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MEASURES AFFECTING THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA.

From the discussions which have recently taken place, both in one of our Ecclesiastical Synods and in the public newspapers, it is obvious that the character and objects of certain measures which have been lately submitted to the Government, affecting our National School System of Education, have been, in a great measure, misunderstood. In order to remove this misapprehension in some degree, we publish in this number of the *Journal of Education* several documents on the subject. The importance of the measures themselves, and the desire which has been felt in regard to them, is the chief reason for this departure from our usual practice of not admitting into the pages of the *Journal* any thing controversial in its character. Into the discussion of the subject, however, it is not our province in this place to enter. But we simply content ourselves with publishing the official documents themselves, for the information of our readers.

The first measure is designed to provide facilities for Supplementary Common Schools for vagrant children in the cities and towns of Upper Canada, through the agency of any benevolent society, association, or religious congregation in those places. In a recent published letter of the Chief Superintendent of Education, he thus refers to the necessity of this measure:—

“There is one class, and unfortunately an increasing class, of the population of cities and towns, which is without the sphere of any influence, secular or religious, which has yet been exercised for the education of their children. These are the children, (and not the children of common schools) that

swell the calendars of juvenile crime in cities and towns. The problem is, what means can be employed to dry up this fountain of idleness and crime, and make these now poor and neglected youth useful members of society? The influence of even our excellent common free schools has not reached them. Nay, in the presence of these noble schools the number of unschooled vagrant children increases—at least in the city of Toronto. In 1860, during an official tour of Upper Canada, I submitted the question in various counties for public consideration, as to whether the municipalities should not be invested with power to make regulations for educational purposes in regard to vagrant children between the ages of 7 and 14 years, not attending any school, and not engaged in any lawful employment. * * * * * The law requires the Chief Superintendent not only ‘to collect and diffuse among the people of Upper Canada useful information on the subject of education generally,’ but to submit to the Government, ‘such statements and suggestions for improving the common schools and common school laws, and promoting education, as he may deem useful and expedient.’

“In discharging, to the best of my judgment and ability, the duty thus imposed upon me by law, I submitted in March last to the favorable consideration of the Government, the following memorandum and draft of bill, hoping that they might be printed for the consideration of the Upper Canada members, representing cities and towns, and if approved, be taken up either during the recent or next session of Parliament. This memorandum * * * I respectfully commend to the best judgment and feelings of the reader as discussing a subject which * * * has for its object the removal of evils which deprive our country of hundreds and thousands of useful citizens, and inflict serious evils upon our cities and towns.”

The other measure submitted to the Government by the Chief Superintendent of Education, relates to Roman Catholic Separate Schools in Upper Canada, and is fully described in the memorandum prefixed to it.

We also insert a third measure relating to Roman Catholic Separate Schools, in the shape of a threefold bill, originally introduced into the Legislature by a private Member of Parliament,—together with the Hon. Mr. Cameron's amendments to it.

Taken in connection with the explanatory headings attached to each of the three documents, they will be found to explain themselves.

2. MEMORANDUM ON THE DRAFT OF BILL FOR THE FURTHER PROMOTION OF EDUCATION IN THE CITIES AND TOWNS OF UPPER CANADA. BY THE REV. DR. RYERSON.

I have proposed the accompanying draft of School Bill of seven clauses relative to cities and towns, as the result of my own observations and reflection, and without consulting any party; but since then I have conversed with the most intelligent members of different denominations and parties, and have met with a cordial approval of the objects and provisions of this bill.

2. The necessity of some further provision in order to secure school instruction to a large class of now neglected, and to a great extent, abandoned youth in cities and towns, is deeply felt and freely acknowledged. In the towns and cities there is a considerable proportion of the children of school age not returned as attending any school, whether the public common schools are free or not. The school population of Toronto, between the ages of 5 and 16 years, was, January 1, 1861, 11,595; the whole number of children attending schools (including separate schools) during any part of the year 1860, was 8,518; the number of children between those ages returned as not attending any school was, therefore, 3,077. Making all due allowances for those who might be attending private schools, or who were employed in some industrial occupation, it leaves a balance of not less than 2,500 children of school age, or about 25 per cent. of the school population of Toronto, not attending any school,—and that in the midst of free schools, of excellent school-houses, well furnished, and provided with good teachers! It is this class of persons that swell the calendar of juvenile crime. Dr. W. Nelson, one of the Prison Inspectors, remarks that the current yearly expenses of each juvenile culprit in the Reformatory Prison is nearly one hundred dollars, and states it “a well established fact that each individual thief causes, on an average, loss to the community of over four hundred dollars a year, and this irrespective of the injury inflicted upon persons and property by assaults, attempts at murder, and arson.”—(Parliamentary Sessional Papers for 1861, No. 24.) The attention of the Toronto press has been directed to this subject, as also that of the Board of School Trustees. In one report the Chief of Police mentions the commitment of forty boys for theft, and one hundred and seventeen for drunkenness and other disorderly conduct. One of the Judges of the Superior Court, in a charge to a Toronto Jury, remarked:—“The streets of Toronto, like those of too many other towns, still present the miserable spectacle of idle, untaught children, male and female—a crop too rapidly ripening for the dram shop, the brothel, and the prison, and that too under the shadow of spacious and admirably kept school houses, into which all may enter free of cost. Most nobly does Toronto provide the means of free education.” “But year after year the great evil continues unabated, and those whose heavy responsibility it is to act as judges or jurors in Criminal Courts, naturally ask if such things are always to be? It was the work of centuries to teach nations that their duties towards criminals extended beyond punishment. The labors and lives of great and good men and women, and a wider knowledge of social economy, but above all, a nobler appreciation of the spirit of that Gospel which proclaims deliverance to the prisoners and captives, have at last awakened us to the belief that the reformation of the offenders is at least as important to society as punishment.”

3. Systematic efforts for the “reformation of offenders” is a great improvement upon the former notions and system of prison discipline; but it is equally christian, and much more humane and patriotic, to prevent crime, than to reform the criminals; to extinguish the fountain whence crime flows, than to reform its victims—to prevent the youth from going to prison, than to attempt his reformation there.

4. The giant evil of youthful demoralization is confessedly increasing in our cities and towns; and the importance of arresting it as far as possible cannot be over-estimated in regard either to these centres of population themselves, or in respect to the country at large. In comparatively new cities and towns, and a young country, the foundation of society should be deeply and broadly laid in religion, virtue and knowledge, and for that purpose every possible religious influence and benevolent effort should be developed and associated with the instruction of the masses in rearing the structure of society.

5. The chief and almost only remedy which has been proposed for the evils of youthful ignorance and crime in our cities and towns, is coercion—compulsory attendance at school. Every member of society has undoubtedly a right to such an education as will fit him for his duties as a Christian citizen, as much as he has a right to food and clothes; and society has a right, and it is in duty bound to see that each of its members is fitted for his duties, and not trained to be a public pest and burden. I have frequently urged this view of the subject, and have suggested and prepared measures to give it practical effect as an element of our public school system, especially in cities and towns. But I have found an utter unwillingness on the part of

public men of different parties to do what seemed to intrench upon individual and parental rights. To render any such provision effectual in any city or town, it would be necessary to provide a building and officers for a Reformatory School, and premises connected with it for cultivation, for learning trades, with prison-like enclosures. Then provision must be made for the thorough religious instruction and training of the inmates. The expense and difficulties connected with the management of such an establishment, are such as a municipality will not incur, and such as the Government and Legislature are not likely to undertake in connection with each city and town. To compel any class of children to attend the public schools has proved impracticable; and, as it has been truly urged, could that be done, secular instruction alone would not reach the seat of the moral evils to be corrected, of the moral and religious feelings, on the influence and culture of which depend chiefly and essentially the results desired.

6. Under these circumstances, I propose to develop and encourage the exercise of a voluntary religious and moral agency which has hitherto remained almost dormant in this country, which is practically discouraged by our free public school system; but which has accomplished and is accomplishing immense good on behalf of the neglected and vicious poor in many towns in England and Scotland, and which involves, in the economy of the Divine government, and in the moral and intellectual constitution of man, the potent and supreme remedy for the world's vice and misery. I refer to that religious and moral agency which has established ragged schools in London and Edinburgh, and which has produced such marvellous results upon a hitherto abandoned and almost helpless class of town populations. I will not extend this paper by giving more than one illustration—a part of the statement of the Reverend Dr. Guthrie, of Edinburgh, before *The National Association for the Promotion of Social Science* in 1860. He says:—“It is little more than a dozen years since, of every 100 criminals in our prison there were five under fourteen years of age, and no less than 552 commitments of children between fourteen and sixteen years of age. The following tables, which show how the prison grew empty as the schools grew full, demonstrate that in them governments have the best cure for crime.” Dr. Guthrie then gives tables which show that the percentage of criminals in Edinburgh before the establishment of ragged schools in 1847, was 56, and in 1859, was reduced to 12; and that the number of prisoners between 14 and 16 years of age, committed to Edinburgh jail, had in the same time been gradually reduced from 552 to 130. He then proceeds as follows:—“These returns demonstrate the power and success of ragged schools; since in the short space of four years we reduced the commitments of juveniles to one-tenth of what they were before the schools were opened; and what variation appears in these tables proves the difficulties that hamper us, and the need of what we wish the State to lend us help—a wider application of our system. But this does not exhaust our claims on the countenance of Government. From our educational schools we have sent forth 1,000 children—who would have been curses—to be blessings to the community. We have saved the State, I may say, a thousand criminals, and given her a thousand citizens. She would have punished the criminals at an expense of £300,000; the citizens that we have given her have not cost a tenth part of that sum. So that, sinking higher considerations—the value of immortal souls, the claims of brotherhood, the welfare and well-doing of our fellow creatures—confining our attention to the low ground of economy, regarding the whole affair as one of pounds, shillings and pence,—I think that Government is bound to deal with ragged schools in a spirit, not indeed of wasteful profusion, but of the utmost liberality.”—(Transactions, &c., pp. 499, 500.) If this needed confirmation, we have it in *The Slicing Scale*—a remarkable work by Mr. McLevy, Deputy Chief of Police in Edinburgh—where it is stated in substance that, in consequence of these philanthropical measures, juvenile crime and vagrancy are fast disappearing from the city.

7. But I am far from proposing the establishment of ragged, or of any description of pauper schools in Upper Canada. Our whole school system is founded on the opposite principle—that of the mutual rights and obligations of the citizen and the State—not of the pauper and the donor. But I propose that our school system, which has not the vital power of religious zeal and benevolence to bring into the schools large numbers of the most needy and dangerous classes in cities and towns, shall be supplemented by developing and encouraging that religious spirit of benevolence and zeal which, under great disadvantages, has wrought out such beneficial results by the establishment and success of ragged schools, and which, in heathen lands, in connection with Christian Missions, has given large accessions of converted youth to Christendom itself.

8. I propose and provide in the accompanying draft of bill, that the congregation of any religious persuasion in any city or town, or any two or more congregations united, or any number of benevolent individuals, may establish one or more schools in such city or town;

and every school thus established, and the managers and teachers of which are subject to the obligations which apply to the managers and teachers of public schools, shall be entitled to aid from the school moneys of such city or town (not including moneys provided for the purchase of school sites and the erection of school houses and their appurtenances) according to the average number of pupils taught each half year as compared with the average number taught in public schools during the same period.

9. It will be seen by what is thus proposed, that the school system as established in the cities and towns remains intact and inviolate; that no class of persons is exempted from paying school rates; that no new corporations to levy school rates on any body are created; that the municipal corporations will be relieved from providing school accommodation for all the pupils of the schools which may be established under the provisions of the accompanying draft of bill; that the teachers employed in such schools must be as duly qualified as those in the public schools; that there is no interference with the polity or procedure of any religious persuasion; that voluntary effort in providing school accommodation, and success in teaching children the subjects of common school education by a duly qualified teacher, must precede a claim for any public aid, which is then given according to work done.

As a general rule, citizens will act as such; and it is not to be expected that those who are elected in their civil capacity to perform the duties of public trustees, will act the part of religious philanthropists to search out and collect vagrant children for secular instruction, much less to provide clothing for those that are naked, and perhaps food in some instances. But in a religious congregation active men will be selected, with the pastor, to establish and manage a school; active religious ladies will seek and bring neglected children to the school; a society or committee will be formed to provide clothing for those who need it; each religious persuasion will emulously and anxiously seek to provide both religious and secular instruction for its own poor; and if any other than poor children should attend such school, so much more elevating the influence will be upon the children of the poor, and so much more saving will there be to the municipality on the score of school accommodation. It is also proposed equally to recognize the efforts of any association of benevolent individuals who may unite to promote these objects.

Thus, in addition to the apparatus of the present school system, will be developed those religious influences and exertions to which moral ameliorations, whether in prisons or in the lanes of poverty and crime, are wholly due; and without which there is no hope for the criminal, the vagrant, or the pauper. Under the operation of such influences and exertions, I have no doubt that a considerable expense will soon be saved to cities and towns in regard to school taxation, and a much larger expense in regard to the arrest, imprisonment and punishment of criminals; many youths and families will be rescued from crime and wretchedness, and made useful members of society; and more will be done to improve the morals and education of the now neglected and vicious classes in cities and towns, than by any compulsory measures whatever; while the character of the common schools themselves may be improved.

I know of but one objection which can be urged against the measure proposed, and that is the bald and graceless one against what is called "sectarian instruction." In reply, I may ask, what religious instruction is there which is not given by some "sect" or denomination, and therefore "Sectarian" according to the objector? The objection therefore is against all religious instruction, and can only be entertained by two kinds of individuals, (for there can hardly be classes of such monsters,) the one infidel, who objects to all religious instruction in itself; the other the shrivelled bigot, who objects to all religious instruction sooner than any should be given by any other party than his own. With the sentiments of neither of these characters, can there be any sympathy in the mind of an enlightened statesman or philanthropist.

The class of youth and families referred to in this memorandum never have been, and never can be reformed and elevated, except by assiduous religious instruction, and the voluntary sympathetic exertions of Christian piety and benevolence; and these we cannot expect except in connection with schools in which religious instruction and exercises constitute a predominant element in the daily life of the system. At a benevolent school meeting the 12th of last November, the Right Honorable B. Disraeli well said—"The most powerful principle which governs man is the religious principle. It is eternal and indestructible, for it takes its origin in the human intelligence, which will never be content till it penetrates the origin of things, and ascertains its relations to the Creator—a knowledge which all here present know that, unaided and alone, the human intelligence can never attain." On a similar occasion, and on the 21st of the same month, the Right Honorable W. E. Gladstone observed, with equal truth and beauty—"As the sap rises from the ground in the vegetable world, so it is in the

structure of human society. With a stagnant lower class, no community can be well, no country can be powerful or secure."

*Department of Public Instruction for Upper Canada,
Toronto, March, 1862.*

DRAFT OF THE BILL REFERRED TO IN THE FOREGOING
MEMORANDUM.

An Act for the Further Promotion of Education in the Cities and Towns of Upper Canada.

1. Whereas there are large numbers of children of school age not attending any school in the cities and towns of Upper Canada, notwithstanding the schools in several of the said cities and towns are free; and whereas it is the duty of the Legislature to employ all practicable means to prevent such children from growing up in ignorance and vice, by imparting to them the advantages of a sound Christian education; and whereas it is desirable to exhaust all the agencies and influences of voluntary exertion and religious benevolence before resorting to measures of coercion in order to promote the education of the most needy and neglected, as well as of other classes of the population of such cities and towns:

2. Be it enacted, &c., that it shall be lawful for any benevolent association, society, or congregation of any religious persuasion, or any two or more such congregations to unite, in any city or town, to establish one or more schools in such city or town in Upper Canada; and any premises and houses acquired by such association, society, congregation, or congregations, for the purposes of this act, shall be held in the same manner as are premises and places for the ordinary purposes of such association or society, or as are premises and places for public worship acquired and held by such congregation or congregations.

3. Every such association, society, congregation, or two or more congregations united, establishing a school or schools, shall notify the same to the Chief Superintendent of Education and to the clerk of their municipality, on or before the first day of January, or the first day of July, next after their establishment, and shall, according to their usual mode of appointing their association, society or church officers, appoint, annually, three persons for the management of each such school.

4. The managers of each school established under the provisions of this act shall, on or before the thirtieth day of June and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, according to a form prepared by him, a correct statement of the number of pupils attending such school, together with their average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open; and the Chief Superintendent shall thereupon determine the proportion which the managers of such school shall be entitled to receive of the school moneys aforesaid, and shall pay over the amount apportioned from the Legislative School Grant to the managers of such school, and shall notify the Chamberlain or Treasurer of the city or town in which such school is situated of the proportion payable to it from school moneys provided by local assessment; whereupon such Chamberlain or Treasurer shall, upon receiving such notification, pay said proportion to the managers of such school or schools established under the provisions of this act.

5. Every such school established under the provisions of this act shall be entitled to assistance towards its support from the common school moneys of the city or town in which it is established, (not including school fees or moneys provided for the purchase of public school sites, or the erection of public school buildings, and their appurtenances), according to the average attendance of pupils during each half-year, as compared with the half-yearly average attendance of pupils at the common schools of such city or town.

6. The managers and teachers of every school established under the provisions of this Act, shall be subject to all the regulations and obligations which apply to trustees and teachers of common schools in cities and towns, shall keep a school register, and make half-yearly returns and annual reports in the form and manner and at the times prescribed in regard to common schools; and shall be subject to the same penalties, to be collected in the same way, in case of false returns, as are imposed by law upon trustees and teachers of common schools.

7. Any moneys which may be paid out of the Legislative School Grant under the provisions of this Act, shall be expended in the payment of the salaries of teachers and for no other purpose, and the schools, with their registers, established by the authority of this Act shall be subject to such inspection as may be directed from time to time by the Department of Public Instruction for Upper Canada.

2. MEMORANDUM, WITH ACCOMPANYING DRAFT OF BILL TO RESTORE CERTAIN RIGHTS TO THE PARTIES THEREIN MENTIONED IN RESPECT TO SEPARATE SCHOOLS.

No new principle is introduced into this Draft of Bill, nor does it contain any provision (except those of the last section) which was not embraced in the Common School Acts of 1850 and 1853. The framers of the Roman Catholic School Act of 1855 aimed to assimilate the Separate School Law of Upper Canada, with the Dissentient School Law of Lower Canada, but they were ignorant of the effect of some of the provisions of their Act arising from the municipal system of Upper Canada, in connection with School sections, Assessments, &c.

The provisions of the accompanying Draft of Bill only restore to the parties concerned rights of which they were deprived by the Roman Catholic Separate School Act of 1855.

I will now advert to the specific provisions of the accompanying Draft of Bill.

1. The supporters of a separate school cannot establish a separate school in an incorporated village, nor in a town as such, though they may establish a separate school in any school section or any village not incorporated, and in any ward of a town. Such anomalies and absurdities should, of course be corrected as the first clause of the Bill proposes.

2. Since 1856 the managers of dissentient schools in Lower Canada have not been required to make their returns and reports on oath; nor is there any reason why the trustees of separate schools in Upper Canada should be required to do so, especially as the penalties are the same for making a false return or report, whether made on oath or not, as the ordinary trustees are not required to make their reports or returns on oath, and separate school trustees were not required to do so before 1855. The second clause of the Bill provides to abolish this invidious and needless anomaly.

3. Two or more common school sections can be united into one; nor is there any just reason why separate school sections should not be allowed to do the same as is provided by the third clause of the Bill.

4. The requiring each individual supporter of the Separate School to go and notify the Clerk of the Municipality annually, imposes a needless trouble and burden, after the first such notice; and when the school is once organized, the annual notice of the names and residences of the supporters of the separate school is quite sufficient, as the only object of such notice is to give the Municipal Council such authentic information as to the parties and properties to be exempted from common school taxes, and as the trustees are liable to a penalty if they insert any name in their notice without the authority of the bearer of it.

5. The fifth section has been prepared with the consent of the heads of the parties concerned, upon the principle that schools

thus receiving public aid upon definite and periodical returns, should be subject to such examination from time to time as may enable the Department paying the money to ascertain whether the conditions of its payment have been fulfilled.

(Signed) E. RYERSON.

Department of Public Instruction
for Upper Canada,
Toronto, March, 1862.

DRAFT OF BILL REFERRED TO IN THE FOREGOING MEMORANDUM.

An Act to restore certain Rights to the parties therein mentioned in respect to Separate Schools.

Whereas it is expedient to restore to the parties therein mentioned certain rights of which they were deprived by the Act 22 Victoria, chapter 65, of the Consolidated Statutes of Upper Canada: Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The words "any incorporated Village or Town," shall be inserted between the words "within" and "any" in the third line of the eighteenth clause of said Act.

2. So much of the thirty-fourth section of said Act, as requires Trustees to make their returns or reports under oath is hereby repealed.

3. It shall be lawful for the majority of the rate-paying supporters of the Separate School, in each school section (in two or more School sections,) whether in the same or adjoining municipalities, at Public Meetings duly called by the Separate School Trustees of each such section, to form such sections into a Separate School Union Section, of which union of sections the Trustees shall give notice within fifteen days to the Clerk or Clerks of the Municipality or Municipalities, and to the Chief Superintendent of Education, and each such Separate School Union Section thus formed shall be deemed one School Section for all Roman Catholic Separate School purposes.

4. The twenty-ninth section of said Act, 22 Victoria chapter 65, shall be amended as follows:

After the first notice required to be given to the clerk of the municipality by the supporters of a separate school section, each subsequent annual notice required by law to be given, of the names and residences of the supporters of a separate school in any rural school section, city, town or incorporated village, shall be given in writing by the trustees or such separate school; but subject, in case of incorrect returns, to the penalties imposed by law on school trustees in case of other false returns.*

5. The Roman Catholic separate schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Department of Public Instruction for Upper Canada.

3. BILLS RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.*

No. 1.

An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

[Bill No. 2 of the Session of 1862, as originally introduced into the Legislature by R. W. Scott, Esq., M. P. P. for the City of Ottawa.]

Her Majesty, &c., enacts as follows:—

1. Sections eighteen to thirty-six, both inclusive, of chapter sixty-five of the Consolidated Statutes for Upper Canada, intituled "An Act respecting Separate Schools," are hereby repealed, and the following shall be substituted in lieu thereof, and be deemed to form part of the said Act.

Five heads of families may call meeting.

2. Any number of persons, not less than five, being heads of families, and freeholders or householders, resident within any school section of any township, village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a Separate School for Roman Catholics, in such school section or ward, for the election of trustees for the management of the same."

No. 2.

An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

[Reprinted and amended by Select Committee, to which it was referred, consisting of the Hon. Attorney General Macdonald, Hon. M. H. Foley; Messrs. R. W. Scott, J. Crawford, H. W. McCann, R. Bell, (Russell) W. Anderson, Jr., and Dr. Bown.]

Her Majesty, &c., enacts as follows:—

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Five heads of families may call meeting.

2. Any number of persons, not less than five, being heads of families, and freeholders or householders, resident within any school section of any township, [incorporated] village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a Separate School for Roman Catholics, in such school section or ward, for the election of trustees for the management of the same.

No. 3.

An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

[Reprinted with the amendments agreed to between the Mover of the Bill and the Chief Superintendent of Education for Upper Canada, and accepted as a settlement of the question by the authorities of the Roman Catholic Church.]

Her Majesty, &c., enacts as follows:—

1. Sections eighteen to thirty six, both inclusive, of chapter sixty-five of the Consolidated Statutes for Upper Canada, intituled "An Act respecting Separate Schools," are hereby repealed, and the following shall be substituted in lieu thereof, and be deemed to form part of the said Act.

Five heads of families may call meeting.

2. Any number of persons, not less than five, being heads of families, and freeholders or householders, resident within any school section of any township, incorporated village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a Separate School for Roman Catholics, in such school section or ward, for the election of trustees for the management of the same.

* The chief verbal alterations made in the sections of each amended Bill are inserted in brackets.

Election of Trustees.

3. A majority of the persons present, being freeholders or householders, and being Roman Catholics, may, at any such meeting, elect three persons, resident within such section or adjoining section to act as trustees for the management of such Separate School, and any person, being a British subject, may be elected as a trustee whether he be a freeholder or householder or not.

Written notice to certain officer.—Trustees' corporate name.

4. Notice of the holding of such meeting, and of such election of trustees, shall be given by one of the trustees so elected, to the Reeve or head of the municipality, or to the chairman of the Board of common school trustees, in the township, village, town or city in which such school is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as trustees for the management thereof, and every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the receipt thereof, and from the day of such delivery the trustees herein named shall be a body corporate under the name of "The Trustees of the Roman Catholic Separate School for the Section number _____, in the Township of _____, or for the Ward of _____ in the city or town (as the case may be) or for the village of _____ in the County of _____."

Unions of Wards and sections, how formed.

5. Where such notice has been given of the election of trustees in more than one ward of any city or town, or in more than one school section in any municipality or municipalities, adjoining or contiguous to each other, the trustees thereof may, if they think fit, form a union for the establishment of Separate Schools in such parts of the said cities or town or in such section of the municipality or municipalities as they think fit; and from the day on which the notice announcing such union shall be published in any public newspaper, issued in such city, town, village or municipality, or in the city, town, village or municipality nearest thereto, the trustees of the several wards in such city or town, and the trustees of such sections in any municipality or municipalities, shall form a body corporate under the title of "The Board of Trustees of the Roman Catholic United Separate Schools, for the city (or town) of _____;" or "The Board of Trustees of the Roman Catholic United Separate Schools for the united sections numbers _____ (as the case may be,) in the township or townships of _____, and village or villages of _____, in the county or counties of _____, (as the case may be.)"

Election of Trustees.

3. A majority of the persons present, being freeholders or householders, and being Roman Catholics, [and not candidates for election as trustees] may, at any such meeting, elect three persons resident within such section or adjoining section to act as trustees for the management of such Separate School, and any person, being a British subject, [not less than 21 years of age,] may be elected as a trustee, whether he be a freeholder or householder, or not.

Written notice to certain officer.—Trustees' corporate name.

4. Notice [in writing that] such meeting has been held and of such election of trustees, shall be given by one of the trustees so elected, to the Reeve or head of the municipality, or to the chairman of the Board of Common School Trustees, in the township, village, [incorporated] town or city in which such school is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as trustees for the management thereof, and every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the receipt thereof, [and to deliver a copy of the same so endorsed and duly certified by him to such trustee,] and from the day of the delivery [and receipt of every such notice, or in the event of neglect or refusal of such officer to deliver a copy so endorsed and certified, then from the day of the delivery of such notice,] the trustees therein named shall be a body corporate, under the name of "The Trustees of the Roman Catholic Separate School for the section number _____, in the township of _____, or for the ward of _____, _____ in the city or town (as the case may be) or for the village of _____, in the county of _____."

Unions of Wards and sections, how formed.

5. Where such notice has been given of the election of trustees in more than one ward of any city or town, or in more than one school section in any municipality or municipalities, adjoining or contiguous to each other, the trustees thereof may, if they think fit, form a union for the establishment of Separate Schools in such parts of the said cities or towns, or in such sections [contiguous to each other] of the municipality or municipalities as they think fit; and from the day on which the notice announcing such union shall be published in any public newspaper, issued in such city, town, village or municipality, or in the city, town, village or municipality nearest thereto, the trustees of the several wards in such city or town, and the trustees of such sections in any municipality or municipalities shall [respectively] form a body corporate, under the title of "The Board of Trustees of the Roman Catholic United Separate Schools for the city or town of _____;" or "The Board of Trustees of the Roman Catholic United Separate Schools for the united sections numbers _____ (as the case may be,) in the township or townships of _____, and village or villages of _____, in the county or counties of _____," (as the case may be.)

Election of Trustees.

3. A majority of the persons present, being freeholders or householders, and being Roman Catholics, and not candidates for election as trustees may, at any such meeting, elect three persons resident within such section or adjoining section to act as trustees for the management of such Separate School, and any person, being a British subject, not less than 21 years of age, may be elected as trustee whether he be a freeholder or householder, or not.

Written notice to certain officer.—Trustees' corporate name.

4. Notice in writing that such meeting has been held and of such election of trustees, shall be given by [the parties present at such meeting] to the Reeve or head of the municipality, or to the chairman of the Board of Common School Trustees, in the township, [incorporated] village, town, or city in which such school is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as trustees for the management thereof, and every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the receipt thereof, and to deliver a copy of the same so endorsed and duly certified by him to such trustee, and from the day of the delivery and receipt of every such notice, or in the event of the neglect or refusal of such officer to deliver a copy so endorsed and certified, then from the day of the delivery of such notice, the trustees therein named shall be a body corporate, under the name of "The Trustees of the Roman Catholic Separate School for the Section number _____, in the township of _____, or for the Ward of _____, _____ in the city or town (as the case may be) or for the village of _____ in the county of _____."

Union of Wards, how formed.

5. [When such Separate Schools are established] in more than one ward of any city or town, the trustees of such Separate School may, if they think fit, form a union of such schools, and from the day of the notice in any public newspaper published in such city or town, announcing such union, the trustees of the several wards shall together form a body corporate, under the title of the Board of Trustees of "The Roman Catholic United Separate Schools for the city (or town) of _____ in the county of _____."

Union of Sections how formed.

6. [2] It shall be lawful [for the majority of the rate-paying supporters] of the Separate School, in each school section, whether in the same or adjoining municipalities, [at public meetings duly called by the Separate School Trustees of each such section,] to form such sections into a Separate School Union Section, [of which union of sections the trustees shall give notice within fifteen days to the clerk or clerks of the municipality or municipalities, and to the Chief Superintendent of Education, and each such Separate School Union Section thus formed, shall be deemed one school section for all Roman Catholic Separate School purposes, and shall every year thereafter be represented by three trustees, to be elected as in Common School Sections.]

School Section Corporations formed.

7. [3] And the said trustees shall form a body corporate, under the title of "The Board of Trustees of the Roman Catholic

Powers of Trustees of Separate Schools.

6. The trustees of each Separate School forming a body corporate under this Act, shall have the same power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and all other powers in respect of Separate Schools, as the trustees of common schools have and possess under the provisions of the Act relating to common schools.

Rules and Penalties.

7. The trustees of such Separate School shall perform the same duties and shall be subject to the same penalties as trustees of common schools; and teachers of Separate schools shall be liable to the same penalties as teachers of common schools.

Election and term of office of Trustees.

8. The trustees of such Separate Schools shall remain in office until the second Wednesday of the month of January next following their election, on which day in every year a meeting shall be held in each such section or ward, commencing at the hour of ten of the clock in the forenoon for the election of three trustees for Separate Schools theretofore established; but no trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time he went out of office: Provided always that whenever in any city, or town divided into wards, a united board now exists, or shall be hereafter established, two trustees only for each ward shall be elected to represent such ward at the united board of trustees, at the then next and all such subsequent election of school trustees, on the second Wednesday in January.

Children from other School Sections.

9. The trustees of such Separate Schools shall allow children from other school sections, whose parents or lawful guardians are Roman Catholics, to be received into any Separate School under their management,

Powers of Trustees of Separate Schools.

6. The trustees of such Separate Schools forming a body corporate under this Act, shall have the power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and shall have all the powers in respect of Separate Schools, as the trustees of Common Schools have and possess under the provisions of the Act relating to Common Schools.

Access to Roll to be free to Trustees (new section.)

7. The clerk or other officer of a municipality within or adjoining which a Separate School is established, having possession of the assessor's or collector's roll of the said municipality shall allow any one of the said trustees or their authorised collector to make a copy of such roll in so far as it relates to the persons supporting the Separate School under their charge.

Declaration of office by Trustees (A new section.)

8. The trustees of such Separate School shall [take and subscribe the following declaration before any Justice of the Peace, Reeve or Chairman of the Board of Common Schools: "I, —, will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of school trustee to which I have been elected, and shall] perform the same duties and shall be subject to the same penalties as trustees of Common Schools:"—and teachers of Separate Schools shall be liable to the same penalties as teachers of Common Schools.

Election and term of office of Trustees.

9. The trustees of such Separate Schools shall remain in office until the second Wednesday of the month of January next following their election, on which day in every year a meeting shall be held in every such section or ward, commencing at the hour of ten of the clock in the forenoon, for the election of trustees for Separate Schools theretofore established; but no trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time he went out of office: provided always, that whenever in any city, or town divided into wards, a united board now exists, or shall be hereafter established, there shall be for every ward two trustees, [each of whom, after the first election of trustees, shall continue in office two years and until his successor has been elected, and one of such trustees shall retire on the second Wednesday in January, yearly in rotation.]

(A new section) Trustees hold office same as Common School Trustees.

10. After the establishment of any Separate School, the trustees thereof shall hold office for the same period, and be elected at the same time in each year that the trustees of common schools are, and all the provisions of the Common School Act relating to the mode and time of election, term of office, and manner of filling up vacancies, shall be deemed and held to apply to this Act.

Children from other School Sections.

11. The trustees of such Separate Schools [may] allow children from other school sections, whose parents or lawful guardians are Roman Catholics, to be received into any Separate School under their management,

United Separate Schools for the united Sections Nos. — (as the case may be,) in the — (as the case may be.)

Powers of Trustees of Separate Schools

[8] 6. The trustees of such Separate Schools forming a body corporate under this Act, shall have the power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and shall have all the powers in respect of Separate Schools, that the trustees of Common Schools have and possess under the provisions of the Act relating to Common Schools.

Access to Roll to be free to Trustees (new section.)

[9] 7. The clerk or other officer of a municipality within or adjoining which a separate School is established, having possession of the assessors or collector's roll of the said municipality shall allow any one of the said trustees or their authorised collector to make a copy of such roll in so far as it relates to the persons supporting the Separate School under their charge.

Declaration of office by Trustees.

[10] 8. The trustees of such Separate School shall take and subscribe the following declaration before any Justice of the Peace, Reeve or Chairman of the Board of Common Schools: "I —, will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of school trustee to which I have been elected, and shall perform the same duties and shall be subject to the same penalties as trustees of Common Schools:"—and teachers of Separate Schools shall be liable to the same [obligations and] penalties as teachers of Common Schools.

Election and term of office of Trustees.

[11] 9. The trustees of such Separate Schools shall remain in office until the second Wednesday of the month of January next following their election, on which day in every year a meeting shall be held in every such section or ward, commencing at the hour of ten of the clock in the forenoon for the election of trustees for Separate Schools theretofore established; but no trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time he went out of office: provided always, that whenever in any city, or town divided into wards, a united board now exists, or shall be hereafter established, there shall be for every ward two trustees, each of whom, after the first election of trustees, shall continue in office two years and until his successor has been elected, and one of such trustees shall retire on the second Wednesday in January, yearly in rotation.

Trustees hold office same as Common School Trustees.

[12] 10. After the establishment of any Separate School the trustees thereof shall hold office for the same period and be elected at the same time in each year that the trustees of Common Schools are, and all the provisions of the Common School Act relating to the mode and time of election, term of office and manner of filling up vacancies, shall be deemed and held to apply to this Act.

Children from other School Sections.

[13] 11. The trustees of such Separate Schools may allow children from other school sections, whose parents or lawful guardians are Roman Catholics, to be received into any Separate School under their manage-

at the request of such parents or guardians ; and no children attending such school shall be included in the return, hereafter required to be made to the Chief Superintendent of Education, unless they are Roman Catholics.

Certificates to Teachers.

10. A majority of the trustees of such Separate Schools in any city, town, township or village, or of the board of trustees forming a union under this Act, shall have power to grant certificates of qualification to teachers of Separate Schools under their management, and to dispose of all school funds of every description coming into their hands for school purposes.

Exemption from Common School Rates.

11. Every person paying rates, whether as proprietor or tenant, who, by himself or his agent, on or before the first day of March in any year, gives, or who on or before the first day of March of the present year, has given, to the clerk of the municipality, notice that he is a Roman Catholic, and a supporter of a Separate School situated in the said municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of common schools, and of common school libraries, or for the purchase of land or erection of buildings for common school purposes, within the municipality, for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School.—And such notice shall not be required to be renewed annually ; and it shall be the duty of the trustees of every Separate School to transmit to the clerk of the municipality or clerks of municipalities (as the case may be) on or before the first day of June in each year, a correct list of the names of all persons supporting the Separate Schools under their management."

Certificate of Clerk.

12. Every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving such notice, to the effect that the same has been given, and shewing the date of such notice.

Fraudulent Notice.

13. Any person who fraudulently gives any such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of forty dollars, recoverable with costs, before any Justice of the Peace at the suit of the municipality interested.

Exceptions as to Present Rates.

14. Nothing in the last three preceding

at the request of such parents or guardians ; and no children attending such school shall be included in the return, hereafter required to be made to the Chief Superintendent of Education, unless they are Roman Catholics.

Powers of Trustees.

12. A majority of the trustees of such Separate Schools in any city, town, township, or incorporated village, or of the Board of Trustees forming a union under this Act, shall have power to dispose of all school funds of every description coming into their hands for school purposes.

Certificates to teachers. (A new section.)

13. It shall be the duty of the Council of Public Instruction for Upper Canada, from time to time, to name such persons as they think fit in the respective cities and counties in Upper Canada, to grant certificates of qualification to teachers of Separate Schools, and no one shall be employed as a teacher unless he first obtains such certificate.

Exemption from Common School Rates.

14. Every person paying rates, whether as proprietor or tenant, who, by himself or his agent, on or before the first day of March in any year, gives, or who, on or before the first day of March of the present year, has given to the clerk of the municipality, notice [in writing] that he is a Roman Catholic, and a supporter of a Separate School situated in the said municipality, or in a municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of Common Schools, and Common School Libraries, or for the purchase of land or erection of buildings for Common School purposes, within the municipality, for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School. And such notice shall not be required annually ; and it shall be the duty of the trustees of every Separate School to transmit to the clerk of the municipality or clerks of municipalities (as the case may be) on or before the first day of June in each year, a correct list of the names of all persons supporting the Separate Schools under their management, [and every rate-payer whose name shall not appear on such list, shall be rated for the support of Common Schools.]

Certificate of Clerk.

15. Every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving such notice, to the effect that the same has been given, and shewing the date of such notice.

Fraudulent notice.

16. Any person who fraudulently gives any such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of forty dollars, recoverable with costs, before any Justice of the Peace at the suit of the municipality interested.

Exceptions as to present rates.

17. Nothing in the last three pre-

ment, at the request of such parents or guardians ; and no children attending such school shall be included in the return, hereafter required to be made to the Chief Superintendent of Education, unless they are Roman Catholics.

Certificates to Teachers.

(Section 10 of the original Bill restored.)

[14] 12. A majority of the trustees of such Separate Schools in any city, town, township, or incorporated village, or of the board of trustees forming a union under this Act, shall have power to [grant certificates of qualification to teachers of Separate Schools under their management, and to] dispose of all school funds of every description coming into their hands for school purposes.

Exemption from Common School Rates.

[15] 13. Every person paying rates, whether as proprietor or tenant, who, by himself or his agent, on or before the first day of March in any year, gives, or who, on or before the first day of March of the present year, has given to the clerk of the municipality, notice in writing that he is a Roman Catholic, and a supporter of a Separate School situated in the said municipality, or in a municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of Common Schools, and of Common School Libraries, or for the purchase of land or erection of buildings for Common School purposes, within [the city, town, incorporated village, or section in which he resides] for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School.—And such notice shall not be required [to be renewed] annually ; and it shall be the duty of the trustees of every Separate School to transmit to the clerk of the municipality or clerks of the municipalities (as the case may be) on or before the first day of June in each year, a correct list of the names [and residences] of all persons supporting the Separate Schools under their management, and every rate-payer whose name shall not appear on such list, shall be rated for the support of Common Schools.

Certificate of Clerk.

[16] 14. Every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving such notice, to the effect that the same has been given, and shewing the date of such notice.

Fraudulent Notice.

[17] 15. Any person who fraudulently gives any such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of forty dollars, recoverable with costs, before any Justice of the Peace at the suit of the municipality interested.

Exceptions as to present rates.

[18] 16. Nothing in the last three pre-

sections contained shall exempt any person from paying any rate for the support of common schools or common school libraries, or for the erection of a school house or school houses, imposed before the establishment of such Separate School.

ceding sections contained, shall exempt any person from paying any rate for the support of Common Schools or Common School Libraries, or for the erection of a school house or school houses, imposed before the establishment of such Separate School.

*Withdrawal of R. C. Separate School supporters.
(A new Section.)*

18. Any Roman Catholic who may desire to withdraw his support from a Separate School, shall give notice in writing to the trustees of such school, [and also to the head of the municipality in which he resides,] before the second Wednesday in January in any year, otherwise he shall be deemed a supporter of such school: provided always, that any person who shall have withdrawn his support from any Roman Catholic Separate School shall not be exempted from paying any rate for the support of Separate Schools or Separate School Libraries, or for the erection of a Separate School House, imposed before the time of his withdrawing such support from the Separate School.

*Trustee must reside within three miles.
(A new Section.)*

19. No person shall be elected as a trustee of any Separate School unless he resides within three miles of the site or proposed site of the school house; nor shall any person be deemed a supporter of any Separate School unless he resides within three miles of the site or proposed site of the school house.

Separate Schools entitled to a share of the Separate School Grant.

15. Every such Separate School shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of common schools, and shall be entitled also to a share in all other public grants and allotments for common school purposes made by the municipal authorities, according to the average number of pupils attending school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same city, town, village or township.

Restriction—Separate Schools not to share in local assessment.

16. But no such Separate School shall be entitled to a share in any such fund, unless the average number of pupils so attending the same be fifteen or more (periods of epidemic or contagious disease excepted.)

Nothing herein contained shall entitle any such Separate School within any city, town, village, or township, to any part or portion of school moneys arising or accruing from local assessment for common school purposes within the city, town, village, or township, or the county or union of counties within which the city, town, village or township is situate.

Half-yearly Returns to Superintendent.

17. The trustees of each Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada,

ceding sections contained, shall exempt any person from paying any rate for the support of Common Schools or Common School Libraries, or for the erection of a school house or school houses, imposed before the establishment of such Separate School.

Withdrawal of R. C. Separate School supporters.

[19] 17. Any Roman Catholic who may desire to withdraw his support from a Separate School, shall give notice in writing to the trustees of such school, before the second Wednesday in January in any year, otherwise he shall be deemed a supporter of such school: provided always, that any person who shall have withdrawn his support from any Roman Catholic Separate School shall not be exempted from paying any rate for the support of Separate Schools or Separate School Libraries, or for the erection of a Separate School House, imposed before the time of his withdrawing such support from the Separate School.

Trustee must reside within three miles.

[20] 18. No person shall be elected as a trustee of any Separate School unless he resides within three miles of the site of the school house; nor shall any person be deemed a supporter of any Separate School unless he resides within three miles of the site of the school house.

Separate Schools entitled to a share in Separate School Grant.

[21] 19. Every such Separate School shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to a share in all other public grants, investments and allotments for Common School purposes now made or hereafter to be made by the Province or the municipal authorities, according to the average number of pupils attending such school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same city, town, village, or township.

(Omitted.)

Separate Schools shall not share in local School assessment.

[22] 20. Nothing herein contained shall entitle any such Separate School within any city, town, incorporated village or township, to any part or portion of school moneys arising or accruing from local assessment for Common School purposes within the city, town, village or township, or the county or union of counties within which the city, town, village or township is situate.

Half yearly returns to Superintendent.

[23] 21. The trustees of each Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada,

Separate Schools entitled to a share in Separate School Grant.

20. Every such Separate School shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to a share in all other public grants, [investments] and allotments for Common School purposes now made or hereafter to be made by the Province or the municipal authorities, according to the average number of pupils attending such school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same city, town, village or township.

Restriction as to right to share in Grant.

21. But no such Separate School shall be entitled to a share in any such fund, unless the average number of pupils so attending the same be fifteen or more, (periods of epidemic or contagious diseases excepted.)

Separate Schools shall not share in local School assessment.

[22] 2. Nothing herein contained shall entitle any such separate school within any city, town, [incorporated] village or township, to any part or portion of school moneys arising or accruing from local assessment for Common School purposes within the city, town, village or township, or the county or union of counties within which the city, town, village or township is situate.

Half yearly returns to Superintendent.

[23] 22. The trustees of each Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, a correct

a correct return of the names of the children attending such school, together with the average attendance during the six next preceding months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open; and the Chief Superintendent shall, thereupon, determine the proportion which the trustees of such Separate School are entitled to receive out of the Legislative grant, and shall pay over the amount thereof to such trustees.

return of the names of the children attending such School, together with the average attendance during the six next preceding months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open; and the Chief Superintendent shall, thereupon, determine the proportion which the trustees of such Separate School are entitled to receive out of the Legislative grant, and shall pay over the amount thereof to such trustees; [provided always, that the aggregate amount of the Legislative grant to Separate Schools in any one year shall not be greater than the aggregate amount contributed by rates, fees or otherwise, by the supporters of Separate Schools in the said year.]

a correct return of the names of the children attending such school, together with the average attendance during the six next preceding months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open; and the Chief Superintendent shall, thereupon, determine the proportion which the trustees of such Separate School are entitled to receive out of the Legislative grant, and shall pay over the amount thereof to such trustees; provided always, that the aggregate amount of the Legislative grant to Separate Schools in any one year shall not be greater than the aggregate amount contributed by rates, fees or otherwise, by the supporters of Separate Schools in the said year.

When elections become void.

18. The election of trustees for any such Separate School, shall become void unless a Separate School be established under their management within two months from the election of such trustees.

Who shall be School Visitors (a new section.)

[24] 23. All Judges, Members of the Legislature, the heads of the municipal bodies in their respective localities, the Chief Superintendent and Local Superintendent of Common Schools, and Clergymen of the Roman Catholic Church, shall be visitors of Separate Schools.

Who shall be School Visitors.

[24] 22. All Judges, Members of the Legislature, the heads of the municipal bodies in their respective localities, the Chief Superintendent and Local Superintendent of Common Schools, and Clergymen of the Roman Catholic Church, shall be Visitors of Separate Schools.

When School election becomes void.

[25] 24. The election of trustees for any such Separate School shall become void unless a Separate School be established under their management within two months from the election of such trustees.

When School election becomes void.

[25] 23. The election of trustees for any such Separate School shall become void unless a Separate School be established under their management within two months from the election of such trustees.

Separatists not to Vote at Common School Meeting.

19. No person subscribing toward the support of a Separate School established as herein provided, either for Roman Catholics, Protestants, or colored people, or sending children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village or township in which such Separate School is situate.

Separate School supporters not to vote at Common School meeting.

[26] 25. No person subscribing towards the support of a Separate School established as herein provided, either for Roman Catholics, Protestants, or coloured people, or sending children thereto, shall be allowed to vote at the election of any trustee for a Common School in the city, town, village or township in which such Separate School is situate.

Separate School supporters not to vote at Common School meeting.

[26] 24. No person subscribing towards the support of a Separate School established as herein provided, or sending children thereto, shall be allowed to vote at the election of any trustee for a Common School in the city, town, village or township in which such Separate School is situate.

R. C. Clergymen ex-officio Trustees.

20. Roman Catholic clergymen, who are either incumbents, or have pastoral charge in missions, parishes, or other pastoral divisions, shall be, respectively, members *ex-officio* of the Board of trustees of Roman Catholic Separate Schools, established within such missions, parishes or other pastoral divisions.

(Omitted.)

(Omitted.)

Common School Holidays and Vacations not to be observed.

21. The holidays and vacations prescribed by the Council of Public Instruction, for the observance of common schools, shall not be binding upon Roman Catholic Separate Schools; but the trustees of every such school, may prescribe the observance of such other holidays and vacations as they may see fit; provided always, that the number of school-days in any Roman Catholic Separate school, shall not exceed one hundred and twenty-nine days in the first half of every year, nor one hundred and sixteen days in the second half of the year.

Common School holidays and vacations not to be observed.

[27] 26. The holidays and vacations prescribed by the Council of Public Instruction, for the observance of Common Schools, shall not be binding upon Roman Catholic Separate Schools; but the trustees of every such school may prescribe the observance of such other holidays and vacations as they may see fit; provided always, that the number of school-days in any Roman Catholic Separate School shall not exceed one hundred and twenty-nine days in the first half of every year, nor one hundred and sixteen days in the second half of the year.

(Omitted.)

Rules of Management.

22. In all Roman Catholic Separate Schools, no rules shall be enforced for the government or management of such schools, and no books shall be introduced or prohibited without the approbation of the trustees of such Roman Catholic Separate Schools.

Common School Regulations not to be observed.

[28] 27. In all the Roman Catholic Separate Schools, no rules shall be enforced for the government or management of such schools, and no books shall be introduced or prohibited without the approbation of the trustees of such Roman Catholic Separate Schools.

(Omitted.)

Disagreements between Trustees and Superintendent; how settled.

23. In the event of any disagreement between trustees of Roman Catholic Separate Schools, and Local Superintendents of common schools, or other municipal authorities, the case in dispute shall be referred to the equitable arbitrament of the Chief Superintendent of Education in Upper Canada; subject nevertheless to appeal to the Council of Public Instruction, whose award shall be final in all cases.

Disagreements between Trustees and Superintendent; how settled.

[29] 28. In the event of any disagreement between trustees of Roman Catholic Separate Schools, and Local Superintendents of Common Schools, or other municipal authorities, the case in dispute shall be referred to the equitable arbitrament of the Chief Superintendent of Education in Upper Canada; subject nevertheless to appeal to the Council of Public Instruction, whose award shall be final in all cases.

*When this Act shall come into force.
(A new section.)*

[31] 29. This Act shall come into force, and take effect, from and after the thirty-first day of December next.

*Inspection and government of Separate Schools.
(A new section.)*

[27] 25. The Roman Catholic Separate Schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Chief Superintendent of Education, and shall be subject also to such regulations as may be imposed from time to time by the Council of Public Instruction for Upper Canada.

Disagreements between Trustees and Superintendent; how settled.

[28] 26. In the event of any disagreement between trustees of Roman Catholic Separate Schools, and Local Superintendents of Common Schools, or other municipal authorities, the case in dispute shall be referred to the equitable arbitrament of the Chief Superintendent of Education in Upper Canada; subject nevertheless to appeal to [the Governor in Council,] whose award shall be final in all cases.

When this Act shall come into force.

[29] 27. This Act shall come in force, and take effect, from and after the thirty-first day of December next. [But all contracts and engagements made, and rates imposed, and all corporations formed under the Separate School Law, hereby repealed, shall remain in force as if made under the authority of this Act.]

No. 4.—AMENDMENTS TO BE PROPOSED BY THE HON. MR. HILLYARD CAMERON, TO MR. SCOTT'S BILL (NO. 2) IN RELATION TO SEPERATE SCHOOLS IN UPPER CANADA.

1. Add to clause 12 the word "only."
2. Strike out clause 13, and insert instead thereof: "It shall be the duty of the Council of Public Instruction for Upper Canada, from time to time to name such persons as they may think fit, in the respective cities and counties in Upper Canada, to grant certificates of qualification to Teachers of Separate Schools; and no one shall be employed as a Teacher of a Separate School unless and until he has obtained such certificate."
3. Strike out, in clause 14, the word "contiguous," and insert "adjoining;" and also after the word "thereto," in sixth line of the said clause, insert "and is resident within three miles of the school house of the Separate School of which he is a supporter."
4. Strike out, in clause 18, "for the support of Separate Schools, or Separate School Libraries, or."
5. Insert in clause 19, "of the school house."
6. Strike out, in clause 20, from the word "authorities," and insert: "Provided always, that the amount of the Legislative grant to any Separate School, in any one year, shall not exceed the aggregate amount contributed by rates, fees, or otherwise, by the supporters of such Separate School in the said year."
7. Strike out, in clause 26, the word "exceed," and insert "be less than."
8. Add the following clauses to the Bill:—
"This Act shall be extended to the Separate Schools of any denomination of Protestants, who shall desire within cities and towns to have Separate Schools, and shall have erected, or shall erect, school houses within such cities and towns, at the expense of any such denomination; which school houses shall be accepted by the Chief Superintendent of Education for Upper Canada as sufficient for school purposes for such denomination."
"With regard to Separate Schools of any Protestant denomination, the several clauses and provisions in this Act shall be read and construed as to such Protestant Schools, as if the word 'Protestant' were used in such clause and provision of the Act, wherever the words 'Roman Catholic' occur."

1. COMPULSORY EDUCATION OF CHILDREN.

I hold that the state has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards.—Hon. Josiah Quincy.

2. THE MASSACHUSETTS COMMON SCHOOL ACT.

The following is the bill just passed in Massachusetts in reference to the reading of the Bible in Common Schools;

A Bill concerning Religious Services in Public Schools.

Be it enacted, &c. :—

Sect. 1. The school committee shall require the daily reading of some portion of the Bible without written note or oral comment, in the public schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school books calculated to favour the tenets of any particular sect of Christians, to be purchased or used in any of the public schools.

3. TRUANCY IN THE BOSTON SCHOOLS.

Truancy has long been one of the most serious impediments with which educators have had to contend. Much has been said and written on the subject, but no successful plan for preventing it has ever been devised. The City of Boston, always in the lead in educational reforms, has recently taken the matter in hand with a determination to trace the evil to its true source, and then adopt effectual means for its removal. She has bearded the lion in his den, and is beginning to handle the juvenile offenders without gloves. Heretofore school officers and teachers have contented themselves with throwing a few tufts of grass; but finding that this "only made the young sauce-box laugh," the people of Boston have resolved to try what virtue there is in more cogent appliances. In nearly all of the attempts heretofore made to correct this evil, the artful scholar, through misrepresentations and the false sympathies of parents, has triumphed.

Truancy when properly considered is a very grave offence, and is productive of more harm than is generally supposed. It works a serious injury to all parties—the parent, the child, the tax-payer, and the public. Yet, strange as it may seem, if coercive measures become necessary for its suppression, the parent will palliate it, and resist the proper authorities in any effort to correct it. A case recently occurred in our own State, in which the teacher, after remonstrating with both scholar and parent, and counselling with the school director, applied the rod; upon which the parent sued her, and, stranger still, the wooden-headed justice ruled against her, and fined her *one dollar*, on the ground that he found no clause in the school law authorising a teacher to whip a pupil!

The State provides schools for the children, in order that they may become intelligent and useful citizens. Hence arises the question—if the State has the right to tax the people for the education of the children, have not the people the right to demand that the children avail themselves of the means of instruction provided for them? As a nation we boast much of our intelligence, but on this point we are rather below the standard. While other

nations, to which we sometimes apply the term *despotic*, have decided this question in the affirmative—have assumed and exercised the right to establish schools at the public expense and to compel the children to attend them, we establish the schools, and then permit a few *rude scholars* and *sensitive parents* to manage them, greatly to the detriment of those who desire to have their children properly instructed. In this way the vitality of the school is destroyed, and a large portion of the public money is annually squandered. This engenders prejudice against the whole system, and furnishes a pretext for the opposition of its covert enemies. It is gratifying however to know that the present is an age of progress, and the energetic measures of the people of the Bay-State for securing the prompt and regular attendance of pupils, furnish abundant evidence that the public mind is advancing in this important branch of school government. While we concede that the time and services of the child rightfully belong to the parent, we believe that parents should not be permitted to appropriate for secular purposes the precious moments allotted for the education of their children, especially when the means of instruction have been provided by the State; nor should they be allowed to encourage truancy by needless indulgence.

The City of Boston has an admirable system of juvenile government, the best perhaps in the United States. The principle upon which it is founded is, that the city authorities are responsible for the government of the child while he is in the streets and public thoroughfares. If, for instance, boys engage in any riotous or improper conduct in the streets or public grounds, they are promptly arrested by the police and taken to a place of confinement, provided expressly for the purpose, where they remain until they are released upon the application of the parent or guardian. If they have no parent or guardian, they are turned over to the proper authorities and a home is provided for them. The prison (for such it really is, though not in the general acceptance of the term) is under the charge of the necessary wardens and matrons, and is elegantly fitted up and supplied with every convenience for the comfort of the children. So soon as the name and residence of the parent or guardian are known, he is notified of the arrest, and must appear in person, pay the necessary charges, and receive the child. If the parent really wishes to govern his child, this prompt co-operation of the city authorities enables him effectually to accomplish his purpose. If, on the other hand, he is indifferent about his government, then it is highly proper that the city should govern for him.

The following extract from the report of Hon. John D. Philbrick, Superintendent of the Public Schools of Boston, devoted exclusively to the subject of truancy or compulsory education, presents many interesting facts. It shows that much of the blame hitherto charged to the account of the pupil, really lies at the door of the parent. We shall quote copiously from this report, for the subject is one which demands the immediate and serious consideration of those who have charge of our public schools. In order that the reader may get a clear view of the subject, we propose to give the introduction in the present, and the conclusion in some future number. In introducing the subject the writer remarks:

"The object of this document is to furnish to the school officers, teachers, truant officers, and to the inhabitants of the city generally some account of the history and administration of the public acts, municipal ordinances, and school regulations, concerning truants and absentees from school.

It is not proposed to discuss at large the subject of attendance and non-attendance of children at school, in its various bearings, but to exhibit a view of what has been done, and the present mode of proceeding, in respect to compulsory education. The science of education is eminently experimental, its recognized principles and maxims having been deduced from the accumulated experience and observation of all ages. For its advancement, therefore, it is highly important to study the history of its progress, and to preserve faithful records of the experiments and efforts made for its promotion.

As the subject of compulsory education is one of much interest in its relations to the public welfare and to private rights, and since it is still but partially developed and perfected as an element of public instruction, it seems highly desirable that information respecting its progress from its beginning to this time, should be generally diffused to serve as a landmark and as an intelligent basis for future efforts.

The two essential elements of a system of universal popular education are:

1. Public provision for the support of schools for the education of all youth.
2. The instruction of all children in such schools, or by other means.

To secure universal education, it is not enough to provide schools at public expense; care must be taken that all children are taught in these schools, or elsewhere. It is a remarkable fact that both of

these fundamental principles of our American system of free schools, were adopted and embodied in legislative enactments, by the first settlers on the shores of New England. They held that it was the undoubted right and the bounden duty of government, to provide for the instruction of all youth; and, accordingly, by a law of the Colony of Massachusetts Bay, passed as early as 1647, it was provided that an elementary school should be maintained in every neighbourhood where there were children enough to constitute a school. By this memorable law, the support of schools was made compulsory and education free.

This was the first general school law of the Colony, and indeed the first enacted on this continent; but already "divers free schools were erected, as at Roxbury and at Boston," by the voluntary action of towns, confirmed by the General Court. Thus early was the vital principle of our system of free schools recognized and established by our ancestors.

Still earlier by five years, in 1642, provision had been made by a public act for the exclusion of "barbarism" from every family, by enjoining upon the municipal authorities the duty of seeing that every child within their respective jurisdictions, should be educated and bred up in some honest, lawful calling, by his parent or guardian. Our existing laws concerning truancy, and the attendance of children at school, so obviously point back to this act with its terse preamble, as their original model and pattern, that it seems fitting to introduce the main points of it here.

"Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas many parents and masters are too indulgent and negligent of their duty in this kind:

"It is therefore ordered by this Court and the authority thereof, That the Selectmen of every town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbours, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavour to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein. . . . And further, that all parents and masters do breed and bring up their children and apprentices in some honest, lawful calling, labor, or employment, either in husbandry, or some other trade, profitable for themselves and the Commonwealth. If they will not nor cannot train them up in learning to fit for higher employments, and if any of the Selectmen, after admonition by them given to such masters of families, shall find them still negligent of their duty in the particulars aforementioned, whereby children and servants become rude, and unruly, the said Selectmen, with the help of the two magistrates, shall take such children or apprentices from them, and place them with some masters for years, boys till they become to twenty-one, and girls eighteen, years of age, complete, which will more strictly look unto and force them to submit unto government, according to the rules of this order, if by fair means and former instructions they will not be drawn unto it."

These early Colonial Statutes of 1642 and 1647, taken together, constitute a complete system of universal education, not only securing the means of instruction for all, by compelling the unwilling towns to set up schools, but by requiring all children, willing or unwilling, to be taught.

They embody the highest principles of political economy and of social well-being,—the prevention of ignorance and idleness, and the vice and crime which too often follow in their train. The infant State, with a population of only twenty thousand souls, furnishing an example for all States, during all time, admitted

"An obligation on her part, to teach
Them who are born to serve her and obey;
Binding herself by statute to secure,
For all the children whom her soil maintains
The rudiments of letters."

In the modern revival of education, the first efforts put forth by the friends of the cause, were directed mainly to the improvement of the means of instruction, in supplying better school houses, better teachers, and better text-books. As progress was made in this direction, it began to appear that many could not or would not avail themselves of the benefits and privileges which had been so liberally provided for them at the public expense. The Secretary of the Board of Education, in his Eighth Annual Report, after presenting a vivid picture of the evils resulting from the alarmingly low attendance in the common schools of the State, says, "Among our most patriotic and philanthropic citizens, the injury is becoming more and more frequent, whether a right to rear up children in a state of ignorance, with all its consequent degradation and dangers, is one of the inalienable rights of a republican?" In the Annual Report on the schools of this city, for the year 1845, it is stated that the schools were suffering severely from the inconstant attendance of the pupils, the absences each day being about one

fifth of the whole number, but nothing was said about the children in the streets who were non-attendants. Still it appeared that there was a large class of children who, by reason of their own perverseness, or the neglect or poverty of their parents, received little or no benefit from the instruction provided for them by the city. These children belonged, for the most part, to that description of persons which has been denominated "the dangerous and perishing classes," and, in 1846, compulsory measures began to be adopted to secure their education. In this important movement, which has resulted in so much good to the community, the lead was taken by Mayor Quincey, who, soon after coming into office, addressed some remarks on the subject to the School Committee, requesting their co-operation with the City Council, in applying a coercive remedy to this alarming evil. The School Committee, promptly complying with the request of the Mayor, referred the subject to a Special Committee, of which Professor Theophilus Parsons was chairman. This learned gentleman, in his Report on "Truancy," dated May 5, 1846, speaks of its evil consequences in the following language:

"The mischief caused by the habits of truancy, which prevail in many of our schools, can hardly be overrated. No valuable and permanent reform will ever be carried into full effect until this obstacle is removed. Children who absent themselves without cause for a portion of the time, do not merely lose the benefit of instruction, and of the power and habit of regular attention; but, while so absent, they are, for the most part, engaged in vicious and debasing pursuits, and when they return to school they bring with them an influence that is hostile to order, good conduct, and improvement, in a degree hardly to be believed by those who have not had the pain of witnessing the evil. In some of our schools, this mischief of truancy not only interferes greatly with the regular process of instruction, but exerts a demoralizing effect which can hardly be counteracted, and employs much of the time and energy of the master in preserving the discipline which it assails. Nor is it an evil which ends with the schools. If it did, our duty would still require of us to do whatever we can do for its suppression or diminution. But it is certain that, from the juvenile depravity of which the truancy of the school is both a sign and a cause, grows a large part of the suffering and crime of society. It is rare to find in our prisons those who were well cared for as children and trained in regular habits of useful industry. An active child can be kept out of evil only by giving him something good to do; and when idleness has thoroughly corrupted the earliest years of life, what can we expect from riper years, but a maturity of vice, greater as temptations become stronger and opportunities for crime are enlarged." He further says, "If the law, on the one hand, provides schools to which all the children of this city may go, on the other, it provides another institution to which certain children may be made to go. Here, then, are institutions for those who will and for those who will not be instructed; and under one or other of these classes all our children may be arranged."

He maintained that the existing laws were sufficient, if those intrusted with their execution would but do their duty. The statutes provided that "stubborn children" might be sent to the House of Correction, and also that any Justice of the courts, on application of the Mayor, or any of the Alderman of the city, or of any director of the House of Industry, or House of Reformation, or of any Overseer of the Poor, shall have power to sentence to the House of Reformation "all children who live an idle and dissolute life, whose parents are dead, or if living, from drunkenness or other vices, neglect to provide any suitable employment or exercise any salutary control over said children," and also that any child committed to the House of Correction, may be transferred to the House of Reformation. Accordingly, the plan of operations proposed was, to ascertain through police officers what children had not entered their names at the schools, and were not kept from them by regular and proper employment or other good and reasonable cause, these not being technically truants, but absentees. The teachers were to give to the City Government, monthly, the names of all incorrigibly stubborn or habitually truant children who belonged to the schools, that is, those who were absent, more or less, though their names had been regularly entered upon the school registers. To aid in carrying this plan into execution the following orders, appended to the Report, were submitted for the consideration of the School Board:

1. Ordered,—That the several masters of the grammar and writing departments of the Grammar Schools report to the Mayor of the city, in the first weeks of May and December of each year, the names of the children belonging to each school.

2. Ordered,—That the several masters of the grammar and writing departments of the Grammar Schools report to the Mayor, on the first Monday of each month, beginning with June next, whether there be in the school under their care any children who are incorrigibly stubborn or habitually truant; and if so, their names; and their residences and the names of their parents when known.

3. Ordered,—That this and the two preceding orders, together with the 3d section of the "Act concerning Juvenile Offenders in the City of Boston," be printed in large letters and conspicuously posted in each Grammar School; and that the same be read to the assembled scholars by the masters, on the first Monday of each month.

These orders, slightly amended in the wording, were adopted in May, 1846, and became a part of the regulations of the public schools. In the revision of the regulations in 1848, the third order was omitted, the first and second remaining in force till 1851, when the first was repealed, and the words "beginning with June next" were struck from the second. In 1852, the meaning of this order was essentially modified by striking out the word "stubborn," and an unimportant change was made in its phraseology. It was again amended in 1855 by omitting the words "incorrigibly" and "on the first Monday of each month," and substituting "principal teachers" for "masters," and "truant officers" for the "Mayor." This regulation was once more modified in 1857, by dropping the word "principal" so that it might apply to all teachers, and adding after "officers" the words "of the district," meaning the truant district in which the school is located, since which time it has stood as follows: "Teachers having charge of pupils who are habitually truant, shall report their names, residences, and the names of their parents or guardians, to the truant officers of the District." The reasons for these changes will appear in the sequel.—*Iowa School Journal*.

4. A LONDON RAGGED SCHOOL.

A correspondent of the *Montreal Witness* having visited a London Ragged School thus gives an account of it, in a letter dated London, 2nd June:—"I had to-day an opportunity of inspecting the Field-Lane Ragged School. The building has a school room and night refuges both for males and females, and is never out of employment. By nine o'clock in the morning all those who have there found their night's shelter, are cleared out, with perhaps a crust in their hands. The Ragged School children then assemble for their morning exercises;—the same children being again assembled in the afternoon. In the evening there is a night-school for such as are at work all day. A good attendance in the day time is, say 300; and at night, say 200. These are merely rough guesses, as the numbers are exceedingly fluctuating. To-day, the school room seemed over-crowded with about a hundred and eighty. The smallness of the numbers was accounted for by the Epsom races, which had taken off a large number of the young Arabs;—on a market day the school is almost empty. Those who do not get to school in time are not admitted, so that everything is carried on very regularly. When I went in—about four o'clock to-day—I found all the school divided in the old-fashioned way, into classes, as in a Sunday-School. There was one school-master and female lieutenant—the teachers were boys chosen from among the others, about nine or ten years of age. My doubts as to the capability of these ragged urchins to do the task assigned to them were soon dispelled by the calling up of a class at the front, and giving them work to do aloud at the black-board. All the classes, I was told, had their turn of this. The one I saw was, I believe, the first class, and had some of the monitors mixed with it; yet, it was made up of small ragged boys, and the result was sufficiently wonderful. He who acted as monitor took the chalk at the black-board. The sum set down was in Proportion, involving compound rules. The class read it over together, aloud, keeping very good time. The monitor then went over the sum, putting each mental calculation separately to the class, who answered it in unison, with hardly a dissentient voice. The sum was gone through with remarkable rapidity, and came out correct, the figures on the board being beautifully formed. Questions were then asked upon it by the master, which were answered with similar unity and correctness. All the arithmetical tables were gone through aloud by the whole school at once. The interest was varied by the changes of position so much used among the infant schools in Britain—an admirable plan for either calling in the attention or relaxing the mind. At the close there were two songs, and then a hymn, after which all reverently closed their eyes, folded their hands, and followed their master in an extempore prayer, and they went away orderly, curtsying or bowing to the stranger as they passed out, except the monitors, who waited behind, put things to rights, and then sat down together till they should have leave to depart. Among these children there were some with parents in jail, others who wore but one garment, everything having been sold within a few days by a mother for drink. Signs of mature thought and care were written on faces nine years old, and others wore the sad marks of inherited disease. The majority, however, were beautiful and healthy, with bright, intelligent eyes, and happy faces. The master, who has been with them seven years, is one of those small, active, wiry men, all life, who best know how to manage the

young ideas,—at least so I might judge from having seen his double in one of the largest and most important *infant* classes in the city a few days before, in a situation remote from Field Lane. The peculiar advantages of the mode of teaching used here over many more respectable schools, and advantages they decidedly are, arise from absolute necessity. The children must be kept interested, or the school would not hold together, and efforts are made to this end. Their minds are not taxed for any great length of time, and they have periods of rest during school hours. What they do is of a character to make every one interested, and bodily exercise and singing are brought to the aid of the teacher. The same necessity for exertion to interest the scholars with the same appliances, where possible, would be doubtless equally successful.

Care is taken of the children as they come on in years, and efforts are made to get them into good situations. Of hundreds who have been picked out for the navy, the report has been universally favorable. In connection with the Ragged-School system is that of the brigaded shoe-blacks, which are societies for the saving of money in a common fund. To-day was a fine day and a Monday—both unfavourable circumstances in the shoe-black business—so that the returns of the Red Brigade, whose members I saw this evening after six o'clock returning from the day's labors to their office near Temple Bar, were much below the average, being about an average of 1s. 6d. each. They bring in sometimes as much as six and seven shillings. They bring all their money to a superintendent, who hands back sixpence as a regular allowance to each boy, as well as a third part of the remainder,—the other thirds being one appropriated to the society, and the other placed in the bank. A boy may, if he will, put the money returned to him in the Savings' Bank also, from which he can draw when in need. When the money is paid in, the red flannel tunics are taken off, and the regular clothes put on, and the boys go down stairs where they get coffee and meat for supper, and are expected to attend the Ragged-School, to which they belong, in the evening, as also on Sunday. The money is taken as it is handed in, reliance being placed in the boy's honesty in a manner likely to fit them for responsible positions afterwards. Yet strict vigilance is exercised to prevent this confidence from being misplaced. In addition to inspectors who go from station to station, seeing how the work is done and that the boys are diligent, there are men employed in cases of suspected dishonesty to count the number of shoes cleaned during a day, and compare notes with the money returns. Thus an expensive machinery has to be kept up to preserve such fine order among them. If a boy is late in the morning he is fined in a penny or twopence, I am not sure which, and other delinquencies are similarly punished."

II. Papers on Practical Education.

1. STUDIES FOR SUMMER.

Many things can be taught better in summer than in winter, and it should be an object to teach things naturally. The teacher's plan ought to keep this principle in view. Thus Geography, Botany, and Geology are summer studies. Take your pupils into a field and try the object lesson plan, show them a peninsula, inland, cape, promontory, and an isthmus, and they will always remember the definition. Let them discover, and find the productions of a field, then of a farm, then a town, county, state. Let them take this natural course, even if there is no text-book to follow, and ask questions out of. After the children have exhausted all their knowledge, they will seize the books and newspapers readily enough. Let the children bring all kinds of plants to you, show them the distinction and varieties, orders and classes, and after weed and herb has been submitted to your gaze and briefly explained, then they will be prepared to hear and read of those in strange countries. Let them bring all of the different kinds of rocks and minerals; save a specimen of each kind, extemporize a cabinet, and build a play house of the refuse, then will you make every plant a lesson and each stone fence a volume which your children will study and learn profitable lessons from, never to be forgotten. There are other summer studies, but I cannot mention them now.—*Conn. Com. School Journal.*

III. Biographical Sketches.

No. 21.—WILLIAM BURNS LINDSAY, Esq.

Among our obituary notices of this morning, will be found that of the death of William Burns Lindsay, Esq., Clerk of the Legislative Assembly of Canada; and in our summary of the proceedings of the Legislative Assembly yesterday, we do imperfect justice to the eloquent tributes to his memory, pronounced by members on both sides of that House of which he was so old and faithful a ser-

vant. His whole life had been indeed spent in the service of the Legislature of his country.

Mr. Lindsay was born in this city, in 1796. His father, Mr. William Lindsay, was appointed Clerk of the House of Assembly of Lower Canada in 1808, and in that same year the subject of our notice entered the service of the House as a writer in his father's office. He was then employed only during the session, the amount of business before the Legislature being very different from what it now is; and soon after the establishment of the Bank of Montreal he became an officer of that institution, and eventually teller, obtaining leave of absence for the session, and attending then to his duties in the Assembly. In 1829, he was appointed Clerk of the House, in the place of his father, whose failing health compelled him to resign; and he then left the service of the Bank, in which he had earned and obtained the good will and esteem both of his employers and of their customers—the merchants of Quebec. Mr. Lindsay continued Clerk of the Assembly until the times of trouble and the suspension of the Constitution, in 1837. Upon the organization of the Special Council for the affairs of Lower Canada, he was appointed clerk of that body, and retained the office until the Council itself ceased to exist, by virtue of the proclamation uniting the two Provinces of Upper and Lower Canada, on the 10th of February, 1841.

When the Legislature of United Canada was at Kingston, Mr. Lindsay was appointed, by Lord Sydenham, Clerk of the Legislative Assembly, and holding this office he died,—almost in harness: for, though then very unwell, he attended in his place in the House at the opening of the present session, and for some time afterwards, and within a few days of his death he signed official papers.

As an efficient public officer, Mr. Lindsay was a very remarkable man. Without brilliant talents or acquirements, he was emphatically the right man in the right place; forgot nothing and neglected nothing which it was his duty to think of and to do; and did every thing in time and well. Bred up among the fiercest political contentions, and in daily and hourly intercourse with men of the most opposite opinions, he never suffered himself to become a political partizan, or to show more favours or grant more facilities to one side than to the other. Feeling himself the servant of the whole House, he shewed equal courtesy to all; and therefore all parties alike bear equal testimony to his merits, and on this one point the House is unanimous. Among his subordinate officers of every degree, there is but one feeling,—they will never look upon his like again. They honoured and respected him as the able head of the Department to which they belonged; but they loved him, and lament his loss as their best and kindest friend.

Mr. Lindsay was a man of excellent constitution and active temperament. In the troubles of 1836 and 1837, he commanded a most efficient volunteer artillery company in this city; and when the *Trent* difficulty loomed darkly in the horizon, and our neighbours became most unneighbourly in their threats, he joined the civil-service rifle corps as an active member, and showed the same punctuality and attention in the drill-room, and the same good example to the younger members of the service, which he had so often shown them in his office. He was then sixty-five, and it is by no means improbable that the exertion and exposure to which he thus subjected himself, did accelerate, if they did not occasion the disease of which he died.

Mr. Lindsay died after a painful illness of two months, during the earlier part of which he performed, as we have before stated, all the duties of his office; for with him duty was, in sickness as in health, always the foremost and most abiding thought.—*Quebec Chronicle, May 14th.*

No. 22.—VERY REV. LOUIS JACQUES CASALTY, V.G.

The following sketch of the career of this devout friend of learning is condensed from a notice written by M. l'Abbe Ferland, which appeared in the *Abeille*, of Quebec:—"M. Louis Jacques Casault, Vicar-General, and formerly Superior of the Seminary of Quebec, was the first Rector of the Laval University, and lately director of the *Grand Seminaire*. He was born at St. Thomas, on the 17th of July, 1808, and consequently had not yet reached his fifty-fourth year when he died. Having at an early age given unmistakable proof of a studious disposition, he was placed in the College in Quebec, in 1822, and remained there six years, during which time he went through the usual course with distinguished success. He was about this time induced to prepare himself for the life of an ecclesiastic, and, after some years of study, received the orders of a priest, in November, 1831. In the autumn of 1834, he returned from Cap-Santé, whither he had gone in the capacity of *vicaire*, and having accepted the offer of a Chair in the Seminary of Quebec, he entered that institution as Professor in Divinity; and during the twenty-eight years of his connection with the Seminary, he continued to discharge the most important and various duties.

In 1351, he was appointed Superior, which place he occupied during nine years. It was in this position that he acted so conspicuous a part in the establishment of the Laval University. Having secured the support of Lord Elgin, he proceeded to Europe, in 1852, and obtained from Her Majesty a charter, and some months later the Sovereign Pontiff's leave to found a Faculty of Theology in the new university. On his return to Canada, he was called upon to furnish the plan for the putting into execution of his all-important project, and for this task he was eminently qualified, having visited the principal Universities of Europe, with the view of examining and comparing their constitutions and the systems upon which they were conducted. The successes which he achieved in carrying out this enterprise are too well known to need even a recapitulation here; it may suffice to say that the University is so much indebted for the high position it now occupies to the assiduous care with which this distinguished man watched over its infancy, that it would be only an act of justice to join the title of founder to the name of its first Rector.—*Lower Canada Journal of Education.*

IV. Miscellaneous.

1. CANADIAN NATIONAL SONG.

The land of lake, river and forest wide,
Where Niagara plunges in splendor and pride,
O'er the trembling cliffs her precipitous tide;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land which nor arts nor industry graced,
Where the beautiful seasons ran all to waste,
'Till the Briton the sava e and sluggard displaced;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land where the Saxon, the Gaul, and the Celt,
The first glow of patriot brotherhood felt;
And forgetting old feuds in amity dwelt;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land unpolluted by despot or slave,
Where justice is done to the dastard and knave,
Where tribute is paid to the wise and brave;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land where the teacher is honoured and sought,
Where the schools are all busy, the children all taught,
Where the thinker, unfettered, can utter his thought;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land where the farmer is lord of the soil,
Where the toiler himself reaps the fruit of his toil,
Where none has a title his neighbor to spoil;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land where the Christian can openly pray,
As Scripture and conscience may shew him the way,
Fearless of clerical tyrant or lay;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home!

The land which the older and stronger it grew,
To law and to loyalty still kept more true,
Both to prince and to people according their due;

Know ye the land?
'Tis a glorious land!

And the land is our own dear home.—*Perth Courier.*

2. OPENING OF THE GREAT EXHIBITION.

The Great Exhibition of 1862 was opened with great pomp on May day. The English papers give a graphic account of the ceremony, and also the correspondents of many country papers, but we have only space for a very brief account of it.

As early as eleven o'clock a crowd of well-dressed people had invaded every nook and corner of the vast area. The spots best situated for seeing the procession were soon occupied, as also the seats around the orchestra. The sight here was beautiful. A rich mass of color was presented; the holders of reserved seats, clad in all the uniforms under the sun, amongst others the Hungarian noble, covered with jewels, the Japanese Envoys and the Albanians chiefs, were most conspicuous.

Shortly after one o'clock a shrill blast from the trumpeters of the Life Guards, which pealed through the whole building, announced that the grand procession had begun to move. The Royal Commissioners entered, preceded by trumpeters, and took up their position facing Her Majesty's Ministers. Here Lord Grenville addressed a short speech to the Duke of Cambridge, who replied on behalf of Her Majesty.

The ceremonial-music was a triumphant success. In the verses of the National Anthem which preceded the address delivered by Lord Grenville and the procession up to the nave to the eastern dome, the women's voices came upon the ear with a clear and silvery tone that was eminently musical and delightful. The chorus numbered two thousand voices, and there were four thousand instrumental performers. The broad masses of simple choral harmony was very grand, and the full swell of the female voices was rich and beautiful. This sublime strain—sublime from its very simplicity, and still more sublime from the feelings with which it is associated—was listened to by the immense crowd uncovered and standing, and hushed in deep silence, till the last sounds died away, when a cheer burst forth from all sides that was positively startling in its intensity. This concluded the portion of the ceremony which was appointed to take place under the eastern dome, and the procession slowly unwound itself, and proceeded in the same order as before down the nave. The brilliant column, as it moved along with the sunlight upon it, but its gaudy lines toned down and relieved by the cooler tints of the dresses of the ladies who lined the passage on each side, was a magnificent sight from the galleries, but the vista, looking westward, down the nave from the platform, and terminating in the gaily decked parterre of the orchestra, was still finer. As the procession moved off the bands of the Foot Guards stationed on the western platform, played Handel's "March" in *Scipio*, but when it had advanced well out of ear-shot the pipers of the Fusilier Guards, who closed the rear, struck up a shrill pibroch.

Under the eastern dome, where the vast concourse of distinguished visitors not officially engaged in the ceremony had long been congregated, a dais had been erected hard by the Majolica fountain, where the Queen's Commissioners took their seats on the chairs of state provided for them.

The first piece of the special music was a grand overture by Myerbeer, an imposing composition by a musician who excels in the art of adapting instrumental music to vast localities; and this Triumphant March rolled through every corner of the building. The second movement was a religious march, of a subdued and mournful character; and the third was a quick march, full of fire and energy, arresting the general attention; and when the inspiring strain of "Rule Britannia," mingling with this quick march, and rising to a marvellous climax of power and grandeur, brought this piece to an end, loud acclamations hailed this triumph of genius and art. There was a brief pause, and then came the admirable opening ode by Mr. Teunyson the poet-laureate. Dr. Sterndale Bennett had set worthy music to the noble words of the ode, and the effect was complete. The opening *chorale*—

"Uplift a thousand voices full and sweet
In this wide hall, with earth's inventions stored,
And praise th' invisible, universal Lord."

was sang with remarkable decision; and the effect of the trumpets giving out the melody in unison with the upper voices was extremely solemn and impressive. There is a pause, and the voices in the softest and most subdued tone take up in the relative minor the mournful words,

"O, silent father of our kings to be,
Mourned in this golden hour of jubilee,
For this, for all, we weep our thanks to thee."

which were sung so pathetically as to thrill every heart. Especially the last line, where the words "we weep" are reiterated, in touching and plaintive harmony, as though the asseveration could not be made too often. A wail of sorrow filled the air, and with such extraordinary precision were the notes uttered that the words seemed to come from a single voice instead of from a united thousand or more. After this beautiful passage there comes a piece of choral recitative, in which the voices of each part, singing

(or rather speaking) in unison, describe the varied riches of the Exhibition.

The overture of M. Auber wound up the "special music" with extraordinary spirit. After the conclusion of the special music, the Bishop of London, with much fervency of manner, offered up a prayer composed for the occasion.

Handel's mighty choral hymns—the "Hallelujah" and "Amen" from the Messiah—which, coming directly after the prayer of the Bishop of London, formed a portion of the religious ceremony, towered above all in sublimity, it is almost superfluous to relate. The multitudinous shouts of praise and glorification; the tremendous declarations of faith, in those most impressive and wonderful of choral unisons—"For the Lord God omnipotent reigneth," and "He shall reign for ever and ever;" the reiteration of the attributes and dignities of the "Almighty," where the voices, soaring upward, scale by scale, convey an idea of limitless aspiration, in the "Hallelujah;" and the astonishing grandeur of the "Amen"—an instance of power accumulating and advancing through successive stages up to an overwhelming climax, unparalleled in choral music—made their accustomed impression, edifying and delighting all hearers in an equal measure. That they were superbly delivered will be at once believed. With an orchestra and chorus of such unusual magnitude and unprecedented efficiency this could hardly fail to be the case.

After the "Amen" the National Anthem was again sung, and with this the music to the religious part of the ceremony came to a conclusion.

The Duke of Cambridge then rose, and in a loud voice said—"By command of the Queen, I now declare the Exhibition open."

The trumpets of the Life Guards saluted the announcement with a prolonged *fanfare*, and the crowd echoed it back with a cheer, which was taken up and speedily spread from one end of the building to the other. This ended the official ceremonial.

V. Educational Intelligence.

CANADA.

— ANNUAL EXAMINATION OF THE MODEL SCHOOL.—A visit to the female department of the Model School, during the examination, confirms more strongly than ever the inestimable value of the working of that system to promote human progress, both in a moral and religious point of view. We are happy to bear testimony to the very efficient state of the school, as was exemplified in the answering of the pupils in the various branches of knowledge under examination. The third division, comprising sixty pupils, all of whom were neatly attired in their holiday dress, were examined in natural history, spelling, arithmetic, geography, grammar, and last, though not least in our estimation, object lessons, or, in other words, "thinking lessons." The system pursued in teaching spelling is quite novel, and of an instructive and interesting character. The competitive mode adopted is well worthy of imitation in every school. It is a well known fact—and it argues no want of care but a want of tact in teachers—that spelling is the drudgery of the school-room, and makes more truants and dunces than all the branches of education taught in schools. And the difficulty can easily be surmounted by visiting the Model School and witnessing the efforts of the children in orthography; indeed the secret of the art lies in the making of the lesson interesting to the pupil. In the answers given in grammar and geography, the pupil's intonation and manner were very good, and they annexed clearly defined ideas to the language used. Ample provision is made in adjoining premises for calisthenic and gymnastic exercises, to give power to muscular action. While in the school-room, the cool, steady, and commanding deportment of Miss Clark, exercises a beneficial influence on the nervous system of those under her care. She is quite a favourite with the pupils of the three divisions, who, on the eve of this examination, gave substantial evidence of the high esteem in which she is held by them, in the presentation of a beautiful dressing-case, fitted up in a costly manner. It is a great loss to the children under her care that she retires from the duties of the school to travel for a year.—The answering of the pupils of the Second Division, under the care of Miss Shenich, reflects great credit on her tact and ability as a first class teacher.—The sound and rapid progress of the young ladies of the First Division fully bear out the high character of the Model School as an educational institution. This was evidenced in the marked ability displayed by the pupils in the various branches of knowledge. Mrs. Clark has introduced a new feature in female education, viz., "Domestic Economy." The exhibition in this department was very gratifying; the plain needlework of the pupils was above all praise; and the

plain baked loaves and cakes, which their tender hands had made, affords unmistakable signs of good housekeeping.—The writing of the boys is the best we have seen in any school in Upper Canada. We are happy to know that Mr. Carlyle's services have been appreciated by his pupils, who presented him with a valuable lot of books.—The singing of the pupils, under the able and efficient tuition of Mr. Sefton, afforded high satisfaction to all present.—The calisthenic exercises of the girls was excellent.—Capt. Goodwin's training gave general satisfaction.

The prizes awarded to the pupils for proficiency and good conduct, were presented to them in the theatre of the Normal School, by the Rev. Dr. Jennings, Mr. Robertson, and Mr. Carlyle.—Dr. Ryerson, in presenting the prize to Master Rolph, spoke strongly of his abilities. Although but comparatively young, he is clever, and succeeded in taking the scholarship in the Model Grammar School.—*Leader*.

— WESLEYAN FEMALE COLLEGE.—The anniversary exercises of the pupils of this excellent Institution took place on Monday evening, 1st June. The exercises commenced with praise and prayer, after which a duett was played on the piano by Prof. Visscher and Miss Ruthven. Miss Ellen Jones then came forward, and read a paper on "Beauty and Goodness." She pointed out that in all the works of God, they both went together—that in nature they were never separated except by man. While not deprecating beauty, yet the palm was given to goodness as the better of the two, and its cultivation urged on all. Miss Mary Cromwell spoke of the "Pencilings of Memory"—and of the pleasures they afforded, illustrating her theme very aptly with allusions to local subjects. Misses Healey and Tyler sang a duett—"We are two merry minstrels." Miss Annie Coyne read a short paper in French, but not understanding the language, we were unable to judge of its merit. Miss Sarah McCausland discoursed on "Silent Influences." She shewed that both in the material and moral world they were more lasting in their effects than any other influences, illustrating the subject by pointing out the effect upon a community of one good man. The Misses Moore relieved the exercises by playing a piano duett. Miss Addie Bowes read a paper on "Industry the price of Excellence," showing that industry was the only way to success—that labor was the law of the human race, and continual labor the price of excellence. The next composition, by Miss Catharine Jones, was on "Fashions." This paper had more of character than any of the others. It was lively and piquant, and full of sarcastic hits at the follies of fashion, as displayed in the absurdities of dress, both of ladies and gentlemen. Miss Tyler spoke of "Music," and of its power over man in refining the feelings and elevating the heart. "The Power of Association" was the subject of Miss Grover's paper, illustrated by the effect of early associations upon the mind. Miss Sarah Carpenter asked the question—"Is the face an index of the mind?" which she answered in the affirmative, although she complained of the difficulty sometimes of reading it, owing to the present fashion of wearing the beard. To those who desired to possess a handsome countenance, she gave an infallible recipe—to curb the passions, and cultivate whatever was good and noble. Miss Agnes Adams read an excellent and patriotic paper on "Our Country." She showed how much there was in Canada worthy of regard and fitted to inspire and create feelings of patriotism—her magnificent scenery and natural wealth, her form of Government, and her educational and religious institutions. Miss Agnes is a stout Conservative, and insisted strongly on the necessity of maintaining our present political institutions, pointing to the United States as an illustration of the evils of democracy and of the love of change. Miss Kate Tiffany read the last paper on "Life and its aims," excellent in its tone, and closed with a graceful and affecting valedictory. Rev. Mr. Rice then introduced Dr. Cooney, who read a humorous and witty paper on the influence of woman. At the conclusion of Dr. Cooney's address, an interesting ceremony took place. Three young ladies stepped on the platform, and in the name of the pupils, presented a handsome silver goblet to Miss Adams, the excellent Principal, who had endeared herself to all placed under her charge. Mr. Rice, on behalf of Miss Adams, returned thanks for the beautiful present in graceful and appropriate terms. The proceedings then came to a conclusion by the audience singing—

"Praise God, from whom all blessings flow,
Praise him, all creatures here below,
Praise him above, ye heavenly host,
Praise Father, Son, and Holy Ghost."

The Rev. Mr. Inglis then pronounced the benediction, and the assemblage dispersed.—*Hamilton Spectator*.

— **UPPER CANADA COLLEGE EXAMINATION.**—The annual examination of the pupils of Upper Canada College commenced on the 8th inst., and the distribution of prizes took place yesterday afternoon in the large hall of the College. The room was crowded with the parents and friends of the pupils, and the proceedings evidently excited a great deal of interest. After the exercises and recitations the Principal distributed the prizes, which were all handsome and suitable volumes of the best authors. A list of the successful competitors will be found below. In awarding the Governor General's prize to C. W. Bell, the *dux* of the year, Mr. Cockburn, said it had been closely and warmly competed for and honorably won by one who in going forth from the institution was, so far as sound scholarship was concerned, worthy of the palmist days of Upper Canada College. The conferring of the prize was accompanied by uproarious applause from all the boys, among whom Bell seemed highly popular. In bestowing the other prizes, the Principal made brief addresses, from which it appeared they had all been keenly contested, and won only by the most persevering effort. After the distribution of the prizes, the Principal briefly addressed the assemblage. He said that at the close of this, the first session of his duties in Upper Canada College, it gave him very great pleasure to see so many familiar faces present, parents and guardians, and others interested in the pupils. In reviewing the session he frankly confessed that it had been the most labourious in his life; but the result had filled him with satisfaction. This result was owing in the first place to the hearty and energetic support of the committee of the Senate and of those gentlemen associated with him in the instruction of the youth; and in the next place to the admirable conduct of the senior boys of the institution, upon whom, in a large educational establishment like Upper Canada College, depended in a great degree its moral tone and good government. It was with great pleasure he was able to make this acknowledgment of the manner in which the elder boys had conducted themselves during the year. He then referred to the active personal interest that parents and guardians had manifested in the progress of the pupils—an interest which, beyond doubt, had had a most beneficial effect. After some remarks regarding changes which had been made in the minor internal arrangements of the College, the Principal paid a high compliment to the late first classical master, Rev. Dr. Scadding, who from ill health had been obliged to retire, whose name was first on the list of head boys of the College, and who had paid the best tribute to his *alma mater* by giving the best years of his life to its service. Mr. Cockburn then referred to the liberality of the Rev. Mr. Hope, in offering a handsome prize to pupils under fifteen for proficiency in the French language; and concluded by announcing that the vacation would extend till the 10th of September—an announcement that was hailed with tumultuous applause by the boys. The proceedings of the day were closed by prayer and the benediction.—*Leader*.

— **ST. JOSEPH'S COLLEGE, OTTAWA.**—The examination of the students of St. Joseph's College was private this year. The distribution of premiums took place on the 1st inst., under the patronage of the Right Rev. Bishop of Ottawa, Mgr. Guigues. The St. Patrick's band was in attendance. Before distributing the prizes the Reverend Fathers Tabaret and McGrath thanked Mr. McGillvray for the books he had presented to the College, which were to be given to the first crowned. The list of premiums were then read by Father McGrath, and the pupils were crowned by the Right Reverend the Bishop of Ottawa, by several members of the Clergy, and by Messrs. Wm. O'Meara, E. Griffin, J. Aumont, Drs. Dorion and St. Jean.—*Ottawa Citizen*.

— **TEACHERS' CONVENTION, COUNTY OF BRANT.**—About forty were present from different parts of the County on the 28th ult. The meeting continued without intermission from about 10 o'clock A.M. to nearly three o'clock P.M.—all present appearing intensely interested. The following is a brief synopsis of the proceedings:—W. W. Anderson, Esq., presiding, the meeting was opened by Mr. Macfarlane leading in prayer. Minutes of former meeting read and confirmed. The following persons being then proposed, were all duly elected by ballot, viz.: Misses McDermid, Hawkins, Woodward, Goodfellow, Batson, Craig, H. Coady, Crary, Turnbull, Foster, Mrs. Stowe, and Mr. Amos Bridge. Moved by Mr. Sullivan, seconded by Mr. Nichol, That this Association should use all their endeavours to obtain insertion for all essays read before this Association, including those read at our last meeting, not only in the *Educationalist*, but in the local papers if possible.—Carried. Mr. Acres, as Secretary, read a paper, announcing the time and place of the next meeting of the Provincial Association, to be held in the Mechanics' Institute, Hamilton, on the 6th August. Ladies accommodated during the session. Moved by Mr.

Moore, seconded by Mr. Nichol, That the present School Act of U. C. is neither just nor satisfactory to the teacher, debarring him, as it does, from access to the civil tribunals for the collection of his earnings—a privilege denied to no other British subject.—Carried unanimously. Moved by Mr. Acres, seconded by Mr. Settle, That Mr. Macfarlane be authorized to support before the Provincial Association at its next meeting the views of the convened Teachers of Brant, relative to the grievances of which they complain in reference to the recovery of their salaries under circumstances that might occur.—Carried. Moved by Mr. Sullivan, seconded by Mr. Greenaway, That Mr. Macfarlane be authorized to suggest to the Provincial Association the propriety of getting an Essay prepared and printed on National Education.—Carried. Mr. Acres of Paris High School, being called upon, read a most valuable Essay, which reflected great credit on its author, and which must have cost him much time and care in preparation. Moved by Mr. Nichol, seconded by Mr. Moore, that the thanks of this meeting be tendered to Mr. Acres for his highly interesting and instructive Essay, with a request that the same may be printed.—Carried. Moved by Mr. Greenaway, seconded by Mr. Macfarlane, That this Association hail with great pleasure the appearance of the *Educationalist* in its enlarged form, and would recommend through our councillor its adoption by the Provincial Association as the organ of the Teachers of this Province for the time being.—Carried. Moved by Mr. Moore, seconded by Mr. Acres, That Mr. Greenaway be Essayist at our next Meeting.—Carried. Resolved that our next meeting be held in Brantford. After which, closing with prayer, the meeting adjourned.—*Brantford Courier*.

— **SCHOOL EXAMINATIONS.**—We have received very flattering accounts of the recent public examinations in most of the Grammar Schools of Upper Canada. To make a selection would be invidious and to insert them all would be impossible. We must therefore content ourselves with expressing our gratification at the success of these important public schools.

— **THE WHITBY GRAMMAR SCHOOL.**—The Rev. Mr. O'Keefe called at this office—in reference to the notice of the examination of the schools in this *Journal* for March—and assured us that he never made, and consequently never admitted that he had made, “any erroneous inferences” on the subject of the Whitby County Grammar School examination.

— **COMPETITION OF THE BLENHEIM COMMON SCHOOLS.**—An examination of the schools in the Township of Blenheim, where prizes were awarded to the successful candidates, took place at the village of Drumbo, on the 16th and 17th ult. On the 16th, the village presented a very lively appearance, on the arrival of the different schools from a distance, accompanied by their respective teachers and many of their parents, who seemed to take a lively and active interest in the success of their young people. The examination at Blenheim was a model one, and speaks volumes for the teachers, who had not the least dread of placing their pupils in the hands of strangers.—*Corres. Woodstock Times*.

— **UNION SCHOOL, LONDON.**—On the 16th ult., the scholars under the charge of Miss D. Robertson, Union School, presented that lady with a massive gold neck chain, on the occasion of her retiring from her position as their teacher.

— **SIMCOE UNION SCHOOL.**—Mr. Ridgway on retiring from the mastership of this school, on the 28th ult., was presented with a gold pen and pencil-case, by his pupils.

UNIVERSITY OF VICTORIA COLLEGE.

THE NEXT SESSION will commence on the LAST THURSDAY in AUGUST, prox. Expenses for Tuition, Board, &c., from \$100 to \$120 per annum. For full information, see *University Calendar*.

J. S. NELLES, D.D.,

Victoria College, July 16th, 1862.

President U. V. C.

WANTS A SITUATION,

A THOROUGHLY QUALIFIED FIRST-CLASS TEACHER, of long experience, and an Undergraduate of Toronto University. Address (stating salary) X. Y. Z., Toronto P. O., C. W. July 11th. 1862.

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