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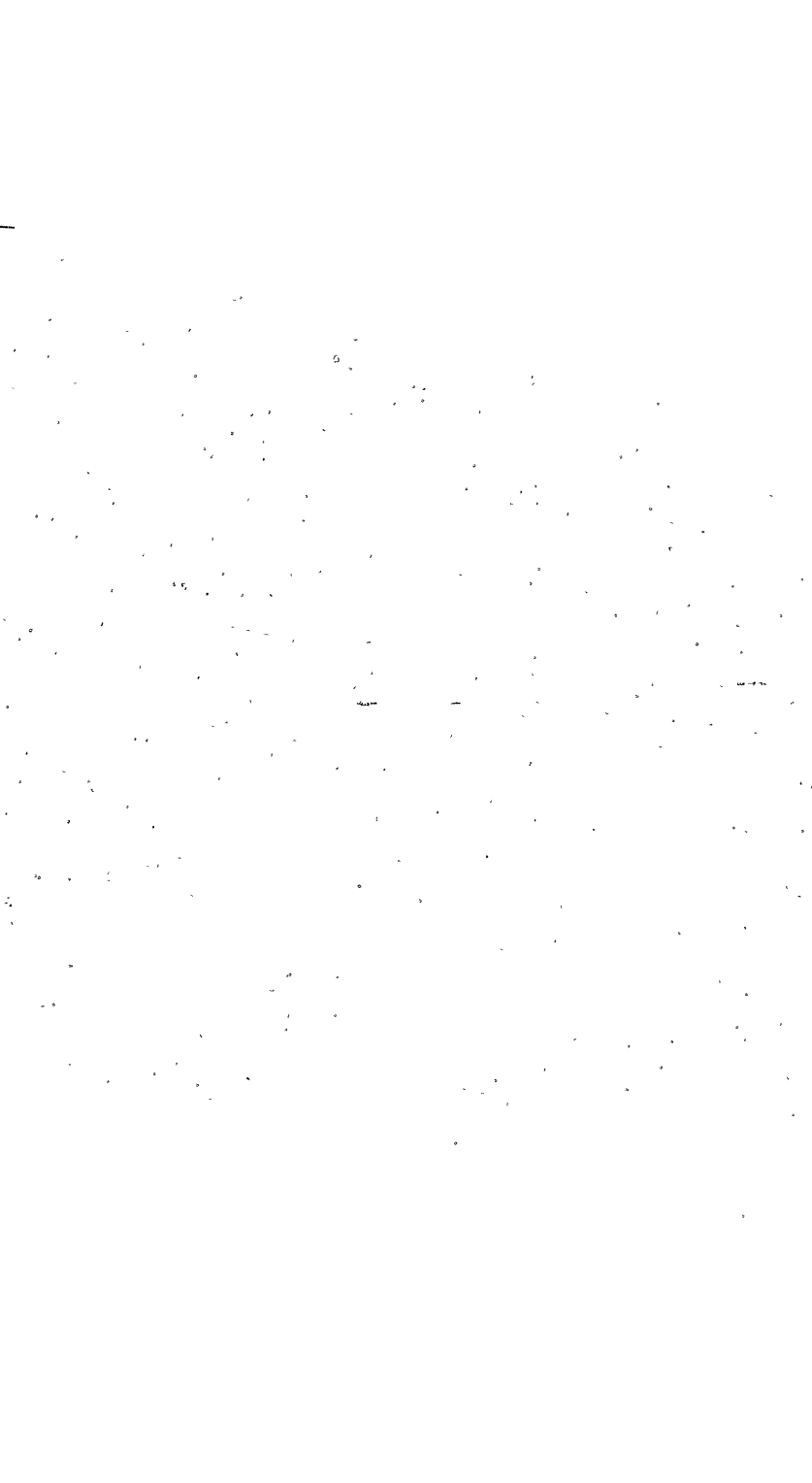
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# SPECIAL REPORT

OF THE

MEASURES WHICH HAVE BEEN ADOPTED FOR THE ESTABLISHMENT

OF A

# NORMAL SCHOOL;

AND FOR CARRYING INTO EFFECT GENERALLY,

## THE COMMON SCHOOL ACT,

(9th VICT. CAP. XX)

WITH

## AN APPENDIX.

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BY THE SUPERINTENDANT OF SCHOOLS FOR UPPER CANADA.

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Printed by order of the Legislative Assembly.



MONTREAL:

PRINTED BY LOVELL AND GIBSON, SAINT NICHOLAS STREET.

1847.

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# SPECIAL REPORT

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## NORMAL SCHOOL.

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EDUCATION OFFICE,

Toronto, 24th June, 1847.

SIR,—For the information of His Excellency, the Governor General, and of the Legislature, if deemed expedient, I have the honour to make a Special Report of the measures which have been adopted for the establishment of a Normal School in Upper Canada, and for carrying into effect generally, the Common School Act, 9th Vict. cap. 20.

By the third, fourth, and fifth Sections of the Statute referred to, provision was made for the appointment of a Board of Education for Upper Canada, with power to establish a Normal School for the training of Young Men as Common School Teachers, and also with power to recommend suitable books for the use of Common Schools in Upper Canada.

The Act providing for the appointment of a Board of Education became a law on the 23rd of May, 1846; the Commission appointing the Board was issued on the first day of July following; and the first meeting of the Board took place on the 21st day of the same month.

*I. The appointment of Head Master of the Normal School for Upper Canada.*

I laid before the Board, at its first meeting, some private correspondence relative to the character and qualifications of John Rintoul, A.M., Esquire, who had had for twelve years the charge of the Model Schools, and the instruction of the Teachers in the practice of School Teaching in the Government Normal School, in Dublin, and whom I proposed as Head Master for the contemplated Normal School for Upper Canada.

The Board opened a correspondence with the Commissioners of National Education on the subject.

The Commissioners recommended Mr. Rintoul as peculiarly qualified for the situation offered, and expressed their willingness to forego his important services in Dublin, for the more important object of introducing their system of instruction into Canada. Mr. Rintoul accepted the appointment. The Board, being anxious to open the Normal School as early as the commencement of the current year, requested Mr. Rintoul to proceed to Canada in the autumn of last year; but the severe affliction of his wife, in the opinion of her physicians, forbade him removing his family to Canada in the autumn. The Canadian Board then proposed to pay the expenses of Mr. Rintoul's passage to Canada, and back to Dublin again after the close of the Session of the Provincial Normal School; but the affliction referred to put it out of his power, consistently with the obligations of domestic duty, to leave his family. The same cause has delayed Mr. Rintoul's departure for Canada in April last, as previously arranged. Mr. R. has repeatedly placed his appointment at the disposal of the Canadian Board of Education; but the Board, desirous, if possible, of securing the services of a gentleman of so large experience and acknowledged fitness, have thought it most desirable to allow Mr. Rintoul until July to prepare for his departure for Canada; and, in the event of his not being able to leave at that time, the Board has requested the Commissioners of National Education in Ireland to select another person as Head Master of the Normal School for Upper Canada, so that the Institution may be opened before the middle of autumn.

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NOTE.—Since the writing of this paragraph, an official letter has been received from Mr. Rintoul, announcing the resignation of his connection with the National Commissioners, and his intended departure for Canada in July.

## II. *Apparatus and Books for the Normal School.*

A catalogue of the Apparatus required for Lectures in Chemistry and Natural Philosophy, together with the prices, having been procured from Mr. Rintoul, and the professor of Natural Philosophy in the Dublin Normal School, and an estimate of the quantity and prices of Books wanted, having been made, the Board of Education directed the sum of £400 Sterling to be placed at the disposal of Mr. Rintoul for the purchase of Apparatus and Books for the Provincial Normal School. Mr. Rintoul has acknowledged the receipt of the money; and the required Apparatus and Books will be brought out to Canada by the Head Master.

## III. *Conditions on which Candidates for School Teaching will be received into the Normal School.*

On this subject the Board of Education have adopted the following regulations:—

Resolved that,

“ 1. In consequence of the inability of the Head Master to proceed to Canada, so as to open the Normal School in July next, the opening of the Institution be postponed until as early in autumn as practicable.

“ 2. Every candidate for admission into the School, in order to his being received, must comply with the following conditions:—(1.) He must be sixteen years of age. (2.) He must produce a certificate of good moral character, signed by the Clergyman or Minister of the religious denomination of which he is a member. (3.) He must be able to read and write intelligibly, and be acquainted with the simple rules of arithmetic. (4.) He must declare, in writing, that he intends to devote himself to the profession of Teaching School, and that his object in coming to the Normal School is to qualify himself better for the important duties of that profession. (Other students, not candidates for School Teaching, to be admitted without signing a document of their intention to become Teachers, on paying the fees and dues to be prescribed.)

“ 3. Upon the foregoing conditions, candidates for School Teaching shall be admitted to all the advantages of the Normal School, without any charge, either for Tuition or for the Books which they may be required to use in the School.



“ 4. The candidates for School Teaching in the Normal School shall board and lodge in the city, under such regulations as shall, from time to time, be approved by this Board, and each pupil (attending the School on his own account) shall be allowed a sum not exceeding five shillings per week, towards the expenses of his board.

“ 5. The candidates for School Teaching, selected by the District and City Councils, shall not be charged more than the amount paid for their board in the city.

“ 6. The foregoing Resolutions be transmitted by Circular to the District and City Councils, for their information, and to the public through the newspapers.”

With a view of extending the advantages of the Normal School as widely as possible, the Board addressed a Circular letter to the Municipal Councils of Upper Canada, dated 4th August, 1846, suggesting that each Council select one or more young men, by public competition, and support them at the Normal School. A copy of this Circular is given in the Appendix to this Report, marked No. 1. Several Municipal Councils have cordially responded to the Circular of the Board; and I doubt not but others will do the same, as soon as the Normal School shall have been brought into operation.

#### IV. *Buildings for the Normal School.*

At the first meeting of the Board of Education, it was proposed to apply to the Government for permission to occupy the Government House and premises of the late Province of Upper Canada, as the building could be easily adapted for the purposes of a Normal School, the grounds being spacious and beautiful; and a great saving of expense would thereby be effected by converting to such a purpose, buildings which were falling into decay, and premises which were useless to the Province. Some private correspondence, which had taken place between the Superintendent of Schools and a leading Member of the Government, on the subject, was laid before the Board; and the Board readily concurred in the propriety of opening a correspondence with the Government, with the view of obtaining the premises in question. The correspondence resulted in an order from His Excellency, the Earl of Cathcart, to the Mayor of Toronto, to put the Superintendent of

Schools for Upper Canada into possession of the premises, for a Provincial Normal School and Education Office. The intimation of the order was dated 17th September, 1846. The Board contracted forthwith for the thorough repair of the buildings, which has been effected for little less than £550. I believe the selection of these premises will be fully justified by the test of experience.

*V. Selection and Recommendation of Books for the use of Common Schools in Upper Canada.*

One part of the duty of the Board of Education is "To examine, and recommend or disapprove of, all Books, Plans, or Forms which may be submitted to them with a view to their use in Schools"; and I lost no time in laying before the Board specimens of the National School Books, and the advantageous terms on which, I believe, from personal conversations with the Commissioners in Dublin, these admirable books could be obtained; as also permission to reprint them in Upper Canada. An official communication was directed to be addressed in behalf of the Board to the Commissioners of National Education in Ireland, on the subject; in reply to which the Board received permission to reprint the National School Books in Upper Canada, and the offer, on the part of the Commissioners, to supply the Dublin editions for Canadian Schools at cost prices, nearly one hundred per cent below the retail selling price of these books to the British public.

The Board, feeling that their duty in this respect was one of great delicacy, as well as of great importance, resolved to proceed in a manner the least liable to objection from any quarter. There being no series of School Books published in Upper Canada, the Board thought it best not to interfere with any of the few isolated School Books which are published in the Province, either by way of recommendation or disapproval; but to recommend the complete and admirable series of National School Books, and to adopt such measures to carry their recommendation into effect as would not at all affect the competition and fair profits of the Trade, while they would greatly promote the advantages of the public and the best interests of our Common Schools, in regard to both the prices and the character of School Books.

The Board, in the first instance, advertised for Tenders for

re-printing these books, proposing to confine its own privilege of re-printing them to the publisher or publishers who would engage to print them in a style similar to the Dublin Editions, at the lowest prices to the public. Several Tenders were sent in for re-printing single numbers of the Series, in the terms of which there was scarcely a shadow of difference; but no Publishing House was willing to invest the capital and assume the responsibility of reprinting the entire Series at the reduced prices of the imported editions. The Board determined, at length, to extend its own privilege of re-printing the National Books to any publisher in Canada who might choose to avail himself of it, reserving merely the right of expressing its opinion, favourable or otherwise, as to the correctness or quality of any re-prints of them.

The Board adopted a similar course with a view to facilitate and encourage the importation of the National School Books—extending its recommendation to the National Commissioners in Dublin, in behalf of any person in Upper Canada, to be furnished with their books at their proposed reduced prices, who would engage to sell them at the rate of not more than two pence currency for every penny sterling of the cost prices. Several Canadian Booksellers have availed themselves of this offer of the Board; and two Publishing Houses in Toronto have got the first three Readers of the series Stereotyped—*fac similies* of the last Dublin Editions.

Being satisfied in my own mind that furnishing each Municipal Council in Upper Canada with a complete set of the National School Books—as specimens—would tend greatly to facilitate and promote their introduction into our Schools, I determined, if possible, to accomplish that object at my own expense. Accordingly, I wrote to the Secretaries of the National Commissioners in Dublin, explaining the object I had in view, and requesting to be informed as to the lowest terms at which they would furnish me with twenty-three sets of their books for such a purpose. The National Commissioners far exceeded my request and my expectations, by presenting me with twenty-five complete sets, not only of the books published by them, but also of those sanctioned by them, and of their Annual Reports—each set consisting of more than fifty publications.

The following is an extract from the reply directed by the National Commissioners to my application:—

## " EDUCATION OFFICE,

" Dublin, 1st May, 1847.

" SIR,—Having laid before the Commissioners of National Edu-  
 " cation, your letter of the 22nd March last, we are now to inform  
 " you that the Commissioners, appreciating your earnest and sin-  
 " cere desire to promote liberal Education in Upper Canada, and  
 " also, to facilitate the dissemination of the Irish National School  
 " Books in that Colony, have great pleasure in presenting you  
 " with twenty-five sets of the publications of this Board, for the  
 " important purpose stated in your gratifying communication, free  
 " of any charge, except for freight, &c.

" In addition, the Commissioners send for your acceptance,  
 " twenty-five sets of School Books, not published but sanctioned  
 " by them, in the Irish National Schools; and also, a complete  
 " Series of the Annual Reports of the Commissioners, with School  
 " Registers, Daily Report Books, Class Rolls, &c., in sets of  
 " twenty-five each.

" We enclose a list of the Books, &c., contained in the several  
 " parcels. The various packages have been made up in five  
 " chests, addressed to you, Education Office, Toronto, and con-  
 " signed to the Messrs. Elliott, Liverpool, to be shipped for Mon-  
 " treal; the freight and shipping charges will be paid by the  
 " Messrs. Elliott, and when we receive their account of the same,  
 " it shall be forwarded to you."

VI. *Means employed to bring the present Common School Act into  
 — general operation.*

Having stated the measures which have been adopted in order  
 to establish a Provincial Normal School, and to introduce an  
 uniform Series of suitable School Books into the Common Schools,  
 I will now briefly state the steps which have been taken to bring  
 the general provisions of the Act into operation.

1. Believing that one of the most serious obstacles to the pro-  
 gress of Common School Instruction in the Country was the  
 ignorance, and consequently indifference, which existed as to its  
 real state, I prepared and got printed a Table of the Statistics  
 of Common Schools in Upper Canada, since the commencement of  
 the present system, bringing together on one sheet, and into one  
 view, all the Statistical Information which the Education Office

and Statistical Returns in Upper Canada, since 1841, could furnish. A copy of this paper was sent to each of the Municipal Councils, and to the Editor of each Newspaper in Upper Canada, besides many others, and it attracted considerable attention, as well it might—shewing the comparative and deplorably backward state of Elementary Instruction in Upper Canada. at the same time that it exhibited the progress of Common Schools during the last few years. This Table of Statistics is given in the Appendix to this Report, marked No. 2.

2. In the next place, I addressed a Circular to the Municipal Councils, explaining the leading principles on which the present School Law is founded; the principal duties of District Councils, and the advantages arising from adopting *property* as the basis of supporting Common Schools. The District of Huron has nobly led the way in the application of this principle. The Circular referred to is marked No. 3, in the Appendix.

3. I then proposed a Book of Forms and Regulations for making Reports, and conducting all necessary proceedings under the Statute, including the forms for District Councils, for District Superintendants, School Trustees and Teachers, together with remarks on their several duties, and the organization and government of Common Schools, in regard to religious instruction, &c. &c. &c. (See Appendix No. 4.)

In order that errors might be avoided in holding the First Annual School Meetings under the Act, I had triplicate forms of *Trustees Notices* of such meetings printed (with requisite directions on each,) and sent them with the Book of Forms to the several District Superintendants, for distribution to the Trustees of each School Section. No instance has come to my knowledge of any irregularity having been complained of in regard to the calling and constitution of a School Meeting where these printed blank notices were received—presenting a gratifying contrast to the disputes which have arisen from such irregularity in former years.

4. In transmitting the printed Statutes, Forms, and Regulations, I addressed a Circular to District Superintendants, remarking on some points, essential to the improvement of our Common Schools—the importance of introducing an uniform Series of *Text Books* in the Schools—the special objects of observation and inquiry

in the inspection of the Schools, and the spirit and manner in which the School Act should be administered.

This Circular will be found in the Appendix, marked No. 5.

5. I was proceeding with a similar Circular to Trustees of Common Schools, when I found the provisions of the Act, in relation to the most important and difficult part of their duties so indefinite and defective, that I thought it better to defer any formal communication on the subject until this part of the Act should be amended. The School Bill, as originally prepared and introduced into the Legislative Assembly, expressly defined the powers of Trustees relative to imposing rate-bills for the repairs of School Houses, Salaries of Teachers, &c. This clause was opposed and lost in the House of Assembly, and no other was substituted in its place, so that Trustees have been not a little perplexed to know on whom or on *what principle* they are authorized to levy rate-bills for the repairs of School-houses, &c.

Indefiniteness and obscurity in so vital and practical a provision of the Act has given rise to considerable dissatisfaction, and the defect is charged upon those who had sought to prevent it.

6. In order to secure uniformity and completeness in the Reports of Trustees and District Superintendants for the current year, I have got blank forms of Reports printed, and I shall distribute them before the close of the year.

7. I have some time since submitted the propriety of publishing a semi-monthly *Journal of Education*, devoted exclusively to that subject; also, of making a *personal visit* in the course of the year, to each District in Upper Canada, employing a day or two in free conference with the Superintendent, Visitors, and other friends of popular Education in each District, on the present system of public instruction, and the best means of promoting its efficiency. But I have not as yet learned His Excellency's pleasure on either of these propositions.

Such have been the means employed, in addition to the ordinary correspondence of the Education Office, to carry the present School Act into effect. It is, of course, impossible to state results within less than six months after the general provisions of the Act have come into operation. But were it consistent with the object of this Report, I could adduce conclusive evidence of an improvement in the organization and prospects of Common Schools in

several Districts. Should the Act, with the amendments of it which have been submitted to the consideration of the Government, be allowed as fair a trial as the preceding Act, I have no doubt of results the most gratifying to every friend of Public Education.

#### VII. *Opposition and objections to the Common School Act.*

It is not possible to pass a law against which objections would not be made from some quarters, and the introduction of the best law is necessarily attended with some inconvenience. When the Common School Act of 1843 superseded that of 1841, so serious was the derangement of the whole School system of Upper Canada, that many of the provisions of the Act of 1843, could not be carried into effect during the first year of its existence; Trustees, in many instances, could not be elected as required by the Act, the Chief Superintendant of Schools, by order of the Governor in Council, found it necessary to exercise an arbitrary discretion in disposing of many cases brought before him, without regard to the requirements of the Act; no School Reports for 1843 were presented to the Education Office, in consequence of the passing of that Act, and consequently the data contemplated by the Act for apportioning and distributing, and paying the Legislative School grants for 1844, were wanting. Under such circumstances, there was much embarrassment and confusion, and, in some cases, serious loss to individuals.

It would not have been surprising, then, if some confusion had attended the transition from the late to the present School Act. But I am not aware that such has been the case. The machinery of the new Act has gone into operation without occasioning any derangement of our School affairs.

When the School Law in the neighbouring State of New York was first established, many School Districts, and even Counties, refused to act under it; but I know of no example of the kind in Upper Canada, notwithstanding the efforts of a section of the public press to create such opposition at the time the Act was about to come into operation.

The dissatisfaction created at the time was not against the provisions of the School Act, but against what certain parties represented to be its provisions, before its general distribution; not

against its operations, but against what certain parties represented would be its operations. However, the circulation of the Act itself, and its actual operations, have corrected most of the false impressions which had been produced by misrepresentations.

It has been found, that so far from the Trustees having no power to employ a Teacher without the permission of the Chief Superintendent, they have more power than had been conferred upon School Trustees by the former Act, and can employ whom they please, and in what manner and for what time they please; that so far from the Board of Education interfering in matters of conscience between parents and children, and compelling parents to forego cheap and buy dear school books, the Board has no authority of the kind, and has employed its best exertions to bring within the reach of all parents cheap as well as good books; that so far from the Chief Superintendent of Schools having authority to introduce what books he pleases into Schools, he has no authority whatever in respect to introducing books; and so far from having power to employ and dismiss School Teachers at his pleasure, he has no power to employ a School Teacher at all, or even to give him a legal certificate of qualification; that he has no power to interfere in the affairs of any School Section, unless appealed to by some party concerned; that his decisions have in no case the authority of a Court of Law; that both his power and his duty relate to seeing the conditions imposed by the Legislature fulfilled in the expenditure of the Legislative School Grant; that his power is much less than is given to a similar officer in the neighbouring State of New York, and is an accumulation of labour, and not an exercise of any arbitrary authority; that every act of the Chief Superintendent of Schools is subject to the authority of a Government responsible to the Legislature of the country. But while the constitution of the Board of Education has been *ostensibly* objected to, I believe the real objection is rather against that with which the Board has been identified, namely, the prohibition of *United States School Books* in our Common Schools. It seems to be supposed that if there were no Board of Education to recommend Books to be used in Schools, there would be no exclusion of American Books from the Schools.

The extent to which these Books have been introduced into our Schools during the last ten years is almost incredible. I believe



that nearly one half of the Books used in our Schools are from the United States. I have been informed by a gentleman who had attended the examination of a Common School, some months since, in the interior of the Home District, that out of twenty-seven different School Books in the School, twenty-five of them were American. These Books are recommended by their adaptation to Elementary Schools, by their style and cheapness, in comparison of School Books heretofore printed in Canada.

Many persons have become concerned in the trade of these Books; and many Teachers and parents have acquired a partiality for them. Yet no one finds it convenient to come forth publicly and advocate the use of American Books in Canadian Schools.

It is found more convenient to attack the supposed instrument of their exclusion.

Hence the attacks upon the Board of Education and the Superintendent of Schools in respect to School Books. The fact, however, is, that American School Books, unless permitted by the Board, are excluded by the 30th Section of the Statute; whereas the Board of Education is constituted by the 3rd Section.

In regard to the exclusion of American Books from our Schools, I have explained, as I have had opportunity, that it is not because they are foreign books simply that they are excluded, although it is patriotic to use our own in preference to foreign publications; but because they are, with very few exceptions, anti-British, in every sense of the word.

They are unlike the School Books of any other enlightened people, so far as I have the means of knowing. The School Books of Germany, France, and Great Britain, contain nothing hostile to the institutions or derogatory to the character of any other nation. I know not of a single English School Book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and government. It is not so with American School Books. With very few exceptions, they abound in statements and allusions prejudicial to the institutions and character of the British nation. It may be said that such statements and allusions are "few and far between," and exert no injurious influence upon the minds of children and their parents. But surely no School Book would be tolerated which should contain statements and allusions "few and far be-

tween" against the character and institutions of our common Christianity. And why should books be authorized or used in our Schools inveighing against the character and institutions of our common country? And as to the influence of such publications, I believe, though silent and imperceptible in its operations, it is more extensive and powerful than is generally supposed. I believe such books are one element of powerful influence against the established Government of the country. From facts which have come to my knowledge, I believe it will be found, on inquiry, that in precisely those parts of Upper Canada where United States School Books had been used most extensively, there the spirit of the insurrection in 1837, and 1838, was most prevalent.

The section of the Act excluding foreign School Books, is, I have good reason to believe, the real cause of much of the hostility which has been manifested, in some quarters, against the authority of the Board of Education,—an authority which is deemed necessary, in some form or other, in every country in which a public system of Schools is established.

Though impressed with the magnitude of the evil arising from the indiscriminate use of United States Books in our Schools, I have thought it premature to recommend the enforcement of the law excluding them, until a proper supply of equally cheap, if not cheaper books, recommended by the Board of Education, should be provided. This, I believe, will be done in the course of the current year; and I doubt not but all parties in the Legislature will agree in the propriety and expediency of using our own books in our own Schools.

Another ground of opposition, in some quarters, to the present School Act, is, the exclusion of *Alien Teachers* from our Schools. I think that less evil arises from the employment of American Teachers, than from the use of American School Books. Some unquestionable friends of British Government, and deeply interested in the cause of popular education, represent that the clause of the Act not allowing legal certificates of qualification as Teachers to Aliens, operates, in some places, injuriously to the interests of Common Schools, as Aliens are the best Teachers that can be procured in those places. The provision prohibiting the qualification of Aliens as Common School Teachers constitu-

ted the 37th Section of the School Act of 1843; but as it did not take effect until 1846, it has been erroneously identified with the present Act in contradistinction to the late Act. Trustees and parents can employ Aliens or whom they please as Teachers; but both the late and present School Act confine the expenditure of the School Fund to the remuneration of Teachers possessing legal certificates of qualification. Whatever may be thought of the wisdom or expediency of the clause restricting legal certificates of qualification to natural-born or naturalized British subjects in the first instance, I believe the public sentiment is against its repeal, and in favour of having the youth of the country taught by our fellow subjects, as well as out of our own books.

District Councils have experienced embarrassment and disappointment on finding their powers limited, as under the late Act, by the restrictive phrase "within the limits of their powers of imposing taxes," in the eighth section, and a corresponding phrase in the tenth section, in consequence of which they have been unable to impose the requisite assessments for the erection of School-houses. These phrases having been introduced into the Bill while it was before the Legislature, and referring to an Act with the provisions of which I was unacquainted, I had no conception of their effects until the latter part of last year, when I learned that District Councils could not impose assessments exceeding in all, for any one year, two pence in the pound. I have been informed that nearly fifty applications were made to one District Council, at one session, for assessments to aid in the erection of School Houses, when it was found that the Council had not the power of responding practically to such a gratifying and noble spirit on the part of its constituents. The dissatisfaction occasioned by this manifest defect in the School Act was as strong as the disappointment experienced was bitter. I trust it will be remedied during the present Session of the Legislature.

A similar inconvenience has been felt by Trustees in attempting to effect the requisite repairs of School Houses, in consequence of their powers having been limited by the loss of the clause to which I have referred in the former part of this Report. The School House is for the School Section at large, and all the inhabitants of such Section should be liable for its repairs as well as erection. I doubt not the defect of the Act in this respect will also be remedied during the present Session of the Legislature.

There is another clause, against which, I have been informed, more repugnance is felt than against any other provision of the Act; namely, the latter part of the fifth clause of the 27th Section, in the following words: "And before such Trustees, or any one on their behalf, shall be entitled to receive from the District Superintendent their share of the Common School Fund, they should furnish him with a declaration from the Secretary-Treasurer that he has actually and *bonâ fide* received and has in his possession, for the payment of the Teacher, a sum sufficient, with such allowance from the Common School Fund, for the purposes aforesaid"; that is, that the Trustees have paid the Teacher what they had agreed to pay him, in addition to the amount due from the School Fund, up to the time of their giving him an order upon the District Superintendent. If the Trustees have agreed to pay him at the rate of five, ten, or more pounds per quarter, or half-yearly, in addition to their share of the School Fund, it is required that they should pay him, or have in hand to pay him, that sum of five, ten, or more pounds, as the case may be, in order to be entitled to their share of the School Fund. The object of the clause is to secure to the Teacher the punctual payment of one part of his Salary as well as the other, whether that part be little or much, as may be agreed on between him and his Trustee employers. At the same time, such an obligation will furnish Trustees with an additional argument as well as inducement to insist upon the payment by parents of children attending the School, the several small amounts which they have subscribed, or for which they may have been rated.


The only objection of which I am aware against such a requirement by the Legislature, as a condition of paying its bounty, is, that parents are not able to pay the Teacher's quarterly fees. But is not each parent more able, and is it not much more reasonable that he should be required to pay the few shillings quarterly fees due from him to the Teacher, than that the poor Teacher should be deprived of the punctual payment of the aggregate amount of School fees due him? In addition to the claims of justice, upon the ground of labour performed, the argument of *need* is much stronger on the side of the *Teacher* than on that of his employers.

It is very natural, of course, that a clause of the Act strongly providing for the punctual payment of small debts, should be unpopular with persons reluctant to pay those debts; but that surely is no valid reason or argument for a poor man being left at the pleasure of such debtors, and long denied the small fruits of his hard labours. Men of business know that frequent and punctual payments are, as a general rule, the easiest payments; and those who would do to a Teacher as they would be done by, will be anxious that he should have security for the punctual payment of his means of subsistence; while those who wish to retain themselves what is due to the Teacher, ought to be compelled to pay him.

Should Trustees, in any case, resort to prevarication in respect to this clause of the Act, such an evil can be but partial, and will soon cure itself, as it will recoil upon its authors.

My strong conviction is, that this least popular clause of the Act—though attended with some opposition, and perhaps inconvenience in some cases, on its first introduction—will ultimately, if allowed to remain, prove a great boon to Teachers, a great help to Trustees, and a great benefit to Common Schools.

Some attempts have been made to excite opposition to the Act, by representing the system as *compulsory*, and that Education should be left to *voluntary effort*. The duty of the State to provide for the education of its population has been admitted and avowed by every constitutional government of Christendom, as well Republican as Monarchical; and I do not think the Government and Legislature of Canada will abandon their duty in this respect to gratify the selfishness of some wealthy individuals, or the ultraism of certain partizans. But our system of Schools is not *compulsory*, in the sense in which that term is applied to despotic governments. The vote of the Parliamentary grant is the voluntary Act of the people, through their Legislative Representatives; the reception of a part of that grant and the levying of an assessment, is the voluntary act of the people in each District through their Council Representatives; the reception of a part of the School Fund by any School Section, and the levying of a Rate-bill, is the voluntary Act of the people in such Section, through their Trustee Representatives: in addition to which, the present Act does not require Trustees to levy a Rate-bill at all,

but authorizes them to adopt voluntary subscription, if they prefer it, and then enables them to collect the amount of each voluntary subscription as promptly and in the same manner as if it had been imposed by Rate-bill. 

An objection has been made from another quarter, that the Act does not give to the Clergy sufficient power as School Visitors. I know not what greater power could be given to the Clergy without destroying the School system; and I believe any Clergyman who diligently and judiciously exercises the power given him by the Act, will find himself able to do much good. If any Clergyman will not avail himself of the facilities which the Act affords him of encouraging and influencing the education of Canadian youth, because it does not give him a positive control in the Schools, which cannot be severed from their Trustees and Provincial management, it is to be hoped that few will imitate his example, but that all will take into consideration the social condition and circumstances of the country, and contribute their pious and appropriate exertions to advance its general welfare.

Such are the *principal* objections which I have heard urged against the present Common School Act. Some of them, it will be seen, arise from opposition to any public School System whatever; others are founded upon misapprehensions produced by misrepresentations; others again relate to clauses which, it is to be hoped, will soon be amended; while others proceed from foreign predilections, and not from any thing unusual in the provisions of the Act. With some provisions for the better establishment and maintenance of Common Schools in Cities and Towns, and the amendment of certain clauses of the Statute, I think action, rather than legislation, is required to promote the instruction of the rising generation; that the law should not be changed without a trial; that improvements, as occasion may require, rather than revolutions, should be made in the School System; that experience is a safer guide than speculation in this most important department of legislation and government. I think the foundation laid ought not to be subverted or shaken; the erection and completion of the superstructure must be the work of time as well as of persevering industry.

In reporting the means employed to bring the various provisions of the New School Act into operation, I have thought it proper thus to notice the chief objections which have been made against some of its provisions, and the grounds of such objections. From the increased interest which is felt and manifested in most parts of the Province in the subject of public Education, from the obvious improvement which is reported as progressing in the organization and management of the Schools in several Districts, and from the decline of party feeling and the cultivation and growth of practical and intelligent sentiments among the people, I hope to be able, in subsequent Reports, to present some substantial fruits of the exertions of the Legislature and Government in promoting this most vital and general interest of our common country.

I have the honour to be,

Sir,

Your most obedient, humble servant,

**EGER. RYERSON.**

# APPENDIX.

---

(No. 1.)

## CIRCULAR OF THE BOARD OF EDUCATION.

*To the Municipal Councils of the several Districts and Cities in  
Upper Canada.*

GENTLEMEN,—The new School Act for Upper Canada has provided for the appointment of a Board of Education, whose special duty it is to select and recommend proper Books and Libraries, and to establish a Normal School for the better education of School Teachers in Upper Canada.

We, to whom this duty has been assigned, have undertaken it with a deep conviction of its importance and difficulty, and with an earnest desire to perform it in a manner that will promote, to the greatest possible extent, the best interests of the country.

Addressing ourselves to the work committed to us, with an interest in common with our fellow subjects, we hope for the cordial and generous co-operation of the several District Councils, in promoting the important objects for which the Board has been constituted.

In respect to School Books, it may be sufficient at the present time for us to state, that we shall endeavour to make such arrangements, that those School Books which may be recommended by the Board of Education, for use in schools, shall have the additional advantage of being the *cheapest* as well as the *best* of their kind. Reduction in the price of School Books will, indeed, follow as the natural consequence of the use of a uniform series throughout the Province. Persons in this branch of business will find it expedient to supply themselves with books which are in general and permanent demand; and, like all other articles in general and constant use, the price of such books will be reduced in proportion to the extent of their circulation and the facilities of procuring them.



But the subject which we desire to submit to the serious and favourable consideration of the Municipal Councils of Upper Canada, relates to the Provincial Normal School, which the Board hope to be able to bring into operation in the course of a few months. It is proposed to commence this institution at Toronto, in buildings formerly occupied as the Government House of Upper Canada. For the full success of any Provincial system, or Provincial establishment, the cordial support and co-operation of the Province at large is necessary.

The Legislature has granted the sum of fifteen hundred pounds, to procure and furnish buildings for the establishment, and then fifteen hundred pounds per annum, to aid in defraying the current expenses of it. To procure the furniture and apparatus of the establishment, independent of the buildings, will require a large portion of the first-named sum; and the experience of other countries, similarly situated to ours, sufficiently shows how much the current expenses of such an establishment must exceed the sum granted to aid in defraying them. Such an aid might, indeed, be sufficient, should the terms of board and tuition be as high as are usually required at public and private schools. But this would, in a great measure, defeat the very object contemplated in establishing a Provincial Normal School, which is to afford as great facilities as possible for the training of young candidates for School-teaching. Not a few of the most promising of this class of young men are destitute of means, and others of them possess very limited means, for the acquisition of the advantages afforded by the Normal School.

In those European countries which are best supplied with Normal Schools, the local municipal departments—analagous to our districts—are required to contribute the principal part of the sums necessary for the support of the Normal Schools. Our own Legislature, like that of the neighbouring State of New York, has not imposed any legal obligation on the several local Municipalities, in this respect, but has left it to their own enlightened liberality. In the State of New York, in addition to the legislative grant of £2250 to procure buildings, apparatus, &c., for a State Normal School, at Albany, and £2500 per annum to aid in its support, the Authorities of different Counties contribute to the same object, in the most simple and efficient form, by selecting and supporting each two, four, or more of their own most meritorious youth at the School. The Authorities of such Counties determine to support, at the State Normal School, during the prescribed course of instruction, a certain number of their own youth, to be selected by means of competition before Examiners, who are appointed for that

purpose, and who appoint a day for the examination of candidates; and select those candidates who, in connexion with satisfactory testimonies of moral character, evince the best qualifications and abilities for the profession of teacher. If the Municipal Council of each District and City in Canada West will take this subject into consideration, and thus provide for the training, at the Provincial Normal School, of two or more youth from each of their respective Municipalities, the Model and other principal Schools throughout Upper Canada will soon be supplied by the best class of native Teachers; and, ultimately, through the Normal and Model Schools, will all the Schools in the Province be provided with Teachers, trained in the country, and in the same system of instruction.

We would, therefore, submit to each District Council the expediency and great advantage of selecting, through Examiners appointed by the Council, two or more of the most meritorious and promising young men in each District for the Provincial Normal School. Let the Examiners give public notice of a day, on which competitors for the honour and advantage of District Council Schoolships in the Provincial Normal School may present themselves for examination, each successful candidate to attend the Normal School during the prescribed course of instruction, upon the condition, that he will engage to pursue School-teaching for a period of not less than *five* years, or refund the money advanced by the District in his behalf. On the importance and advantage to Parents and Gardians, as well as to Children and the Public, of training Teachers in a Normal School, we refer you to the Superintendent's Report on a system of Elementary Instruction for Upper Canada, pages 40 @ 43.

On the other hand, the Board of Education will engage to receive and have instructed in the Normal and Model School such scholars at the rate of twenty-five pounds each, per annum, including Board, Fuel, Washing, Tuition and Books used in school, such scholars being subject to the regulation applicable to all others, namely; a trial of *three* months as to capacity and disposition both to learn and to teach.

The sum required to support two young men from a District, would scarcely amount, on an average, to a half-penny for each inhabitant; whereas both the individual and public advantage would be great and permanent.

The Board of Education venture to hope, that this subject will receive the favourable consideration of the several District Councils; and to their early, as well as patriotic and benevolent attention, we earnestly recommend it. It is the purpose of the Board to educate young men

for Canada, as well as in it, and that the whole system of domestic economy, discipline and instruction, at the Provincial Normal School, shall have reference to the future circumstances and employment of the scholars.

(Signed) † MICHAEL, BISHOP OF TORONTO,  
*Chairman,*

EGERTON RYERSON,  
H. J. GRASSETT,  
S. B. HARRISON,  
JOSEPH C. MORRISON,  
HUGH SCOBIE,  
J. S. HOWARD.

EDUCATION OFFICE,

*Toronto, August 4th, 1846.*

▲ true copy.

J. GEORGE HODGINS,  
*Recording Clerk.*

Common School  
at the Statistics  
and future years v  
tend Colleges,  
Historical view of th

UPPER CAN.

Colborne.	Home.
860	59,011
133	73,567
984	20,839
627	27,564
167	30,215
215	9,525
409	13,500
451	14,363
769	11,314
618	14,064
716	15,852
53*	220*
65	318
84	312
3 $\frac{1}{2}$	2 $\frac{1}{2}$
3	2 $\frac{1}{2}$
6 $\frac{1}{3}$	6 $\frac{1}{3}$
5	6 $\frac{1}{3}$
261 $\frac{1}{2}$	270
204 $\frac{1}{2}$	235 $\frac{1}{2}$
35 $\frac{1}{2}$	42 $\frac{1}{2}$
41	46
069	5,835
554*	8,567
378	11,644
24	41
11	10 $\frac{1}{2}$
12 $\frac{1}{2}$	6 $\frac{1}{2}$
29 $\frac{1}{2}$	22 $\frac{1}{2}$
7 $\frac{1}{2}$	8 $\frac{1}{2}$
8	10 $\frac{1}{4}$
183	9,376
77	92
16	4,838

Raised volunt

STATISTICS OF COMMON SCHOOLS IN UPPER CANADA.

EDUCATION OFFICE, U. C.

Toronto, September, 1846.

In compiling the following Statistics, all the sources of information accessible to the Education Office have been exhausted. The first law under which Common School Reports were made was passed in 1841. These Reports, therefore, commence with 1842. Another School Law having been passed in 1843, no Returns were made for that year. Many of the returns are very defective; so that the Statistics contained in the following Table present, in many instances, merely an approximation to the truth. The Returns for 1845 are less defective than those of any preceding year. It is to be hoped, that the Returns for the present and future years will be still more complete.

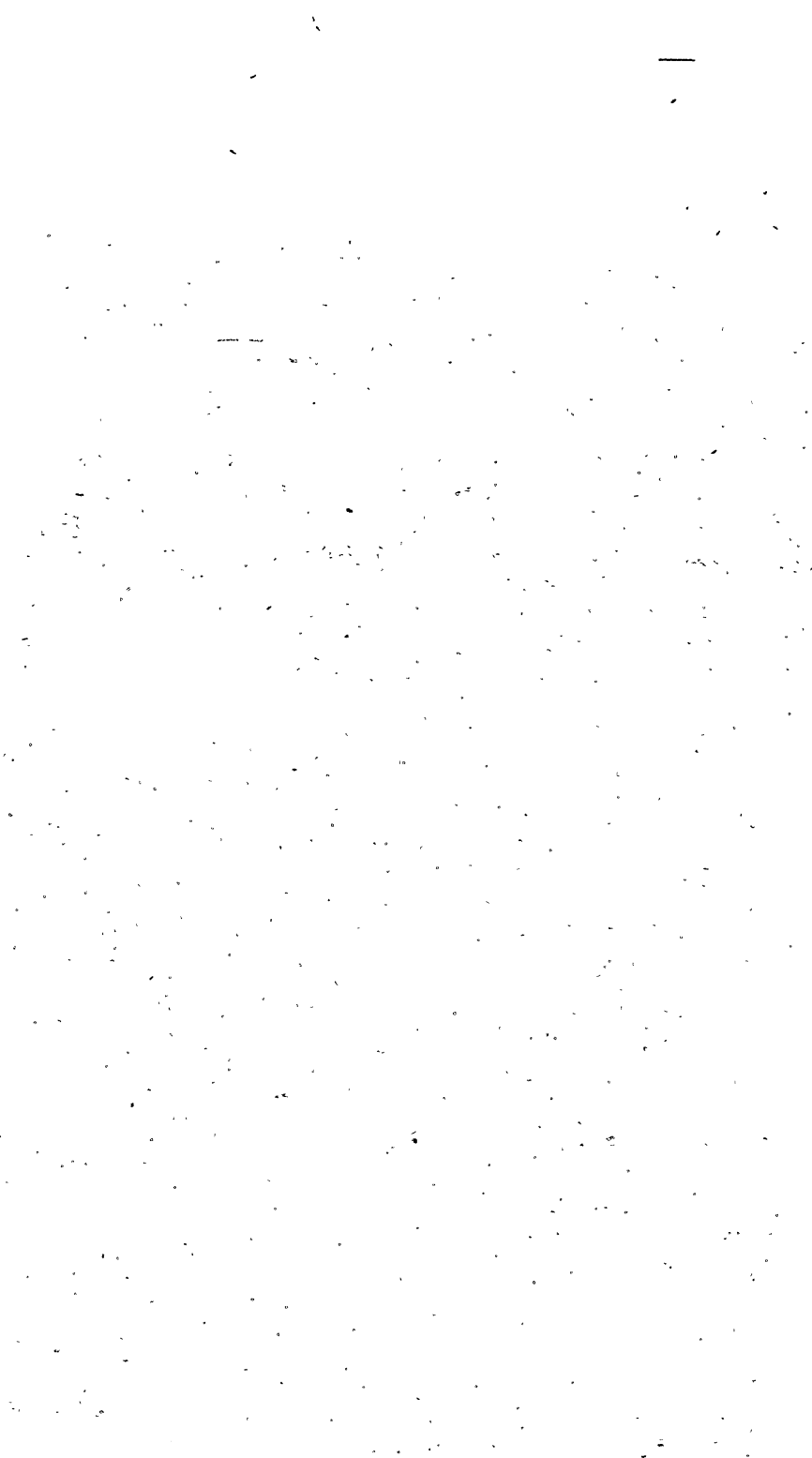
It is to be observed, that in that portion of the Population which is represented as not attending any (Common) School, are included all those who attend Colleges, District Grammar Schools, and Private Schools. A complete view of the state of Education in Upper Canada cannot be given, until the attendance at these Establishments is ascertained. The following Table presents only a statistical view of the state and progress of Common Schools in Upper Canada since 1842; as such, it is believed, it will not be without interest, and may serve as the basis of some interesting inquiries and practical suggestions.

Table with columns for 'UPPER CANADA' and 'DISTRICTS IN UPPER CANADA' (Eastern, Ottawa, Dalhousie, Bathurst, Johnstown, Midland, Prince Edward, Victoria, Newcastle, Colborne, Home, Simcoe, Gore, Niagara, Wellington, Talbot, Brock, London, Huron, Western). Rows include Population in 1842, Pupils in 1842, Number of Schools, and various ratios and averages.

\* Defective Report.

† No Assessment.

‡ Raised voluntarily.



(No. 3.)

Circular.

EDUCATION OFFICE,

Toronto, 1st October, 1846.

SIR,—As the Act, 9th Vict., cap. XX., intituled, “*An Act for the better Establishment and Maintenance of Common Schools in Upper Canada.*” will shortly come into general operation, I feel it my duty to call the attention of the Council over which you have been selected to preside, to some of its provisions. You will perceive from the sixth and several following Sections of this Act, that to the Municipal Council of each District is confided the most important powers and functions in promoting the great work of Common School Education. I trust that no embarrassment will be experienced by any District Council, for want of powers, to carry into effect its wishes in respect to providing for the Educational wants of the population it represents. Indeed, the powers of each District Council, in this respect, are almost unlimited; as the powers of local Trustees of Schools are, also, considerably increased.

The accomplishment of the patriotic and benevolent objects contemplated by the Legislature, requires not only the appreciation of the importance of Common School instruction by the people at large, but the energetic and cordial co-operation of all parties intrusted with the execution of the Law. This common co-operation involves the necessity of a clear and full understanding of the duties and obligations of all parties concerned. To the Local Superintendants, Visitors, Trustees, and Teachers, I shall hereafter make communications. I desire, at the present time, most respectfully to lay before the newly-elected Warden and Councillors of each District some remarks explanatory of the views and intentions of this Department; and to submit to their consideration some subjects, in which the interest of Schools are entirely depending upon the proceedings of Municipal Councils.

The School Law is based upon the principles of our common Christianity, but of equality in respect to the several forms of Religion recognized by law, and of non-interference with the peculiarities of any. In the strictest harmony with this fundamental principle of the Law, I trust the Educational Department will ever act, as well as each Municipal Council. The influence of this principle should be paramount in every measure, in every appointment, and in every decision. A departure from it has prevented the establishment of systems and Schools, and broken them up when established. It is to be

hoped the Christian and patriotic spirit of the Legislature, in passing the law, will be imitated by all parties entrusted with its execution. While the several religious denominations possess equal facilities for the special religious instruction of their own youth, there is a wide common ground of principles and morals, held equally sacred, and equally taught by all, and the spirit which ought to pervade the whole system of Public Instruction, and which comprehend the essential requisites of social happiness and good citizenship.

There is another principle which can scarcely be considered of less importance than the foregoing. If differences of religious opinion should not, in any way, disturb the harmony, or weaken the energy of united action in the work of Educational instruction, much less should differences of opinion on civil matters. Whatever diversity of opinion and of interest there may be in other questions, it may be assumed that on the subject of educating the Youth of the Country, there exists but one opinion, and that there should, therefore, be but one party. The want to be supplied, and the object to be accomplished, is commensurate with the energies and resources of the entire community. The absence of all sectional feeling, and the accordant feeling of all parties in the Legislature, in passing all the general provisions of the Law, is indicative of the enlightened and noble feeling which, I trust, will characterize all the deliberations and proceedings which may take place in its administration. It is not improbable that experience may suggest modifications and improvements in the present School Act, as well as in the preceding Acts of the same kind; but it is only by experience that such enactments can be perfected in any country.

A third principle which lies at the foundation of the School Law, and which it is important to keep in view is, that the system of Elementary Instruction is *public* and not *private*: that is, that it not only receives support from the Public Treasury, but is, in all its parts, under the regulation of the law of the land. The people of the Province, through their Representatives, provide the means, and prescribe the conditions and regulations under which such aid shall be given to each District and Section; and the object of Provincial oversight, and District Superintendence, is not to do what local efforts can and are better adapted to accomplish, but to guard the Provincial liberality from any local misapplication, and to supply the deficiency of local means of information, and to assist and encourage local exertion. In contradistinction to the isolation of a Private School, each Common School is a component part of a Provincial whole; and, as such, participates in the common benefit and is subject to the common regulations. The



practical efficiency of the system of Common Schools depends, then, upon the completeness with which the general regulations and provisions of the Law are carried out, in respect to each locality, and the unanimity and zeal with which each locality co-operates in the directly practical and most essential part of the general work.

Each Municipal Council occupies an intermediate position between the Provincial Legislature and each District and School Section ;—forming the School Sections, providing School premises, the local Superintendence, and a moiety of the means for the support of Schools.

On each of these provisions of the Law, I beg to submit a few observations.

The principal point of difference between the late and the amended School Act is, the discontinuance of Township Superintendents, and the requisite provision for the discharge of their duties by other parties. This change was introduced in accordance with representations made from the great majority of the Districts throughout the Province. The powers and functions heretofore exercised by Township Superintendents are now vested in the Municipal Councils, District Superintendents, School Visitors, and School Trustees.

The dividing of Townships into School Sections, which has heretofore been made by Township Superintendents—subject to the approval of the Council—now devolves upon the Municipal Council—the Legislature rightly judging, that no persons could be more competent, both by local knowledge and public feeling, to aid in performing this duty, than the Councillors elected by the inhabitants of each Township. But much—very much—in respect to the efficiency of Common Schools, depends upon the manner in which this provision of the law is acted upon. The tendency is to form *small* School Sections ; each parent is anxious to have the School-house as close to his own door as possible. But the evil of forming small School Sections is as great as the local tendency to it is strong.

I have been much impressed with the magnitude of this evil by the Reports of School Superintendents and Inspectors in the States of Massachusetts and New York—countries similarly situated to our own, and whose experience on this important subject is highly valuable to us.

They represent that the efficiency and usefulness of their Schools has been greatly retarded by the unwise multiplication of School Sections—thus multiplying feeble and inefficient Schools, and so subdividing the resources of the inhabitants, as to put it out of their power to build proper School Houses or support competent Teachers without

incurring a burthen which they were unwilling if not unable to bear. The same documents also contain many curious statistics, proving that, on an average, the *punctual* attendance and *proficiency* of pupils residing from one to two miles from the School, far exceeds that of those pupils who reside within a less distance. The purport of these statements is to show, that proximity to the School is not essential either to the punctual attendance or to the proficiency of pupils. The managers of Common School Education in these States have of late years directed their particular attention to prevent and remedy this evil of small School Districts ; and they detail many examples of beneficial success. Some of the advantages of large School Districts are, the lessening the burthen upon each inhabitant, of establishing and supporting the School ; the erecting of better buildings, and the procuring of greater conveniences for instruction ; the employment of better Teachers, and therefore, the benefit of better education for youth. The subject is, therefore, submitted to the grave consideration of the Council, whenever the exercise of this part of its powers may be required.

As to the School premises and the erection of School Houses, it is important, that proper titles be procured for sites on which School Houses have been or may be erected. All the Common School sites in each District should be secured ; and, as the Municipal Council is the common Trustee of such property, it may perhaps be advisable for the Council to direct an inquiry into the state of the titles to it.

A form of Deed will be prepared, according to the provisions of the new Act, for the convenience of the Municipal Council and local Trustees. Plans of School Houses of different dimensions and styles will also be prepared—though delay may be experienced in getting them engraved. But, the adoption of these plans will not be imperative. They are intended to assist the Municipal Councils and local Trustees in the selection of plans for convenient and suitable School Houses, but not to prevent the exercise of their discretion in the adoption of better plans, if they can be obtained.

In a work so great and voluntary as Education is, it is important to encourage voluntary efforts rather than supersede them—to supply their deficiencies rather than discourage their exercise. The new School Act leaves, therefore, a certain discretion as to whether the funds necessary to erect School Houses and pay a part of the Teacher's salaries shall be raised by assessment and rate-bill, or by voluntary subscriptions. Whether this provision of the law be wise or not, or whether it will operate beneficially or otherwise, it evinces

the disposition of the Legislature to enforce nothing by law which is not essential to the efficiency of a public system of School Instruction, and to give the widest possible scope for the intelligence and enterprise of voluntary effort.

Another Department of the work which belongs to the Municipal Council is, providing for the local Superintendence of Schools. This includes the examination and payment of Teachers and the visiting of Schools. The duties of District Superintendents, in respect to visiting Schools, are not increased by the provisions of the new Act ; but their duties are greatly increased in respect to the examination and payment of Teachers, the apportionment of the District School Fund, the deciding on disputed questions, the preparation of Reports, and their correspondence, together with miscellaneous calls and engagements, arising out of these prescribed duties. The importance of this office can hardly be overrated. It requires, not only a man of rare qualities and qualifications—a man of sound judgment, whose heart is penetrated with the benevolent work of training up a youthful generation, and who is thoroughly acquainted with the nature and best methods of that training ;—but it requires the entire time and energies of such a man. It is, therefore, respectfully submitted to the consideration of the Council, how important it is to make such provision for the office of District Superintendent as will secure the services of a competent person, and will enable him to devote that attention to his duties which the extent and great importance of them demands. The excellent system of Elementary Instruction in Holland derives its unsurpassed efficiency chiefly from its local superintendence and inspection. The Irish National Board employ no less than *thirty-two* salaried Inspectors to oversee and report upon their Schools ; and, on this point, the greatest economy has been found in the greatest efficiency of the office.

In order that the discontinuance of the office of Township Superintendent may occasion no loss to the Schools, in respect to visitorial inspection and encouragement, the Clergy of all Denominations recognized by Law, the Magistrates, and the Members of the Municipal Councils are authorized to act as Visitors of Common Schools—thus combining and calling into action in the noble work of educating the youth of the land, the representatives of the Religion of the Country, the conservators of public order, and the local representatives of the people. There may be incapacity and indisposition in many instances to perform this duty, or rather to exercise this privilege ; but, it is believed, there will be found a sufficient number in these three classes

of public men to secure a beneficial local visitation of the Schools—such as will exert a salutary influence upon Masters and Pupils, and, it is to be hoped, upon the public mind generally. In connection with this provision, the new Law provides also for a public Examination of every School at the end of each quarter. Periodical School Examinations have been found most beneficial in various respects; but the advantages of them will depend much upon the attendance and interest taken in them by School Visitors. Should the Members of the Municipal Council, in connection with the other School Visitors, give the Schools the support and assistance of their occasional visits and personal influence, I have no doubt the beneficial effects of it will be manifest before the expiration of twelve months, in the growing efficiency of the Schools, and the more lively interest of the public mind in them. The anticipation of such examinations will be a strong stimulus to exertion on the part of both teachers and pupils; and one of the most gratifying rewards of pains-taking labour in the one case, and of meritorious application in the other, will be the witnessing and approbation of their exertions by the surrounding public—especially by its most intelligent and influential members. I beg permission, therefore, to recommend the subject to the special attention of the individual members of the Council.

The last topic to which I desire to draw the attention of the Council is, that provision of the Law which empowers the Council to raise means for the support of Common Schools. The difference between the late and new School Act in this respect is, that the new Act invests the Council with a discretionary power as unlimited as its general fiscal powers. It is, therefore, in the power of the Municipal Council to provide, by assessment, for the whole of the salaries of Teachers—thus relieving local Trustees from any other duties than those of selecting and employing the Teachers, providing for the incidental expenses of their respective Schools, and attending to their internal interests. A Rate-bill imposed by local Trustees falls upon the parents and guardians who send their children to school, and according to their number and the time of their attendance. An assessment imposed by the Municipal Council extends to all the inhabitants of each School Section or District, and that according to property. The latter is the principle acted upon in the neighbouring States of New York and Massachusetts, and in all countries where Common School Education is universal, whether in the democratic Cantons of Switzerland, or the monarchical States of Germany.

The basis of this only true system of universal Education is twofold:—1st. That every inhabitant of a country is bound to contribute

to the support of its public institutions, according to the property which he acquires or enjoys under the Government of the country. 2nd. That every child born or brought up in the country has a right to that education which will fit him for the duties of a useful citizen of the country, and is not to be deprived of it on account of the inability of his parents or guardians. The right of the child involves corresponding obligations on the part of the State—and the poverty of the child adds the claims of charity to the demands of civil right. In the *last Annual Report of the Board of Education for the State of Massachusetts*, this principle is stated as follows:—"The cardinal principle which lies at the foundation of our Educational system is, that all the children of the State shall be educated by the State. As our government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers, that, without a wise Educational system, the Government itself could not exist; and in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those who, perhaps, without children of their own, nevertheless would still be compelled to pay, would receive an ample equivalent in the protection of their persons, and the security of their property;" and, it may be added, in the diminution of public expenditure arising from the commission of crime, apart from the question of morals and industry among the now uneducated classes. In the State of New York, as in that of Massachusetts, the County authorities impose a rate commensurate with the wants of Schools or School Districts which have been established, and then every child has a right to attend the School of the District or Section in which he resides, without any further payment by his parents or guardians. Some of the advantages of this system of supporting Schools are the following:—

1. The child of the poor man, equally with that of the rich, has the opportunity of obtaining a good Common School education.

2. The removal of all inducements from any parent or guardian, arising from the payment of School fees, to keeping his children from School, and, consequently, the more general and longer attendance of children at School.

3. The support of better Schools at less expense to parents who educate their children in the Common School—as the burthen upon individuals would be lessened by dividing it among the inhabitants at large according to property.

4. The prevention of differences between Trustees and their neigh-

hours, and also between Trustees and Teachers, arising out of the imposition, or collection, or non-payment of the Rate-bills.

5. The regular and punctual payment of Teachers quarterly, or half-yearly, out of the District School Fund.

This subject is of the gravest importance. I believe the welfare of many thousands, and the future interests of our country, are deeply involved in it. I have felt it my duty to the youth of the country—especially to the poorer classes of them—to bring it under the notice of the Council—with whom it, of course, appertains to decide and act, at its discretion, on this, as well as on the other subjects to which I have referred.

In order to put the Council in possession of all the statistical information which I have been able to obtain and compile, respecting the Common Schools of each District, I herewith transmit a *Table of Statistics*, which I hope may be both interesting and useful to the Council.

The importance of the topics on which I have remarked, together with the circumstance of a new School Law coming into operation, are my apology for the length of the present communication. I will only add, that I shall be grateful for any suggestions or information which you, or the Council, over which you have been chosen to preside,—from your intimate and practical local knowledge—may think proper to offer, on the operations of the new School Law, or affecting the interests of Common Schools within your jurisdiction; and I shall at all times be ready to answer any inquiries and to give any information in my power on these subjects of common interest and exertion.

I have the honour to be,

Sir,

Your most obedient,

Humble servant,

EGERTON RYERSON.

THE WARDEN OF THE

\_\_\_\_\_ DISTRICT,

Municipal Council.

(No. 4.)

**FORMS, REGULATIONS, AND INSTRUCTIONS**  
FOR THE  
**BETTER ORGANIZATION AND GOVERNMENT**  
OF  
**COMMON SCHOOLS**  
IN  
**UPPER CANADA,**  
 AND FOR CONDUCTING ALL PROCEEDINGS AUTHORIZED AND  
 REQUIRED BY THE ACT 9 VICTORIA, CAP. XX.

DIRECTIONS TO DISTRICT SUPERINTENDENTS.

A copy of these FORMS, REGULATIONS, and INSTRUCTIONS, as also a copy of the COMMON SCHOOL ACT, should be furnished to each School Visitor and School Section, and to such other persons concerned in the administration of the School Act, as may apply for them. These documents being public property, will be held and distributed, or transmitted as such to their successors in office, by District Superintendents. School Visitors who are otherwise provided with the Common School Act need not be supplied by District Superintendents.

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# FORMS, REGULATIONS, &c.

## CHAPTER I.

### FORMS FOR DISTRICT COUNCILS,

IN CONFORMITY WITH THE COMMON SCHOOL ACT, 9 VIC. CAP. XX,  
SECTIONS 7-11.

SECTION I. *Form of intimation to the Chief Superintendent of the appointment of a District Superintendent of Common Schools,*

———— DISTRICT COUNCIL OFFICE,  
———— ———, 18—.

SIR,—I have the honour to inform you, that the Municipal Council of the ——— District did, on the ——— day of ——— 18—, appoint [*here insert the name of the person appointed*] of [*here insert his place of residence and Post town*], Superintendent of Common Schools in said District, in the place of ——— [*resigned or removed*].

I have the honour to be,

Sir,

Your obedient servant,

A. B.,

District Clerk.

The Superintendent of Schools,  
Toronto.

SECTION 2. *Form of Bond required by a District Council of a District Superintendent of Common Schools, on his assuming office.*

Know all men by these presents, that we [*here insert the names of the Superintendent and his Sureties*] are jointly held and firmly bound to the Municipal Council of the ——— District, in the sum of [*here write the sum in words*], of which sum I, A. B., am held bound for ———; I, C. D., am held bound for ———; and I, E. F., am held bound for ———, to be paid to the said Council or any person or persons appointed by said Council to receive the same; to which payment well and truly made, we bind and oblige ourselves, our heirs, executors,



and administrators firmly by these presents. Sealed with our seals, and dated this — day of —, 18—.

The Condition of this Obligation is, such that whereas the above named [*here insert the Superintendent's name*] has been appointed Superintendent of Common Schools for the said District, in conformity with the 6th and 12th Sections of the said Act, 9 Vic. Cap. XX, now, therefore, if the said [*here insert the Superintendent's name*] shall duly and faithfully discharge the duties and execute the trusts required of him as District Superintendent of Common Schools, according to the provisions and regulations provided for by said Act, then this Obligation shall be null and void; otherwise it shall be in full force and virtue.

Dated this — day of —, 18—.

A. B. (seal.)

C. D. (seal.)

E. F. (seal.)

Signed, sealed, and delivered,  
in presence of

G. H. }  
I. K. } Witnesses.

SECTION 3. *Form of intimating to the District Superintendent the alteration of a School Section.*

— DISTRICT COUNCIL OFFICE,  
—, 18—.

SIR,—In conformity with the 9th Section of the Common School Act, 9 Vic. Cap. XX, I have to acquaint you that the Municipal Council of this District has altered the School Section, No. —, in the [*Township, Town or City*] of —, in the following manner: [*here insert the changes which have been made, and the description of the new School Section*]. These changes will be carried into effect — months from this date.

You will please communicate this notice to the Trustees concerned.

I am Sir,

Your obedient Servant.

A. B.,

District Clerk.

The Superintendent of Common Schools  
in the — District.

SECTION 4. *Form of intimating to the District Superintendent the formation of a School Section, or part of a School Section.*

———— DISTRICT COUNCIL OFFICE,  
———— ———, 18—.

SIR,—In conformity with the 9th Section of the Common School Act, 9 Vic. Cap. XX, I have to acquaint you that the Municipal Council of this District, at its session which closed on the ——— instant, formed a part of the [*Township, Town, or City*] of ——— into a School Section, to be designated No. —, and to be described and known as follows: [*here insert the description.*]

I have also to inform you, that the Council has nominated and authorized [*here insert the name or names of the person or persons selected*] to appoint the time and place of the first School Meeting in said Section; of which you are requested to give notice, according to the 17th Section of the said Act.

I have the honour to be,

Sir,

Your obedient servant,

A. B.,

District Clerk.

To the Superintendent of Common Schools  
in the ——— District.

REMARKS.—In notifying the formation of Several School Sections, or the formation of *parts of Sections*, the phraseology of the notices should be varied, at the discretion of the District Clerk, and in accordance with the proceedings and directions of the Council.

The notices of *School Assessments*, and Assessments for the *erection and furnishing of School-houses*, for the *purchasing of School Sites, &c.*, may be given in such a manner as the Council shall direct

For *Form of Deed* for a School Site, see Chapter III, Section 11; the execution of which should, in all cases, be strictly required by the District Councils before authorizing any expenditure of money on any School Premises.

For *Form of Application* for aid in support of a *District Model School*, see Chapter V, Section 2.

## CHAPTER II.

FORMS FOR DISTRICT SUPERINTENDENTS OF COMMON SCHOOLS,  
IN CONFORMITY WITH THE 13TH AND 27TH SECTIONS OF THE ACT.

SECTION 1. *Form of Notice to be given by the District Superintendent of Schools to the person designated by the Municipal Authority to appoint the time and place of the first School Section Meeting.*

EDUCATION OFFICE, ——— DISTRICT,  
————— 18—.

SIR,—I have the honour to inform you, that in conformity with the 17th section of the Common School Act, 90 Vic., cap. xx, the Municipal Council of this District has authorized and required you, within twenty days after receiving this notice, to appoint the time and place of holding the first School Meeting for the Election of Trustees for School Section No. —, in the [*Township, Town, or City*] of ———; which School Section is bounded and may be known as follows: [*Here insert the description of it.*] Copies of your Notice are to be posted, in at least three public places in the School Section above described, at least six days before the time of holding such meeting.

I am, Sir,

Your obedient Servant,

A. B.,

To B. C.

S. C. S., ——— District.

SECTION 2. *Form of intimating to Trustees the alteration of their School Section.*

EDUCATION OFFICE, ——— DISTRICT,  
————— 18—.

SIR,—In conformity with the 9th section of the Common School Act, 90 Vic., cap. xx, I have to acquaint you that the Municipal Council of this District has altered the School Section of which you are Trustee in the following manner: [*Here insert the changes which have been made, and the description of the new School Section.*] These changes will be carried into effect ——— months from this date.

You will please communicate this notice to the other Trustees of your School Section.

I am, Sir,

Your obedient Servant,

A. B.,

To D. E.,

S. C. S., ——— District.

Trustee of School Section No. —.

REMARK. In giving notice of the formation or alteration of *parts* of School Sections, see the remarks at the end of section 4, chap. I.

SECTION 3. *Form of intimating to Trustees the apportionment to their School Section of the Common School Fund.*

EDUCATION OFFICE, ——— DISTRICT,

————— 18—.

SIR,—I have to acquaint you, that the sum of [*here insert the sum in words*] has been apportioned out of the Common School Fund in aid of the School Section, for the current year, of which you are a Trustee.

You will please communicate this notice to the other Trustees of your School Section.

I am, Sir,

Your obedient Servant,

A. B.,

To D. E.,

S. C. S., ——— District.

Trustee of School Section No. —.

SECTION 4. *Form of a Power of Attorney by a District Superintendent of Common Schools to some person at the seat of Government to draw the apportionment of the Legislative Grant to this District.*

EDUCATION OFFICE, ——— DISTRICT.

I hereby authorize [*here insert the Attorney's name and designation*] to receive all moneys now due, or which may hereafter become due to me as Superintendent of Common Schools for the ——— District, by Her Majesty's Government, and to grant an acquittance for the same.

Dated this ——— day of ———, 18—.

A. B.,

Sup't. Common Schools,

————— District.

Witness,

A. R.

REMARKS. The foregoing Power of an Attorney should be witnessed, signed, and forwarded *in duplicate*.

By appointing the Cashier, at Montreal, of any of the Chartered Banks, the money can be received without expense at the Branch of that Bank most convenient to the Superintendent. The Power of Attorney requires no renewal, as long as the same person is continued. But the Government will not pay the Annual apportionment to the Attorney, until the account, in duplicate, of the disbursement of the previous year's apportionment, accompanied by the vouchers, is sent to the Inspector General.

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SECTION 5. *Form of a General Certificate to a Teacher by the District Superintendent.*

I hereby certify that [*here insert the name and faith of the Teacher, a Roman Catholic or Protestant, as the case may be,*] having applied to me for a Certificate of qualification to teach a Common School, and having produced satisfactory testimonials of correct moral character, I have carefully examined him and found him well qualified to teach [*here insert the branches which the Teacher is qualified to teach, and the extent to which he is qualified to teach them*]; and I hereby authorize him to teach any Common School in this District.

Given under my hand, this — day of —, 18—.

A. B.,

Sup't Common Schools,

———— District.

REMARKS. It is proper to state the Teacher's *religious faith*, on account of the permission given in the 32nd and 33rd sections of the Common School Act, to establish *separate* Schools.

Common School Teachers may be naturally divided into three classes. A Teacher of the first class receiving a *general Certificate*—according to the above forms:—one of the second class receiving a special Certificate, permitting him to teach in a Township named:—one of the third class receiving a special Certificate, limited to a single year, and to a single School Section, and that too at the special request of the Trustees of such section. Certificates of this last class may be granted by any two School Visitors, as well as by the District Superintendent. The above form will answer for Certificates of the second and third class by varying the last clause, so as to express a Township, instead of a District, or by specifying a certain School Section in a Township named, and limiting the Certificate to a year from the date of it; and, in the case of Visitors, by substituting the pronoun of the first person plural, for that of the first person singular.

The line of demarcation between these three classes of Certificates, must, at present, be left to the judgment of each District Superintendent. Further consultation and preparation are desirable before making the legal classification of Teachers as contemplated in the 41st section of the Act. But it is recommended, except under

very peculiar circumstances, that no certificate of qualification be given to a person who is not competent to teach English Grammar—including Orthography and Orthoepy, as well as Syntax and Prosody—Writing, Practical Arithmetic, Book-Keeping by Single Entry, and the Elements of Geography. In all cases in which the Teacher possesses a knowledge of these subjects in a higher degree, or of any of the several other subjects mentioned and recommended in the “*Report on a System of Public Elementary Instruction for Upper Canada*,” it should be mentioned in his Certificate of qualification.

Too much caution cannot be exercised in regard to the *moral character* of Teachers. No *intemperate* or *profane* person should be entrusted with the instruction of youth.

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SECTION 6. *Form for annulling a Teacher's Certificate by the District Superintendent.*

EDUCATION OFFICE, ——— DISTRICT,  
————— 18—.

SIR, [OR MADAM,]—I have to inform you that I feel it my painful duty to annul your Certificate as a Common School Teacher. The following are the reasons: [*here insert the reasons.*]

For these reasons, in the exercise of the power vested in me by Act 90 Vic. cap. xx, section 13th, I hereby annul your Certificate of qualification as a Common School Teacher, which shall be of no force after ——— days from the date of this notice; namely ——— day of ——— 18—,

I am,

Your obedient Servant,

A. B.,

To C. D.,

S. C. S. ——— District.

Teacher of School Section, No —,

[*Township, Town, or City*] of —.

REMARKS.—The cancelling of a Teacher's Certificate is an extreme exercise of power, which should never be employed until a careful inquiry has been instituted into the charges preferred against the Teacher, and he has had a full opportunity of meeting his accusers and defending himself against their allegations. For a Superintendent to cancel a Teacher's Certificate on account of personal difference, would be a shameful abuse of power which ought not to be tolerated; but he ought not to shrink from this painful duty in any case of proved immorality or palpable unfitness.

The length of time between the notice to the Teacher and the actual cancelling of his Certificate, must be left to the judgment of the District Superintendent. In cases of gross immorality, the execution of the notice should be immediate; in other cases several weeks' notice should be given. But in all cases the law allows the Teacher time and opportunity to appeal to the Chief Superintendent, and also, authorizes the District Superintendent, if he should think proper to do so, to refer any case to the decision of the Chief Superintendent.







CERTIFICATES.		SCHOOL HOUSES.						OTHER SCHOOLS.			LIBRARIES.				Other Information.								
Number granted by District Superintendent during the year.	Number granted by Visitors during the year.	Number annulled during the year.	Actual Number of Qualified Teachers.	No. of School Houses in the District.	No. of Rented Houses for Schools.	No. of School Houses erected during the year.	Brick.	Stone.	Frame.	Log.	How erected.	No. of Academies and Dis't Grammar Schools.	No. of Private Schools.	No. of Pupils.		Subjects Taught.	No of Public Libraries.	Number of Volumes.	How Established.	How Supported.	Total No. of Libraries in the District.	Total No. of Volumes therein.	

thodist ; B. for Baptist ; C. for Congregationalist.

SECTION 7. *Form of Notice to the Trustees of the annulling of their Teacher's Certificate.*

EDUCATION OFFICE, — DISTRICT,  
 ———— 18—.

GENTLEMEN,—I have felt it my painful duty to annul the Certificate of your Teacher, [*here insert the Teacher's name.*] My reasons for doing so are the following: [*here insert the reasons.*]

I have therefore to acquaint you, that if you employ the said Teacher after the — day of —, 18—, you will not be entitled to any public money on his account to aid in the support of your School.

I am, Gentlemen, Your obedient servant,

A. B.,

Messrs. A. B. C., Trustees of  
 School Section, No. —,

S. C. S. — District:

[*Township, Town, or City*] of —.

SECTION 8. *Form of Annual Report by the District Superintendent to the Chief Superintendent of Schools.*

(For Form see opposite page.)

CHAPTER III.

FORMS FOR TRUSTEES, AND FOR THE CALLING OF SCHOOL SECTION MEETINGS, &c.

IN CONFORMITY WITH THE COMMON SCHOOL ACT, 90 VIC. CAP. XX,  
 SECTIONS 18—27.

SECTION 1. *Form of Notice of a FIRST School Section Meeting.*

SCHOOL NOTICE.

The undersigned has the honour to inform the Landholders and Householders concerned; that the Municipal Council of this District has formed apart of this Township [*Town or City*] into a School Section, to be designated School Section No. —, and to be limited and known as follows: [*Here insert the description of the Section.*]

The undersigned having been authorized and required by the Municipal Council to appoint the time and place of holding the *first* meeting, for the election of Trustees for the School Section above described, hereby notifies the Landholders and Householders of said School Section, that a public meeting will be held at \_\_\_\_\_ on \_\_\_\_\_ day, the \_\_\_\_\_ of \_\_\_\_\_, at the hour of twelve o'clock, noon, for the purpose of electing three fit and proper persons as School Trustees of the said Section as required by the School Act, 9° Vic., cap. xx, section 19.

Given under my hand, this \_\_\_\_\_ day of \_\_\_\_\_, 18—.

[Name.]

REMARKS. Should the person authorized and appointed by the Municipal Council to call the first School Section Meeting refuse or neglect to do so, he subjects himself to a penalty of two pounds, recoverable for the purposes of such School Section; and, then, any three resident Freeholders are authorized, within twenty days, on giving six days' notice, to call a meeting for the election of Trustees. The form of their notice—to be posted in, at least, three public places in the School Section concerned, and, at least, six days before the time of holding such meeting—should be as follows:—

#### SCHOOL NOTICE.

In conformity with the 20th section of the Common School Act, 9° Vic., cap. xx, the undersigned, resident Freeholders of School Section, No. —, in the [Township, Town, or City] of \_\_\_\_\_, hereby give notice to the Landholders and Householders of said School Section, that a Public Meeting will be held at \_\_\_\_\_, on \_\_\_\_\_ day, the \_\_\_\_\_ of \_\_\_\_\_, at the hour of Twelve o'clock, noon, for the purpose of electing School Trustees for the said Section.

Dated this \_\_\_\_\_ day of \_\_\_\_\_ 18—.

A. B., }  
C. D., } *Resident*  
E. F., } *Freeholders.*

SECTION 2. *Form of Notice to be given by the Chairman of a School Section Meeting to the District Superintendent of Common Schools, of the election of one or more persons as Trustee or Trustees.*

\_\_\_\_\_, 18—.

SIR,—In conformity with the Common School Act, 9° Vic. cap xx, section 19, I have the honour to inform you, that, at a meeting of the Landholders and Householders of School Section, No. —, in the

Town— of ———, held according to law, on the — day of —, [here insert the name or names and address of the person or persons elected] ——— chosen School Trustee of said Section.

I have the honour to be,

Sir,

Your obedient Servant,

D. E.,

Chairman

The Superintendent of Common Schools  
in the — District.

SECTION 3. *Form of Notice of School Section Meetings, to be held on the second Tuesday of January, 1847, to be signed by, at least, two Trustees.*

SCHOOL NOTICE.

Notice is hereby given to the Landholders and Householders of School Section, No. —, in the Town— of ———, in conformity with the 22nd section of the School Act, 9° Vic., cap. xx; that a Public Meeting will be held at ———, on Tuesday, the — of January, 1847, at the hour of Twelve of the clock, noon, for the purpose of electing three fit and proper persons, as Trustees of the said School Section.

Dated this — day of — 184 .

A. B., } Trustees of  
C. D., } School Section,  
E. F., } No. —.

REMARKS. The above form of Notice applies only to the *first* Annual School Meeting, held under the present Common School Act. The manner of proceeding at such meeting is prescribed in the 19th and 21st sections of the Act.

Should the existing Trustees, in any instance, neglect to call a School Meeting on the day above stated, they incur a penalty to their School Section; and then, any three Freeholders of the School Section concerned are authorized to call a meeting within twenty days, on giving six days' notice. For the *form* of such Notice, see the 5th section of this chapter—except that in the last phrase, instead of "a Trustee," say *three Trustees*.

SECTION 4. *Form of a Notice of an ordinary Annual School Section Meeting, pursuant to the 22nd section of the School Act.*

SCHOOL NOTICE.

The undersigned Trustees of School Section No. —, in the Township of —, hereby give notice to the Landholders and Householders

of said School Section, that a Public Meeting will be held at ———, on the second Tuesday in January, 18—, at the hour of Twelve of the clock, noon, for the purpose of electing a fit and proper person as a School Trustee for said Section.

Dated this ——— day of ———, 18—.

A. B., } Trustees of  
C. D., } School Section  
E. F., } No. —.

REMARKS. The above notice should be signed by a majority of the existing or surviving Trustees, and posted in, at least, three public places of the School Section, at least six days before the holding of the meeting. The manner of proceeding at the Annual Meeting is prescribed in the 19th and 21st sections of the Act.

Should the Trustees neglect to give the prescribed notice of the Annual Section Meeting, they forfeit, each, the sum of two pounds, recoverable for the purposes of the School Section, and then any three resident Freeholders of the School Section are authorized, within twenty days, on giving six days' notice, to call such meeting. Their form of notice should be as follows:

SECTION 5. *Form of Notice of a School Section Meeting to be given by three Resident Freeholders.*

SCHOOL NOTICE.

The Trustees of School Section No. —, in the Township of ———, having neglected to give notice of the Annual School Section Meeting, as prescribed by the 18th section of the Common School Act, the undersigned Freeholders, in conformity with the 20th section of the said Act, hereby give notice to the Landholders and Householders of the said School Section, that a Public Meeting will be held at ———, on ———, the ——— day of ———, for the purpose of electing a fit and proper person as Trustee, as directed by law.

Dated this ——— day of ———, 18—.

A. B., } Resident Freeholders,  
C. D., } School Section  
E. F., } No. —.

REMARK. The mode of proceeding, at a School Meeting thus called, is prescribed in the 19th and 21st sections of the Act.

SECTION 6. *Form of Notice of a School Meeting, to fill up a vacancy created by the death, permanent absence, incapacity, from sickness, or refusal to serve, on the part of a Trustee.*

SCHOOL NOTICE.

Notice is hereby given to the Landholders and Householders of School Section No. —, in the Township of —, that a Public Meeting will be held at —, on the — day of —, at the hour of Twelve of the clock, noon, for the purpose of electing a fit and proper person as School Trustee, in the place of —, [*deceased, removed, incapacitated from sickness, absent, or who has refused to serve, as the case may be.*]

Dated this — day of —, 18—.

A. B., } *Surviving Trustees, or Trustee,*  
C. D., } *(as the case may be.)*

REMARK. A Trustee who refuses to serve forfeits the sum of five pounds, recoverable for the purposes of the School Section; but a Trustee cannot be re-elected without his own consent. The mode of proceeding at a meeting thus called, is prescribed in the 19th and 21st sections of the Act.

SECTION 7. *Form of Agreement between Trustees and Teacher.*

WE, the undersigned, Trustees of School Section No. —, in the [*Township, Town or City*] of —, in the — District, in virtue of the authority vested in us by the School Act, 9<sup>o</sup> Vic., cap xx, sec. 27, have chosen [*here insert the Teacher's name*] who holds a certificate of qualification, to be a Teacher in said School Section; and WE do hereby contract with and employ him, at the rate of [*here insert the sum in words, in currency,*] per annum, from and after the date hereof; and WE further bind and oblige ourselves, and our successors in office, faithfully to employ the powers with which we are legally invested by the said section of said Act, to collect and pay to the said Teacher, during the continuance of this agreement, the sum for which we hereby become bound—the said sum to be paid to the said Teacher in quarterly instalments;—and the said Teacher hereby contracts and binds himself to teach and conduct the School, in said School Section, according to the regulations provided for by the said School Act. This agreement to continue [*here insert the period of the agreement*] from the date hereof.

Dated this — day of —, 18—.

(Witnesses)

O. K.

A. B., }  
C. D., } *Trustees.*  
E. F., }  
G. H., } *Teacher.*

REMARKS. This agreement should be signed by, at least, *two* of the Trustees and the *Teacher*, and should be entered in the Trustees' book, and a copy of it given to the Teacher.

The Trustees being a Corporation, their agreement with their Teacher is binding on their successors in office; and should they not fulfil their agreement, they are personally liable, unless, in case of action, they can prove that they have faithfully employed all their legal powers to collect the sum for which they may have bound themselves. And, on the other hand, the Teacher is equally bound to faithfulness in the performance of his duties according to law.

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SECTION 8. *Form of Warrant for the Collection of School Fees.*

WE, the undersigned, Trustees of School Section No. —, in the [Township, Town, or City] of —, in the — District, by virtue of the authority vested in us by the Act 9<sup>o</sup> Vic. cap. xx, sec. 27, hereby authorize and require you [*here insert the name and residence of the person appointed to collect the Rate Bill*], after ten days from the date hereof, to collect from the several individuals in the annexed Rate Bill, for the quarter therein mentioned, the sum of money opposite their respective names, and to pay, within thirty days from the date hereof, the amount so collected, after retaining your own fees, to the Secretary-Treasurer, whose discharge shall be your acquittance for the sum so paid. And in default of payment on demand by any person so rated, you are hereby authorized and required to levy the amount by distress and sale of goods and chattels of person or persons making default.

Given under our hands this — day of —, 18—.

A. B., }  
 C. D., } Trustees.  
 E. F., }

*Form of Rate Bill, as authorized by the second, fifth, and sixth clauses of the 27th section of the Act to be annexed to the foregoing Warrant.*

RATE-BILL of Persons liable for School Fees, in School Section No. —, in the [Township, Town, or City] of —, for the Quarter commencing the — day of —, and ending the — day of —, 18—.

NAMES of Parents or Guardians.	Number of Children in School.	Amount of Rate Bill per quarter for Tuition.			Amount of Rate Bill per quarter for Fuel, Rent, &c.			Amount of Collector's Fees; five per cent.			Total amount of Rate Bill for the Quarter.		
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.

Given under our hands, this — day of —, 18—.

A. B.,  
C. D., } Trustees.  
E. F., }

SECTION 9. *Form of Receipt to be given by the Collector, on receiving the amount named in the Rate Bill.*

RECEIVED from [here insert the person's name], the sum of [here write the sum in words], being the amount of his [or her] Rate Bill, for the Quarter ending on the — day of —, 18—.

Dated this — day of —, 18—.

A. B.,  
Collector.



EXPLANATORY REMARKS on the Imposition and Collection of Rate Bills, &c.—

1. The Collector should take a receipt from the Secretary-Treasurer, for all moneys paid him. The Secretary-Treasurer should also take a receipt from the Teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.
2. The Trustees can raise the School Fees by voluntary subscriptions, if they please. They can also appoint the School Teacher to act as Collector, if he chooses to accept of the appointment, and give the required security. The Trustees can also impose any Rate Bill which they may think necessary for renting, and repairing, and furnishing a School-house. They are thus invested with all the authority necessary to promote the School interests of their Section. See the several clauses of the 27th section of the School Act.
3. As the School Accounts for each year must be kept separate by the Superintendents of Schools, so must the Rate Bills. They should therefore be dated on the first day of January, April, July, and October, when these months do not begin on the Sabbath, in which case, the Rate Bills and Warrants should be dated on the second of the above-mentioned months. The Rate Bills and the Warrants can be made out for one or more Quarters of a-year, at the same time, as the Trustees may think most convenient.
4. Those Parents and Guardians who pay the Rate Bills to the Secretary-Treasurer, or Collector, *within ten days* from the date of such Rate Bill, and without being called upon for it, will be exempt from paying the Collector's Fees.
5. The Collector, by virtue of the Warrant from the Trustees, can enforce payment of the Rate Bill from any person who resides, or has goods and chattels within the limits of the School Section. For the mode of proceeding in the case of persons rated, who may not at the time of collecting the Rate Bill reside or have goods and chattels within the limits of the School Section, see *seventh* division of the 27th section of the Act.
6. The Trustees should make the apportionment for Fuel *in money*, as one item in the Rate Bill, and then exercise their own discretion as to whether the item for fuel should be paid in money or wood, fixing the price per cord to be allowed for the wood, describing the kind of wood, and the manner in which it should be prepared for the School. In case any person should fail to pay the amount of his wood-bill, in the manner and at the time prescribed by the Trustees, the payment should, of course, be enforced in the same manner as that of the School Teacher's wages, and the amount, thus collected, paid for the purchase of wood.
7. The Trustees can (if they deem it expedient) require the Collector to give security for the prompt payment of the moneys collected by him. The form of bond would be similar to that required of the District Superintendent (see chap. I, sec. 2), inserting "the Trustees and School Section," instead of "the Council," and the name and duties of the Collector, in place of those of the District Superintendent.

SECTION 10. *Form of Trustees' Order upon the District Superintendent.*

To the Superintendent of Common Schools for the——District.

Pay to [*here insert the Teacher's name*] or Order out of the School Fund apportioned to School Section, No. —, in the [*Township, Town, or City*] the sum of [*here write the sum in words*]*—*the proportion now due of said Teacher's salary, for the year, to be raised by Rate Bill, having been duly collected and being at his disposal, according to the 5th clause of the 27th Section of the Common School Act.

Dated this —— day of ——, 18—.

A. B., }  
C. D., } Trustees.  
E. F., }

EXPLANATORY REMARKS.—1. No part of the School Fund is allowed to be paid for any other purpose than the payment of the Teacher's salary; and the District Superintendent is not authorized to pay the School Fund moiety of a Teacher's salary to any other than the Teacher interested, or to some person authorized by the Teacher to receive and grant a receipt for it.

2. As the Legislative Grant is intended, not to supersede, but to assist and encourage local effort, it should be advanced on the order of Trustees, in harmony with the principle of its original appropriation. If, therefore, the Trustees desire to obtain from the District Superintendent one-half of the sum apportioned out of the Legislative Grant to their School Section, they must see, at the same time, that there is collected for the School Teacher one-half of the amount which they have agreed to raise by Rate Bill, whether that amount be small or large; and so in regard to any other portion of the Legislative Grant for the current year. The object of this regulation is to prevent local abuses upon the bounty of the Legislature, to secure to Teachers the punctual payment of their quarterly Rate Bills, as well as the Legislative Grant, while it will always be found better for Parents and Guardians to pay the small amounts of the quarterly Rate Bills than to suffer it to accumulate to the end of the year, to the great inconvenience of the Teacher, and sometimes to his absolute loss. The most convenient way of paying the quarterly Rate Bill is, for each Parent or Guardian to send the amount for which he is rated by one of his children to the School Master, requiring his receipt for the amount. This will save such Parent or Guardian the trouble and expense of the Collector's fees, and secure punctual and timely payment to the Teacher.

SECTION 11. *Form of Deed for the Site of a Common School House, Teacher's Residence, &c.*

THIS INDENTURE, made the —— day of ——, in the year of Our Lord one thousand eight hundred and ——, in pursuance of the ACT to facilitate the conveyance of Real Property, BETWEEN —— of the Township [*Town or City*] of —— in the —— District and Pro-

vince of Canada — of the one part, and the District Council of the — District, in the Province aforesaid, of the other part——,

WITNESSETH, that in consideration of ———, of lawful money of Canada, now paid by the District Council of the — District aforesaid, to the said ———, grants unto the District Council of — District aforesaid, their Successors and Assigns, FOR EVER, ALL

In trust for the use of a Common School, in and for Section number —, in the Township [*Town or City*] of — in the — District aforesaid, ———.

THE said ——— COVENANTS with the District Council of the — District aforesaid, THAT he hath the right to convey the said Lands to the District Council of the — District aforesaid. AND, that the District Council of the — District aforesaid, shall have quiet possession of the said Lands: FREE FROM INCUMBRANCES. AND, the said ——— covenants with the District Council of the — District aforesaid, that he will execute such further assurances of the said Lands as may be requisite.

IN WITNESS WHEREOF, the said parties hereto have hereunto set their hands and seals.

A. B. [seal.]  
C. D. [seal.]

SIGNED, SEALED, AND DELIVERED,

IN THE PRESENCE OF

E. F., }  
G. H., } Witnesses.

REMARK. If the Grantor is a married man, his wife's name must be inserted in the Deed, and this clause added after the word "requisite": And the said ———, wife of the said ———, hereby bars her dower in the said Lands.

SECTION. 12. *Form of the Annual Report of School Trustees to the District Superintendent.*

(For Form see opposite page)

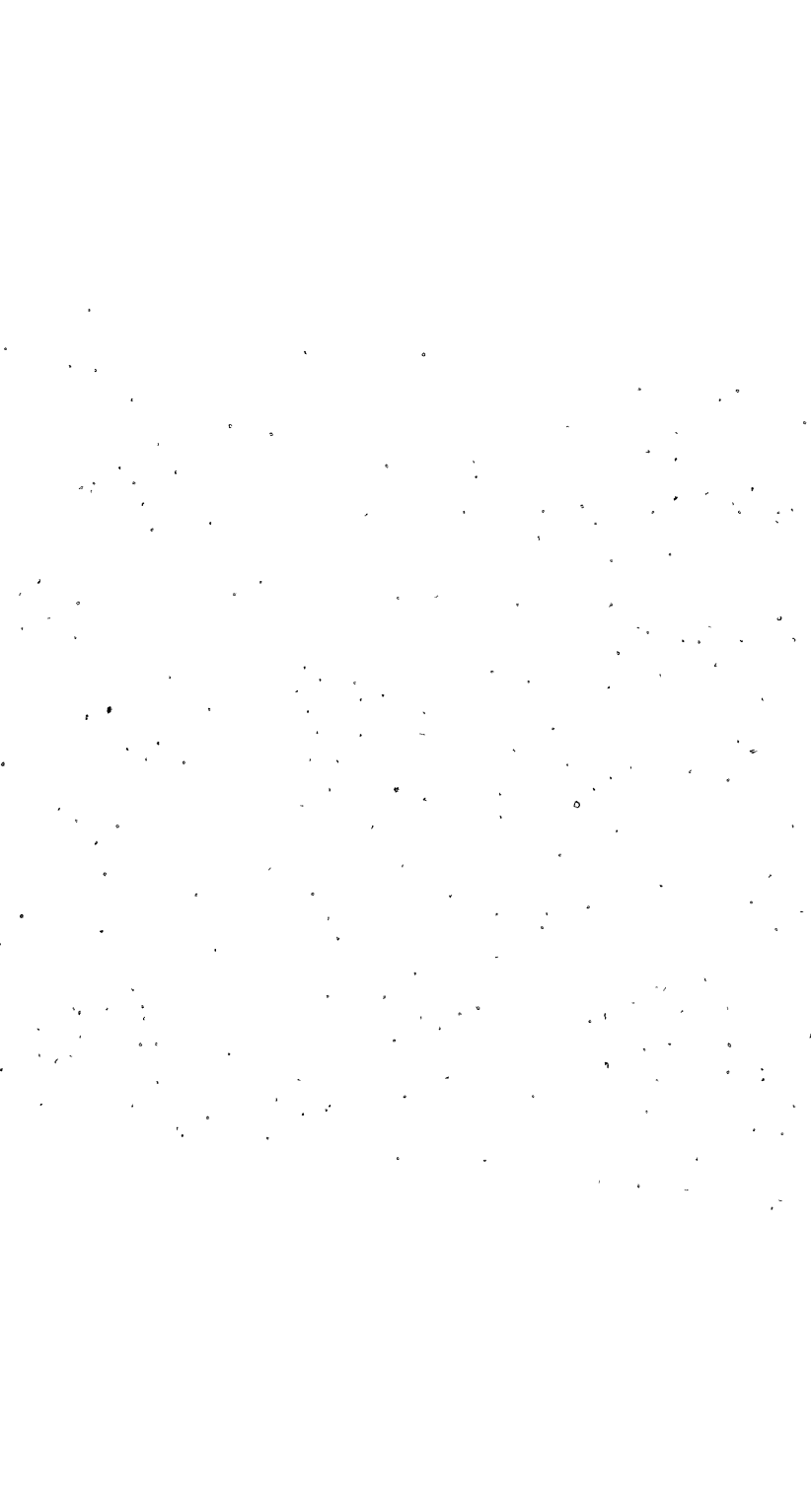
T.

SCHOOL LIBRARY.		VISITS					Other Information.		
Number of Volumes.	How Established.	How Supported.	By District Superintendent.	By Clergymen.	By District Councillors.	By Magistrates.		Other Visits.	Total Visits.

A. B }  
 C. D. } Trustees.  
 E. F. }

School Sections are composed, should be  
 extended to include the half year commen-  
 the term *Winter* the half year commen-





## CHAPTER. IV.

## FORMS FOR TEACHERS OF COMMON SCHOOLS.

SECTION. 1.—*Form of a Teacher's Receipts.*

## 1. Form of a receipt to Parents or Guardians, on the payment of his or her Rate Bill.

Received from [*here write the name of the pupil or person paying*] the sum of [*here write the sum in words*] currency, in payment of the Rate Bill due from [*here write the name of the person in whose behalf payment is made*] to School Section No. —, in the [*Township, Town, or City*] of —, for the quarter ending the — day of —, 18—.

Dated this — day of —, 18—.

A. B., *Teacher.*

REMARK. When the payment of the Rate Bill is made by the Parent or Guardian concerned, the receipt should state it accordingly.

The payment of the Rate Bill to the Teacher, within the time which may be prescribed by the Trustees, will exempt the person thus paying it from the payment of the Collector's Fees. The Teacher should, of course, apprise the Collector of all payments made to him, so that the Collector may not be at the trouble of calling upon such persons; and should the Teacher not inform the Collector of such payments within the time prescribed by the Trustees, he should be liable to pay the Collector the usual Fees for the unnecessary trouble imposed upon him by such Teacher's neglect.

## 2. Form of Receipt to Trustees.

RECEIVED from the Trustees of School Section No. —, in the [*Township, Town, or City*] of —, the sum of [*here write the sum in words*] currency, in payment of my salary in part [*or in full*] for the [*First, Second, &c.*] quarter, ending the — day of —, 18—.

A. B., *Teacher.*

## 3. Form of a Receipt to the District Superintendent.

RECEIVED from [*here insert the name of the Superintendent*] Superintendent of Common Schools for the — District, the sum of [*here*

*write the sum in words,*] currency, in payment of an order on him by the Trustees of School Section No. —, in the [*Township, Town, or City*] of —, in my favour dated the — day of —, 18—, and paid this — day of —, 18—.

A. B., *Teacher.*

REMARK. Or on receiving the full amount of the order, it may be most convenient for the Teacher to write the following acknowledgment on the back of it :—

“RECEIVED the within in full, this — day of —, 18—.”

A. B., *Teacher.*

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SECTION 2. *Form of Teacher's Circular Notice of the Quarterly Examination of his School.*

— — — — —  
— — — — —, 18—.

SIR,—In conformity with the Common School Act, 9<sup>o</sup> Vic. Cap. XX, Section 27, the Quarterly Examination of the School in Section No —, will be held on — day, the — of —, when the pupils of the School will be publicly examined in the several subjects which they have been taught during the quarter now closing. The exercises will commence at nine o'clock, A. M., and you are respectfully requested to attend them.

I am, Sir,

Your obedient servant,

To C. D.

A. B., *Teacher.*

School Trustee, or Visitor.

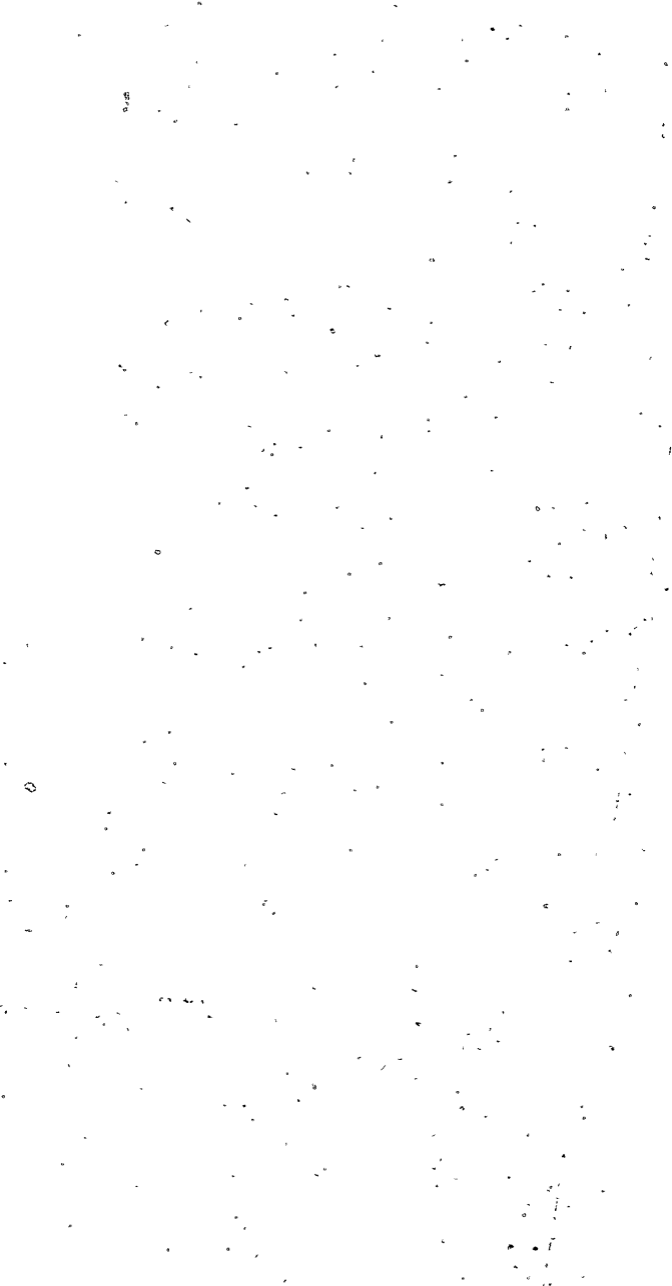
REMARKS. A copy of the above Notice ought to be sent to each of the Trustees, and to as many Visitors of the School Section as possible. Clergymen are School Visitors of any Township in the which they have a pastoral charge ; all Justices of the Peace are School Visitors of the Township in which they reside ; and all District Councillors are School Visitors of the Township which they represent. The Teacher should address a circular notice to those of them who reside within two or three miles of his School ; he is, also, required to give notice, through his pupils, to their Parents and Guardians, and to the neighbourhood, of the Examination.

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SECTION 3. *Form of a Common School Teacher's School Register.*

(For form see opposite page.)





DAILY, WEEKLY, AND QUARTERLY REGISTER of School Section No. — in the Township (Town or City) of —, for the Quarter ending the — day of —, 18—.

NAMES.		RATE BILL.		IN WHAT STUDIES ENGAGED.																JANUARY.			FEBRUARY.				MARCH.			During the Quarter.				
Name of Parent or Guardian.	Name of Pupil.	Age of Pupil.	Amount imposed by Rate Bill.	Amount received from Rate Bill.	Reading Classes.					Arithmetic.		Grammar.	Geography.	History.	Writing.	Book Keeping.	Mensuration.	Algebra.	Other Studies.	Week ending Saturday 9th.	Week ending Saturday 16th.	Week ending Saturday 23rd.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	Week ending Saturday.	No. of days Present.	No. of days Absent.
			£	s.	d.	£	s.	d.	1	2	3	4	5	First Four Rules.	Compound Rules and Reduction, Proportion and above.																			
Wm Smith.	John Smith.																																	
John Thompson.	Jas. Thompson.																																	
Jessie Reid.	Andrew Reid.																																	
H. Brett.	Alex. Brett.																																	
James Johnson.	Thos. Johnson.																																	
Alex. Wallace.	Wm. Wallace.																																	
Geo. Robinson.	Thos Robinson.																																	
Bridget Murphy.	Patrick Murphy.																																	
Hiram Orr.	Jane Orr.																																	
O. Hanton.	Wm. Hanton.																																	
T. Jameson.	Thos. Jameson.																																	
Wm. Taylor.	Mary Taylor.																																	

EXPLANATORY REMARKS ON FILLING UP THE SCHOOL REGISTER.—The foregoing Form will answer the triple purpose of a Daily, Weekly, and Quarterly School Register, without re-transcribing the names of the Pupils during the quarter. The letter A is the mark of admission. The general rule being that Pupils should attend, it is unnecessary to mark them when present. A cipher above the point, as O, is the mark for absent—as in the case of John Smith, in the above form, who was absent on the 9th and 20th of January. When the Pupil is absent in the forenoon, the cipher should be above the point, when absent in the afternoon, below the point—as in the case of Patrick Murphy, whose absence is marked on the morning of the 19th and on the afternoon of the 22nd of January.

When a Pupil leaves the School, or is dismissed, a line should be drawn through his name, leaving it still legible; and the letter L for Left, and D for Dismissed should be inserted in the space for the day on which he ceased to attend, as in the case of Alexander Brett, who was dismissed on the 16th, and of Thomas Jameson, who left on the 23rd of January.

When a Holiday or Vacation occurs, it is marked as on Friday, the 15th January.

The two columns at the right hand side of the sheet are to show, at one view, the total number of days each Pupil has been present and absent during the Quarter. The same result can be given in respect to each week by adding up the entries in each space and writing their sum at the bottom.

The Register should be renewed at the commencement of each Quarter—namely, the first Monday of January, April, July, and October.

The foregoing Form of Register is filled up for the first three weeks of the first Quarter of the year 1847.

REMARKS ON FORM OF CLASS ROLLS.—The foregoing Form of Register is designed for the whole School, and exhibits at one view the studies of each Pupil, and the general state of the School. But as the Pupils must be formed into classes; so, in addition to the Register of the School at large, there should be a Roll, or List, for each Class, whether for Reading, Geography, Arithmetic, &c

2. The general Class Roll may be most conveniently prepared in a book, at the Teacher's pleasure. The form of the Class Roll may be seen in the Register, and it is to be filled up for the purpose of showing the names of the Pupils in the Class, and the number of lessons in each study of the Class. The number of lessons should be written in the space provided for the purpose.

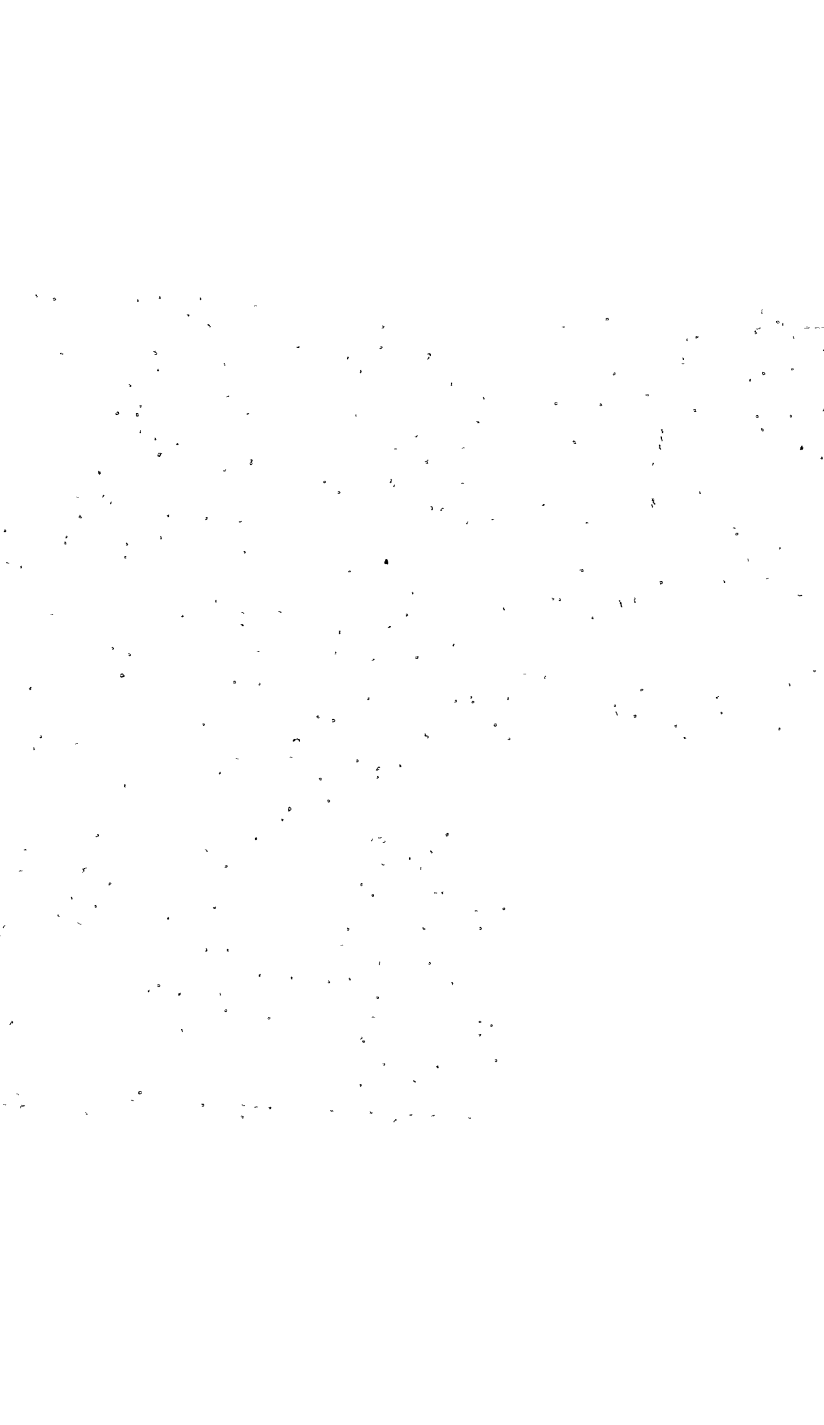
3. The Teacher may, at his pleasure, mark the standing of each Pupil in each study, and the result of his recitation or performance of his exercise. The Teacher may adopt a scale of figures, or other marks as he may prefer, to indicate this,—such as 6 for Perfect, 5 for Very Good, 4 for Good, 3 for Indifferent, 2 for Bad, 1 for Very Bad, 0 for Not at all prepared—and A for Absent.

5. Each Class Roll will present a complete view of the standing of each Pupil in each Class or Study—and the sum of the figures opposite each name, for the week, month or quarter, (or the quotient of their sum divided

by the number of lessons) will show the real and comparative standing of each Pupil, in each study during that period, and form one rule for determining the distinctions, and honours, of prizes, awarded at the Quarterly Public Examinations. The transcript of such a record, in regard to each Pupil, will also furnish interesting information to the Parents or Guardians concerned.

6. When the same Class is heard twice a-day the entry for the first lesson may be in the upper part, and that for the second lesson, in the lower part of the space for the day.

7. Pupils changing places in their Classes and receiving Tickets when Dux, or head, will not supersede the usefulness of some such record as that above suggested,—which includes not only one but every Pupil, and that in respect to every lesson.



## CHAPTER V.

## MISCELLANEOUS FORMS.

SECTION 1. *Form of application to the District Superintendent for a separate School.*

To A. B., Superintendent of Common Schools in the ——— District.

SIR,—We, the undersigned [*Roman Catholic or Protestant*] Freeholders and Householdors of School Section, No. —, in the [*Township, Town, or City*] of ———, being desirous of having a Teacher of our own Religious faith, and finding that the Teacher in this School Section is of the [*Roman Catholic or Protestant*] Faith, do hereby, according to the provisions of the Act 9 Vic. cap. xx, sec. 32nd and 33rd, make application for a separate School. We have appointed [*here insert the names of three persons*] to be Trustees of the said separate School; and we further declare that the said School shall be subject to the visitations, conditions, rules, and obligations provided for in said Act with reference to other Common Schools.

Dated this ——— day of ———, 18—.

REMARK. This Application must be signed by, at least, *ten* Householdors resident in the School Section specified. Such separate School is entitled to a share of the Common School Fund, not according to the number of children who attend such School, nor according to the number of children in the School Section of the religious faith of the applicants, but according to the number of children of that faith who attend such separate School.

SECTION 2. *Form of application to the Chief Superintendent of Schools by a District Council for aid, in support of a District Model School, according to the 34th, 35th, 36th, and 37th sections of the Common School Act.*

————— DISTRICT COUNCIL OFFICE,  
————— 18—.

SIR,—I am directed to inform you, that the Municipal Council of the ——— District has, by By-Laws, constituted the School in School Section, No. —, in the [*Township, Town, or City*] of ———, to be a District Model School, for the term of ——— years from and after the ——— day of ———, 18—.

The said By-Laws provide also, that the sum of [*here insert the sum, which must, at least, be £40 for each Model School*] shall be annually appropriated and paid from the District Rates for the payment of Teachers and the purchase of Books and Apparatus for the said Model School, for the said term of years.

I have further to acquaint you that the sum of [*here write the sum*] has been expended during the current year, in the purchase of Books and Apparatus for said Model School. I am therefore directed by the District Council to request that you will lay their application for the aid granted by the Legislature towards the support of such Schools before His Excellency the Governor General, that His Excellency's warrant may issue in favour of the Superintendent of Common Schools for this District, for a sum equal to half the amount expended, so that the same may be received and expended during the current year, as the law directs.

I am, Sir,

Your obedient Servant,

A. B.,

District Clerk.

**GENERAL REMARKS.** The parties concerned are left to their own discretion as to the Forms of all communications, relating to Common Schools, for which specific Forms are not furnished in the foregoing pages.

All communications with the Government, relating to Schools conducted under the authority of the Common School Act, 9 Vic., cap. xx, should be made through the Education Office, Toronto.

Communications with the Government, not so made, are referred back to the Education Office, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

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## CHAPTER VI.

### GENERAL REGULATIONS AND INSTRUCTIONS.

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#### SECTION I. *Holidays and Vacations.*

1. Every alternate Saturday shall be a Holiday in each School.
2. There shall be a Vacation of eight days at Christmas, and another at Easter, in each year.
3. There shall be a Vacation of two weeks during some part of the Quarter ending on the 30th of September, at such time as the District

Superintendent may direct; or, if he shall not direct any particular time, it may be at such time as shall be preferred by the Trustees and Teacher.

4. Each District Superintendent shall have authority, when he may think proper, in visiting the Schools, to give the children a Holiday for general good conduct and general attendance at School.

5. All agreements between Trustees and Teachers shall be subject to the foregoing regulations; and Teachers shall not be deprived of any part of their salaries on account of allowed Vacations and Holidays.

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## SECTION 2. *Duties of Trustees.*

1. The Law invests Trustees with most important functions and duties. They alone have authority to employ Teachers; they alone provide and furnish the School House and premises; they select the Books from the list provided for them; they are indeed the patrons of the School. Their duties are, therefore, of the greatest importance, and should be well understood.

2. The Trustees employ the Teacher—agree with him as to the hours of daily teaching, the period during which he teaches, and the amount of remuneration; but the *mode of teaching* is with the Teacher. On the expiration of the term of agreement, Trustees can dismiss a Teacher if they are not pleased with him; but, subordinate to the general rules and regulations provided by law, the Teacher has a right to exercise his own judgment in teaching the School, and the District Superintendent and Visitors alone have a right to advise him on this subject. The Teacher is not a mere machine, and no Trustee or Parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible. To interfere with him, and deprive him of his discretion as a Teacher, and then, as is often the case, to dismiss him for inefficiency, is to inflict on him a double wrong, and a double injury, and frequently injures the pupils themselves, and all parties concerned. While a person is employed as a Teacher, it is essential, both to his character and success, that he, and not others, should be the Teacher of the School. It is, nevertheless, the duty of the Trustees to see that the School is conducted according to the regulations provided for by Law.

3. It is, therefore, important that Trustees should elect a competent Teacher. *The best Teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in

a given time ; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a Teacher fairly and punctually, and treat him properly, will seldom want a good Teacher. To employ an incompetent person, because he offers his incompetent services for a small sum—though at a lower *rate* than a competent person—is to waste money, and mock and injure the youth of the neighbourhood. The *National Board of Education in Ireland* remark.—“ A Teacher should be a person of Christian sentiments, of “ calm temper and discretion ; he should be imbued with the spirit of “ peace, of obedience to the law, and of loyalty to his Sovereign ; he “ should not only possess the art of communicating knowledge, but be “ capable of moulding the mind of youth, and of giving to the power, “ which education confers, a useful discretion. These are the quali- “ ties for which Patrons of Schools, when making choice of a Teacher “ should anxiously look.”

4. Trustees will, also, find it the best economy to have a comfortable School House, kept comfortable and properly furnished. It is as difficult for pupils to learn, as it is for the Master to teach, in an unfurnished and comfortless School House.

5. In the selection of Books to be used in the School, the Trustees, should see that but *one* series of Reading Books, *one* Arithmetic, or one for the beginners and another for the more advanced pupils, *one* Geography, &c., should be used in any *one* School, in order that the Scholars may be classified in the several branches which they are studying. Heterogenous School Books (however good each may be in itself, like each of several odd coach wheels), render classification impossible, increase the labours and waste the time of the Teacher, and retard the progress of the pupils. Both the Teacher and Pupils labour at, perhaps, not less than a hundred per cent. disadvantage, when they are compelled to use books which are as various as the Scholars' names. The series of Readers and other School Books published by the National Board of Education in Ireland, and recommended by the Canadian Board, are doubtless the best, and will be the cheapest series of Canadian School Books sold in Canada, as may be seen, by referring to the list of prices in the Appendix to these Forms and Regulations.

6. For other duties of Trustees, see the *Remarks* in the several sections of Chap. III. of these Forms and Regulations. The Trustees should, also, see that their School is furnished with a *Visitors' Book*, in which the remarks of Visitors may be entered.

SECTION 3. *Duties of Teachers of Common Schools.*

The 28th Section of the Common School Act prescribes the general duties of Teachers, and the discipline to be maintained by them, according to the regulations and forms which shall be prepared by the Superintendent of Schools. For Forms to be observed, and Register to be kept in each School, see Chap. IV. See, also, the 28th Section of the School Act.

The following practical directions and rules for Teachers are substantially adopted from those of the National Board of Education in Ireland:

1. To receive courteously the Visitors appointed by Law, and to afford them every facility for inspecting the Books used, and examining into the state of Schools as prescribed by law; to have the Visitors' Book open, that the Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teacher is by no means to alter or erase, but to lay them before the District Superintendent, who is authorized to transmit copies of such of them as he may deem of sufficient importance to the Chief Superintendent of Schools.

2. To keep the Register and Class-rolls accurately and neatly, according to the prescribed forms.

3. To classify the children according to the National Books, where they are used; to study those books themselves; and to teach according to the approved method recommended in their several prefaces.

4. To observe themselves, and to impress upon the minds of the pupils, the great rule of regularity and order—**A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.**

5. To promote both by precept and example, **CLEANLINESS, NEATNESS and DECENCY.** To effect this, the Teachers should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their Schools. They should, also, satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The School apartments, too, should be swept and dusted every evening; and whitewashed, at least, once a-year.

6. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of **TRUTH AND HONESTY**; the duties of respect to superiors, and obedience to all persons placed in authority over them.



7. To evince a regard for the improvement and general welfare of their Pupils, to treat them with kindness combined with firmness ; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among their Pupils ; to discountenance quarrelling, cruelty to animals, and every approach to vice.

N. B.—The classification of the children (referred to in the third rule) applies to all Schools, whatever books may be used. But the National Readers, as well as other books of the National Board in Ireland, afford peculiar facilities for doing so, as the Readers are numbered 1, 2, 3, 4, and 5, and are formed upon the *progressive principle*—“ that is, each lesson made a little more difficult than the preceding one, (the one rising above another, like the steps of a stairs.) It will be necessary to divide each class into divisions to correspond with the progress and proficiency of the children. For instance the first division of the first Class-book will be learning the *Alphabet*; the second *Monosyllables*: and so on.” *The intellectual System of Education* is the method inculcated in the Prefaces of those excellent Books, while the Books themselves are so much superior to the common class of books, and contain so much information on subjects seldom brought within the reach of the mass of the people, that they form a sort of library themselves, and require careful and diligent study, on the part of the best Teachers, in order to teach them *intellectually* to others.

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#### SECTION 4. *Duties of School Visitors.*

1. All Clergymen recognized by law, all Magistrates and District Councillors, are School Visitors, and their duties are clearly pointed out in the 15th and 16th sections of the Common School Act.

2. It is, however, recommended to Visitors, in no instance to speak disparagingly of the instructions or management of the Teacher in the presence of the Pupils ; but, if they think any advice necessary, to give it privately ; and to report to the District Superintendent anything which they shall think important to the interests of any School visited by them. The Law recommends the Visitors “ *especially to attend the Quarterly Examination of Schools.*”

3. The District Superintendents are School Visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 4th division of the 13th section of the School Act. While each District Superintendent makes the careful inquiries and examinations required by law, and gives privately to the Teacher and Trustees such advice as he may deem expedient, and such counsel and encouragement to the Pupils as circumstances may sug-

gest, he will, as the Irish National Board direct each local Superintendent, "exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of Managers and Teachers."

4. Too strong a recommendation cannot be given to the establishment of Circulating Libraries in the various Districts, and Townships, and School Sections. A District Association, with an auxiliary in each Township, and a Branch in each School Section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of a whole District. It is submitted to the serious attention of all School Visitors, as well as Trustees, and other friends of the diffusion of useful knowledge.

N. B.—There is nothing in the law against Visitors being elected Trustees; and the same person may often serve most usefully both as a Trustee and a Visitor—filling the latter office *ex-officio*, and the former by the choice of his neighbours.

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### SECTION 5. *Appeals to the Chief Superintendent.*

1. All parties concerned in the operation of the Common School Act have the right of appeal to the Superintendent of Schools; and he is authorized to decide on such questions as interested parties may think proper to refer to him. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Superintendent: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Superintendent will decide or form an opinion, on any point affecting differing parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing.

2. The foregoing directions do not, of course, refer to communications asking for advice on doubtful points, or prudential measures of a local or general character.

SECTION 6.—*The Constitution and Government of the Schools in respect to Religious Instruction.*

1. As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. Where it cannot be carried out in mixed Schools to the satisfaction of both Roman Catholics and Protestants, the Law provides for the establishment of separate schools. And the Common School Act, securing individual liberty, as well as recognizing Christianity, provides, "That in any Model or Common School established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion which shall be objected to by his or her parents or guardians." With this limitation, the peculiar religious exercises of each School must be a matter of understanding between the Teacher and his employers. This must be the case in regard both to separate and mixed Schools.

2. In Schools which are composed both of Roman Catholic and Protestant Children, the Commissioners of National Education in Ireland have made the following regulations which are worthy of imitation wherever desired and practicable in Canada :— "One day in each week, or part of a day, (independently of Sunday,) is to be set apart for the religious instruction of the children, on which day such pastors or other persons as are approved of by the parents and guardians of the children, shall have access to them for that purpose." The Managers of Schools are also expected to afford convenient opportunity and facility for the same purpose on other days of the week. But where any course of religious instruction is pursued in a School during School hours, to which the parents of any of the children attending it object, the Managers are to make an arrangement for having it given to those who are to receive it at a stated time or times, and in a separate place ; so that no children, whose parents or guardians object to their being so, shall be present at it." The Commissioners of National Education in England also observe in their Second Report, that—"In the National Schools the importance of religion is constantly impressed upon the minds of the children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians. The children are thus prepared for those more strict religious exercises, which it is the peculiar province of the ministers of religion to superintend or direct, and for which stated times are set apart in each School, so that each class of Christians may thus receive separately, such religious in-

“struction, and from such persons as their parents or pastors may approve or appoint.”

The National Commissioners further explain the right of local Trustees or Patrons on this point: “The Patrons of the several Schools have a right of appointing such religious instruction as they may think proper to be given therein; provided that each School shall be open to all religious communions; that due regard be had to parental right and authority; that accordingly, no child be compelled to receive or be present at any religious instruction to which his or her parents or guardians may object: and that the time for giving it be fixed that no child shall in effect be excluded directly or indirectly from the other advantages which the School affords. Subject to this, religious instruction may be given either during the fixed school-hours or otherwise.”

3. The foregoing quotations (which might be greatly extended) from the Irish Commissioners' Reports, are made, because their system may be considered as the basis of the Canadian system—their Books having been adopted and their methods of instruction being about to be introduced in the Provincial Normal School. That system is Christian, but not sectarian; secures individual right and denominational privileges, and is founded upon *revealed truth*. The *General Lesson* hung up in every School of the Irish National Board, and carefully inculcated upon the Pupils, is recommended for universal adoption in Upper Canada, and is as follows:—

#### GENERAL LESSON.

“CHRISTIANS should endeavour, as the Apostle Paul commands them, ‘to live peaceably with all men,’ (*Romans c. 12 v. 18*), even with those of a different religious persuasion.

“OUR SAVIOUR CHRIST, commanded His Disciples to ‘Love one another.’ He taught them to love even their enemies, to bless those that cursed them, and pray for those who persecuted them. He himself prayed for His murderers.

“Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth and hold fast what we are convinced is the truth: but not to treat harshly those who are in error. JESUS CHRIST did not intend His Religion to be forced on men by violent means. He would not allow His Disciples to fight for Him.

“If any persons treat us unkindly, we must not do the same to them; for CHRIST and His Apostles have taught us not to return evil

for evil. If we would obey CHRIST, we must do to others, not as they do to us, but as we would wish them to do to us.

“Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

“We ought to show ourselves followers of CHRIST, who, ‘when He was reviled, reviled not again,’ (1 Peter, c. 2, v. 23,) by behaving gently and kindly to every one.”

4 For a more detailed exposition of this important subject, all parties concerned are referred to the “*Report on a System of Public Elementary Instruction for Upper Canada.*”

### LIST OF SCHOOL BOOKS,

“Published under the direction of the Commissioners of National Education in Ireland”—prepared by practical and experienced Masters—and recommended by the Board of Education for Upper Canada, to be used in Canadian Schools; together with the *maximum retail prices* at which those Books will be sold, as soon as they can be imported, or re-printed. (The Board of Education has also recommended *Lennie’s Grammar*, and sanctioned the use of *Kirkham’s Grammar* and *Morse’s Geography*.)

	CURRENCY.
First Book of Lessons .....	0s 2d
Second ditto .....	0 8
Sequel to Second Book.....	1 0
Third Book of Lessons.....	1 4
Fourth ditto.....	1 8
Fifth ditto (Boys’).....	2 0
Reading Book for Girls’ School.....	2 0
Introduction to the Art of Reading.....	1 4
Spelling Book Superseded.....	1 0
English Grammar .....	0 8
Key to ditto.....	0 4
Epitome of Geographical Knowledge.....	3 4
Compendium of ditto.....	1 0
Geography Generalised, by Professor SULLIVAN.....	3 0
Introduction to Geography and History, by ditto.....	1 0
First Arithmetic .....	0 8
Key to ditto.....	0 8

Arithmetic, in Theory and Practice.....	2	8
Book-keeping.....	1	0
Key to ditto.....	1	0
Elements of Geometry.....	0	8
Mensuration.....	1	4
Appendix to ditto.....	1	0
Scripture Lessons, (O. T.) No 1.....	1	0
Ditto (O. T.) No 2.....	1	0
Ditto (N. T.) No 1.....	1	0
Ditto (N. T.) No 2.....	1	0
Sacred Poetry.....	0	8
Lessons on the Truth of Christianity.....	0	8
Set Tablet Lessons, Arithmetic.....	2	4
Ditto Spelling and Reading.....	1	4
Ditto Copy Lines.....	2	0
Map of the World.....	24	0
" Ancient World.....	18	0
" Europe.....	18	0
" Asia.....	18	0
" Africa.....	18	0
" America.....	18	0
" England.....	18	0
" Scotland.....	18	0
" Ireland.....	18	0
" Palestine.....	18	0

(No. 5.)

(CIRCULAR.)

EDUCATION OFFICE,  
Toronto, 15th December, 1846.

SIR,—I herewith transmit to you, for distribution, copies of the Common School Act, and the Forms, Regulations, and Instructions for the better organization and government of Common Schools in Upper Canada, and for conducting the proceedings authorized and required by the said Common School Act, 9th Vic. Cap. xx. To the several Forms, I have added brief explanations and remarks, in illustration of both their use and importance.

You will perceive, by these Forms and Regulations, that I have rather proposed to supply *defects* than to make *changes*—to undo nothing, but to improve and perfect, as far as practicable, what has been begun—to endeavour to simplify what has been thought to be too complex, and to adapt the whole to the circumstances and feelings of a large rural community, who are immediately interested in the operation of the Common School Act, and to whom its administration is chiefly intrusted.

The first act of the people, under the new Law, will be holding the Annual School Meetings on the second Tuesday in January next. These Meetings are to be called by the present Trustees of Schools. With a view of rendering this new duty easy, on the part of Trustees, I have caused Blank Forms of School Notices to be printed, and herewith enclose them to you. As three notices are required to be posted up in each School Section, I have had three copies of the Blank Form printed on each half sheet of foolscap. By transmitting one copy of the School Act, and one of the Forms and Regulations, and one half sheet of the Blank Notices, to the Trustees of each School Section, you will supply them with the requisites for performing their duties under the new Law. This should be done at your earliest convenience.

As the care of shillings and pence is necessary in the accumulation of pounds, so *attention to details* is essential to the success and efficiency of a system of instruction. Vague generalities will be of little practical use. It is the fitting of the minute and less conspicuous parts which constitutes the real strength of a structure. This remark applies not merely to teaching, and classification, and the whole furniture and management of a School, but to every kind of useful information respecting it. In the accompanying Statistical Table of Common Schools in Upper Canada, recently prepared at this Office, in the preparation of which no labour was spared, the information available

extended but little beyond the mere number of children taught and untaught in the several Districts in Upper Canada—the number of Schools, and the average amount of Teacher's salaries. But little or no definite information has yet been obtained as to the relative number of male and female Teachers; the relative number of Teachers of different forms of religious faith; the relative number of male and female children in the Schools; the relative number of children attending Schools in summer and in winter; the subjects taught in the Schools; the attainments of the pupils in each of those subjects; the methods of instruction pursued in the Schools; the Books used; the number and character of the School Houses, their furniture and apparatus; the libraries established, and several other items of information which are absolutely necessary in order to present a full and comprehensive view of the state of Elementary Education in the country, or even to form an adequate and safe opinion as to all the precise measures demanded for its improvement and extension.

Though as much has been done, since the establishment of the present system of Elementary Education in 1841, as could have been expected under the circumstances, it is manifest that it is yet in its infancy, and that much must be accomplished before it can compare with that of almost any other country, in which a system of popular education exists. With a view of attempting to remedy, in some measure, the defects to which I have adverted, I have prepared the Forms of District Superintendents, and Trustees' Reports, and School Registers, and Class Rolls, embracing all the subjects above mentioned and several others. The School Registers and Trustees' Reports will furnish every necessary information respecting each School Section. The District Superintendents' Reports will contain the aggregate of the School Section Reports, (the subjects in each being arranged in the same order,) together with such additional information as may be attainable by the District Superintendents themselves.

With a view of relieving, as far as possible, both the Superintendents and Trustees from inconvenience in preparing these Reports for the year 1847, I will cause Blank Reports for District Superintendents and Trustees to be printed, and I will transmit a sufficient number of copies of them for each District. The School Register and Class Roll can be prepared by each Teacher. A Bookseller in Toronto is now printing Forms of the School Registers and Class Rolls—according to the prescribed form—to supply Teachers who may apply for them. Some stationer in the County Town of each District might easily get printed, or procure a sufficient number of them, to supply the Schools of such District.



In respect to the General Regulations and Instructions which are contained in the 6th Chapter of the Forms, &c., you will observe that the Vacations and Holidays are the same as heretofore, and that the other directions and suggestions are either enjoined by the Common School Act, or have been adopted from the National Board of Education in Ireland, whose admirable system of instruction may be considered as the basis of our own—it having been sanctioned by the Government, and approved of by leading men of all sects and parties. It may be observed, that our system of Public Elementary Instruction is mostly derived from two sources: As a system of Education—that is, its law and government—it is chiefly borrowed from the lately amended School Law of the State of New York; as a system of instruction—that is, its school-teaching, books, discipline &c.—it is adopted from the National Board of Education in Ireland. It may, however, be remarked, that the best methods of instruction adopted in Great Britain, in Ireland, and in the United States, are derived almost entirely from Germany. I am far from desiring to introduce anything new in our Canadian System of Education, or to recommend anything which has not been fully tested and approved in other countries. In the First Part of my "*Report on a System of Public Elementary Instruction for Upper Canada*," I have collected the results of the experience and opinions of the most distinguished Educationists in Europe and America, and in the Second Part of that Report, I have explained the manner in which I think those results and opinions should be applied to Upper Canada, in every department of our system, from the duties of the Executive Government down to the voluntary efforts of private individuals; and to that exposition on general questions I have nothing to add in this letter.

There are, however, several provisions of the law, on the manner of executing which, it may be proper for me to make a few remarks. The first relates to the Books to be used in Schools. The law prohibits the use of Foreign School Books in the English Branches, unless sanctioned by the Board of Education; it also authorizes the Board to recommend Books to be used in Common Schools, and directs that the Trustees select their School Books from a List prepared by the Provincial Board, and withholds the Legislative Grant from any School in which Books are used which have been publicly disapproved of by the Board.

The Board has not deemed it expedient, as yet, to signify its public disapproval of any School Book published in the British dominions; but it has recommended the excellent series of School

Books, prepared by experienced Teachers, and published by the National Board of Education in Ireland. A part of this series has been reprinted, and sold at reasonable prices by Messrs. Armour and Ramsay; and the Board has adopted measures to secure the importation, as well as correct reprints of these Books, at lower prices than they could hitherto have been furnished—though, I believe, they have already been sold at lower prices than many other School Books. The Board of Education has also recommended *Lennie's English Grammar* to those who prefer it, as well as the Elementary Grammar of the Irish Series. The Board has also sanctioned the continued use in the Schools of two American Books—namely, *Kirkham's English Grammar* and *Morse's Geography*,—both excellent elementary works—the latter, the best of the kind that I have seen in any country. It is, as a whole, impartial in its statements in respect to all countries; no disproportionate space is devoted to the United States of America; it contains upwards of fifty maps, besides two or three hundred wood engravings—and is imported and sold for *three shillings and ninepence*, or less. It also contains a map of Canada, with its District divisions.

But as many Foreign and other inappropriate books have found their way into our Schools, it is a work of some delicacy and difficulty to supersede them. This must be the work of time, as well as of prudence and perseverance; but the object to be accomplished is worth all the labour necessary for its attainment. It has been felt so in every enlightened country, as you may see, by referring to the authorities quoted in my Report on Elementary Instruction, under the head of *Text Books*. It has already been achieved in many of the counties, and all the principal cities of the neighbouring State of New-York, such as New York, Albany, Rochester, &c., where their respective Boards of Education prescribe the Books which shall be used in each of the Common Schools within their respective jurisdictions. The principle of the system of uniformity of books in Schools is not so much that one set of books should be used in a State, but that only one set of books should be used in one School, and, next, that only one set of books should be used in a District or City. The first object to be aimed at is, the use of but one set of Books in one School. Let the District Superintendent and Teachers use every means to convince the Trustees of Schools, that such is their interest, and the interest of those on whose behalf they act, and one of the most important improvements in our Schools will be effected. The value of the Teacher's time to his employers will be doubled; the progress of the pupils will be proportionably advanced; and the most repulsive part of a Schoolmaster's toils will

be succeeded by a comparatively pleasurable and successful labour. But reasoning and persuasion are the appropriate means of attaining this great public object. Education was never yet promoted by harsh means, and least of all in respect to the subject on which I am now remarking. Besides, the Government, as much as the people—and even more—has left to chance the selection and supply of School Books—(a provision for which ought to have been co-existent with our Common School Law,)—and the same reasons, affectionately and earnestly pressed, which have induced the Government to adopt so essential an improvement, will induce the Trustees and their constituents to share the advantages of it.

The next point to which I would advert, relates to Certificates of qualification to Teachers, the giving of which, except in the lowest and most limited degree, is confided to District Superintendents. If the employment of Teachers is with Trustees, the guardianship of their character and qualifications is chiefly with you. A serious responsibility, and one which requires no small degree of judgment and firmness properly to discharge. It may be assumed that your own estimate of the character and qualifications of a Common School Teacher will, to a great extent, be that of the public around you. The more elevated the standard (provided it is practical) of a Teacher's character and qualifications, the more respectable and desirable does the profession become, and the better will it be remunerated. The law makes special mention of the *moral character* of Teachers—thus protecting the rising generation against one of the greatest of evils—an *immoral* Teacher. The Teacher's religious faith is, likewise, required to be stated in his Certificate of qualification. You, and not the applicant, or his friends, are of course, to judge of the testimony furnished as to his *moral character*. It is therefore suggested to you, whether you should not require each applicant to produce a certificate from his Pastor of the religious faith which he professes, as to his moral character. Other testimonials are useful, but, I think, this ought not to be dispensed with. It is invariably required of applicants by the National Board of Education in Ireland. As to qualifications of Teachers, *ability to teach* is, doubtless, one of the most important. But on this point, I need add nothing to what I have said in my Report on Elementary Instruction, and in the accompanying Forms and Regulations; and to your own judgment and experience, this important interest of thousands may, I doubt not, be safely confided.

Another most important, and perhaps the most laborious branch of your duties, is *the inspection of Schools*. It is to be hoped that the

efficiency of this part of our Common School System will be considerably improved by the appointment of Visitors. Some, indeed, are of opinion that neither Clergymen, nor Magistrates, nor Township Councillors will visit Schools without being paid for it. I charitably and confidently hope otherwise. At all events, the modification in the law, in respect to the office of Township Superintendents, was considered necessary and advocated by the leaders of both parties in the House of Assembly; but whether the substitute provided by law for that office is efficient, or whether it will be desirable to restore the office itself, time alone can furnish evidence to decide. But I venture to hope much from the services of Visitors, and the Quarterly Public Examination of Schools. Yet, your own inspection of the Schools, though necessarily infrequent, must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c.: and on this subject, we ought not to content ourselves with those exterior and general facts which have hitherto been the special, and almost only subjects of School Reports, such as the number of schools, that of pupils, their age, the sums expended, &c. These items of information are of unquestionable importance; and every means ought to be employed to render them more exact and complete. But it is not of less importance to know the *interior régime* of the Schools—the aptitude, the zeal, the deportment of the Teachers—their relations with the pupils, the Trustees and the neighbourhood—the progress and attainments of the pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from Reports and Statistical Tables; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several classes, in their different branches of study, so as to enable you to ascertain the degree and efficiency of the instruction imparted.

In the Inspection of Schools, I would suggest something like the following order and subjects of inquiry and examination:

I. *Mechanical Arrangements.*—The tenure of the property: the materials, dimensions and plan of the buildings; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the Teacher; what play-ground is provided; what gymnastic apparatus; if

any; whether there be a well, and proper conveniences for private purposes. II. *Means of Instruction*.—The Books used in the several classes, under the heads of Reading, Arithmetic Geography, &c.; the Apparatus provided, as Tablets, Maps, Globes, Black-boards, Models, Cabinets, Library, &c. III. *Organization*.—Arrangement of classes; whether each child is taught by the same Teacher; if any Assistant, or Assistants, are employed, to what extent, how remunerated, and how qualified. IV. *Discipline*.—If the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporal punishments are employed—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; whether attendance is regular; what religious exercises are observed, and what religious instruction is given, if any. V. *Method of Instruction*.—Whether Mutual, or Simultaneous, or Individual, or Mixed: if mutual the number of Monitors, of what attainments, how appointed, how employed; if simultaneous, that is, by classes, to what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory. VI. *Attainments of Pupils*.—1. *In Reading*; whether they can read imperfectly, decently, or with ease and expression. 2. *In Writing*; whether they can write at all, or imperfectly, decently, or with ease and elegance. 3. *In Arithmetic*; whether acquainted with Notation and Numeration, Addition, Subtraction, Multiplication, Division, or not, respectively; whether skilful in them; whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar*; whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, &c.*; the order of questions, suggested by the nature of the subject.

The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances. But though these hints, as to a general outline of inspection, are applicable to School Visitors, as well as to School Superintendents; yet it is, of course, expected that the inspection of the District Superintendent will be more thorough and general than that of a Visitor.

It is scarcely necessary for me to say, that Teachers—especially the better class of them—deserve your sympathy and support. It sometimes happens that the best Teacher suffers most from some ignorant and prejudiced person, or persons, who, though unacquainted with school-teaching, and perhaps with even what is taught in the School, undertake to dictate and interfere with the Teacher, both as to his teaching and discipline. It is always easier to complain than to justify—to excite suspicions and prejudices than to remove them; and some parents are much more disposed to find fault with the Teacher than to blame the dullness, or idleness, or vice and neglected bringing-up of their own children. The real faults of such parents are thus imputed to the unfortunate Teacher, and he becomes their victim, if he does not renounce his own understanding, and experience, and perhaps authority. It should be understood that the Teacher—humble though his circumstances may be—is nevertheless legally authorized for his office—has his duties prescribed by law, and even the principles and methods of teaching—as recommended in the prefaces to the National School Books—but which interfere not with individual independence of mind and diversity of talent. The Teacher should, therefore, be maintained in the rights of his office, as well as in its obligations. This will always be for the public interests, as the well instructed part of the community will perceive. But the amount of ignorance and prejudice in some neighbourhoods is so large, that the intelligent Teacher needs all the support which can be given him. Then, on the other hand, public duty requires that no nuisance should be tolerated in the person of a Teacher.

Trustees may sometimes be opposed by such a mass of ignorant selfishness, as to need your decided support. An intelligent set of Trustees, who know the value of a good practical education, and are determined to secure its advantages to the rising youth of their School Section, are an invaluable blessing to a neighbourhood, and sometimes, by their example, to a whole District. Yet, it now and then happens, that they are opposed by party and selfish ignorance in all its forms. But, while such men are thus labouring gratuitously for the good of

their neighbours, they will, I have no doubt, receive from you every assistance which you can afford them. Indeed it is essential to the improvement and success of school instruction, that the influence of the Managers and Teachers of Schools should be strengthened and sustained; and, surely, no one in your District has so large opportunities as yourself to impart enlightened views on subjects of popular instruction.

As it respects the local School Reports for the current year, they are, of course, to be made as heretofore—the School Act of 1843, being in force until the 1st of January, 1847—the day on which the Reports of Township Superintendents are to be dated—the Reports of Trustees being dated the day previous. And the Township Superintendents with their Reports, for the current year, are required to pay over to you, all School moneys remaining in their hands, and to deliver over all papers which they hold by virtue of their office. The last section of the new Act provides for the collection of all penalties imposed by the old Act upon Township Superintendents for neglect of any part of their duty.

The only other remark I have to make is, that with firmness in the discharge of your duties, everything should be done in the spirit of gentleness and kindness. This spirit should pervade the whole system of public instruction, from the humblest Teacher up to the Executive Government. Whatever diversity of sentiment and predilection there may be among the various Teachers, Trustees, Visitors and Superintendents on men and things in other respects, it should not be permitted to interfere with their harmonious co-operation and labours, in a work which embraces the best interests of the entire country, and of future generations, without regard to sect or party.

My estimate of the importance of your own office in this great work has been sufficiently expressed in a late Circular to Municipal Councils, as well as in my Report on Elementary Instruction; and it will be alike my duty and pleasure to supply any omissions of the present Circular, and to afford you every assistance in my power in the prosecution of your onerous and responsible duties.

I have the honour to be,

Sir,

Your obedient Servant,

EGERTON RYERSON.

To \_\_\_\_\_,

Superintendent of Common Schools,

in the

District.

