

who were first appointed in 1846 to devise and establish it. The example and spirit of these acts should thrill the heart of every man of every party in Canada, and tell him that in the education of youth he should forget sect and party, and only know Christianity and his country."

II.—To the Boards of Public and High Schools of Ontario.

GENTLEMEN,—After an official connection and labour with you for nearly a third of a century, I cannot bid you an official farewell without addressing to you a few parting words.

(*School Trustee Labours*).—You are pre-eminently the burden-bearers of the School System. The Municipal Councils indeed lay out the work, and form the districts, or circuits, or sections, and appoint the members of the High School Corporations, Public School Inspectors, and levy School Assessments in certain circumstances and to a certain extent; but upon the Trustees devolve the duty, responsibility, labour and trouble (often difficult and perplexing) of devising the means and modes for the establishment and success of the schools—the procuring of school sites, the erection and furnishing of school buildings, the employment and payment of school teachers, and all the appliances and requisites for the school education of the youth of the land. You know—and the older members of your bodies have felt—how unable, at the beginning, were Trustees of Public or Common Schools to command the means of either building decent school-houses or of paying even very ordinary teachers; and the Trustees of Grammar or High Schools well know how powerless they were to procure anything beyond the Government apportionment and the individual rate-bill, to pay their poorly compensated masters, much less to command a cent by rate on property, or in any other way but individual voluntary subscription, to build or furnish a school-house. But the commodious, and in many instances magnificent Public and High School buildings that are ornamenting our cities, towns and villages, and dotting the townships, and these rapidly multiplying, evince the vastly increased powers of school corporations, and the patriotism and intelligence with which they are exercising those powers—to the increase of the value of property, the elevation of the character of the country, and both the preparation for and indication of its advancing civilization. And to this I may add the facts, that the Trustees of 108 High Schools have paid the last year (1874) reported, to their Masters and Teachers, the sum of \$179,946, besides paying \$63,684 for Buildings; and the Trustees of the 4,758 Public Schools, reported the same year, paid their teachers the sum of \$1,647,750, besides \$699,547 on school sites and school buildings. Nor should I omit to say that you have furnished your High and Public Schools with (one of which did not exist in any High or Public School in Upper Canada in 1852) 2,785 globes, 47,413 maps, 1,334 libraries (containing 266,046 volumes), 766,645 volumes of prize-books—one-half of the cost of which has been defrayed by yourselves, and all of which have been sent to you on your own orders. Furthermore be it remembered, that the members of Trustee Boards of the 108 High Schools (each Board being composed of from six to eight members) and the members of the Trustee Boards of the 4,758 Public Schools (each Board consisting of from three to sixteen members) have performed their duties and done their great work without one dollar's compensation—a fact without a parallel in any State of America. Noble benefactors of their country!

(*The People's Depository*).—Gentlemen, you are my witnesses that before I submitted to the Legislature a single measure to provide you with school maps, or globes, or library or prize books, I consulted you and other fellow-citizens in County Conventions, held in every county in the Province, and had your cordial approbation. It must be known to many, if not all of you, that private influences have been vigorously, not to say unscrupulously exerted to undo what has thus been done by your consent first given, developed to such magnitude by your co-operation and labour; but I think I can hear your protest ready to sound out from every Trustee School Board, as well as from every Municipal Council, against the Legislature taking, or permitting to be taken, any step, without your consent, to abolish or cripple the agency by which you have been assisted in supplying your schools with library and prize books, globes and maps, and leave you to the impositions and extortions of private speculation, instead of being under the protection and having the aid of a Public Department, under the direction of a Minister of Education responsible to the representatives of the people.

(*Progress of our Schools*).—Gentlemen, while I thankfully contemplate your ever cordial co-operation during my long administration of the Education Department, and that I retire from it without a single complaint from any one of your nearly five thousand corporations, I have no language to express my grateful admiration of the immense labours you have performed, the difficulties you have encountered and overcome, the vast and varied work you have already accomplished, and the inestimable benefits you have conferred and are conferring wider and wider upon our common country. A few years since I attended a National Education Convention at Philadelphia—the city in which the great American Centennial Celebration is about to take place. At that Convention, attended by the Governors of several States, the Heads and Professors of many Colleges, and Educationists from all the States, some of them who had visited our country spoke of the educational system and work in Canada as excelling and shaming their doings in the United States, and pronounced extravagant praise upon the Canadian Chief Superintendent for the marvellous success and progress of the educational work in Upper Canada. In reply, while I believed the nature and success of the work in Canada had not been over-estimated, the Chief Superintendent was not entitled to anything like the praise which had been bestowed upon him; for the great secret of his success was not in the capacity and skill which had been attributed to him, but in the fact that he had to do with the best people in the world, and that if they had as good people for educational work as we had in Canada, they would have little to be ashamed of, and everything to be proud of.

I thus spoke in the absence of my countrymen, and I spoke the language not of compliment, but the testimony of simple fact, as abundantly shown by the figures above quoted, in connection with the newness and population of our country.

(*The New Minister of Education*).—In my successor, the Honourable Minister of Education, I am sure you will find higher qualifications and greater energies than I could ever pretend to, and a corresponding zeal and patriotism in advancing and extending the work which our joint labours have prepared. In my retirement and age, I shall feel no less interest than in past years in the progress of your labours in co-operation with those of the Minister of Education, and shall ever be ready to do what I can to