

VITTORIA, 12th March, 1872.

DEAR SIR,—I have your letter of the 9th inst. making inquiries as to my recollection of the London District School when kept in Vittoria in the years 1821 and 1822 under your charge. In reply I can assure you that I have a vivid recollection of the London District School during the winters of 1821 and 1822, being an attendant myself. I also remember several of the scholars with whom I associated, viz.: H. V. A. Rapelje, Esq., late Sheriff of the County of Norfolk, Capt. Joseph Bostwick, of Port Stanley, James and Hannah Moore.

The number generally attending during the winters of those two years, if I remember correctly, were from forty to fifty.

The School while under your charge was well and efficiently conducted, and was so considered and appreciated throughout the neighbourhood at the time; and after you left the charge of the London District School it was generally regretted in the neighbourhood.

I remember hearing this frequently remarked not only by pupils who attended the School under your tuition but also by their parents.

Dear Sir, I am,  
Yours truly,  
(Signed) S. McCALL.

To Dr. E. Ryerson,  
Education Office, Toronto.

TORONTO, March 9th, 1872.

MY DEAR SIR,—I went to Hamilton, during parts of the years 1823 and 1824, to read Latin and Greek with the late Mr. John Law, that accomplished classical scholar, then Head Master of the Hamilton Grammar School. You were at that time one of the pupils in the school. I will thank you to have the goodness to inform me, as far as you know and can recollect, what was Mr. Law's opinion, and what was your own impression and that of the school generally, as to my application and progress in my studies.

Believe me, my dear Sir,  
Yours very faithfully,  
(Signed) E. RYERSON.

The Honorable  
Samuel Mills, Senator, Hamilton.

WEST LAWN, 11th March, 1872.

MY DEAR DR. RYERSON,—I have your favour of the 9th inst., and beg to say, in reply to your questions, that I have a distinct recollection of having had the honour of being at the Hamilton Grammar School with yourself in the years 1823 and 1824, and that the late John Law was head master at the time. He was considered a highly educated and accomplished scholar, and was so well qualified for the position he held, that the school had a provincial reputation and was patronized by many parties living at a great distance by sending their sons to it; and the very fact of your attending the school gave éclat to it, as you were then considered a well educated young man, far in advance of the rest of us. Your studies, if my recollection serves me right, were confined entirely to reading Latin and Greek, and I know Mr. Law and the whole school looked upon you as being a credit to it.

Believe me, my dear Dr. Ryerson,  
Always yours faithfully,  
(Signed) SAM'L. MILLS.

To Rev. Dr. Ryerson, &c., &c.,  
Toronto.

Dr. Ryerson then proceeded: He wanted to know what was our country's need. It needed education! He meant by the term education, that sort of knowledge that would place Canada at the head of American civilization. In order to develop all the resources of the earth and the works of God, it was necessary that the people should be educated. The very foundation of the development of the resources of the natural kingdom was the cultivation of a knowledge of our language. He dwelt strongly upon the importance of cultivating a thorough acquaintance with the rules and practice of reading, writing, and arithmetic, and also the rudiments of natural science, which latter knowledge was of the highest importance, to those engaged in agricultural pursuits. This he conceived to be the country's need in the highest degree, and there should also be a due regard paid to the moral education of the young people of this country. The country needed an education of a moral character to conduce to its prosperity. It was necessary that there should be teachers of these subjects, persons who were masters of them. It was on this ground that teachers should be

specially educated to form the character of the country, and develop the minds of the youth thereof. He spoke of the high importance of the office of teacher, as the latter was entrusted with a high and important duty, and it was highly essential that they should show, by the example they set to their pupils the great advantage of establishing good moral principles among those under their tutelage. He was strongly in favour of female teachers for young pupils, for no man possessed the kind heart, the patience, and loving sympathy of a woman. He spoke of the advantages and the impression left upon the minds of the pupils, of having comfortable school-house accommodation; he looked upon that as being one of the first principles to be carried out. In that particular respect the European Governments were in the advance of that of the Dominion; there should be a free school in every part of the land, as was the case at present in Prussia, and even in France, under the despotic rule of Napoleon. The Dr. then proceeded to allude to the question of superannuation, and he suggested that provision should be made for worn out teachers out of their incomes when in active employment; his principle was that the Government should give a dollar for every dollar paid by each teacher. He referred to this subject simply in an explanatory spirit, in regard to a clause in the School Bill referring to the Superannuation Fund. He concluded a speech of about an hour's duration with some practical remarks upon the latter subject, and the system of education generally. His remarks were most attentively listened to, and were occasionally applauded.

Mr Harris (of Kent) proposed a vote of thanks to the lecturer, and, in a few laudatory remarks, Mr. McCallum (Hamilton) seconded the motion, which was carried.

TECHNICAL EDUCATION.—Mr. J. Howard Hunter, M.A., (Principal of the Collegiate Institute, St. Catharines), then proceeded to read a paper on "Technical Education." In the course of his remarks, the speaker spoke strongly in favour of instilling Technical education into the minds of the rising generation. It was of the highest importance to both the artizan and agricultural classes. He welcomed the establishment of the College of Technology, and also of the Agricultural School. He instanced the success which had attended what he termed the "Industrial Universities" of Europe, and he strongly urged the necessity of establishing such colleges or technical educational institutions as would afford young farmers and operatives the opportunity of acquiring a thorough knowledge of the calling or trade in which they were engaged. He advocated the idea of founding travelling scholarships, which would enable the students at such institutions to visit the continent of Europe and other places where they would have an opportunity of gathering the requisite knowledge of the trade in which they were engaged, to make them an honour to Canada, and thoroughly competent workmen. Mr. Hunter's paper, which occupied nearly an hour in the reading, was of a most exhaustive and comprehensive character, and was most attentively listened to throughout.

Mr. J. B. Somerset moved, and Mr. J. R. Miller seconded a vote of thanks, which was accorded to the reader of the paper.

The discussion of Mr. Hunter's paper upon Technical Education was afterwards opened.

Mr. Hunter, in introducing the discussion, said that the purport of his paper was "Technical Education" from the primary school upwards. The great question was how to economise time on this occasion, and in order to give the discussion a more definite direction, he might state that the principle to be discussed was, how far it was practicable and desirable to carry out the teaching of scientific knowledge in our primary schools; also how far in regard to our higher schools, or, as they might be called, industrial universities.—Mr. McGann, by way of opening the discussion, said he had not heard the paper read; but was sure, from the known ability of the author, it was worthy of attention.—Mr. McCallum, M.A., said he believed the subject was one which ought to receive more attention. He thought the object in view ought to be the development of the powers of observation and reflection in children, which he would bring about through experiments and demonstrations. He believed in teaching them to be able to read, write and speak their own language, and would throw in Natural History as a sort of pastime, which would serve to interest the minds of the children in their more severe and drier work.—Mr. J. B. Somerset moved a resolution to the effect that it is desirable that the teaching of Natural Science should be introduced into our public schools. He felt there was a great want in public schools in this respect, and could not be neglected without serious detriment to the interest of the schools and the country. He advocated the introduction of models to illustrate and apply the subjects in Natural History which might be taught. Indeed, he would approve of a more practical system of teaching altogether, and thought there should be less cramming: for certainly the one mode was more in favour of developing the intellectual powers of