

"The Rev. Mr. Livingstone having read a Psalm and made an appropriate prayer, the ceremony of delivering the building by the Master Mason (George Jackson, Senr.), to the Grand Master; and the final ceremony of placing the cope-stone, with a shout, was duly performed, and the building was finished.

"An address by the Trustees to Dr. Ryerson, and his reply, we place before our readers.

"The Local Superintendent of Common Schools, the Rev. Wm. Clarke, closed with a short prayer; and the day's proceedings terminated, we dare say, with general satisfaction.

"Address to the Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada.

REV. SIR,—We avail ourselves of the opportunity afforded us by your visit, of presenting you with this address, as a mark of our esteem and regard for you personally, and of our high appreciation of those unceasing exertions which have secured to the inhabitants of this Province their present school system—a system which enables the poorest and most humble classes of the community to obtain for their children a superior education, a boon which we regard as the greatest and most desirable which could be conferred upon a free and enlightened people; a system which not only confers everlasting honour upon the country which adopts it, but which will also raise 'this Canada of ours' to a proud position among the nations of the earth, and which will surround with an imperishable fame the names of all those who assisted in its formation and establishment.

"We rejoice, Reverend Sir, that your present visit to our town gives you an opportunity of uniting with us in celebrating the completion and formal opening of this handsome building, which the rate-payers of Simcoe, with a praiseworthy liberality, have erected for school purposes—an edifice which is a monument the more honorable to our school system, and to you, Reverend Sir, as one of its principal founders, which speaks a language more eloquent than thousands of such addresses in its behalf; for by exercising the powers conferred upon us as School Trustees, by the School Act, we have been enabled to erect this edifice, and to proclaim, at its opening, that the education to be obtained within its walls is free in every department to all our inhabitants, be they rich or poor.

"Your visit to this, your native county, will doubtless excite in your mind feelings both of joy and sadness. Of sadness, when memory pictures the many loved and familiar friends who have now passed away; of joy, when you interchange the warm grasp of love and friendship with the many who yet remain to you. And while we congratulate you upon your appearance among your old friends and acquaintances, we would earnestly entreat our common Father to pour out His richest blessings upon you and your zealous efforts to advance the educational interests of your country."

Dr. Ryerson's Reply.

"GENTLEMEN,—I have no language to acknowledge, in appropriate terms, the address which you have presented to me. I thank you for it with all my heart and soul. To receive such an address in my native county, and within some five miles of the place of my birth and youthful life, is as much above my merit as it was beyond my expectation, and is the highest earthly reward of years of toil and responsibility.

"The most painful privation of my own early days was the want of proper educational helps. On my entrance into public life, I found that privation to be the greatest evil of the country at large, but that the adequate remedy for it could not be reached without the full attainment of intellectual and civil freedom. To that, the unceasing efforts of nearly twenty years were directed. It then became appropriate that the noblest exercises of that freedom should be directed by our country to the education of its own youthful population. This could only be done by making education free; or, in other words, by rendering the property of the country responsible for the education of the country. In some countries in Europe, as also in some of the States of America, I found education free. In the former, it was the act of absolute despotism; in the latter, it was the act of a central legislature. My plan was to make it the spontaneous act of the people in each municipality—to uplift the rate-payers of each municipality to the noblest aspirations of a nation's noblest vocation—not to the achievements of the sword, but to the infinitely higher achievements of educating each child in the land. My plan has been for the Government to compel or command in nothing, but to counsel and aid in everything; to make the free and independent rate-payers in each municipality both the judges and the workers in the grand politics of universal education. This accomplished, the seeds of our country's greatest strength, prosperity, and happiness are sown; the essential elements of her broadest and highest civilization are secured, whatever may become of the originators and founders of her school system.

"And, gentlemen, I feel most thankful to you, and, I trust, truly

grateful to Almighty God, that, in the metropolitan town of my native county, a nation's truest mission is heartily appreciated and practically illustrated in providing a tasteful and commodious school-house, with convenient desks and seats, and other corresponding helps and facilities of school instruction, for each child in the municipality; and in offering not only a free common school education, but, what is as rare as it is patriotic, in offering a free grammar school education to every youthful seeker of knowledge.

"Since I entered this county, a feeling of desolation has chilled my heart, in not being able to ascertain a single person, except the respected Registrar of the County [Francis Walsh, Esq., formerly Member for the county], who was in public life when I entered it; but the scene of this day assures me, that when the generation on the margin of which I am now standing, shall have passed away, others will carry on vigorously and successfully the work which we have feebly but earnestly commenced, until our country shall wave its banner of law and freedom from Lake Erie to the Pole, and from the Atlantic to the Pacific, and place within the reach of each child of its teeming population the priceless blessings of a sound education, based on Christian principles, and sanctified by thanksgiving and prayer to the Creator of the rich and the poor, the Author and Giver of every good and perfect gift.

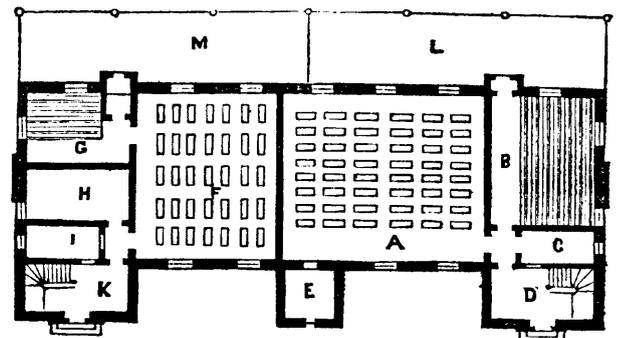
"The Doctor made a short but extremely eloquent address in return to the cheers which were given upon the conclusion of his written reply."

The building is designed in the Old English style,—the most appropriate for a red brick building,—and is finished with Ohio stone-dressings. The overhanging roofs afford protection to the walls. The windows are covered with hoods, which shade them, making the light free from the glare of sunshine, and, being glazed in small squares, are less liable to be broken.

An entirely separate entrance is provided for boys and girls: the whole of the ground-floor being appropriated to the use of the latter. The cloak-room, which is next to the entrance-hall, is provided with two doors, so that there may be no crowding when school is dismissed. The doors to school and class-rooms are made to open outwards, in accordance to the suggestions contained in the *Journal of Education* for December, 1851,—pp. 180, 181.

The gallery-room will accommodate 120 pupils, and has a door, protected by a porch, opening on the covered play-ground. The gallery room is an important feature in the construction of school-houses, and its adoption has been strongly urged by the school authorities of Upper Canada, in various numbers of the *Journal of Education*.

The large school-room accommodates 160 pupils, with fixed seats and desks, like those manufactured by Jacques and Hay, Toronto, under the sanction of the Educational Department for Upper Canada; and each class-room opening off it has similar desks and seats for thirty-six pupils.



DESIGN NO. 1.—GROUND PLAN.

- | | |
|--------------------------|--------------------------------|
| A. Girls' School. | F. G. Class Rooms. |
| B. Gallery Room. | H. Staircase and Boys' School. |
| C. Cloak Room. | L. M. Covered Play Shed. |
| D. Entrance Hall. | P. Platform. |
| E. Book or Library Room. | |

The boys enter the door in the left wing, and ascend a broad staircase to the second floor, where there is a large school-room, with seats for 160 pupils; two class-rooms for 48 pupils each; a gallery for 112 pupils; and a large cloak-room. The bell-tower contains book-closets, or library-rooms, on each floor, with the bell-rope leading down into them.

The basement is 6ft. 6in. high. The whole area of the building has been excavated, so that any system of heating may be adopted. The rooms on the ground-floor are 14 feet high. The large room on the upper floor has an open roof, 17 feet to the ceiling, and the class-rooms a height of 14 feet. All the rooms are ventilated by flues in the walls, carried up into the roof, from whence the foul air escapes by an open ventilator on the ridge.