and have occupied the attention of the educational world. . . . The other method deals exclusively with facts, taken from documentary sources, from Government Laws or Decrees, from School Programmes and Regulations, and from Records of Progress. . . . . ." It is the *Quellen Studium*, study of original sources, which is emphasized by modern scholars generally.

"It is the method which is adopted by modern historians, and is in accordance with the methods applied in teaching Natural History and Science. This mode of procedure, —the study of original historical sources,—has been taken hold of by educational, as well as by other students of history."

In this Documentary History I have in each Volume, dealt with each subject specifically, and, to a certain extent, separately, the Common Schools, the Grammar Schools, and the Colleges, etcetera.

In regard to the Common, (afterwards designated by Act of Parliament Public), Schools, I have traced their history chronologically from their first establishment by Act of Parliament in 1816.

It is true that, up to that time, a few good private Schools were established in Toronto, Niagara, Kingston, and other Towns, as noted by Mr. Gourlay, in his "Statistical Account of Upper Canada." And, in 1815, a number of persons in England, under the auspices of a "Society for Promoting the Education of the Poor, in Upper and Lower Canada," collected sums of money for this purpose. These funds were entrusted to a Society formed in Kingston and designated "The Midland School Society," and an Act was passed in that year to authorize that Society to establish Schools in that District. In the following year, however, (1816), a general Common School Law was passed, which gave quite an impetus to the Educational movement.

On the passage of this first Common School Act of 1816, quite a number of Schools were established in the various Counties, as recorded by Mr. Gourlay in his Statistical Volume. Some of these Schools were of a highly practical character, such as those in the Township of Hope. Mr. W. L. Mackenzie, in his book of "Sketches," thus refers to these Schools :—

"There are two Schools in Hope Township; one for the ordinary branches of Education, and the other, on a larger scale, in which instruction was given to young Girls in knitting, sewing, spinning, making straw and chip hats and bonnets, spinning wool and other useful arts of a like description."

It is a question, that, with all our progress and advancement in popular elementary Education, we have many, if any, of such thoroughly practical and useful Schools in any part of the Province.

In the Act of 1816, providing for the establishment of Common Schools, a Legislative Grant of $24,000 was made to enable the inhabitants to open Schools in the several Districts of the Province, where needed. This sum varied from year to year, and in 1820, another Common School Act was passed, but the Grant was reduced to $10,000.

In 1824, another Common School Act was passed, in which provision was made for five things :—1st, the education of the Indians; 2nd, the establishment of Sunday Schools; 3rd, the distribution of Religious Books and Tracts so as to afford "Moral and Religious Instruction" to the people; 4th, the apportionment of a Provincial Board of Education to Superintend the Schools; and 5th, the Examination of Persons for the office of School Teachers.

The administration of the School Laws was subsequently assigned to the Provincial Secretary, and there continued until the appointment of the Reverend Doctor Ryerson in 1844, who in 1845 and 1846 soon reorganized the whole System of Education. In 1849, an Act was passed, granting one million of acres of land to form a fund for the support of Common Schools.

In that year an unusual and singular episode occurred in connection with School Legislation. A School Bill, having been prepared by the Chief Superintendent of Education and submitted to the Government, was entrusted to the Honourable Malcolm Cameron to bring before the Legislature. He was urged, however, by a friend of his