 1881, 227.

The following gratuities have been paid Principal or masters on their retirement, namely: Rev. George Maynard, one year's salary, \$1,336; Mons. E. L. St. Remy, one year's salary, \$800; Mr. G. M. Evans, one year's salary, \$1,336; Mr. J. Dodd, one year's salary, \$800; Rev. Prin. W. Stennett, two years' salary, \$4,800; Rev. Dr. Scadding, \$2,400; Dr. Connon, \$1,400; Rev. E. Schulter, \$1,250. The following annual pensions were the result of special arrangement: F. W. Barron, \$1,000; J. P. De la Haye, \$600; Rev. Mr. Maynard, \$300; Dr. Barrett, \$800.

By section 13 of Revised Statutes, chap. 209, respecting University College, the Lieutenant-Governor in Council is authorized to appropriate from the General Income Fund such sum as may be necessary for providing retiring allowances or gratuities to aged and infirm professors and other officers upon retirement, but this does not apply expressly to masters in the College. By the Public Service Act of Ontario, 41 Vic., chap 2, it is provided that when the services of any officer in the departmental staff are dispensed with, such gratuities may be allowed him as directed by Order in Council, but not exceeding one month's pay for each year of service. The undersigned, in his Draft Report of the 12th May, has submitted the several recommendations therein contained, after having fully considered the foregoing, and the special circumstances which surround Upper Canada College, and which have given occasion to discussions in the public press as well as in the two last sessions of the Ontario Legislature, and in which the very existence of the College has been questioned, upon the ground of its decreasing usefulness, and as affording its advantages chiefly to residents of Toronto, and at an unduly large cost for secondary

education, as compared with the Collegiate Institutes and High Schools supplying similar instruction at much less expense to the public and to the parents of pupils. The responsibility with which the Government is now therefore charged, is to see that the requisite measures are adopted for improving the efficiency of the College, educationally and otherwise, and to gradually increase the number of pupils from all parts of the Province, and thereby secure its Provincial character. With the view of discharging this responsibility, so far as the present circumstances will permit, the undersigned, after having become possessed of full information upon all the subjects involved, has embodied them in his Draft Report, which he respectfully submits for the approval of His Honour the Lieutenant-Governor in Council, and for such action by the Senate of the University of Toronto, under the statutory powers conferred upon it, as hereinafter mentioned, as may be necessary for giving full effect to the several recommendations by Order in Council and statute of the Senate of the University, respectively, having regard to the following subjects:—

(1) As to boarding-house accommodation, that a statute of the Senate be now passed for authorizing the necessary repairs and alterations in the present boarding-house, amounting, according to the report of the Architect of the Public Works Department, to the sum of \$2,894, and applying the funds now at the credit of the boarding-house account, under statute No. 79, for the purpose; and also to set apart the most easterly of the masters' residences, now ready, for the reception of boarders. (2) As to educational measures, to frame regulations for entrance examinations, as well as to regulate the subjects and standards in all the forms of the College, so as to take effect after the 1st January next, and by arranging the course and subjects of study as will best effect the training of all pupils in Grammar School subjects, namely, Latin and Greek, Classics, Mathematics, English and other subjects, for their different careers in life, as well as for the University and learned professions; also the necessary staff for the work of instruction, consisting of Principal and masters, at the salaries mentioned in paragraph 3 of the Report of the undersigned, to begin after the 1st July next. (3) For the management of the boarding-house by the means and according to the mode, and for the emoluments specified in my said Report.

That an Order in Council should authorize the payment of the gratuities recommended to Mr. Wedd, Mr. Brown, and Mr. Thompson, payable to them out of the General Income Fund on their retirement on the 1st July next, and such payments to be repaid out of the annual surplus revenue, with interest at 5 per cent.

The proposals recommended and the facts stated in my Draft Report of the 12th May and its accompanying Memorandum, and the Report and Memorandum of the 31st May, are substantially the same except as to the retirement of the First Classical and Mathematical Masters, and dealt with the same subjects, namely:—

- (1) *Boarding-house Accommodation.*
- (2) *Educational Measures.*
- (3) *Staff of Masters—Duties, Salaries and Emoluments.*
- (4) *Management of the Boarding-house.*
- (5) *Retirement of Masters.*

The grounds on which my recommendations under each head are supported are fully stated in both Reports and Memoranda, and from them it can be readily seen that my proposals were not only warranted but demanded by the then circumstances of the College, as these further facts abundantly show:—

(1) *As to Boarding-house Accommodation.*

In the Session of 1880 the Legislative Assembly was asked to ratify the Order in Council which approved of the Report of the Senate Committee, that the sum of \$30,000 should be authorized to be expended out of the College funds for improvements which the Committee considered were urgently required, and that it was of the highest importance that effect should at once be given to their recommendation.

The objections of several members of the Legislative Assembly were sufficient to postpone this motion, and also to obtain from me the assurance that during the recess that this and all other questions affecting the well-being of the College would be enquired into and

reported to the House at its next session. I thereupon obtained from the Principal the plans of the proposed boarding-house improvements, prepared by Mr. Storm, Architect of the Committee, and also the plans by Mr. Strickland, of the boarding-house as it was. On my personal inspection of its condition it was evident that nothing so ambitious or expensive, as proposed by the Committee, was either necessary or desirable. With the Assistant-Architect of the Public Works Department, I found that the boarding-house could be made in every way suitable at the moderate expense of \$2,894, for which there was a surplus at the credit of the boarding-house fund, thus requiring no expenditure on capital account, nor sinking so large a sum as \$30,000 in unnecessary erections. I had nothing to do, either officially or otherwise, with the actual execution of these works, but on their completion in time for the opening of the College after the long vacation, I saw that the results were entirely satisfactory.

(2) *Educational Measures.*

Ever since the inquiry before the Committee of the Legislative Assembly in 1869, no one doubted the desirableness of the change recommended by me of a satisfactory educational test for pupils entering the College. It was therefore one of the measures proposed in my Report before the Legislative Assembly, that pupils should only be admitted on an examination in elementary English subjects, equal at least to the High School entrance. Such standard was, however, open to some doubt as applicable to the College, and having subsequently ascertained the average ages and attainments of boys entering the lower forms, my final conclusion was that the first form should be retained, and that the entrance examination need only be such as would warrant a pupil's admission thereto. In my Report of the 31st May, I showed that the effect of such entrance examination would be to increase the quality of the pupils, as also their quantity, and the tendencies theretofore, were to promote quantity rather than quality. I also recommended that the subjects of study should be arranged in the three divisions of Classical, Mathematical and English, with Modern Languages, and the progress of the pupils in the school regulated accordingly; also yearly promotion examinations, and that the Examiners should be appointed by the Committee of the Senate, who should direct half-yearly inspections to be made as well. While in my Report before the Legislature I had recommended inspection by the Education Department, the best conclusion I was able to form in that of the 31st May was, that there were advantages in the existing government of the College by the Senate of the University, more especially in view of that further sphere of Provincial usefulness which Dr. Ryerson, in his evidence before the Legislative Committee, in 1869, regretted it had not assumed, as the Model Grammar School of the Province, under the control of the University Senate.

(3) *As to the Staff of Masters: their Duties, Salaries and Emoluments.*

My Report expressly invites the Senate to consider and revise the work in the several departments as it might think desirable, in order to promote increased efficiency in the subjects of Classics, Mathematics, English, French and German, as well as instruction in Drawing and Drill. I found the course of study in force unequally arranged in several particulars, and especially deficient in Physical Science and in Drawing and Drill. The duties of the Principals and masters were also disproportionate, and required re-adjustment. The appointment of the masters is, under the Provincial Statute, by the Lieutenant-Governor during pleasure, and they are therefore removable at any time, when the interests of the College require this. Any recommendation of the Senate, in this or other respects, is entitled to the fullest consideration. While the Senate has authority for passing statutes to regulate the salaries and duties of the Principal and masters, under Section 46 of the University Act, no such statute can have any legal effect until approved by the Lieutenant-Governor, and the Executive is directly responsible for the continuance of any salaries which appear unreasonable or burdensome upon the resources of the College, and I did not propose any change in the amounts, which, under the University statutes, from 1857 to 1880, had been considered the normal amounts, viz., to the Principal \$2,400, and for each of the regular masters \$1,336, with residence, or allowance therefor, besides. My memoranda of the 12th and 31st May both show that at the time of Principal

Cockburn's appointment, in 1861, these salaries had been absolutely reduced by one-sixth, and that he then entered upon his office at the salary of \$2,000, and this continued until the 1st July, 1866, when statute No. 79 came into effect, with this provision, that in case of a surplus of College Income Fund in any year available after three previous charges had been paid in full, the salaries of the masters could be made up out of such annual surplus, if any, to the original amount of the salaries as established in 1857, but reduced in 1860. In this event only could these salaries become equal to their amounts as before 1860. However, under the actual operation of these statutes and the action of the Senate, the results shown by the Bursar's accounts made it the duty of the Government and Senate alike to protect the College in future from the large emoluments and allowances which had exceeded any reasonable limit of remuneration, quite beyond the anticipations or knowledge of the Senate.

My recommendation as to reduction in salaries is therefore justified when the following summary, from the Bursar's accounts of payments to the Principal and the Superintendent of the Boarding-house, is examined.

To Principal.

YEARS.	SALARY.	ALLOWANCES.		Repayment of Alleged Former Reductions.	TOTAL RECEIVED.
		College Fees, Board.			
1861 to 1865.....	\$2,200 00				
1867	2,400 00	\$183	\$336 00		\$2,920
1868. \$2,400, less deduction \$64 ..	2,336 00	204			2,540
1869	2,400 00	256	161 00		2,817
1870	2,400 00	297	149 00		2,846
1871. \$2,400, less deduction \$254 ..	2,146 00	279			2,425
1872	2,400 00	289	265 00		2,954
1873	2,400 00	338	1,095 00		3,833
		Out of General Income.			
1874	2,400 00	362	797 00		3,559
1875	2,400 00	394	1,081 00	\$338	4,213
1876	2,400 00	376	1,098 00	729	4,603
1877	2,400 00	375	1,060 00	769	4,604
1878	2,400 00	354	1,092 00	681	4,527
1879	2,400 00	357	1,033 00		3,790
1880	2,400 00	341	995 00	\$2,517	3,736

To Superintendent.

YEARS.	SALARY.	ALLOWANCES.		Repayment of Alleged Former Reductions.	TOTAL RECEIVED.
		College Fees, Board.			
1864	\$1,116 66	\$247	\$289 00		\$1,652
1865	1,114 00	226	532 00		1,872
1866, half year only, owing to change in financial year ..					
1867	1,336 00	195	611 00		2,142
1868	1,336 00	204	630 00		2,170
1869	1,336 00	256	617 00		2,209
1870	1,336 00	297	808 00		2,441
1871	1,336 00	279	500 00		2,115
1872	1,336 00	289	974 00		2,599
1873	1,336 00	338	895 00		2,569
1874	1,336 00	362	1,152 00		2,850
1875	1,336 00	394	995 00	Repayment of \$135	2,860
1876	1,336 00	376	1,299 00	“ “ 293	3,304
1877	1,336 00	375	700 00	“ “ 309	2,720
1878	1,336 00	354	1,055 00	“ “ 274	3,019
1879	1,336 00	357	1,164 00		2,857
1880	1,336 00	341	1,116 00	Total..... \$1,011	2,793

The amounts referred to as payments, viz., \$2,517 to the Principal and \$1,011 to the Superintendent, as Second Classical Master, are open to grave doubts as to the legality of the resolutions of the Senate under which the payments were made, for on the passing of statute No. 79 the provision in statute No. 60, which alone gave any colour for this, was, as well as every part of it, repealed, and specific appropriations of the College annual income, including any surplus, were definitely provided instead, and excluded any application of College funds for any such gratuities as statute No. 60 had, while in force, permitted.

The cost of superintendence of the boarding-house for the year 1879 has also been shown to have been—

(1) Principal	\$1,033 00
(2) Resident Master, or Superintendent of boarding-house.	1,164 00
(3) Assistants and Lady Superintendent	855 00
	\$3,052 00

in money, besides at least \$2,000 in the board and lodging of the Resident and Assistant Masters and Lady Superintendent, or more than \$5,000 for this particular duty, or a charge of nearly 35 per cent. on the amount of board dues received in that year—\$17,459.50. It is also to be noticed that the personal demands upon the time of the Principal and Superintendent for supervision were much diminished when two Assistant Resident Masters were employed.

The total expenditure of the College, in rebuilding the Principal's residence after its destruction by fire in 1871, on an enlarged plan, was \$17,799, which would represent a rental of \$1,000 at least. The Resident Master also received free rooms, board, light, fuel and washing—equal to \$1,000 per annum.

The actual emoluments and allowances thus annually received were largely disproportionate in comparison to the salaries of Professors in University College, who, in 1879, received \$2,800, but without residence or other allowances. The educational efficiency of the College could therefore have been secured at much less expense, as the engagement of the new Principal, at the salary of \$2,600 with residence, but no other allowances, has shown. When my financial proposals are given effect to, there will be at least an annual surplus of \$4,000 available for such educational objects as the further needs of our Provincial system may require.

The Senate of the University, since its receipt of my Report and Memorandum of the 31st May, from the Provincial Secretary, has had the questions contained therein under consideration, and on the 15th September last approved of the recommendation of the Senate Committee for the retirement of the Principal from his office, whom they found was desirous of retiring by reason of impaired health. The resolution of the Senate to that effect was approved of by your Honour in Council on the 30th September last. The material circumstances are set forth in my Report, which was approved by such Order in Council, and are stated as follows:—

1. The Report of the undersigned to your Honour on this subject, dated 31st May, 1881, and the Memorandum accompanying the same, were referred to the Senate of the University, who were invited to consider the proposals contained in such Report, in order to give effect to such conclusions as would promote the public interests in the College.

2. The Committee of the Senate, in the course of their inquiries, found that the Principal was desirous of retiring from that office by reason of impaired health, and the Committee considered their efforts would be assisted if the retirement of the Principal was approved of by the Government and a successor obtained who would possess the requisite qualifications as well as experience of the course of education in this Province.

3. The Government has considered that such retirement was in the interest of the College, and that it was a proper case in which a gratuity should be paid to the Principal, but limited to the amount represented by the annual salary of \$2,400 and \$400, value of residence, and calculated at one month for each year of service for 20 years.

4. The Committee also examined into the claim of the Principal for expenditure by him upon the Principal's residence, in respect of essential improvements thereon;

and after due examination by William G. Storm, Architect, as to their value, the Committee found that the sum so expended amounted to \$1,450, and that the residence had been thereby enhanced in value to that extent, and that such improvements are now worth that amount to the College, and would cost a larger sum if they were now to be made.

5. The Committee, on the 14th September, 1881, reported the foregoing to the Senate of the University, which, at its meeting on the 15th September, adopted such Report, and also the recommendation of the Committee that the Principal's retirement should take effect at the end of the current month of September, and that he should be paid his proportionate salary up to that time from the 30th of June last, when the College year expired, based upon the sum of \$3,629.61, as the salary received by him for such year, any payments on account being deducted.

The undersigned therefore respectfully recommends that your Honour in Council may be pleased to approve of the same, and that the respective amounts of the said gratuity and improvements be paid out of the General Income Fund of Upper Canada College.

16th September, 1881.

The following is the acknowledgment given by the Principal to the Bursar of the payments of the gratuity and improvements, pursuant to this Order in Council :

"I, George R. R. Cockburn, having resigned my position as Principal of the Upper Canada College, hereby accept from J. E. Berkeley Smith, Bursar of the University, countersigned by the Treasurer of the Government of the Province of Ontario, the sum of four thousand six hundred and sixty-six $\frac{6}{100}$ Dollars, being a gratuity to me by order of the Council of the Province of Ontario, dated 30th Sept., 1881, on my retiring as Principal, after twenty years' service.

"Also the sum of Fourteen hundred and fifty dollars, as compensation for certain improvements and repairs made by myself on the house which I occupied connected with the College.

"On receiving the above respective amounts, I shall deliver up possession of the said house to J. E. Berkeley Smith, Bursar.

"And on payment of the above sums of money, I hereby release for ever, all further claims against the Provincial Government of Ontario, or the Bursar of the University.

(Signed) "GEORGE R. R. COCKBURN. (L.S.)

"October 17th, 1881.

"Signed and sealed in presence of

(Signed) "G. A. STIMSON."

Endorsement.

"\$6,116 $\frac{6}{100}$.—Received from the Bursar, J. E. Berkeley Smith, the sum of six thousand one hundred and sixteen dollars and sixty-six cents, as within mentioned."

(Signed) GEORGE R. R. COCKBURN.

This was followed by the selection and appointment of the new Principal, John Milne Buchan, Master of Arts, and lately one of the High School Inspectors. The circumstances attending this appear in my Report, also approved by your Honour in Council of the 30th of September last, as follows :

1. The undersigned has had under consideration the selection of a successor to George R. R. Cockburn, on his retirement from the office of Principal of Upper Canada College, which it is proposed shall take effect on the 30th instant.

2. In the present circumstances of the College it is desirable that the new Principal should possess all the qualifications which the duties of this position demand, as well as that practical experience in the work of secondary education in this Province which would enable him to assist the efforts of the Senate of the Provincial University in promoting the well-being of the College. Guided by these views, the undersigned considers that John Milne Buchan, one of the High School Inspectors of this Department, possesses the requisite

qualifications, and that his probable success as Principal may be assured from his past career as a Teacher. His record is as follows:—In 1865 he obtained the degree of Master of Arts in the University of Toronto, having in 1862 become a Bachelor of Arts, taking at the examination therefor the Silver Medal in the department of Modern Languages. He taught in Upper Canada College for a short period in 1862, and then became Head Master of the Grammar School at Hamilton, and when it became a Collegiate Institute in 1871, its Principal. In 1873 he was appointed by the late Council of Public Instruction, one of the High School Inspectors, in the place of the late Rev. J. G. MacKenzie. When Mr. Buchan became Head Master of the Grammar School in 1863, the number of pupils was about 30, and at his leaving, in 1873, the number in the Collegiate Institute exceeded 200. In the eight years in which he has been a member of the Central Committee of Examiners of this Department, and also High School Inspector, he has discharged these important duties with much satisfaction to all engaged in educational work, including the undersigned as Minister.

The undersigned therefore respectfully recommends that John Milne Buchan be appointed Principal of Upper Canada College, in place of George R. R. Cockburn, on his retirement, and that he receive an annual salary of \$2,600 with residence, but no other allowance.

Inasmuch as Mr. Buchan has, at the request of the Government, consented to vacate his office of High School Inspector, and to accept that of Principal, with the view of promoting the well-being of the College and the public interests therein, it is proper that, in justice to Mr. Buchan, he should be assured of his right to obtain an equally good position as that of High School Inspector in case he should cease, from no fault of his own, to hold such office of Principal.

The undersigned therefore respectfully recommends that the foregoing be approved by your Honour in Council.

16th September, 1881.

Since his appointment the new Principal has been engaged in discharging the duties of such office, and at the same time has had the opportunity of informing himself upon the educational questions contained in my Report and Memorandum of the 31st of May last, and the Senate is now placed in a position to give effect to such improvements as are urgently required, to secure the further usefulness of the College and Provincial benefits, as I have set forth and recommended in my Report and Memorandum of the 31st of May, and supported upon the several further grounds stated herein. In this matter of the College, as well as in others, my course is consistent with the principle laid down by Wilhelm Von Humboldt:—"The thing is *not* to let schools and Universities go on in a drowsy and impotent routine; the thing is to raise the culture of the nation ever higher and higher by their means."

The Senate has now before it for consideration the following Report from the Committee on Upper Canada College, presented at its meeting of the 20th January instant.

The Committee on Upper Canada College begs to report as follows upon the Memorandum dated the 31st May, 1881, of the Minister of Education:—

1. In regard to the *Boarding-House*, the repairs and alterations recommended in the Memorandum have been made, at a cost of \$2,981.71, which sum has been paid out of the surplus to the credit of the boarding-house account.

The changes referred to have added greatly to the comfort and convenience of the resident pupils. The boarding-house proper now accommodates seventy-eight, and the supplementary boarding-house, which consists of one flat of the two easternmost masters' residences, eighteen pupils. It is recommended that, with a view to the possible increase in the number of boarders, it be understood that all the masters' residences, except the Principal's, may either wholly or in part be at any time turned into supplementary boarding-houses, and that the masters from time to time in possession have the right to occupy them until required for such purpose. By utilizing in this way one flat only in each of the remaining masters' residences, the number of boarders that could be accommodated would be increased from ninety-six to one hundred and thirty-two.

2. *Educational measures.* The Committee concurs with the view expressed by the Minister of Education in said Memorandum, in thinking it desirable to give greater flexibility to the course of instruction. Two modes of accomplishing this have suggested themselves.

The subjects of study might be arranged in two groups, and the pupils promoted in each group without necessary reference to their proficiency in the other, or two separate courses might be instituted, namely, a literary course with Latin for its leading subject, and a scientific course in which promotion would depend mainly upon mathematics. The Committee, however, is not prepared to expressly recommend either course without first giving the question further consideration.

For reasons similar to those which suggest the wisdom of increasing the flexibility of the course of study, the Committee is not at present inclined to regard with favour the proposal to raise the standard of the entrance examination, or to take the promotion of pupils out of the hands of the masters. Such changes would, in the opinion of the Committee, lead to an undesirable rigidity in the management of the College, and whilst probably increasing the efficiency for cramming pupils for University and other examinations, would lessen its value as a place for the formation of character. At the same time, the Committee recognizes the advisability of there being an entrance examination under the direction of the Principal.

3. *Staff.* The Committee recommends that the permanent staff consist of a First and Second Classical, a First and Second Mathematical, a First and Second English, and a French and German Master; either the First Classical, the First Mathematical, or the First English Master being Principal, at a salary, as at present fixed by Order in Council, of \$2,600 a year with residence. The remaining masters of the first grade to be paid each at the rate of \$1,650 per annum, the masters of the second grade to be paid each at the rate of \$1,200 per annum. The French and German Master not to be considered as of either class, and to be paid at the rate of \$1,350 per annum. If it should at any time be difficult to secure the services of one man capable of properly teaching both languages, it would then be necessary to engage separate masters at such reasonable salaries as might then be arranged.

It is further recommended that the principle of paying the masters in part from a share in the fees be abandoned, and that they receive hereafter the above-mentioned fixed sums, in lieu of the fixed and variable sums heretofore paid them.

It is also recommended that the present Second Classical Master, in consideration of his valuable services as Classical Master, and also of the fact that he is now enjoying the same salary as that received by the First Classical Master, be regarded as entitled to a salary at the rate of that allotted to masters of the first grade. It is further recommended that the present Superintendent of the boarding-house, and any successor, be relieved from class and room duty at 12.30 p.m. each day, and that in consequence of such reduction in his duties as master, his salary as master be \$1,300, so long as he shall fill the office of Superintendent of the boarding-house.

Such partial relief from duty will enable the Superintendent to devote more attention to the management of the boarding-house, and at the same time afford to him that daily relaxation from duty which, in the opinion of the Committee, is necessary in the case of a master whose duties require his constant personal supervision over the boarders whilst in residence.

The present staff of assistant masters amounts to four. The charges for their services cannot be reduced below the present amount thereof, viz., \$3,158.

4. *Boarding-House management.* The Committee is of opinion that the boarding-house should continue to be managed as heretofore by a resident master, and the necessary number of assistants under the supervision of the Principal, with power to the Committee to make all necessary arrangements with regard to the supplementary boarding-houses, the emoluments of the masters hereof, and their relations to the Superintendent.

It is further recommended that the Superintendent of the boarding-house be always one of the masters of the College, and who shall reside in the boarding-house, and be paid for his services as such Superintendent in the same manner and on the same

principle as at present in force, except that he shall not receive as such Superintendent in any one year a larger sum than \$1,000. It is suggested that the charges involved in the foregoing recommendations shall take effect on the 1st July next, except as to amount of the Principal's salary, which shall be \$2,600 from the date of his appointment.

Respectfully submitted.

(Signed)

WILLIAM MULOCK,
Vice-Chancellor.

January 20th, 1882.

2. Further recommendations towards extending its Provincial usefulness.

While the recommendations already made by me are absolutely necessary for securing improved educational efficiency and extended usefulness for the College, with the economical and satisfactory management of its finances, my duty to the public cannot well cease here or with such action as the Senate may undertake.

The endowment and property of the College are so large that it becomes an important question for consideration how its resources can be made still more beneficial by their application, to further promote the interests of higher education, in enlarging its sphere by becoming the Model High School of the Province, and supplying those facilities for the professional instruction of High School Teachers, including candidates for First-class Public School Teachers' Certificates, in the best methods of teaching higher subjects, and in the scientific principles on which the value of education as a practical art so much depends.

The retirement of Mr. Cockburn from the office of Principal has not only suggested, but affords the opportunity of considering whether the purposes of Dr. Ryerson, when Chief Superintendent of Education, in establishing a Model Grammar School, and which have hitherto remained unfulfilled, cannot with beneficial results to every part of our system now take effect. Information as to the objects of the Model Grammar School is contained in his Report for the year 1858; and in that of 1859 he states that "the Model Grammar School is intended to accomplish the same objects in regard to the Grammar School instruction of the country as the Normal and Model Schools are intended to accomplish in regard to Common School instruction—to improve the organization, discipline, and teaching of the schools, by presenting proper models and by training masters for their important and noble work." Up to that time he states that "as yet no Normal Class had been established in the Model Grammar School." We are, moreover, put in possession of full information of Dr. Ryerson's views on his examination before the Education Committee of the Legislative Assembly, in January, 1869, when he stated that the Model Grammar School was dropped on account of its expense, and with the view of Upper Canada College in 1861 becoming such Model School in its place, having the special advantage of its then newly appointed Principal, Mr. Cockburn, who was selected by him in Edinburgh as the first Rector of the Model Grammar School. His proposed arrangements by which the College would become the Model Grammar School of the Province involved the further proposal of a Minister of Public Instruction; and in explanation to a question, he stated as follows:—"I say that if Upper Canada College were made part of the school system, and were placed under the control of a responsible person appointed by public authority (a Minister of Education), that it would be one wheel in the general machinery of the system." He expressed his disappointment that these arrangements were defeated and the old system continued. In recommending that Upper Canada College should become the Model Grammar School, Dr. Ryerson explained that it was for the purpose of fulfilling similar objects intended by the Model Grammar School. He proposed to render it a means of assistance in every way for training the Grammar School Teachers of the country; and he stated, "if that had been carried out, and we had been able to afford this assistance, the Grammar Schools would have been greatly improved. That system is being adopted in Germany and in France." "I proposed to make it (the College) the training-school for the country, and that the annual sum of one thousand (£1,000) pounds should be continued to it for such purpose, and

that Upper Canada College should be the College or Normal training-school for the other Grammar Schools of the country," and "should be under the Senate of the University instead of being under the Council of Public Instruction."

The correctness of these views of Dr. Ryerson's has been fully established by the improved efficiency given to all Teachers in the Public Schools who have had the benefit of professional or Normal training; and much of the improvement in our Public Schools has chiefly arisen from the increased facilities for, and larger amount of, such professional instruction.

While much improvement has also taken place in secondary education in our High Schools, the qualifications of the masters therein have not hitherto required experience or knowledge of a professional nature of the best methods of teaching the several subjects of study in the High School course; and the success which is now attending the more intelligent elementary teaching would soon be exemplified in higher education, if similar means were adopted for higher professional training. Moreover, the art of teaching can be made more successful and beneficial as the science of education itself makes progress, and that progress will be real the more knowledge it may draw from other sciences which have relation to the moral, mental, and physical condition of the human being. The only sound basis for its methods of instruction and modes of management and discipline, and also for "bringing out" the best qualities of each pupil, is, that fully informed by scientific enquiry. Therefore, in the professional training of teachers for secondary instruction, not only should the opportunity be afforded for professional instruction in the best and most advanced methods of secondary instruction, but for such teachers-in-training acquiring higher scientific knowledge of the principles of education. The value and need of professional training for teachers of every grade is everywhere recognized by the best educational authorities; and in Germany, besides ordinary schools for the training of elementary teachers, there are colleges for the express object of giving students opportunities to acquire more advanced professional and scientific knowledge for their duties as teachers of higher positions in the secondary and superior schools. In 1879 there were four of such colleges at Berlin, one at Breslau, one at Gottingen, one at Bonn, one at Magdeburg, one at Konigsberg, and one at Stettin. In Ontario we have as yet none with the like advantages. The recent establishment of the Chairs of Education in the Universities of Edinburgh and St. Andrews, and the appointment of Professors Laurie and Meiklejohn thereto, shows the recognition in Scotland of the value of scientific knowledge in advanced education.

The necessity in this Province for affording opportunity for such higher professional training to High School Teachers is more apparent now than formerly, since our High Schools have become the institutions in which intending teachers gain their general education as well as knowledge in the non-professional subjects required as part of their qualifications.

The special experience of the two High School Inspectors support these suggestions, and their respective views are set out in extracts from their Reports in the Schedule herewith. There is an incidental advantage in the present Principal having been one of the High School Inspectors for a period of eight years, and having also previously been most successful as Principal of the Hamilton Collegiate Institute. The direct educational benefits to the pupils of the College themselves would also be as marked in secondary education as it is proved to be in elementary in both the Provincial Model Schools at Toronto and Ottawa, and also in the County Model Schools throughout the Province.

The teaching staff in the College as well as in every High School would be improved in efficiency, as higher qualifications would gradually result from the more advanced knowledge thus afforded of the best methods in secondary instruction, management and discipline, in which many of the High Schools are still deficient.

Financially there need be no demand on the Provincial Revenue, and under the proposed financial reforms the College would show a surplus of income from its endowment amply sufficient to meet this and other needed objects in higher or superior education. This would also supply an existing defect in affording the same professional training to candidates for First Class Public School Teachers' Certificates, as well as for their acquiring scientific knowledge in advanced educational methods which the two Pro-

vincial Normal Schools are now unable to afford without serious injury to the professional training of candidates for Second Class Certificates. The government should be exercised as now by the Senate of the Provincial University, under such arrangements with your Honour in Council as might be necessary for giving effect to this new sphere of Provincial usefulness, for which I have shown the College is specially adapted and the educational necessity so apparent.

Extracts from Inspector McLellan's Report.

1. The demand of the age, especially of this new country, is for the practical; hence Science (including Mathematics) and English Literature will take the foremost place in the secondary schools. The Minister of Education even now proposes an important change in this direction, but no one will deny the value of high classical culture, Greek and Latin being pre-eminently the Humanities. For this special attention cannot however be given in the majority of High Schools and Collegiate Institutes in the increasing demand for Science and practical education.

2. Ability to pass examinations is not the highest measure of true education: written examinations are valuable as a means, but they are not a satisfactory test of intellectual power and high attainments, while they are no test of the existence of the essential elements which should enter the formation of a noble manhood. These are developed only by the personal contact and influence of the true teacher upon the scholar, and this is one of the defects of our system of secondary education.

3. There are many pupils from eleven to fifteen years of age whose parents desire for them a liberal education, and who must be sent from home to obtain this at some High School. Board and lodging is found by chance during the time the character is being formed, without little or any judicious supervision, and without the influences for good which come from the true educator. A trained intellect and some attainment in Science and Literature will probably be the result, but a stunted growth in the higher elements of his nature. There is need of institutions like Upper Canada College ought to be, where such need may be satisfied, and any arguments against such provision from the State can be advanced with equal force against all Provincial aid for any secondary education.

4. Under more economical management, with an improved system of scholarships, the advantages of the College would be open to any boy who has shown industry, perseverance and ability in any local High School, and in this way it would afford equality of opportunity to the child of the poor as of the rich, which is the grand principle of our whole system. There could then be no ground for the outcry against the College on this account; but if examined there is no just ground for it. The Public Schools, High Schools and Collegiate Institutes are open to all, and equally accessible to the son of the lowliest as of the rich, and the chief burden of supporting them falls on those who are well off, and in proportion to the assessable amount of their property, whether they actually take advantage of the schools or not.

5. A truly national system of education must meet the needs and requirements of all classes of the community, and ours will fail to secure its highest and best results unless we possess an institution or institutions such as the College might become under a "Canadian Arnold."

6. Uniformity in a national system is repressive of individuality and the development of genius when carried to an excess. It may therefore be fairly argued that the College should occupy an independent position with more freedom of management and flexibility in its course of study. The chief corrective of the tendency to uniformity is, however, to be found in the influence of the true teacher, with full insight into human nature and a profound sympathy for that of boys, with enthusiasm for his work. Let Upper Canada College be supplied with such, and higher results in national education will be won, with profounder influences upon the moral, intellectual and industrial life of our community.

7. These considerations suggest the strongest of all reasons for retaining the College as an integral part of our system. It can be made a model school in secondary educa-

tion. In primary education the Teacher makes the school, and in secondary education also; and his efficiency is to be determined by his skill, knowledge and experience in the art of teaching. While this is universally admitted in the elementary schools, it has been thought in this Province that the secondary schools may safely be left to take care of themselves. This is a serious mistake, for no such school can produce its best results when under the management of a teacher not fully trained. It is a serious mistake in the case of this Province, for our secondary schools educate our teachers; and as our teachers are taught, so they themselves will teach. They cannot free themselves from the methods which have been followed with themselves; and if they have been taught by imperfect or absolutely hurtful methods, they will continue to follow in them. This is the great defect in our High Schools now. There are good teachers, but they have become so after the experience of many failures, and there are many bad teachers who will continue to be such. The foremost educators strenuously maintain the necessity of professional training for teachers in secondary or High Schools. Dr. Wiese, the famous German Minister of Education, points out as amongst the reforms on which all other real reforms depend, the necessity of a proper method of ascertaining the professional qualifications of a person before he is allowed to undertake the functions of a teacher. The University degree is not satisfactory evidence that the holder possesses the qualifications necessary for the education of youth, and the special qualities for this must be gained, as in Germany, by the application of scientific principles which govern the mental activities of the actual work of the school-room. In Germany there are numerous schools where the literary and professional training of teachers is carried on at the same time, but with us the literary training is separated from the professional, and we have for this purpose the County Model Schools and the two Provincial Normal Schools, but this is necessarily confined to elementary teaching.

Dr. Ryerson recognised the want of professional training for teachers in secondary education, and hence established the Model Grammar School. This did not succeed for reasons which could be pointed out, but his views were in this respect in accord with those of the ablest educators this age has produced. The time has now come for the realization of Dr. Ryerson's idea, and Upper Canada College can be made the Model High School for Ontario, and thus exert a powerful influence on secondary education, and through that on the primary education of the Province. Upper Canada College can be made to occupy such a position, which would be the highest attainable by any school for secondary education.

Extracts from Inspector Marling's Report.

The improvement that has taken place during the last eight years in secondary education in Ontario is phenomenal; foremost among the evidences of improvement is the recognition of the High School by the Government and people of the Province as the fountain-head, so to speak, of the supply of teachers. But with the imposition upon them of this special function of teaching those who are to be teachers, deficiencies have become apparent, which the High School Inspectors at their official visits have been much struck with. Misdirected energy, faulty discipline, empirical, capricious and changeful methods, waste of time, neglect of foundation work, hazy and pointless and inconsequential presentation of subject-matter, may be specified as among the more prominent of these faults. In other words, the faults are mainly such as would naturally be exhibited by those who have not made the *art of teaching* a distinct study. Now, in the case of the primary schools, it is admitted that special professional training is essential to the success of the teachers; the Model Schools and the Normal Schools are the avenues through which the candidate for a Public School Teacher's Certificate must pass. No untrained teacher can any longer obtain even a third-class certificate. The anomaly therefore presented is that no similar provision exists for the special training of teachers for secondary instruction. The necessity for such training was perceived twenty years since by Dr. Ryerson, the father of our school system, and the Model Grammar School for Upper Canada was established to supply the want. This school was not suffered to exist long enough to exercise any appreciable effect on the training of Grammar School Teachers, but the policy of such an institution was felt to be thoroughly sound, as an essential element

in the educational service of our Province. I think the time has come for the revival of this policy and of such a school. By a fortunate coincidence, the means of supplying this omission in our system are afforded just at the very time when the necessity for it has become so urgent. I venture, therefore, to express my belief that Upper Canada College might be utilized thus, to the great benefit of the public educational service.

DIVISION 4.

THE SCHOOL OF PRACTICAL SCIENCE.

1. Origin and Establishment.

The absence of any institution in this Province for practical instruction in Industrial Sciences was felt to be so great a want, that the Government of Mr. Sandfield Macdonald, in 1870, commissioned J. G. Hodgins, Deputy Superintendent of Education, and A. T. McHattie, M.D., "to proceed to the United States, for the purpose of inspecting and reporting upon any Technical or Science Schools or Colleges there established, as to their buildings, departments of study and general appliances," and they accordingly presented their Report, dated January, 1871, setting forth particulars as to eight of such Institutes, four being in the State of New York, three in Massachusetts, and one in Connecticut. Also as to cost of buildings and appliances, revenue and expenditure, instructors, number of students, course of study and objects, details of all of which are given. The cost of building of six of these Institutions exceeded \$60,000, viz.:—\$67,000, \$80,000, \$100,000, \$290,000, proportion of \$300,000 at Cornell, and the Cooper Institute for Science and Art in New York \$630,000. The annual expenditure for salaries and otherwise was \$17,000 in two instances, \$23,000 in one, \$30,000 in another, \$40,000, \$50,000, \$60,000 and \$80,000 in the other four. The Commissioners reported that their estimate of the proposed Ontario College of Technology would involve an expenditure of \$50,000 for capital, and of \$12,100 to \$14,500 annually. They show the particular classes in our Province which would be benefited, and that while the merely intellectual wants of our people had been liberally provided for, provision for turning to practical account scientific and industrial skill had been neglected, and they point to the great impetus given to the development of the resources of the States which possessed such Technical Schools, and also the steps taken in this direction by Great Britain, at South Kensington and in the Mechanics' Institutes, and their conclusion was that Technical education was a Provincial necessity.

The former Government acted upon this Report, and in 1871 obtained a grant of \$50,000 for the purpose of establishing a College of Technology, and expended \$38,500 thereof in the purchase of the Mechanics' Institute Building. The unsuitable location and deficiencies of this building and want of appliances resulted in failure, as reported by me to the Lieutenant-Governor on the 16th June, 1873, and consequent prejudice in the minds of many against any such school.

However, to provide for this admitted want under proper and satisfactory conditions, I submitted the recommendations contained in my Report of the 30th of January, 1877, in effect being the sale of the Mechanics' Institute Building, and the erection of a suitable building near the Provincial University.

The Mechanics' Institute building was not only unsuitable in its structure, but could not afford the laboratory and other accommodation required for instruction of this special nature, and possessed neither the requisite appliances nor apparatus. Instead of appointing a distinct professorial staff for giving such instruction which was involved in the plan of the former Government, my further proposal was to adopt a more economical mode, by utilizing four of the Professors of University College in the same departments of instruction as were required in the school—namely, Chemistry, Natural Philosophy, Geology and Mineralogy, Natural History and Botany—and thus leaving only the Professor of Engineering and such assistants as might be required, to be paid for from the Provincial revenue. The Order in Council of the 3rd February, 1877, approving of such report, was ratified by resolution of the House of Assembly on the

13th February, 1877. The new building was accordingly erected and opened for students in September, 1878. It contains commodious chemical, assaying, physical and biological laboratories, chemical and engineering lecture rooms, a designing and draughting room, apparatus and model rooms, also store rooms, balance rooms and experimental rooms, and is furnished with requisite fittings and apparatus in the several departments. The cost of its construction, exclusive of apparatus, was the sum of \$30,353, while the estimate for the annual maintenance of the school from Provincial revenues was \$5,600. While this institution cannot compare with the larger and more expensive ones in the United States and elsewhere, for technical training, it nevertheless satisfactorily supplies this want in our educational system, in affording a thorough practical education in physical science, with a direct bearing upon the professions or occupations which the students may wish to follow. It is in fact a school of "Practical Science," and as such secures benefits more than commensurate with the moderate expenditure in its construction and maintenance. The government of the school is, by the Revised Statutes, chap. 212, under and according to the rules and regulations of the Lieutenant-Governor in Council, and the Board for its internal management is composed of the professors, lecturers and instructors of the school. Its staff, operations, and number of its students, will be seen from the report of the Board for the year 1881, to your Honour, which next follows.

Annual Report for 1880-81.

The Board of Management of the School of Practical Science beg leave to present to your Honour the following Report on the condition and progress of the School for the year 1880-81.

The Academic Year of the School commences in October; but the Board avail themselves of the date at which the Annual Report has to be prepared with a view to its being submitted to the Legislative Assembly of the Province, to include in it a statement of work in progress in the year now entered upon.

The following is a list of the Faculty of the School of Science, with the subjects taught by the different Professors :—

- D. Wilson, LL.D., F.R.S.E., Chairman of the Board.
- E. J. Chapman, Ph.D., LL.D., Professor of Mineralogy and Geology.
- James Loudon, M.A., Professor of Mathematics and Natural Philosophy.
- R. Ramsay Wright, M.A., B.Sc., Professor of Biology.
- D. Wilson, LL.D., F.R.S.E., Professor of Ethnology.
- J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering.
- W. H. Pike, M.A., Ph.D., Professor of Chemistry.
- W. H. Ellis, M.A., M.B., Assistant Professor of Chemistry.
- Alfred Baker, M.A., Secretary.

A classified list is herewith given of the students in attendance during the Terms of Michaelmas and Easter, 1880-81, along with a statement of those now attending the courses of Evening Lectures specially designed for working men :—

	Michaelmas.	Easter.
<i>Chemistry.</i>		
Students from University College	130	129
Regular Students in Engineering	12	15
Special Students—Veterinary	—	50
" Medical	5	10
<i>Biology.</i>		
Students from University College	60	25
Special Students—Medical	18	18
<i>Mineralogy and Geology.</i>		
Students from University College	46	41
Regular Students in Engineering	7	7

<i>Engineering.</i>	Michaelmas.	Easter.
Regular Students.....	13	13
Special ".....	3	2
<i>Mathematics and Physics.</i>		
Regular Students in Engineering	13	13
Special Students	3	2

This table embraces the regular students pursuing special subjects in the full courses taught in the School; or proceeding to a Diploma in the Department of Engineering; or to a University Degree. In addition to those, there are in attendance at the Evening Lectures now in progress, as a part of the Winter Courses hereafter described, in Chemistry, 141; in Engineering, 51.

The Fees of the academic year 1880-81, derived from the students proceeding to a Diploma of the School of Practical Science, in the Department of Engineering, and paid to the Provincial Treasurer, amounted to \$385.

The Act by which the School of Practical Science is constituted, specially provides that "besides training students in regular classes, instruction shall also be given to artizans, mechanics, and workmen, by evening classes, in such subjects as may further their improvement in their different callings." The Board has accordingly completed arrangements for the following courses of Evening Lectures for the year now in progress, which were commenced on Monday, November 14th, by an Inaugural Lecture, by Dr. Wilson, the Chairman of the Board, on "The Practical Uses of Science in the Daily Business of Life."

Courses of Evening Lectures specially adapted to skilled mechanics, artizans, etc. :—

1. Inorganic Chemistry: on Thursday, November 17th, and each following Thursday, by W. H. Ellis, M.A., M.B., Assistant Professor of Chemistry.
2. Applied Mechanics: on Monday, November 21st, and following Mondays, by J. Galbraith, M.A., Professor of Engineering.
3. Ethnology, by D. Wilson, LL.D., F.R.S.E., President of University College.
To be followed by Courses of Lectures on:
 4. Natural History, by Professor Ramsay Wright, M.A., B.Sc.
 5. Light and Sound, by Professor Loudon, M.A.
 6. Geology, by Professor Chapman, LL.D., Ph.D.
 7. The Objects of Chemistry as a Science, by Professor Pike, M.A., Ph.D.

The success of those courses of Evening Lectures has thus far given satisfactory assurance of their appreciation by those for whose benefit they are specially provided. The attendance at the first course, given by Dr. Ellis, on Inorganic Chemistry, numbers as follows :—

Veterinary Students	111
Mechanics and others	30

The attendance on the second course, given by Professor Galbraith, on Applied Mechanics, thus far numbers 51, nearly all of them (as shown in the detailed lists appended to this Report), machinists, joiners, carpenters, smiths, and others of the class of skilled workmen specially contemplated in the provisions of the Act.

The other courses, which will follow in succession, will be adapted in like manner for this class of skilled artizans, and all others to whom practical instruction of an elementary character is calculated to have a special value.

Chemistry.—The students of the School of Practical Science, and those of University College, attend the course of Lectures given by Dr. Pike, on the Theory of Chemistry. In addition to this they are engaged in practical instruction and laboratory work under Dr. Pike and Dr. Ellis, for thirty-six hours each week. An evening course of Lectures on Inorganic Chemistry, given by Dr. Ellis, specially adapted for working men and for all students entering on the study of the science, has already been referred to. It will be followed by an evening course of like character, by Dr. Pike, on "The Object of Chemistry as a Science."

The work now carried on by the combined teaching of the Professors and Lecturers of the College and School has greatly increased the facilities for practical instruction. But, notwithstanding these, the Chemical Laboratory has this year proved scarcely adequate for the accommodation of the large numbers in attendance.

Biology.—In this department Professor Ramsay Wright includes theoretical and practical instruction in Zoology and Botany ; and, in addition to the regular courses of Lectures given to the students of University College, he devotes six hours each week to special courses of instruction for students of the School of Science.

Ethnology.—This department embraces Anthropology ; the physical and moral distinctions of races ; the influence of the ethnical element on the evolution of history, and the distinctive characteristics of nations. It also includes the philological evidence of the relations of ancient and modern races, and the historical significance of the science of language.

Mineralogy and Geology.—Professor Chapman's instructions in the branches of Mineralogy and Geology include practical teaching in the determination of minerals, the use of the blow-pipe, and assaying, in addition to Lectures on Mining and general Geology, with use of field instruments, etc.

Engineering.—In this department Professor Galbraith's Lectures embrace Civil, Mechanical, and Mining Engineering. The various branches of instruction in Descriptive Geometry, Strength of Materials, Theory of Construction, Applied Mechanics and Practical Astronomy, are of special value to intending engineers, architects, and surveyors. Practical instruction is also given in Drawing and in Surveying, including field work. In all the above branches, as soon as the student has acquired a sufficient knowledge of the principles involved, practical problems are proposed which he is required to work out under the supervision of the Professor, but receiving assistance only when absolutely necessary. He thus becomes not only well grounded in the application of scientific principles, but at the same time discovers his deficiencies in time to remedy them. The work here specified is of a very varied character ; and experience already proves that it exceeds the power of any single instructor to overtake the whole. Professor Galbraith accordingly reports that he considers it necessary for the successful carrying out of this department that he should have an assistant possessed of a thorough knowledge of Descriptive Geometry and Spherical Trigonometry, of ordinary Surveying and Levelling, including the theory of the instruments, and who is also a good Topographical, Mechanical and Architectural Draughtsman.

Mathematics and Physic.—Professor Loudon and Mr. Baker jointly carry out a comprehensive system of instruction embracing the various branches included in the departments of Mathematics and Physic. The Physical Laboratory is now furnished with a valuable collection of instruments of precision in the departments of Dynamics, Sound, Light, and Heat. The Physical Experimental rooms will not be competed for some time ; but it is intended to have an elementary laboratory ready for occupation in January, 1882, and to give practical instruction therein in all the above branches during Easter Term.

In conclusion, the Board believe that they may report with confidence of the School of Practical Science that it is successfully carrying on the work for which it was instituted, and will in due time be able to adduce satisfactory evidence of the practical value of the scientific training which it provides. The arrangements by means of which its advantages, and those which University College offers in some of the most important branches of science, are made available to the students of both Institutions, have greatly added to the work devolving on the Professors and Instructors ; but the results which this combined action gives assurance of—as already shown in the more thorough and comprehensive teaching in both Institutions—encourage them to persevere.

A comparison with other Technological Colleges and Schools of Science suffices to show that this school is still imperfectly equipped ; but the Board confidently trusts that the appliances still wanting in various departments will be furnished on a scale worthy of a Provincial School of Science, so as to give the thoroughest efficiency to the instruction of its students.

SUPPLEMENT TO REPORT OF SCHOOL OF PRACTICAL SCIENCE, 1881.
1.—Regular Students in Engineering.

NAME.	Place of Birth.	Age.	Residence.	Intended Occupation.	Subjects Pursued.
<i>1st Year.</i>					
Cranston, W. S.	Arnprior, Ont.	18	Arnprior, Ont.	Civil Engineer	{ Pure and Applied Mathematics, Drawing, Surveying, Chemistry. "
Kirkland, W. C.	Oneida, Ont.	20	Mount Healy, Ont.	"	"
Milne, W. J.	Wexford, Ont.	21	Don, Ont.	"	"
Raymer, A. R.	Markham, Ont.	19	Boxgrove, Ont.	"	"
Robertson, J.	Co. Haldimand, Ont.	22	Caledonia, Ont.	"	"
Stern, E. W.	Toronto, Ont.	16	Toronto, Ont.	"	"
Tiernan, J.	Madstone, Ont.	25	Madstone, Ont.	"	"
<i>2nd Year.</i>					
Duggan, G. F.	Toronto, Ont.	19	Toronto, Ont.	"	{ Pure and Applied Mathematics, Physics, Drawing, Engineering, Chemistry, Applied Chemistry, Mineralogy and Geology. "
Fotheringham, T. T.	Co. Perth, Ont.	17	St. Mary's, Ont.	"	"
Saunders, B. J.	Lyndhurst, Ont.	21	Farmersville, Ont.	"	"
Tyrrell, J. W.	Weston, Ont.	18	Weston, Ont.	"	"
<i>3rd Year.</i>					
Burns, D.	Toronto, Ont.	22	Toronto, Ont.	"	{ Applied Mathematics, Physics, Drawing, Engineering, Applied Chemistry, Miner- alogy and Geology. "
Jeffrey, D.	Cobourg, Ont.	18	Stratford, Ont.	"	"
Kennedy, J. H.	Nepean, Ont.	29	Iona, Ont.	"	"
McAree, J.	New York	37	Toronto, Ont.	"	"
Shortt, J. H.	"	19	Walkerton, Ont.	"	"

2.—Evening Classes.

NAME.	Place of Birth.	Age.	Residence.	Occupation.	Subjects Pursued.
Ashlee, J.	Canada	23	Major Street, Toronto.	Printer	Applied Mechanics.
Bromley, J.	England	25	Brunswick Av., "	Carpenter	"
Barclay, J.	Scotland	40	D'Arcy Street, "	Miller	"
Black, J. R.	Canada	36	Teraulay Street, "	Blacksmith	"
Browning, T. B.	Newfoundland	31	Adelaide "	Attorney	Applied Mechanics, Chemistry, Mineralogy and Geology, Mathematics.
Bell, A.	Toronto	30	Walton "	Carpenter	Applied Mechanics.
Brady, J.	Ireland	40	Elizabeth "	Carpenter	"
Bengough, G.	Canada	35	Gerrard "	Manufacturer	"
Brunell, H.	"	"	William "	Clerk	All the courses.
Bethune, G. S. C.	"	"	Grosvenor "	Manager Loan Society	Chemistry.
Bell, K. I.	"	"	Blecker "	Druggist	"
Brodie, W. G. A.	"	"	Parliament "	Dentist	All the courses.
Champney, T. L.	England	19	Stewart "	Machinist	Applied Mechanics.
Cunle, J. W.	"	23	Little York Hotel, Toronto	Joiner	"
Conter, W.	Canada	28	Parliament Street, "	Carpenter	"
Clondesley, J. B.	Scotland	33	Sullivan "	Engineer	"
Cormack, W.	"	30	Russell "	Carpenter	"
Connolly, J.	Ireland	40	Dover Ct Road, Toronto	Architect	"
Crowley, C. J.	England	21	Jarvis Street, Toronto.	Civil Engineer	"
Dinnis, A.	United States	16	Simcoe "	Salesman	"
Dicks, T.	England	22	Richmond Street, "	Machinist	Applied Mechanics and Chemistry.
Firstbrook, W. A.	Canada	21	Sherbourne "	Box-maker	All the courses.
Grant, A.	Quebec	21	Queen "	Blacksmith	Applied Mechanics.
Hamilton, C. A.	Toronto	28	Wilton "	Salesman	"
Heath, P.	England	39	Lippincott "	Carpenter	"
Hubble, C. M. C.	"	38	Seaton Village	Joiner	"
Hall, A.	Canada	31	Queen Street, Toronto.	Machinist	"
Hearn, J.	England	16	Metcalfe "	Druggist	All the courses.
Hannaford, T. D.	England	24	Rosedale "	Civil Engineer	"
Halliday, W. A.	Canada	25	Oxford Street, Toronto	Student	Chemistry.
Hammond, J. B.	United States.	23	Jarvis "	Custom House Broker	All the courses.
Irwin, C. W.	Canada	45	Bloor "	Merchant	Applied Mechanics.
Jeffrey, A.	Canada	"	William "	Brass-founder	Chemistry.
Jackson, G.	England	"	St. George "	Builder	All the courses.
Keenan, W.	United States.	39	Yonge "	Carpenter	Applied Mechanics and Chemistry.
Locke, A.	Canada	31	Yorkville,	Architect	"
Langton, W. A.	Canada	27	Clarence Square, Toronto.	Architect	"
Langley, E.	Ireland	50	" "	Architect	"
Lawson, J.	Scotland	35	Bathurst Street, "	Brass-moulder	Chemistry.

Evening Classes.—Continued.

NAME.	Place of Birth.	Age.	Residence.	Occupation.	Subjects Pursued.
McMinn, T. J.	Canada	27	Brock Street, Toronto	Civil Engineer	Applied Mechanics.
McAdam, J.	"	24	Walton	Carpenter	"
McBean, C.	"	33	Edward	Builder	"
Mathewson, H. M.	"		St. Patrick	Reporter	Chemistry.
Mortimer, T.	"		Spadina Avenue,	Clerk	"
Mortimer, H.	"		"	Clerk	"
McLellan, A.	"		Brampton, Ont.	Farmer	"
Mansell, C. B.	Canada	21	Oxford Street, Toronto	Dentist	"
Martin, R. T.	"	28	Montague Place,	Teacher	"
Paton, S. C.	Scotland	16	Winchester Street,	Student	"
Paull, C.	England	29	Murray	Clerk	"
Richardson, C.	"	21	"	Trunk-maker	All the courses.
Raeside, W.	Scotland	36	"	Carpenter	Applied Mechanics.
Ross, J.	England	43	"	Joiner	"
Robinson, J. T.	Canada	29	"	Machinist	"
Roberts, W. S.	England	30	St. Patrick	Picture-frame maker	"
Roberts, A.	"	23	"	Glass silvers	"
Roberts, P.	"	19	"	Gilder	"
Reed, W. B.	Ireland	30	Dover Ct Road,	Mechanical Engineer	"
Rockwood, C. C.	United States	35	Adelaide Street,	Boiler Inspector	"
Sellers, H.	England	18	Markham	Machinist	"
Smith, W.	"	29	Little York Hotel,	Joiner	"
Sanderson, C.	Ireland	24	George Street,	Carpenter	"
Sely, K.	"	31	Queen	Merchant	"
Sinclair, J.	Scotland	34	Brunswick Av.,	Carpenter	"
Symons, W.	"		Homewood	Architect	"
Shields, R.	Scotland	33	Baldwin Street,	Broker	All the courses.
Welch, G.	England	39	Yorkville,	Carpenter	Applied Mechanics.
Wills, J. A.	Canada	36	Lunley Street, Toronto	Government Engineer	"
Williams, H. M.	England	25	Denison Avenue,	Shorthand Writer	"
Wilson, W. D.	England		Queen's Park,	Manufacturer	Chemistry.

3.—Students from the Ontario Veterinary College attending the Evening Lectures on Chemistry.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
<i>1. Juniors.</i>		<i>2. Seniors—Con.</i>	
Adair, H. B.	Paris, Ky., U.S.	Borneman, H.	Clayton, Pa., U.S.
Ardary, F.	Pittsburg, Pa., U.S.	Brodie, T. L.	New London, Iowa, U.S.
Addison, T.	Newmarket, Ont.	Brooks, F. E.	Rochester, N.Y., U.S.
Armstrong, F. H.	Portville, N.Y., U.S.	Burt, S. W.	Lynn Valley, Ont.
Berry, V. A.	Marion, Ohio, U.S.	Claris, T. F.	Buffalo, N.Y., U.S.
Beattie, R.	Sinclairville, Ont.	Clark, R. C.	Toronto, Ont.
Blackall, T.	Birr, Ont.	Clement, H. C.	Coldwater, Mich., U.S.
Bowen, M.	Tyre, N.Y., U.S.	Cook, W.	Glanford, Ont.
Cain, M.	York, Pa., U.S.	Coltman, J. S.	Edinburgh, Scotland.
Carter, R. W.	Guelph, Ont.	Colton, T. B.	Mt. Vernon, Ohio, U.S.
Colville, M.	Greenwood, Ind., U.S.	Coppes, G. W.	Ligonier, Ind., U.S.
Crane, T. B.	Sharon Centre, Ohio, U.S.	Calder, J.	Glanford, Ont.
DeCow, M.	Thamesville, Ont.	Dryden, W. A.	Tavistock, "
Denslow, T. D.	Brighton, N.Y., U.S.	Deltor, A.	Belleville, "
Dickenson, S.	Zion, Ont.	Ferling, G. G.	Indianapolis, Ind., U.S.
Dunn, C.	Hamilton, Ont.	Frost, J. W.	Creston, Ill., U.S.
Ewing, W. A.	Sharon, "	Fisher, F.	Baillieboro', U.S.
Fisher, W.	Baillieboro', Ont.	Golding, F.	Lexington, Mich., U.S.
Forbes, E. R.	Toronto, "	Hall, G. H.	Drumquoin, Ont.
James, H. F.	Ottawa, "	Hodgins, J.	London, "
James, V. L.	Springfield, N.Y., U.S.	Kidd, W. F.	Listowel, "
Jeffrey, E. P.	Weston, Ont.	Lyons, W. G.	Cheltenham, "
Johnston, T.	Dumdee, Scotland.	Matthews, M.	Brougham, "
Jones, R. A.	Simcoe, Ont.	Macdonald, A.	Cobourg, "
Jopling, W.	Avonbank, Ont.	McQually, W. G.	Lynnville, "
Keeler, R. C.	Harleysville, Pa., U.S.	McLean, W.	Nanticoke, "
Law, E. C.	Aylmer, Ont.	Metcalfe, A.	Hudson, Que.
McClure, D. S.	Brampton, Ont.	Marshall, —	Dungannon, Ireland.
McLean, C. C.	Meadville, Pa., U.S.	Pierce, C. A.	Creston, Ill., U.S.
Newmarch, E.	Burton, England.	Perdue, J. W.	Wingham, Ont.
Newton, T.	Weston, Ont.	Porteous, A.	Simcoe, "
Parks, M.	Winchester, Ky., U.S.	Poucher, M. M.	Oswego, N.Y., U.S.
Plank, M.	Uxbridge, Ont.	Price, J.	Line Lexington, Pa., U.S.
Queen, T.	Salemville, Ohio, U.S.	Preston, W. J.	Concord, Ont.
Rowe, W.	Rondeau, Ont.	Perkins, —	Beeton, "
Rogers, R.	Vienna, Ohio, U.S.	Reid, J. H.	Georgetown, Ont.
Shaw, O. W.	Mt. Morris, Ill., U.S.	Reed, J.	Bushlywanda, Ohio, U.S.
Schoonmaker, M.	Kyserike, N.Y., U.S.	Robertson, F. C.	Amherstburg, Ont.
Sine, M. W.	Stirling, Ont.	Scanlon, W.	London, "
Steele, D. C.	Richmond Hill, Ont.	Smith, C. L.	Silver Cliff, Col., U.S.
Simpson, M.	Mackinaw City, Mich., U.S.	Swingley, B. F.	Oregon, Ill., U.S.
Stewart, T. G.	Brantford, Ont.	Sutherland, H.	St. Francisville, Ill., U.S.
Thompson, A.	Strathroy, "	Stewart, R. W.	Mt. Victoria, Ohio, U.S.
Thompson, T.	New York, N.Y., U.S.	Stowe, C. W.	Detroit, Mich., U.S.
Tomlinson, G.	Swedonia, Ill., U.S.	Starling, W.	New Hamburg, Ont.
Van Zant, M.	Stouffville, Ont.	Tanner, A.	Drayton, "
Waterman, G.	Creston, Ill., U.S.	Tanner, W. J.	Mt. Forest, "
Wright, M.	Millbury, Ohio, U.S.	Thomas, F.	Dunblane, "
McVean, A. G.	Woodhull, Ont.	Vandervoort, G. L.	Belleville, "
		Walker, A.	Wingham, "
		Waugh, W. J.	Pittsburgh, Pa., U.S.
		Waugh, J. A.	"
		Wessel, A. E.	Wooler, Ont.
		Whytock, J.	Teeswater, Ont.
		Woodhull, W.	Angola, Ind., U.S.
		Wrigglesworth, F.	Georgetown, Ont.
		Yonkerman, D. P.	Cleveland, Ohio, U.S.
<i>2. Seniors.</i>			
Anderson, G.	Somerville, Ont.		
Bartram, E. J.	Louisburg, Mich., U.S.		
Bell, W. S.	Kars, Ont.		
Blanchard, L. D.	Mt. Eaton, Ohio, U.S.		

DIVISION 5.

In addition to the foregoing, there are the following Provincial Institutions of an educational character, subject to the control of your Honour in Council, but under the administration of the Honourable the Provincial Treasurer and Commissioner of Agriculture, through whom the Annual Reports thereon are made; and it is only necessary to refer to them here in order to complete the full list of our Provincial Educational Institutions. These are:—The College of Agriculture and Experimental Farm, at Guelph; the Institution for the Blind, at Brantford; the Institution for the Deaf and Dumb, at Belleville; the Boys' Reformatory, at Penetanguishene; and the Industrial Refuge for Girls—a branch of the Andrew Mercer Reformatory.

PART IV.

RESPECTING UNIVERSITIES, COLLEGES AND SCHOOLS
NOT UNDER PROVINCIAL CONTROL,
BUT INCORPORATED BY CHARTER OR ACT OF THE LEGISLATURE.

THE UNIVERSITY OF CHICAGO

PHILOSOPHY DEPARTMENT

PHILOSOPHY 101

LECTURE NOTES

PART IV.
RESPECTING UNIVERSITIES, COLLEGES AND SCHOOLS NOT UNDER
PROVINCIAL CONTROL,

BUT INCORPORATED BY CHARTER OR ACT OF THE LEGISLATURE.

While my official duty might be considered at an end, in having submitted the foregoing Report on the condition of the three great constituents of our Provincial system—the Elementary, Secondary or Higher, and Superior or University branches of education not overlooking also those institutions—either Provincial or Provincially aided—which supply instruction in special or technical subjects, this review would fail in completeness if my Report did not also present some of the valuable results which the Universities, Colleges, and Schools of a denominational or social character are contributing in the work of general education in the Province. Schools of a private or social origin, and some of a superior order, are to be found in cities and larger towns, and these with the denominational Universities, Colleges, and Schools, constitute no unimportant part of our educational agencies. Such institutions have been established by voluntary subscriptions from members of their own religious bodies and the general public, and all possess suitable buildings and appliances. Victoria College, Queen's, Trinity, and the Western University, also derive considerable income from endowment funds, the result of similar voluntary contributions.

The Universities or Colleges with University powers comprise the following, in the order of the date of their establishment: (1), Victoria College, at Cobourg; (2), Queen's College, at Kingston; (3), Trinity College, at Toronto; (4), Ottawa College, at Ottawa; (5), Albert College, at Belleville; and (6), the Western University, at London.

The following particulars respecting each of such Universities are derived from their respective calendars, and such other information which their Presidents or official heads have most courteously given.

I. THE UNIVERSITY OF VICTORIA COLLEGE.

Victoria College was originally incorporated under Royal Charter, dated 12th of October, 1836, as the "Upper Canada Academy," a Wesleyan Methodist Institute; and subsequently by Provincial Statute 4 and 5 Vic., Chap. 37 (27th of August, 1841), as the University of Victoria College, with power to confer degrees in the several Faculties. It is in connection with and under the control of the Wesleyan Methodist Church of Canada.

The Faculty of Arts is composed of the following:—

Rev. S. S. Nelles, D.D., LL.D., President, *Professor of Mental Philosophy, Logic, Ethics, and the Evidences of Religion*; John Wilson, LL.D., *Professor of Latin and Greek*; Rev. Alfred H. Reynar, M.A., *Professor of Modern Languages and English Literature*; A. R. Bain, M.A., *Professor of Mathematics*; Eugene Haanel, Ph.D. (Bresl.), *Professor of Chemistry and Physics*; S. C. Smoke, B.A., *Adjunct Professor of Classics*; Prof. Bain, *Lecturer on Astronomy*; Dr. Haanel, *Lecturer on Geology*; S. C. Smoke, B.A., *Tutor in French*.

The Associate Examiners are:—

Metaphysics.—A. Burns, D.D., LL.D., E. B. Ryckman, D.D., J. J. Hare, M.A., A. Purslow, LL.D. *Classics*.—W. H. C. Kerr, M.A., James Mills, M.A. *Mathematics*.—J. A. McLellan, LL.D., C. A. Masten, B.A., W. Riddell, M.A., B.Sc. LL.B. *Geology*.—

A. Coleman, M.A. *Chemistry*.—R. B. Hare, Ph. D. *Mechanics and Physics*.—R. B. Hare, Ph. D. *Botany*.—W. S. Ellis, B.A., B.Sc. *French*.—John Petch, M.A. *German*.—R. B. Hare, Ph. D., R. W. Wilson, M.A., LL.B. *Hebrew*.—A. M. Phillips, B.D. *English*.—W. H. Withrow, M.A., B. Longley, M.A., A. G. Knight, M.A., Gervase Holmes, Esq., H. Hough, M.A. *History*.—G. C. Workman, M.A., W. I. Shaw, M.A., LL.B.

The subjects of instruction at Victoria College are comprised in its Faculty of Arts, involving a course of four years; and in the Scientific Department for the like period, and in the Faculty of Theology. A summary of the number of students in each Faculty is as follows:—

Students in Arts	133
Students in Medicine (Toronto)	54
Students in Medicine (Montreal)	101
Students in Theology	84
Students in Law	13
Students in Science	9
	394
Registered in two Faculties	37
	357

In its Faculty of Medicine, instruction is given in the Toronto School of Medicine and in that of the Ecole de Médecine et de Chirurgie at Montreal.

The Cobourg Collegiate Institute is one of the Provincial High Schools from which this University annually receives its several matriculants.

A special feature in the Scientific Department is that the degree of Bachelor of Science is conferred after a complete course of four years. "Faraday Hall" was erected to supply ample accommodation for instruction in Physical Science, and it also possesses laboratories, apparatus and appliances for this purpose.

II. UNIVERSITY OF QUEEN'S COLLEGE.

This College was originally established by Act of the Province of Upper Canada, 3 Vic., Chap. 35 (10th of February, 1840), as "The University at Kingston," on the application of leading members of the Presbyterian Church in connection with the Church of Scotland; and in October, 1841, by Royal Charter, as the "University of Queen's College at Kingston," with power to confer degrees in Arts, Divinity, Medicine, and Law. It is in connection with the Presbyterian Church of Canada.

The staff of Professors and Instructors is as follows:—

1. In Divinity.

The Principal, *Primarius Professor of Divinity*; Rev. John B. Mowat, M.A., *Professor of Hebrew and Biblical Criticism*; Rev. Robert Campbell, M.A., *Lecturer on Church History*; Rev. T. F. Fotheringham, M.A., *Lecturer on Apologetics*; J. W. Taverner, *Watkins Lecturer on Elocution*.

2. In Arts.

Rev. J. Williamson, M.A., LL.D., *Professor of Physics*; Rev. John B. Mowat, M.A., *Professor of Hebrew*; Nathan F. Dupuis, M.A., F.B.S., Edin., *Professor of Chemistry and Mathematics*; Rev. George D. Ferguson, B.A., *Professor of History and English Language and Literature*; John Watson, M.A., LL.D., *Professor of Logic, Mental and Moral Philo-*

sophy and Political Economy; John Fletcher, B.A., Oxon., *Professor of Classical Literature*; Rev. Alex. B. Nicholson, B.A., *Lecturer on Modern Languages, and Assistant to Professor of Classics*; Rev. James Fowler, M.A., *Lecturer on Natural Science*.

3. In Medicine.

John R. Dickson, M.D., M.R.C.P.L., M.R.C.S., and F.R.C.S., Edin., *Professor of Clinical Surgery and President of the Faculty*; Fife Fowler, M.D., L.R.C.S., Edin. (one of the Surgeons of the Kingston Hospital), *Professor of Theory and Practice of Medicine, Clinical Surgery, and Registrar of the Faculty*; Horatio Yates, M.D., *Emeritus Professor of Medicine*; Michael Lavell, M.D. (Surgeon to the Penitentiary), *Professor of Obstetrics and Gynecology*; Michael Sullivan, M.D. (Surgeon to the Hotel Dieu), *Professor of Principles and Practice of Surgery, and Lecturer on Microscopic Anatomy*; Alfred S. Oliver, M.D. (Gael Physician, and one of the Surgeons to the Kingston Hospital), *Professor of Materia Medica, Therapeutics and Pharmacy*; Thomas R. Dupuis, M.D., F.R.C.P.S.K. (one of the Surgeons to the Kingston Hospital), *Professor of Anatomy*; Nathan F. Dupuis, M.A., F.B.S., Edin. (Professor of Chemistry in Queen's University), *Professor of Chemistry and Practical Chemistry*; Kenneth N. Fenwick, M.A., M.D., M.R.C.S., Edin., *Professor of Institutes of Medicine*; Chamberlain A. Irwin, M.D. (Vice-President of Ontario Medical Association), *Professor of Medical Jurisprudence*; C. H. Lavell, M.D., L.R.C.P.S.K., *Professor of Ophthalmic and Aurial Surgery and Practical Anatomy*; ———, *Professor of Sanitary Science*; ———, *Curator of the Museum*; J. M. Stewart and A. P. Cornell, *Associate Demonstrators of Anatomy*.

4. In Law.

J. Maule Machar, M.A., *Lecturer on Roman Law, and Constitutional History and Law*; Byron M. Britton, M.A., Q.C., *Lecturer on Criminal Law*; R. Vashon Rogers, B.A., *Lecturer on Common Law*; G. M. Macdonnell, B.A., *Lecturer on the Law of Real Property*; Richard T. Walkem, Q.C., *Lecturer on Equity*; John McIntyre, M.A., *Lecturer on Medical Jurisprudence*.

The total number of graduates in the several Faculties and their Degrees, as shown in the Calendar for 1881-82, is as follows:—

LL.D.....	15	LL.B.....	5
D.D.	34	B.A.	299
B.D.	8	M.A.....	79
B.Sc.	3	M.D.....	335

The total number of undergraduates in the Session of 1880-81, is as follows:

In Arts	172
In Theology	12
In Medicine.....	68

The Collegiate Institute at Kingston is one of the Provincial High Schools from which the University annually derives several matriculants.

III. UNIVERSITY OF TRINITY COLLEGE.

Incorporated by Royal Charter on the 16th July, 1852, as a Church of England institution, with power to confer degrees in the several Faculties. The subjects of instruction comprise proceedings in Arts, Divinity, Medicine and Law. In Medicine, the course of study must have been pursued in the Trinity Medical School, incorporated by Act of the Legislature of Ontario, 40 Vic., Cap. 65 (2nd March, 1877), or in some other recognized Medical School.

The staff of Professors and Instructors comprise—

Rev. C. W. E. Body, M.A., *Provost*; The Provost, *Professor of Divinity*; Rev. William Jones, M.A., *Professor of Mathematics*; Rev. Algernon Boys, M.A., *Professor of Classics*; Rev. A. J. Broughall, M.A., *Classical Lecturer*; Rev. J. Langtry, M.A., *Lecturer in Apologetics*; Rev. J. D. Cayley, M.A., *Lecturer in Pastoral Theology*; Rev. O. P. Ford, M.A., *Lecturer in the Liturgy*; T. H. Smyth, M.A., B.Sc., *Lecturer in Physical Science*; Emile Pernet, *Lecturer in French*; G. W. Strathy, Mus. Doc., *Professor of Music*.

The total number of graduates in the several Faculties and their degrees, as shown in the Calendar for 1881-82, is as follows:

D.D., 1; D.C.L., 23; B.D., 4; M.D., 64; C.M., 6; Mus. Doc., 1; M.A., 95; B.C.L., 8; M.B., 154; B.A., 139; number not graduates, but having completed the Divinity course, 31; number of undergraduates in Arts, 89.

IV. OTTAWA COLLEGE

Is conducted by the Oblate Fathers of Mary Immaculate, a religious order of the Roman Catholic Church, and was originally incorporated as the College of Bytown, by Act of the Province of Canada, 12 Vic., Chap. 107 (30th May, 1849), and by Act of the Province of Canada, 29 and 30 Vic., Chap. 135 (15th August, 1866) incorporated as the College of Ottawa, with power to confer degrees in Arts, Law and Medicine.

The Officers and Faculty are:

Very Rev. J. H. Tabaret, O.M.I., D.D., President, *Lecturer on Political Economy*. Rev. J. Mangin, O.M.I., Director of Theologians, *Professor of Moral Theology, Canon Law and Sacred Eloquence*. Rev. M. Froc, O.M.I., *Professor of Dogmatic Theology and Holy Scripture*. Rev. A. Paillier, O.M.I., *Professor of Church History*. Rev. Ph. Provost, O.M.I., Bursar, *Professor of Botany and Zoology*. Rev. J. B. Balland, O.M.I., Prefect of Studies, *Professor of Physics and Mechanics*. Rev. J. J. Fillatre, O.M.I., *Professor of Mental Philosophy and Geology*. Rev. W. M. Bennett, O.M.I., *Professor of English*. Rev. Z. Vaillancourt, O.M.I., *Professor of French*. Rev. L. A. Nolin, O.M.I., *Professor of Greek*. Rev. R. M. Barrett, O.M.I., *Professor of Latin*. Rev. C. J. Smith, O.M.I., *Professor of History and Geography*. Rev. M. E. Harnois, O.M.I., *Professor of History and Geography*. Rev. A. Leyden, O.M.I., *Professor of Mathematics*. Rev. A. Dontenville, O.M.I., *Professor of Mathematics*. Rev. C. Marsan, O.M.I., *Professor of Chemistry and Mineralogy*. Rev. A. Paradis, O.M.I., *Professor of Drawing*. Rev. P. Charborel, O.M.I., *Professor of Vocal Music*. Mr. J. A. Duquette, *Professor of Piano and Violin*. Rev. C. Z. Durocher, O.M.I., *Prefect of Discipline*. Rev. T. Kieran, O.M.I., *Assistant Disciplinarian*. Rev. D. Guillet, O.M.I., and Rev. N. D. Forget, O.M.I., *Study Masters*.

Mr. E. F. O'Sullivan, Mr. J. S. Concannon, Mr. W. Haggarty, Mr. C. Evans, Mr. J. Moloney, *Assistant Professors in Commercial Course*.

Mr. T. J. Cronan and Mr. J. H. Lyons, *Assistant Professors in the Preparatory Course*.

The Prospectus and Course of Study for 1881 comprise an examination for the degree of Bachelor of Arts, and for the degree of Bachelor of Laws, also a Course of Civil Engineering.

The following details have been furnished by the President, the Very Rev. J. H. Tabaret, O.M.I., D.D.:

Number of Professors and Instructors	26
“ “ in Collegiate Course	15
“ “ Commercial Course (English 7, French 4)	11
Average number of Students	280
“ “ “ in Collegiate Course	120
“ “ “ years in Collegiate Course	7
“ “ “ University Course	4
Number of weeks in Scholastic Year	40

V. UNIVERSITY OF ALBERT COLLEGE

Was originally incorporated as the Belleville Seminary, in connection with the Methodist Episcopal Church, by Act of the Province of Canada, 20 Vic., Chap. 184 (27th May, 1857), and subsequently by Statute of the Province of Canada, 29 and 30 Vic., Chap. 136 (dated 15th August, 1866), it became a corporation under the name of Albert College, with power to confer degrees of Bachelor of Arts and Master of Arts. The several Faculties are Arts, Law, Medicine, Theology and Engineering, also a department of Agriculture. Degrees have been conferred as follows :

D.C.L.	1	B.D.	4
D.D.	1	LL.B.	12
LL.D.	6	Mus. B.	1
Mus. Doc.	1	B.A.	63
M.A.	20		

The total number of undergraduates, according to the list thereof in the Calendar, is 121.

VI. THE WESTERN UNIVERSITY OF LONDON, ONTARIO,

Was incorporated by Act of the Legislature of Ontario, 41 Vic., Chap. 70 (7th March, 1878), in connection with the Church of England in Canada, with power to affiliate with Huron College, a similar Church of England Institution, and to confer degrees in Arts, Divinity, Medicine and Law, subject to the conditions contained in the 10th and 7th Sections of the Act, which were respectively that any University powers granted for conferring degrees should not be exercised until it had been made to appear to the satisfaction of the Lieutenant-Governor in Council that the sum of one hundred thousand dollars, at the least, had been raised in property, securities or money, including Huron College when affiliated thereto, and is held for the purposes of the University, and it was declared that such powers might be withdrawn at any time when the Legislature deems it expedient to require such University to become affiliated in the whole as in respect of any particular Faculty or Department, with the Provincial University, and that the College thereby incorporated might, on its own motion, become so affiliated in respect of any of its Faculties, other than Divinity. The 7th Section provides that the Senate shall not confer any degrees in the Faculty of Arts until such time as four professorships, at least, have been established therein, and four professors appointed to discharge the respective duties thereof, and until this had been made to appear to the satisfaction of the Lieutenant-Governor in Council.

Huron College, on the 24th of June, 1881, became affiliated with the Western University, and constituted its Faculty of Divinity, by agreement between the two corporations, and all the property and securities of Huron College, amounting in value to the sum of \$95,000, also became vested in trust for the purposes of the Western University.

Upon the application of the Western University to the Lieutenant-Governor in Council, it was shown that the further sum of \$53,395 in properties, securities and money had also been raised, and was held for the purposes of the University, thus making together the sum of \$148,895, and by Order in Council dated the 4th July, 1881, it was declared that having regard to the condition of the 10th Section of the Act, it had been made to appear to the satisfaction of the Lieutenant-Governor in Council that the sum of \$100,000, at the least, had been raised for the purposes of the Western University.

The Western University was accordingly inaugurated on the 6th of October last, on which occasion the Chancellor, the Right Reverend I. Hellmuth, D.D., D.C.L., Bishop of Huron, delivered the inaugural address, setting forth the circumstances and reasons which required the establishment of this further addition to the Colleges affording university education in this Province. From this it appears that while one of the objects of this University, as a Church of England institution in the Diocese of Huron, was to obtain the same power of conferring degrees in Divinity as was possessed by Trinity

College, in the Diocese of Toronto, it was mainly established by reason of the necessity which existed for supplying better opportunities for higher liberal education in Arts, Science and Literature, not only to intending Students in Divinity, but to all others in that large and prosperous portion of the Province of which London is the geographical and business centre. Huron College had been opened in 1863, and during the eighteen years of its existence had educated eighty clergymen of the Church of England. I was also present at such inauguration in my official capacity, and submitted some educational statistics showing the sphere of its intended operations. The Diocese of Huron comprises the Counties of Huron, Grey, Bruce, Lambton, Perth, Waterloo, Elgin, Brant, Oxford, Essex, Norfolk, Middlesex and Kent; and the following is a comparative statement with the whole Province in the particulars of:

	School Population.	No. of Schools.	No. of Pupils in Elementary Schools.	No. of High Schools.	No. of Pupils in High Schools.
Diocese of Huron.....	155,266	1,708	158,027	28	4,149
Whole Province.....	489,924	5,137	483,045	105	12,910
Percentage of Diocese, as compared with whole Province...	32 per ct.	35 per ct.	32 per ct.	28 per ct.	32 per ct.

It is also of interest to notice that while the present generation owes so much to the foresight of the first Lieutenant-Governor of Upper Canada, General Simcoe, in anticipating the wants of elementary, higher, and university education in the Province of Upper Canada, which in 1791 was about being established by the Quebec Act, he sets forth in his letter to Sir Joseph Banks, Bart., President of the Royal Society, dated January 8, 1791, "his hope that he would be able to establish in the then virgin Province, among other means of civilization, a university;" and thus proceeds to speak of the locality which was to be the centre of the new community:—"For the purpose of commerce, union and power, I propose that the site of the colony should be in that great peninsula between the lakes Huron, Erie and Ontario, a spot destined by nature sooner or later to govern that interior world. I mean to establish a capital in the very heart of that country, upon the River La Tranche, which is navigable for batteaux one hundred and fifty miles, and near to where the Grand River, which falls into Erie, and others that communicate with Huron and Ontario, almost interlock." Upon this spot the city of London, in which the Western University has just been established, stands, and while the site of Toronto was subsequently adopted as the capital, the views of Governor Simcoe in respect to the University remained the same, and have been literally fulfilled in the Provincial University at Toronto, and this one at London, according to his expectations as expressed in his letter of the 16th October, 1795, to Bishop Mountain:—"My views in respect to a university are totally unchanged; they are on a solid basis, and may or may not be complied with, as my superiors shall think proper, but shall certainly appear as my system to the judgment of posterity."

Officers.

The Right Rev. I. Hellmuth, D.D., D.C.L., Lord Bishop of Huron, *Chancellor*; The Very Rev. M. Boomer, LL.D. (T.C.D.), Dean of Huron, *Vice-Chancellor and Provost*; Rev. F. W. Kerr, M.A., *Vice-Provost*; W. P. R. Street, Esq., *Acting Registrar*; E. B. Reed, Esq., *Bursar*; Rev. G. B. Sage, B.A., *Secretary*; Geo. F. Jewell, Esq., *Accountant*.

Professorial Staff.

The Right Rev. the Lord Bishop of Huron, *Professor of Biblical Exegesis and Criticism, also of Hebrew and Chaldee*; The Provost, *Professor of Divinity*; Rev. F. W. Kerr, M.A., Gold Medallist in Classics, Toronto University, *Professor of Classics and History*; Rev. G. B. Sage, B.A., *Professor of Mathematics and English Literature*; Rev. Canon Innes, M.A., Rector of St. Paul's Church, London, *Lecturer in Homiletics and Pastoral Theology*; Rev. A. C. Hill, M.A., Rector of St. John's Church, Strathroy, *Lecturer in Apologetics*; Rev. J. B. Richardson, M.A., Rector of the Cronyn Memorial Church, London, *Lecturer in Ecclesiastical History and Church Polity*; Rev. Canon Darnell, D.D., Principal of Dufferin College, London, Ont., *Lecturer in Natural Sciences and Mental and Moral Philosophy*; Rev. C. B. Guillemont, B.A., Professor Hellmuth Ladies' College, *Lecturer in Modern Languages*; Rev. W. Minter Seaborne, Incumbent of St. John's Church, Thamesford, *Lecturer in Geology, Botany and Chemistry*; Rev. Alfred Brown, B.A., Assistant Minister St. Paul's Church, London, *Lecturer in Liturgies*; Rev. G. G. Ballard, B.A., Rector of Trinity Church, St. Thomas, *Lecturer in Elocution*.

The Calendar shows the prescribed course and subjects of study in the Faculty of Divinity, also in the Faculty of Arts, in which the Curriculum of the University of Toronto is adopted in full, it being the intention to affiliate in this Faculty with the Provincial University; and this subject is now under the consideration of both Senates. The Curriculums of the Medical and Law Departments are also in accordance with those prescribed by the Provincial University.

At the opening on the 6th of October last, there were twelve students in residence.

VII. COLLEGES AND SCHOOLS INCORPORATED.

These schools are of a social or denominational origin engaged in higher education, and comprise the following: Church of England—Trinity College School, at Port Hope; Bishop Hellmuth's College for Boys (now Dufferin College), at London; Baptist Church—the Canadian Literary Institute, at Woodstock; Roman Catholic Church—St. Michael's College, and La Salle Institute, at Toronto, and L'Assumption College, at Sandwich.

1. TRINITY COLLEGE SCHOOL.—The Calendar for 1881-2 contains the following information:—

This school was first established at Weston, near Toronto, in 1865, and in 1868 removed to Port Hope, to buildings rent free for three years. In 1871 the property was acquired and permanent buildings erected, furnishing accommodation for eighty boarders, besides masters, matron, and servants. The School is incorporated by an Act of the Ontario Legislature passed in the Session of 1871-2, the governing body consisting of the Lord Bishop of Toronto, the Chancellor of the University of Trinity College, the Provost, and the Professors in Arts of Trinity College, the Head Master of the School, and such other persons as may from time to time be appointed by the governing body. Further improvements have been made in the erection of a chapel for three hundred worshippers, and a large dining-hall. In 1874 a large wing was added to the original buildings, with additional accommodation for seventy boys, and also for an increased staff of masters and servants, the accommodation being abundant for one hundred and fifty boys. A drill-shed and gymnasium, and twenty acres of land, afford full opportunity for voluntary physical exercise. The course of instruction includes classics, mathematics, English, German, French, natural sciences, book-keeping, drawing, vocal music, and military drill. Pupils are prepared for the University matriculation examinations and entrance for law, medicine, and other professions; while in the Modern Department special attention is directed to preparation for commercial pursuits. The Calendar states that, as discipline and general management of the School are based on the English School system, out-of-school government is, to a large extent, vested in the hands of the prefects, who are selected from the senior boys by the Head Master. The staff of Masters is as follows:—

Head Master, 1870.—The Rev. C. S. J. Bethune, M.A., Trinity College, Toronto.

Assistant Masters, 1872.—Rev. W. E. Cooper, M.A., Trinity College, Toronto. 1876.—Rev. W. C. Allen, M.A., Trinity College, Toronto. 1877.—H. Kay Coleman,

Esq. 1879.—J. Ramsay Montizambert, Esq., M.A., Bishop's College, Lennoxville. 1880.—P. Perry, Esq., B.A., Trinity College, Toronto. 1880.—C. J. Logan, Esq., B.A., Trinity College, Toronto.

Drill Instructor, 1880.—Mr. H. J. Racketts (46th Battalion).

From the opening of the School the attendance is as follows :—

Up to July, 1881, the total number of boys on the School register amounted to 617. Of these 59 have matriculated at Trinity College, Toronto (28 obtaining scholarships) 8 at McGill College, Montreal; 4 at Queen's College, Kingston; 3 at University College, Toronto (one obtaining a scholarship); 1 at Bishop's College, Lennoxville; 2 at Cambridge, England; 1 at Oxford; 1 at Trinity College, Dublin; 1 at St. Augustine College, Canterbury; 2 at Hobart College, Geneva, N.Y.; 2 at Columbia College, New York; 2 at Cornell University, Ithaca, N.Y.; 7 at the Royal Military College, Kingston; 3 at the Trinity Medical School, Toronto—in all 96.

During the School year 1880-1 the average attendance has been 116, consisting of 106 boarders and 10 day-pupils. The total number of names on the books during the year was 140, of whom 112 came from various places in the Province of Ontario; 6 from the Province of Quebec; 1 from Nova Scotia; 3 from New Brunswick; 7 from British Columbia; 5 from the State of New York; 2 from Michigan; one each from New Jersey, Illinois, Nevada, and Louisiana.

Of the 140 boys, 133 were learning Latin; 57 Greek; 95 French; 5 German; 97 Euclid; 112 Algebra; 140 Arithmetic; 19 Trigonometry; 140 History and Geography; 28 Natural Science; 138 Scripture History and Catechism, English Grammar, English Literature, Book-keeping, Reading, Spelling, English Repetition, Writing and Drawing, were also taught generally in the Lower Forms; Gymnastics and Drill throughout the School; and Vocal and Instrumental Music to a portion.

2. **DUFFERIN COLLEGE**, formerly Hellmuth College (for boys).—The following particulars are derived from the report of the Principal :—

The institution was founded by the Rt. Rev. J. Hellmuth, D.D., Lord Bishop of Huron, in 1865, for higher education, and has been in operation for 16½ years under the following titles :—The London Collegiate Institute, the Hellmuth Boys' College, and Dufferin College in 1877, through the permission of Lord Dufferin. During this period more than 900 pupils (chiefly resident) from the different parts of Canada and the United States have received instruction. The military system of discipline and drill, with uniform, has been introduced into the School, and is reported to have added much to its general tone and efficiency. The spacious buildings and grounds supply satisfactory school accommodation in every particular. The staff of Masters is as follows :—

Principal.—Rev. H. F. Darnell, D.D. (late of Queen's College, Cambridge).

Professorial Staff.—Rev. H. F. Darnell, D.D., *Professor of Divinity, Classics and Science*; Rev. W. B. Hill, M.A. (University College, Durham, England), *Professor of Classics and English Literature*; the Rev. C. B. Guillemont, B.A. (late of the University of Paris, France), *Professor of French Language and Literature*; Herr Boehm, German; S. K. Davidson (from South Kensington School of Art, England), *Drawing, Penmanship, Commerce and Mathematics*; Music by a fully qualified instructor.

Commandant.—Major the Hon. Henry Aylmer (late of Her Majesty's Service).

The annual number of boarding-house students is varied—from 60 to 68, of day pupils from 20 to 25, the total number being from 80 to 93.

In addition to the ordinary prizes bestowed upon the pupils for successful competition in their different classes, and the certificates granted for efficiency in special subjects, a *Diploma of the Highest Grade* is conferred upon students who have reached the full standard in English and Mathematics, with Classics or Modern Languages. This Diploma is of acknowledged value, being signed by the Patrons of the College—Lord Dufferin and the Bishops of Huron and Toronto.

The following valuable distinctions are also annually placed at the disposal of the Principal:—

1. *Classics*—Silver Medal, by Lord Dufferin.
2. *Mathematics*—Bronze Medal, by Lord Dufferin.
3. *Modern Languages*—Bronze Medal, by His Excellency the Marquess of Lorne.
4. *Conduct*—Silver Medal, by the Lord Bishop of Huron.
5. *Science*— " " " Principal, Rev. Dr. Darnell.
6. *Most Popular Student*—Gold Medal, by W. W. Moir, Esq., of New York, a former student.
7. *Drill, and Officer-like qualities*—Gold Medal, by W. C. Miller, Esq., Newark, N. J., a former student.
8. *Ecclesiastical History*—Silver Medal, by Rev. S. Burford, Grand Rapids.
9. *Gentlemanly Deportment*—Silver Medal, by Rev. T. Heany, Ireland.

3. THE CANADIAN LITERARY INSTITUTE.—This School was founded in 1857, chiefly through the exertions of the late Rev. R. A. Fyfe, D.D. Its governing body consists of 21 Trustees, two-thirds of whom are required to be members of the Regular Baptist Denomination. It is incorporated by an Act of the Provincial Legislature. Until last April its course comprised three departments, namely: Theology, Literary and a Ladies' department. Upon the opening of the Baptist College at Toronto, the Theology department was transferred thither, and the school course now comprises: (1) a Collegiate Course; (2) a Commercial Course; (3) a Ladies' Course; and (4) a Preparatory Course. The standard in the Collegiate Course is equal to that of the second year in the curriculum of the Provincial University. The School is in affiliation with the University of Toronto. Its staff of Teachers is as follows:—

Rev. N. Wolverton, B.A., *Principal (pro tem.), Mathematics and Metaphysics*; Malcolm S. Clark, B.A., *Modern Languages*; J. H. Farmer, B.A., *Classics*; N. S. McKechnie, *English*; Joseph I. Bates, B.A., Ph. M., *Resident Teacher in charge, Assistant in Classics*; J. W. Westervelt, *Commercial Course*; Miss Read, *Governess, History*; Miss McNeal, *Instrumental Music*; Mrs. Farmer, *Instrumental Music*; Mrs. Harper, *Vocal Music*; Mrs. Springer, *Painting and Drawing*; Miss Fraine, *Elocution*; Miss Sawtell, *Assistant in Music*.

Attendance of Students and Pupils, November, 1881.

	Ladies.	Males.	Total.
Preparatory Course	5	12	17
Collegiate Course, 1st Year	6	18	24
“ “ 2nd Year	0	17	17
“ “ 3rd Year	2	5	7
Ladies' Course, 1st Year	20	.....	20
“ “ 2nd Year	10	.....	10
“ “ 3rd Year	4	.....	4
Commercial Course	1	21	22
Fine Arts Course	20	.....	20
Total	68	73	141
Counted twice	1	16	17
Attendance, Actual	67	57	124

4. ST. MICHAEL'S COLLEGE was incorporated in 1855 by Act of the late Province of Canada, 18 Vic., chap. 237, having been previously founded under the Right Reverend A. F. M. DeCharbonnel, Roman Catholic Bishop of Toronto, in the Bishop's residence on Church Street, in the City of Toronto, where the College remained until August, 1856, when it was removed to the present commodious buildings, situate on Clover Hill; one-

half of the ground occupied having been the gift of the late Honourable John Elmsley. The assessed value of the present buildings and land is \$150,000, and the number of the teaching staff of the College is 15. The present resources of the College will justify an addition to the main building. The chief revenue for the past ten years has been from pupils' fees. The standard of studies having advanced steadily with the general educational progress of the Province, it was deemed advantageous for students intended for the liberal professions to apply for the affiliation of this College with the Provincial University of Toronto. On March 25th, 1881, this affiliation was effected upon a basis similar to that of the affiliation of many Catholic Colleges of England and Ireland with the London University. Throughout the course all the lectures in Mental and Moral Science, Civil Polity and History are given in St. Michael's College. The course of study includes Greek and Latin Classics, Mental Philosophy, Natural Philosophy, Chemistry, Mathematics, History. The following is the staff, with subjects of study :—

Very Rev. C. Vincent, *Superior and Professor of French* ; Rev. L. Brennan, *Director of Studies and Professor of History* ; Rev. F. R. Frachon, *Mental Philosophy* ; Rev. R. McBrady, *Greek and Latin* ; Mr. W. H. Heenan, *Greek and Latin* ; Rev. P. Chalandard, *Latin and French* ; Rev. W. Brennan, *English and Mathematics* ; J. R. Teefy, *Mathematics and Natural Philosophy* ; Rev. J. Guinane, *Commercial Department* ; Mr. D. Mouchelle, *English and French* ; Rev. J. Miller, *German* ; Mr. F. MacEvoy, *Elementary English* ; Rev. E. Murray, *Music* ; Rev. M. Mulcahy, *Prefect of Study* ; Rev. L. Cherrier, *Prefect of Study* ; Mr. P. Buckley, *Prefect of Recreation*.

Students.

Number of students in English Course	49
“ “ Classical “	89
“ “ Mental and Moral Science	9
Total number of students	147
Number of boarders	117
“ day scholars	30
Number from Province of Ontario	81
“ “ Quebec	6
“ United States	60

5. DE LA SALLE INSTITUTE.—The number of resident boarding students is reported for 1881 to be 75, and 120 day students. The Course comprises three departments, namely : Commercial, Classical and Scientific. The School is under the charge of Brother Tobias, of the Order of Christian Brothers, as Director.

Schools and Colleges for the higher education of women comprise :

1. The Wesleyan Female College, Hamilton.
2. The Bishop Strachan School, Toronto.
3. The Hellmuth Ladies' College, London.
4. The Ontario Ladies' College, Whitby.
5. The Brantford Ladies' College.
6. The Ottawa Ladies College.
7. Alma College, St. Thomas.

1. THE WESLEYAN FEMALE COLLEGE is incorporated by Act of the Provincial Legislature, and was opened in 1861. Although in connection with the Wesleyan Methodist body, its President and members of the Board may belong to other Protestant denominations, from whom many pupils come, and they are at full liberty to attend their own churches. The College has power to confer scholastic distinctions, and in its Report it is stated that it has 156 graduates, most of them being from the Dominion, but several from the United States and other countries. Some of these are now missionaries in the North-West, and also in Japan. The present class, who will graduate in 1882, number about 12, and the requirements for graduation, as set out in the Course of Study, are stated to be rigidly required.

The teaching staff consists of the following:—

Rev. A. Burns, D.D., LL.D., *Principal and Professor of Logic, Mental and Moral Sciences and Evidences*; Rev. W. P. Wright, M.A., B.D., *Professor of Natural Sciences and Latin*; Miss L. O'Loane, M.E.L., *Mathematics and Rhetoric*; Miss Laura McEvers, M.E.L., *History, Analysis, etc.*; Mrs. M. A. Wright, *English Branches.*

Modern Languages.—Mademoiselle Azilda Guillet, *French*; Madame Johanna Christianson, *German.*

Fine Arts.—Henry Martin, O.S.A., *Prof. of Drawing and Painting.*

Instrumental Music.—R. S. Ambrose, Esq., *Prof. of Piano*; L. H. Parker, Esq., *Prof. of Pipe Organ*; Miss Annette Reesor, Miss Ellie Ambrose, *Piano.*

Vocal Music.—Miss Emma Kellogg.

Calisthenics and Riding.—Corporal Major Dearnaly.

Additional Lectures.—Every year our Pupils are favoured with Lectures on Science and Literature, from eminent professional talent. They also hear all the eminent musicians who visit the city.

The course of study comprises English Literature, embracing the works required for the University examinations in its several years, Physical Sciences, and Latin, French and German languages. Instruction is also given in Logic, Rhetoric, Psychology, Ethics and Evidences of Christianity, and much attention to Music, Drawing and Painting. The degrees of the Institution are Mistress of Liberal Arts and Mistress of English Literature, the first including the languages generally, and the other English only. The College is reported to be in a prosperous condition, being entirely free from debt, with ample school accommodation and appliances. There is accommodation sufficient for 150 resident boarders, and for 250 pupils in all. During the present Session the number in attendance is 147.

2. THE BISHOP STRACHAN SCHOOL.—This school was founded by the late Bishop of Toronto, the Rt. Rev. John Strachan, D.D., in connection with the Church of England. It is open to all pupils who may conform to its regulations. It was incorporated by Act of the Provincial Legislature in 1868 (31 Vic., chap. 57), but began work on the 12th September, 1867. It removed in 1870 to its present building, Wykeham Hall, where the accommodation both in building and grounds is very suitable for its objects. The number in attendance is 120, and the boarding accommodation is for 75. The course of study comprises the English Language, Grammar and Composition with Dictation; General History, and especially English and Canadian; Geography, Arithmetic, a course of English Literature, and Lectures in Popular Science. Special attention is given to Elocution; and Needlework is regularly taught as well as Calisthenics. Algebra and Geometry are optional subjects. Latin, French, German and Italian are also taught, as well as Drawing, Painting in oil and water-colour, also vocal and instrumental Music. The course in certain branches is about equivalent to that of the second year at the University. Regular instruction is also given in Christian Evidences, Scripture and Church History and Catechism. The Bishop of Toronto is President of the governing Board, and the staff is as follows:—

Resident.—Miss Grier, *Lady Principal*; Miss Helen E. Acres, *English Subjects, Mathematics and Elements of Latin*; Miss M. L. McCarroll, *Vocal and Instrumental Music*; Fraulein Johannsen, *German and French Languages, and Needlework*; Miss Emily Mitchell, *Music*,

Elocution and General Subjects; Miss Fanny Carroll, *Mathematics, French, English Subjects generally, and Elements of Latin*; Miss Edith Draper, *English Subjects generally, and Drawing*.

Non-Resident.—Rev. John Pearson, for *Christian Evidences, Liturgy and Catechism*; Rev. A. Williams, M.A., for *Church History, English Literature, and Popular Science*; Mrs. Charlotte Morrison, *Elocution*; Mr. John Carter, late organist of St. James' Cathedral, *Piano and Organ*; Monsieur Emile Pernet, Professor in University and Trinity Colleges, *French Language and Literature*; Mr. Theodore Martens, of the Conservatory, Leipsic, *Piano*; Miss C. A. Williams, pupil of Madame Sainton-Dolby, Signori Campagna and Schira, for *Singing*; also of Sir Jules Benedict and Herr Kuhe, for *Piano*: Miss Cosens, *Piano*; Miss McCutcheon, *Piano*; Mr. Marmaduke Matthews, of the Canadian Academy of Art, *Painting and Drawing*; Sergeant Parr, *Calisthenics*.

3. THE HELLMUTH LADIES' COLLEGE is situate near the city of London (Ontario), and was founded by the Right Rev. I. Hellmuth, D.D., the Anglican bishop of the diocese of Huron. It was inaugurated in 1869 by H. R. H. Prince Arthur. H. R. H. The Princess Louise became its patroness on her visit in 1879. It is now affiliated with the Western University, and is under the personal supervision of the Bishop of Huron. The college is a commodious building, with class rooms, dormitories, and all the requisite appliances for more than 120 resident pupils. It stands in spacious grounds on the banks of the River Thames.

The following is the staff of teachers: *Lady Principal and Musical Directress*, Miss Clinton; *Lady Superintendent*, Miss Wight (Diploma of Cambridge, England), *Divinity and Logic*, Rev. G. O. Troop, M.A.; *Natural Science*, Rev. Canon Darnell, D.D.; *Classics*, Rev. F. W. Kerr, M.A.; *Physiology*, A. G. Fenwick, M.D., M.R.C.S.; *Modern Languages*, Rev. C. B. Guillemont, B.A.; *Geology, Chemistry and Botany*, Rev. Winter Seaborne (late of London University, England); *Mathematics*, Rev. G. B. Sage, B.A. (Trinity College, Toronto); *Drawing and Painting*, C. Chapman; *Elocution*, Mrs. Clappe; *Organist and Singing*, J. T. B. Turner—assisted by experienced resident teachers brought from England for the College.

The course of instruction comprises:—Biblical History and Literature, Reading, Writing, Mental and Practical Arithmetic, Spelling, Etymology, Grammar and Analysis, Composition, Rhetoric, Physical Geography, Roman and Modern History, English Literature, Botany, Domestic Economy, Elocution; also Latin and Greek, French, German, Italian and Spanish; Drawing, Painting, Music, Calisthenics and Needlework.

The number of resident pupils in 1881 was 101, and 24 day pupils; the total number since the opening of the College is 1,200.

4. THE ONTARIO LADIES' COLLEGE at Whitby was incorporated by Act of the Legislature in 1874, and inaugurated by Lord Dufferin. It is in connection with the Wesleyan Methodist body. The staff consists of—

Rev. J. J. Hare, M.A., *Logic, Natural Science, and Higher Classics*; Miss Adams, M.L.A., *Belles-Lettres, Art Criticism and Italian*; Miss Rorke (McGill Normal School), *Mathematics and Book-keeping*; Miss Gillin (First-Class Normal), *English*; Miss L. Phillips, M.E.L., *Junior English and Mathematics*; Mlle. M. Archer, *French and German*; Prof. E. Fisher, *Vocal and Instrumental Music (Piano and Pipe Organ)*; Mrs. Hare, *Instrumental Music*; Miss L. Wilson, M.L.A., *Instrumental Music*; Miss Dick, *Vocal Music*; Miss Windeatt, *Drawing and Painting*; Corporal Major Dearnaly, *Walking, Riding, and Calisthenics*.

The course of instruction involves the elementary and higher branches up to the standard of matriculation in Victoria College. The buildings are extensive and afford accommodation for 125 boarders, and are surrounded by grounds of large extent. It also possesses a good collection of maps, globes and other requisite apparatus. During the past year the number of boarders has been 73 and day pupils 20, and the number who have graduated is 18.

5. THE BRANTFORD YOUNG LADIES' COLLEGE was established in 1874, and is in connection with the Presbyterian Church in Canada. Its object is the higher education of young women, for which instruction is provided in the Literary, Music, and Fine Arts Departments. The staff consists of the following: Principal, F. M. MacIntyre, M.A., LL.B.; Henry Whish, Mus. Bac.; Henry Martin, M.C.S.A.; the Rev. D. D. McLeod, with six Lady Teachers and four Lecturers. The College has availed itself of the advantages offered by the Statute of the University of Toronto for the local examination of women, during the last three years, in different groups of subjects of the Junior Matriculation Examination, and also in the Metaphysics and Logic of the second year. Twenty young lady students of the school have successfully passed these examinations. The examinations of the College are conducted by examiners not connected with the College. The number of students in attendance is 90; of these 60 are in residence.

6. THE OTTAWA LADIES' COLLEGE AND CONSERVATORY OF MUSIC was incorporated by Act of the Legislature in 1869, and is in connection with the Presbyterian Church, and the majority of the Board of Management are required to be Presbyterians. This College was founded to meet the views of those who desire to place higher education within the reach of young women. The buildings are well supplied with school-rooms, bed rooms and other requisite accommodation. The standards aimed at for the senior classes are those of the University. The staff consists of—

Principal.—Rev. A. F. Kemp, M.A., LL.D.

English Preceptresses.—Miss Margaret T. Scott, 1st Class 'A' Provincial Certificate; Miss Belle McDougall, Graduate Ladies' College; Miss Minnie J. B. Buck, Graduate Ladies' College.

Lecturers.—Rev. Wm. Moore, D.D., *On Pre-Historic America*; Rev. Wm. Armstrong, M.A., *On Ancient Literature*; Rev. D. M. Gordon, B.D., *On the Evidences of Christianity*.

Music.—J. W. F. Harrison, *Musical Director*; and Miss Louisa M. Wright, *Graduate Ladies' College*.

Modern Languages.—J. A. Guignard, M.A.

Fine Arts.—Prof. Philip Monson, *Drawing and Painting*; Mrs. King, *Painting on Porcelain and Satin*.

A Conservatory of Music exists as a department of the College, and affords the two-fold advantage of enabling pupils to pursue any Literary or Art studies in the College at the same time as their music.

A building was erected expressly for the Ladies' College at a cost of \$50,000, and possesses ample accommodation and appliances for more than 150 pupils. The total number for 1880-81 was 131, of whom 61 were boarders and 70 day pupils; 100 took vocal and instrumental music, and 44 drawing and painting. The course of study comprises:—

(1) A Preparatory Department for elementary English subjects, with plain and fancy needlework.

(2) An Academic Class.

(3) Also a Collegiate Class.

(4) Also a Graduating Class for instruction in the department of Philosophy and Science.

Those who successfully complete the whole course up to the required standard, receive a diploma of graduation and are enrolled as graduates. In pianoforte, organ and vocal music diplomas of graduation are also respectively granted.

7. ALMA COLLEGE was established at St. Thomas, in connection with the Episcopal Methodist Church, for the higher education of ladies, and as a separate institution for this purpose in place of "Alexandra College"—the ladies' branch of Albert College at Belleville. The buildings were completed in 1881, and are of a collegiate character, and suitable in a very high degree for a large number of resident pupils. The College was only opened for instruction last autumn.

Besides the Ladies' Schools mentioned, there are Convents in each of the Roman Catholic dioceses of the Province, in which much attention is paid to the higher subjects of education for ladies. They are respectively situate at Toronto, Ottawa, Kingston, Hamilton and London. The Loretto Convent at Lindsay is a Ladies' School for higher instruction, established by the Rev. Father Stafford in 1874, which is specially noticeable for the completeness of its accommodation and other school arrangements. The course of study is equal to the High School Intermediate. Twenty of its pupils have received teacher's certificates, five of which are from the Normal Schools, and eleven others had previously obtained certificates, showing 31 who have become legally qualified teachers. 300 pupils were on the register of 1881, and the teaching staff comprises eight instructors.

CONCLUSION.

Under the foregoing general heads I have endeavoured to present to your Honour, in Part I., not only the statistics of the Public, Separate and High Schools, which are collected from the Returns of the County and other Municipal Clerks, and County and other Public School Inspectors made to this Department in the year following; but have brought up all the proceedings of the Department from the 1st of January, 1880, to the 31st December, 1881, a period of two years; and the Minister's Annual Report can, therefore, in future present to your Honour for the information of the Legislative Assembly in each session all the transactions of the Department for the year just expired, as in the case of other public Departments; and the only information which under the special circumstances referred to need be delayed until collected in the subsequent year, are the Statistics of the Public, Separate and High Schools relating to the previous year.

It will also be noticed that this Part contains not only the important proceedings of the Department for two full years 1880 and 1881, but a comparison and review of the progress and improvement of our Provincial system for ten years from 1871 to 1881 inclusive; and that the present time was most opportune for this object, inasmuch as it would agree with the periods of the decennial census of the Dominion, and also present two periods of five years each of the administration and supervision by the late Council of Public Instruction with a Chief Superintendent, and the Committee of the Executive Council (the Education Department) and a Minister respectively.

A comparison has also been presented in important particulars between our Provincial system and those in States of the Union similarly circumstanced, and also in England.

Full details and data are also furnished for the information of the public, and suggestions and recommendations submitted for the consideration of all concerned in educational work, and responsible for securing useful and beneficial results, from the opportunities so generally afforded to each child, and every class in our community.

In Part II. will be found sufficient evidence to show that similar efforts are made to provide education of a technical and practical character in Science and Art; and that the time is also opportune for extending its objects, and especially in the direction of mechanical, agricultural and practical instruction for boys, and of household and domestic arts for girls.

From Part III. it will appear that satisfactory provision has also been made for the highest literary and scientific instruction in the curriculum of the Provincial University, and an efficient staff of Professors, Lecturers and Tutors in University College; as well as practically in the several departments of Physics in the Provincial School of Practical Science. An enlarged sphere of educational usefulness in supplying the further needs of our Provincial system has also been pointed out for Upper Canada College, to fulfil under an improved and more economical management.

In Part IV. the numerous Institutions which are there shown to have been successfully established for the work of University and higher education, by the zeal and interest of all the leading denominations of Christians in the Province, and the liberality of such classes and individuals testify to the penetrating influence of religion in our educational system, and to that freedom of action which will preserve to our different institu-

tions, an individuality unknown in the uniformity prevalent in France and not absent in Germany.

As this is a record of ten years' experience, it will not be necessary to set out in subsequent reports more than the transactions of each year, with any improvements and the directions of further progress until another cycle of at least five years has run ; and while it has been a pleasant duty to collect and place before your Honour for the information of the Legislative Assembly and the public the material contained under the several heads of this Report, it has been with the further object of directing the attention of all to the importance of the several questions which have been raised for consideration, and which, when properly matured, may tend to still greater practical benefits.

I have the honour to be,

Your Honour's obedient servant,

ADAM CROOKS,

Minister of Education.

EDUCATION DEPARTMENT (ONT.),
TORONTO, *January 31st, 1882.*

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