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FOR THE PUBLIC PRESS.

REMARKS OF THE CHIEF SUPERINTENDENT ON THE INTRODUCTORY OPERATIONS OF THE NEW SCHOOL ACT—RECENT EXAMINATIONS OF TEACHERS—EXPLANATIONS—OBJECTIONS ANSWERED.

The new School Act is now brought into general operation. The programmes for the classification and examination of teachers have been devised, published, and acted upon; the regulations for the improved organization and discipline of both the Public and High Schools, in relation to all their officers and every part of their operations, have been compiled, adopted and published; the programmes of studies for both classes of schools and for the classifications of pupils, have been arranged, considered and prescribed. A special examination for candidates for County Inspectorships of Public Schools, with all the needful examination papers, has been granted, provided for and completed; the papers for examination of students of the Normal School, and granting First and Second Class Certificates to those entitled to them, have been prepared and examinations conducted under the direction of the same Committee, as have the papers for the examination of teachers throughout the Province been prepared by the same Committee; and all the instructions necessary for the information and guidance of County Councils, County Inspectors, County Boards of Examiners, Boards of Trustees of both High and Public Schools, and for teachers, have been drawn up and transmitted to the bodies or parties to whom they appertain. The first examinations of teachers throughout the Province have taken place under the new system, and the results have been reported. Even a number of High and

Public School Teachers and County Inspectors have met, and, during the labours of a four days' session, have delivered their conceptions on the new state of things, and retired.

2. At this epoch, and under these circumstances, it becomes my duty to make some remarks on what has transpired and been said in connexion with those preliminary proceedings for giving effect to the provisions of the new School Act; and, in doing so, I address myself to those Conductors of the Public Press who may please to insert the observations I have to offer.

3. It is known under what a storm of misconception, misrepresentation and hostility the new Act was passed, and became Law on the 15th of last February. The provisions of the Act are as practical as they are clear and explicit, and are comprehensive as they are brief, touching upon every part of our school system, and contemplating its complete re-organization. All the preliminaries of that re-organization have been gone through with; and the principal bodies empowered to act under the new law have performed their first duties. In changes so great, and in a work so complex and comprehensive, it might naturally be expected that serious obstacles and much opposition would be encountered; but not one of the more than forty County Councils, in exercising their first functions under the new law, has expressed the slightest dissatisfaction with any of its provisions; not one of the County Boards of Examiners has expressed other than strong approval of the new system of examinations as a vast improvement upon the old system; nor have I heard from a single Board of School Trustees, whether of High Schools or Public Schools, in town or country, other than a feeling of satisfaction with the additional facilities with which the new law provides them for the discharge of their duties; and I believe all parties agree that it contains the mainspring of an immense elevation in the position and usefulness of the teacher's profession. Even in a recent annual associations of teachers, the most restless and faultfinding of the number present could not otherwise than express satisfaction with the general provisions of the new Act, and protested against one clause only, the most benevolent clause of the whole Act—the clause which requires each licensed male teacher to pay for the license, (or monopoly of teaching which such license gives to him against any unlicensed teacher) at the rate of two dollars each half year towards the support of superannuated or worn out members of his own profession.

4. It is to me, therefore, a source of inexpressible satisfaction to know that while "clouds and darkness" of unprecedented opposition surrounded me while promoting this my last act of school legislation, an almost cloudless sky of general approval attends its introduction throughout the land; and I am persuaded that approval will strengthen into high satisfaction with the law, and a strong determination to maintain it, as soon as its advantages shall have been more fully experienced.

OBJECTIONS ANSWERED.

5. But it is proper for me to notice objections which have been made to certain steps which have been taken to give effect to the new School Act. These objections relate almost entirely to the high standard which is alleged to have been fixed for giving certificates to teachers, and the expressed belief that many schools will have to be closed for want of legally qualified teachers. When I state, as I shall presently explain, that I have provided that not a single school throughout the land shall be closed for want of a legally qualified teacher, and yet without lowering the standard of regular certificates, it will be seen at once how imaginary are the forebodings of certain newspapers and their sympathizing correspondents.

6. Let us now look at the facts of the whole case. It is admitted on all hands, and it was so admitted in the Legislature when the new School Act was a Bill under consideration, that the standard of Public School Teachers' qualifications was too low; that the examinations of teachers by the "County Boards of Public Instruction" were inefficient and unsatisfactory; some called them "shams" and "farces," with very few exceptions; all admitted that whatever good these County Boards, as then constituted, had done in the infancy of our school system, they had, in the majority of instances, long outlived their usefulness, either in elevating the qualifications of teachers, or in promoting the efficiency or permanence of the teacher's profession, and that some change was necessary.

7. It was, furthermore, alleged, that undue partiality had been shown in granting Provincial Certificates to students of the Normal School, who were no better qualified than many First Class County Board Teachers, and that these were quite as worthy of a Provincial Certificate as First Class Normal School Teachers. Though I knew the imputation and statement to be utterly unfounded, I concurred in the principle involved in it: namely, that all those teachers throughout the land who are equally well qualified with Normal School Teachers who have received First and Second Class Provincial Certificates, are entitled to Certificates of the same class, and should have the earliest and all possible facilities to obtain them. Accordingly I recommended to the Council of Public Instruction the appointment of a Committee of Examiners, composed of most able and experienced teachers, and wholly unconnected with the Normal School. I first proposed that one and the same set of examination papers for First and Second Class Certificates for Normal School Teachers and other teachers throughout the Province, with the same values of answers to questions; but it was objected, that, as the sessional examination of Normal School Teachers would take place several weeks earlier than the examination of teachers in the various counties, the papers would become known. My answer was, that I thought this could be prevented by proper precautions, but that if, in some instances, any of the questions should become known to candidates, it would be to the comparative disadvantage of the Normal School candidates, and to the corresponding advantage of non-Normal School candidates for Certificates. But my recommendation was overruled, when I suggested to the Examiners that they would make the papers for the examination of teachers in the counties somewhat easier than those which had been used in the examination of Normal School Teachers. This, I have been assured, has been done, and that no questions have been given the answers to which are not contained in the text-books prescribed for teaching in the public schools; and it may be shown by comparing the Normal School Examination Papers, published in my last Annual School Report, with the examination papers recently used in the County Board examinations, and which are being prepared in sets for distribution, and which will be published in the *Journal of Education* and in my forthcoming Annual School Report, for as general information as possible.

8. Now, what is the result? The result is, that but fourteen candidates have presented themselves in all the counties of the Province for examination for First Class Certificates, and a surprisingly small number of candidates for Second Class Certificates, more than half of whom have failed in the examinations. A majority of more than three-fourths of the candidates have presented themselves for Third Class Certificates. Of these, a large number had held First Class County Board Certificates, but many of them are reported to have failed in their examinations for Third Class Cer-

tificates. These facts not only authorize the statement, but furnish the most complete demonstration of the injustice of the attacks upon the Normal School system, and of the utter defectiveness of the former County Board examinations of teachers.

9. It now happens that the very parties who have heretofore been most vociferous as to the equal qualifications of First Class County Board Teachers with First Class Normal School Teachers, now complain that the standard of examinations for Certificates has been suddenly raised too high, in consequence of which many worthy teachers will be disqualified, and many schools must be closed for want of legally qualified teachers. My answer is, that the standard for Provincial Certificates has not been raised at all, but is the same (with some mitigation) as that which has been required in giving Provincial Certificates to Normal School Teachers; and the standard of examinations for Third Class County Certificates is the same as that required merely for admission to the Normal School. The simple fact is, that these examinations are now made realities, and not what the Brockville Recorder and others have called the old County Board examinations—"shams" and "farces." I am sure that no intelligent man, after examining the programmes for the examinations for even the First and Second Class Provincial Certificates, will say that they are in any respect too high for life-certificates of teachers of schools, for the support of which all classes of the community are taxed, and on which they are chiefly depending for the education of their children; and I am persuaded that in less than three years, a sufficient number of teachers will become regularly qualified, under these programmes, to supply all the Public Schools of the country, without requiring temporary certificates at all, except in a few and rare instances.

10. But it is said, "You are, in the meantime, shutting up many schools for want of teachers." I answer, not so; for, though a County Inspector has not authority to give temporary certificates to rejected candidates, nor have I authority to authorize him to do so, yet he can do so on the recommendation, or with the consent of a majority of his fellow-Examiners of the County Board, as, in such cases, though the candidates have failed in their recent examinations, they may not be considered as having been absolutely rejected, when the Examiners recommend temporary certificates to be granted to them. But, in addition, the County Inspector can give temporary certificates to other applicants whom he may find qualified to teach particular schools that might not otherwise be supplied. In this way, not a single school need be closed for want of a legally qualified teacher; and the regular standard of qualifications can be maintained, until teachers become qualified according to it in sufficient numbers to supply all the schools. It is also to be remarked, that the certificates heretofore given by County Boards are perpetuated according to the terms of them, and are not affected by any failures of the holders of them at the recent examinations—not even those certificates given during the pleasure of the Board, as no Board has been authorized to cancel any such certificates. But it is manifest that a Third Class Certificate under the new system signifies more, and is of more value than a First Class old County Board Certificate.

11. It is, however, objected again, "It is hard for old teachers to be set aside, because they cannot qualify under the new system." I answer, as government exists not for office-holders, but for the people, so the schools exist not for the teachers, but for the youth and future generations of the land; and if teachers have been too slothful not to keep pace with the progressive wants and demands of the country, they must, as should all incompetent and indolent public officers, and all lazy and unenterprising citizens, give place to the more industrious, intelligent, progressive and enterprising. The sound education of a generation of children is not to be sacrificed for the sake of an incompetent though antiquated teacher.

12. But under the new Act additional provision is made which will more than double the fund for the assistance of disabled or worn-out teachers of public schools. Among the clergy of different religious persuasions, funds are established by required subscriptions for their relief or partial support in old age. In the Wesleyan body, for example, every one of the (now six hundred) ministers is required to pay five dollars per annum towards the support of superannuated ministers and their widows—a regulation which has been in force more than a quarter of a century. In the Civil Service in England, from two to five per cent. is deducted from the annual salary of each officer or clerk in the employment of Government towards the support of such officers and clerks in old age. The same principle is embodied in the School Act by requiring each licensed male public teacher to pay four dollars per annum into a fund for the support of superannuated teachers. In case a teacher dies, the whole amount of his subscription, with interest at the rate of seven per cent., is paid back to his widow or legal representative. If a teacher becomes superannuated, he receives a pension in pro-

portion to the amount of the fund, according to the number of years he has taught; if he leaves the profession, he is entitled to receive back one-half of the sum which he has paid in towards the support of the worn-out members of it, which is even more than a Wesleyan minister could obtain who should abandon his work. The objectors to such an arrangement are those teachers who do not intend to make teaching the profession of their life, but who make teaching, for the time being, a stepping-stone to some other pursuit or profession. They wish to avail themselves of its license to make what money they can out of it, without paying anything in return, even in behalf of those who spend their vigour of life in the work. The subscriptions to this fund are paid through the County Inspectors and Chief Superintendent, and are deposited forthwith in the bank to the credit of the Treasurer of the Province, as are all the fees of the Model Schools, and the moneys received at the apparatus and library and prize book depositories, and paid out by the Provincial Treasurer to the parties entitled to receive them, on the certificate of the Chief Superintendent.

I believe the new School Act, in the various applications and operations of its provisions, will prove the greatest legislative boon for the educational advancement of the country which has been conferred upon it since 1850.

E. RYERSON.

EDUCATION OFFICE,

Toronto, Aug. 17, 1870.

P.S.—Since penning the foregoing remarks, I learn that no less than 195 candidates (mostly teachers heretofore) have applied for admission to the Normal School, of whom 180 have been admitted. This is a much larger number than ever before applied for admission at the commencement of any session; and never before did the candidates come, as a whole, so well qualified for admission. An additional Master has been employed to give the instruction necessary for training teachers "to provide for teaching in the public schools the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture," as required by the 13th Section of the new Act.

I have also just received the Report of the Committee appointed to prepare the Examination Papers, and examine and report upon the answers to the questions for first class certificates. Of fourteen candidates, nine have been successful.

The following are the names of the successful candidates, arranged alphabetically :

FIRST CLASS A.

John Cameron (eminently good)	County of Grey
Andrew Hay (eminently good).....	do Perth
A. W. Ross (see letter below).....	do Middlesex.
W. H. Ross.....	do do

FIRST CLASS C.

P. Mactavish.....	County of Waterloo.
A. M. Rae.....	do York.
J. C. Thompson.....	do Middlesex.
A. Tod.....	do do
T. B. Woodhull.....	do do

The report of the Committee of Examiners is as follows :

"To the Chief Superintendent of Education.

"SIR,—We beg to report that, as the result of the recent examinations for First Class Certificates, we find that four gentlemen are entitled to receive First Class Certificates of the highest grade, and five to receive First Class Certificates of the third grade.

"We would call special attention to the very great excellence of the papers given by Mr. Cameron and Mr. Hay.

"The Examiners have placed Mr. A. W. Ross in the First Class in consideration of the surpassing excellence of his paper in English Literature and Composition, and the excellence of his papers in Natural Philosophy, History and Etymology.

"We have the honour to be, Sir,

"Your obedient servants,

"(Signed), } "GEORGE PAXTON YOUNG.
 " J. G. D. MACKENZIE.
 " J. A. McLELLAN."

LAWS AND REGULATIONS RELATING TO HIGH SCHOOLS IN ONTARIO.

THE CONSOLIDATED HIGH SCHOOL ACT, WITH WHICH IS INCORPORATED THE HIGH SCHOOL IMPROVEMENT ACTS OF 1865 AND 1871.

An Act respecting High Schools in Ontario, being Chapter LXIII of the Consolidated Statutes of Ontario.

Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows :—

Name of each County High School.

1. There shall be one or more High Schools in each County and Union of Counties in Ontario to be distinguished by prefixing to the term "County" the name of the City, Town, or Village within the limits of which it may be situate.

[The legal distinction, authorized by the second section of this Act, between Senior and Junior County High Schools has been done away with by the Grammar School Improvement Act of 1865.]

Where other County High Schools shall be Situated.

3. All other High Schools established, on or before the first day of January, one thousand eight hundred and fifty-four, shall be continued at the places where they are respectively held; but the High School Board of each of the said Schools may change the place of holding such School, by a resolution to be passed for that purpose and approved of by the Governor in Council; and the place of holding any High School established since the first of January, one thousand eight hundred and fifty-four, may be changed by the County Council of the County within which it is established.

Investment of Income from High School Lands, etc.

4. All moneys arising from the sale of lands at any time set apart for the encouragement of High Schools in Ontario, and not specially granted to, or vested in, or for the benefit of any particular College, High School, or other Seminary or place of Education, or otherwise departed with by the Crown, and all annual grants which have been or may, after this Act takes effect, be made by Parliament, or which may be otherwise available from any other sources for that purpose shall form a fund to be called The Ontario High School Fund, and shall be invested in Government or other securities by the direction of the Governor in Council.

[Fifth Section of the Consolidated Act repealed.]

Basis of Apportionment to the High Schools.

6. * * * the Chief Superintendent of Education shall annually apportion * * * such annual income * * * [in the manner provided by the Seventh Section of the High School Improvement Act of 1865], as follows : 7. The apportionment payable half yearly to the High Schools shall be made to each School conducted according to law, upon the basis [the length of time each such High School is kept open,—of the daily average attendance at such High School of pupils (and their proficiency in the various branches of study named) in the programme of studies prescribed according to law for High Schools; such attendance shall be certified by the Head Master and Trustees and verified by the Inspector of High Schools.]

[Seventh Section of Consolidated Act repealed.]

High School Apportionment Payable Half-yearly.

8. The sums of money annually apportioned * * * as aforesaid, shall be payable to the Treasurer of the County entitled to receive it, [one-half at the end of each six months, and on receipt at the Education Department of the half-yearly return and annual report, duly certified], which sums shall be payable in such manner as may be determined by the Governor.

To be Expended in the payment of Teachers' Salaries alone.

And such moneys [together with the "sums provided from local sources,"] shall be expended in the payment of the salaries of Teachers, and for no other purpose.

Apportionment to Each High School.

9. The sums of money apportioned out of the High School Fund [and "sums provided from local sources,"] * * * shall be distributed amongst the several High Schools * * * within the restrictions imposed by this Act [and the High School Improvement Act], and under such rules and regulations as may from time to time be made by the Council of Public Instruction for Ontario, and approved by the Governor in Council. †

\$20,000 annually Granted for Superior Education.

10. In addition to the sums applicable in aid of High Schools as aforesaid, or under the one hundred and twentieth section of the Act respecting Public Schools in Ontario the sum of twenty thousand dollars shall be yearly appropriated out of the Consolidated Revenue Fund of this Province, for the encouragement of Superior Education in Ontario.

This Grant to be Distributed to Colleges by Parliament.

And shall be distributed * * * as may be designated by an annual vote of the Provincial Parliament.

* See the Sixth Section of the High School Improvement Act of 1865.
 † These Rules and Regulations, in connection with the seventh section of the High School Improvement Act of 1865, are appended.

Council of Public Instruction to appoint Inspector.

11. The Council of Public Instruction shall appoint Inspectors of High Schools, prescribe their duties* and fix their remuneration.

High Schools to prepare Pupils for College.—Programme.

12. In each County High School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education,† including the [natural sciences, with special reference to Agriculture,] the elements of natural philosophy and mechanics, and also in the Latin, Greek, French and German languages (to those pupils whose parents or guardians may desire it), and mathematics, so far as to prepare students for University College, or any college affiliated to the University of Toronto—according to a programme of studies and general rules and regulations, [which shall be prescribed from time to time] by the Council of Public Instruction for Ontario, with the approval of the Lieutenant Governor in Council; and the Council of Public Instruction shall have power to exempt any High School (which shall not have sufficient funds to provide the necessary qualified teachers) from the obligation to teach the German and French languages.]

Penalty for not Observing the Official Regulations.

And no High School shall be entitled to receive any part of the High School Fund, which is not conducted according to such programme, rules and regulations. [The thirty-seventh section of the School Law Improvement Act of 1871 also declares that "no Public or High School shall be entitled to share in the fund applicable to it, unless it is conducted according to the regulations provided by law."]

Condition of Sharing in High School Fund.

[The sixth section of the High School Improvement Act of 1865, further enacts: 6. No High School shall be entitled to share in the High School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund.]

Local Assessment for High Schools in Cities, Towns and Villages.

12½. The School Law Improvement Act of 1871 provides that, 36. The Grammar or High School grant shall be exclusively applied in aid of High Schools; and of the sums of money required to be raised from local sources for the support of a High School a sum equal to one half of the amount paid by the Government to any High School in a city or town withdrawn from the jurisdiction of the county, together with such other sum as may be required for the accommodation and support of such school, shall be provided by the Municipal Council of such city or town, upon the application of the High School Board. In the case of a High School in towns, incorporated villages or townships, one-half of the amount paid by the Government shall be paid by the Municipal Council of the county in which such High School is situated, upon the application of the High School Board; and such other sums as may be required for the maintenance and school accommodation of the said High School, shall be raised by the Council of the Municipality in which the High School is situated, upon the application of the High School Board; or, in the event of the County Council forming the whole or parts of a county into one or more High School district, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School district, upon the application of the High School Board in the manner hereinafter provided:

(1.) The Council of any municipality or the councils of the respective municipalities, out of which the whole or part of such High School district is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such municipality or part of the municipality, from the whole or part of the municipality, as the case may be.

Condition of Receiving Public or High School Grant.

37. * * * Each High School, conducted according to law, shall be entitled to an apportionment at the rate of not less than four hundred dollars per annum, according to the average attendance of pupils, their proficiency in the various branches of study, and the length of time each such High School is kept open, as compared with other High Schools.

Head Masters to be University Graduates.

13. [The thirteenth section is repealed by the eleventh section of the High School Act of 1865, as follows: 11. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a High School, unless he be a graduate of some University within the British Dominions; but any person legally qualified and appointed to be a Head Master in any High

* The duties of the Inspector of High Schools will be given.

† Under the new regulations, provision is not only made for Book-keeping but for a knowledge of Commercial Transactions and Telegraphy.

School during the year next* before the passing of this Act shall be deemed qualified notwithstanding this section.]

Heads of Colleges to be Members of the Council of Public Instruction.

14. The President of University College and the President or other Head of each of the Colleges in Ontario, affiliated to the University of Toronto, shall, for the purposes of this Act, be Members of the Council of Public Instruction.

Council of Public Instruction to Prescribe Text Books, &c.

15. Such Council shall prepare and prescribe a list of text-books, programme of studies and general rules and regulations for the organization and government of the County High Schools, to be approved by the Governor in Council, and shall also appoint Inspectors of High Schools, prescribe their duties, and fix their remuneration.

Allowance for Elementary Military Instruction.

[The twelfth section of the High School Act of 1865 also provides that 12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for High School pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding fifty dollars per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils has been taught for a period of at least six months; such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.†

*DUTIES OF MUNICIPAL COUNCILS TO HIGH SCHOOLS.**Cities to be Counties for High School Purposes.*

[The first section of the High School Act of 1865, enacts that 1. Each city shall, for all High School purposes, be a County; and its Municipal Council shall be invested with all the High School powers now possessed by County Councils; but when, and so long as, the only High School of the County is situated within a city, the Council of such County shall appoint one half of the Trustees of such High School.]

16. [The first part of the sixteenth section of this Act has been superseded by the thirty-sixth section of the School Law Improvement Act of 1871. See section 12½.]

Municipal Assessment, to whom payable and when.

And all sums collected by the Municipal Council shall be paid over to the Treasurer of the County High School for which the assessment is made. And the sums raised by local assessment or subscriptions for the support of High Schools shall be payable each year on or before the fourteenth day of December.

AUDIT OF HIGH SCHOOL TREASURER'S ACCOUNTS.

The forty-fifth section of the School Law Improvement Act of 1871 also declares that: 45. The Treasurer of every High School Board shall submit his accounts to the County Auditors to be audited by them in the same manner as the County Treasurer's accounts are audited, and it shall be the duty of the County Auditors to audit such accounts.

Condition of Establishing a New High School.

17. The seventeenth section of this Act has been altered by the eighth section of the High School Act of 1865, and by the thirty-fifth section of the School Law Improvement Act of 1871, as follows: 8. No additional High School shall be established in any County unless the High School Fund shall be sufficient to allow of an apportionment at the rate of not less than four hundred dollars per annum to be made to such additional school, without diminishing the fund which may have been available for High Schools during the then next preceding year. 35. * * * And as far as the fund will permit, it shall be lawful for the Lieutenant-Governor in Council to authorize the establishment of additional High Schools upon the conditions prescribed by the Grammar School Act and this Act.‡

[The Municipal Institutions Act, chapter fifty-four of the Consolidated Statutes for Upper Canada, also contains the following enactments: 286. The Council of every County, City and Town separated, may pass By-Laws for the following purposes:

Lands for Grammar Schools.

[1. For obtaining in such part of the County, or of any City or Town separated within the County, as the wants of the people may

* i. e. From 20th September, 1864, to 20th September, 1865.

† This twelfth section introduces a new feature into the instruction to be given in our High Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point Military Academy, yet to be established. It does not relate to military drill in the school, but to a preliminary course of elementary military studies, such as military history, drawing, &c. No regulations have yet been prepared on the subject.

‡ This eighth section raises the minimum apportionment to be made to a new Grammar School from \$300 to \$800. This section, in connection with the sixth, on page 11, will have the effect of providing for each new school at least \$450, exclusive of fees, instead of the former pittance of \$200 and fees.

most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

Aiding Grammar Schools.

[2. For making [any additional] provision in aid of such Grammar Schools as may be deemed expedient.†

Pupils Competing for University Prizes.

[3. For making a permanent provision for defraying the expenses of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for, competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

[4. For making similar provisions for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

Endowing Fellowships.

[5. For endowing such Fellowships, Scholarships or Exhibitions, and other similar prizes, in the University of Toronto, and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.]

CHIEF SUPERINTENDENT OF EDUCATION.

18. The Chief Superintendent of Education for Ontario shall * * * notify each County Council, through the Clerk of the Council, of the * * * apportionment of High School moneys to such County, and shall certify the same for payment to the Provincial Treasurer.

Chief Superintendent to report annually on High Schools.

19. The Chief Superintendent of Education shall make annually to the Governor, on or before the *first day of July*, a report of the actual state of the High Schools throughout Ontario, showing the amount of moneys expended in connection with each, and from what sources derived, with such suggestions for their improvement as he deems useful and expedient.

The Chief Superintendent to Administer the Law.‡

He shall see that the County High School Fund apportioned by him is, in all cases, applied to the purposes hereinbefore prescribed, and that each County High School is conducted according to the rules and regulations legally established.

To furnish Act, Forms and Regulations.

And he shall prepare suitable forms, and give such instructions as he judges necessary and proper for making all reports and conducting all proceedings under this Act, and shall cause the same, with a sufficient number of copies of this Act, and, so far as the same relate to High Schools, copies of the general rules and regulations established and approved of as aforesaid, to be printed in a convenient form, and transmitted to the parties required to execute the provisions of this Act. §

HIGH SCHOOL TRUSTEES.

Appointment by the Council of High School Trustees.

20. In each County [or City] in which one or more High Schools are established, there shall be a Board of Trustees consisting of not less than six nor more than eight fit and proper persons [for each school], appointed by the Municipal Council in the manner hereinafter provided.

NOTE.—In *Cities*, the members of the Board of High School Trustees may number eight, as provided by this twentieth section of the Act; but in *Towns* and *Incorporated Villages*, they can only number six, who shall be appointed by the Council of the County and of the Town or Village concerned.

Quorum of the High School Board.

Of which Board three shall be a *quorum* for the transaction of

business. [In a united Board of High and Public School Trustees, the *quorum* is fixed at seven.]

Order of the Retirement of Trustees.

21. * * * * * Annually on the 31st day of January in each year, two of the Members of each Board of Trustees for the time being shall retire from the said Board in rotation according to seniority in office. [The latter part of the *twenty-third* section of this Act provides that] any retiring Trustee may (with his own consent) be re-appointed, and all Trustees for the time shall hold office until their successors are appointed as herein provided.

Appointment of Trustees by County and Local Municipalities.

[The *twenty-second* and the first part of the *twenty-third* sections of this Act are repealed by the latter part of the *second* section of the High School Act of 1865, as follows: 2. Each County Council, at its first session to be held after the first day of January next, shall select and appoint as Trustees of each High School situated in a town or incorporated village, and within its jurisdiction, three fit and proper persons as Trustees of such High School; and the corporation of the town or incorporated village municipality, within the limits of which such High School is or may be situated, shall also, at its first session in January next, appoint three fit and proper persons as Trustees of such High School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the thirty-first day of January in each year (but may be re-appointed);

Villages hereafter Incorporated.

[And, on the incorporation hereafter of any village in which a High School is established, the County and Village Councils shall at their first meeting in January next thereafter, appoint Trustees in like manner as aforesaid, for the High School in such incorporated village;

Mode of Filling Vacancies.

[And the vacancy occasioned by the annual retirement of Trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality, or otherwise, shall be filled up by such County, Town or Village Council, as the case may be; provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve;

Trustees to be a Corporation: Powers.

[The *third* section of the same Act also provides that: 3. The Trustees appointed as aforesaid, shall be a corporation, and shall succeed to all the rights, names, powers, and obligations conferred or imposed upon Trustees of Grammar Schools, by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.]

High School Districts to be defined.—Trustees.

The *fortieth* section of the School Law Improvement Act of 1871 also declares that 40. Every County Council shall determine the limits of each High School district for each Grammar School now existing within the county; and may form the whole or part of one or more townships, towns and villages within its jurisdiction into a [new] High School district; and the High School Board of such district shall possess all the powers within the said district, for the support and management of their High School, and in respect to the County Council, as are possessed under the Grammar School Acts and this Act by High School Boards in respect to the support and management of the schools under their care; and such County Council may appoint and determine the continuance and succession in office of six duly qualified persons as members of such [new] High School Board. Provided, however, that existing Grammar School divisions already established shall be called High School districts, and continue as such till otherwise altered by by-law of such County Council.

High School Trustees to be a Corporation.

24. The Board of Trustees of each County High School shall be a Corporation by the name of "The Trustees of the — County High School," prefixing to the term "County," the name of the City, Town, or Village, within which such High School is situated.

Powers of the Trustee Corporation.

And shall have and possess all the powers usually enjoyed by Corporations, so far as the same are necessary for carrying out the purposes of this Act; * and they shall meet at or near the place

* By the Provincial Statutes' Interpretation Act, chapter five of the Consolidated Statutes for Canada, section six, sub-section twenty-four, Corporations are required to have a Common Seal, which should be attached to all documents emanating from the Board, all agreements, contracts, &c. The Seal is required as authenticating the concurrence of the whole body corporate. *Marshall v. School Trustees*, No. 4, Kitley, 4, Common Pleas Report (U. C.) 375.

† This optional aid must be in addition to the sums required to be raised "from local sources," by the sixth section of the Act of 1865, on page 11.

‡ All communications with the Government relating to Schools in Ontario, conducted under the authority of any Act of the Legislature, should be enclosed to the Education Department, Toronto; otherwise they will be referred back to that Department to be brought before His Excellency through the proper officer.

§ A copy of the Act, and its Rules, Regulations, and Programme, is supplied gratuitously to the Chairman and Secretary of each Board of High School Trustees for the use of the Board. Extra copies can be obtained from the Depository, at 35 cents per copy, including postage, which is required, by the Post Office Department, to be paid in advance.

where each such School is held, on the *first Wednesday in February* in each year. The thirty-fourth section of the School Law Improvement Act of 1871, declares that (34) Boards of Grammar School Trustees shall be designated High School Boards; and the Grammar Schools shall be designated and known as High Schools.

Duties of the Board of High School Trustees.

25. It shall be the duty of such Trustees :

To appoint Officers of the Board, &c.

(1.) To appoint annually, or oftener, from amongst themselves, a Chairman, Secretary and Treasurer, and subject to the provisions hereinafter contained, to fix the times and places of the Board meetings, the mode of calling and conducting such meetings, and of keeping a full and correct account of the proceedings of such meetings.

To take Charge of County High School.

(2.) To take charge of the County High School for which they are appointed Trustees, and the buildings and lands appertaining to it.

High School Property Vested in Trustees.

[The fourth section of the High School Act of 1865, also provides that : 4. All property heretofore given or acquired in any municipality, and vested in any person or persons, or corporation, for High School purposes, or which may hereafter be so given or acquired, shall vest absolutely in the corporation of High School Trustees having the care of the same, subject to such trusts as may be declared in the deed or instrument under which such property is held. See also the twenty-eighth and following sections of this Act.]

To appoint and Remove Masters, Teachers, Officers, &c.

(3.) To remove, if they see fit, and in case of vacancies, appoint the Master and other Teachers in such school, and to fix their salaries and prescribe their duties.

Differences between Trustees and Masters.—How Settled.

[The twenty-seventh section of the School Law Improvement Act of 1871 declares that : 27. All matters of difference between Trustees and Teachers * * * authorized by the ninth section of the High School Act of 1865 * * * to be settled by arbitration, shall hereafter be brought and decided in the Division Court by the Judge of the County Court, in each county * * * provided that the decision of any County Judge in all such cases may be appealed from, as provided, &c.]

(4.) To appoint such other officers and servants in such School as they may judge expedient, and fix their remuneration.

To Erect, Repair, and Furnish Schools, &c.

(5.) To do whatever they deem expedient with regard to erecting, repairing, warming, furnishing, and keeping in order the buildings of such School and its appendages, lands and enclosures belonging thereto, and to apply for the requisite sums to be raised by Municipal authority for any such purposes ;*

To impose, and Sue for Rate Bill, on parents.

(6.) To settle the amount to be paid by parents and guardians for each pupil attending such School, and to fix the times of payment, and apply the moneys received therefor as they may judge expedient towards making up the salaries of Teachers, providing the proper apparatus, maps, text-books and registers, and defraying any other necessary expenses of such School ; and they may sue for and recover such amounts, and, when collected, the same shall be paid over to the Treasurer of the said High School Board :

To unite with Public School Board on certain conditions.

(7.) To employ, in concurrence with the Trustees of the School Section, or the Board of Public School Trustees, in the township, village, town or city, in which such High School may be situate, such means as they may judge expedient for uniting one or more of the Public Schools of such township, village, town or city, or departments of them, with such High School ; but no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English teachers ;

Powers of the Joint Board.

And the schools thus united shall be under the management of a joint board of High and Public School Trustees, who shall consist of and have the powers of the trustees of both the Public and High Schools.

*This clause of the twenty-fifth section should be taken in connection with the thirty-sixth section of the Act of 1871.

Union Board of High and Public School Trustees

[The fifth section of the High School Act of 1865 also provides that : 5. In all cases of the union of High and Public School Trustee Corporations, all the members of both corporations shall constitute the joint board, seven of whom shall form a quorum.]

Such Union may be dissolved.

[But such union may be dissolved at the end of any year by resolution of a majority present at any lawful meeting of the joint board called for that purpose.]

Division of School Property of Union Board.

[On the dissolution of such union between any High and Public School, or department thereof, the school property held or possessed by the joint board shall be divided or applied to school purposes, as may be agreed upon by a majority of the members of each Trustee Corporation ; or if they fail to agree within the space of six months after such dissolution, then by the municipal council of the city, town, or incorporated village within the limits of which such schools are situated, and, in the case of unincorporated villages, by the county council.]

To supply Text Books and hold Public Examinations.

(8.) To see that the pupils of such High Schools are supplied with proper text-books ; that public half-yearly examinations of the pupils are held, and due notice given of them ; and that such school is conducted in accordance with the legally established regulations. [See latter part of the twelfth section of this Act.]

To give orders on Treasurer for Salaries and Expenses.

(9.) To give the necessary orders upon the County Treasurer for the amount of public money to which such school is entitled, and upon their own treasurer for any moneys in his hands, for the payment of the salaries of the officers of such school, and of any necessary expenses.

To make an Annual Report to Chief Superintendent.

(10.) To prepare and transmit, before the fifteenth day of January, to the Chief Superintendent of Education, an annual report, in accordance with a form of report which shall be provided by him for that purpose, and which report shall contain a full and accurate account of all matters appertaining to such school.

[The School Law Improvement Act of 1871, has the following additional provisions applicable to High Schools :—

Grammar School Act to apply to High Schools.

[35. All the provisions of the Grammar School Act shall, as far as is consistent with the provisions of this Act, apply to High Schools, their trustees, head masters and other officers, as fully as they apply to Grammar Schools and their officers, etc.

Admission of Pupils to High Schools.

[38. The county, city or town inspector of schools, the chairman of the High School Board, and the head master of the High School, shall constitute a board of examiners for the admission of pupils to the High School, according to the regulations and programme of examination provided according to law ; and it shall be the duty of the Inspector of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools ; Provided, nevertheless, that the pupils already admitted as Grammar School pupils according to law, shall be held eligible without further examination for admission as pupils of the High Schools ; And provided, furthermore, that pupils from any part of the county, in which a High School is or may be established, shall be admitted to such school on the same terms as pupils within the town or village of such school.

Inspectors of High Schools.

[39. The inspector or inspectors of Grammar Schools now authorized by law shall be known as the inspector or inspectors of High Schools.

Vacation from 1st July to 15th August in High Schools.

[44. The summer vacation in the High Schools throughout the Province shall be from the first day of July until the fifteenth day of August inclusive.

Inconsistent Provisions of other Acts Repealed.

[45. All the provisions of the Grammar and Common School Acts which are inconsistent with this Act are hereby repealed.

Masters of certain High Schools shall make Meteorological observations

26. The master of every [authorized] county High School [station, in connection with the Education Department,] shall make the requisite observations for keeping, and shall keep a Meteorological Journal embracing such observations, and kept according to

such form as may from time to time be directed by the Council of Public Instruction; and all such journals or abstracts of them shall be presented annually, by the Chief Superintendent of Education, to the Governor, with his annual report, and, if not already done, every [authorized] county High School [station] shall be provided, at the expense of the county, with the following instruments:—

List of Meteorological Instruments therefor.

One Barometer; one Thermometer for the temperature of the air; one Daniel's Hygrometer, or other Instrument for showing the Dew-Point; one Rain-Gauge and measure; one Wind-Vane.

Abstracts of Observations to be transmitted to the Chief Superintendent.

And the Chief Superintendent of Education shall procure these Instruments at the request and expense of the Municipal Council of any County, and shall furnish the master of the [authorized] County High School [station] with a Book for registering observations, and with forms for abstracts thereof, and such master shall transmit the same to the Chief Superintendent, and shall certify that the observations required have been made with due care and regularity.

Allowance for making Meteorological Reports.

[The eleventh section of the High School Act of 1865, further provides that: 10. Each of the High School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the High School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction.

Number and Locality of such Meteorological Stations fixed.

[But the number and locality of such meteorological stations shall be designated by the Council of Public Instruction, with the approval of the Governor in Council.

SPECIAL GRANTS OF SCHOOL SITES.

[The twenty-seventh Section, being obsolete, has been repealed.]

Conveyance of Property for School Sites to Trustees.

28. In case any persons residing in Ontario, interested in any School established in any city, town, village, or township therein, whether as parents of children frequenting such Schools, or as contributors to the same, or both, have occasion or are desirous to take a conveyance of real property for the use of such schools, such persons may elect from among themselves, and appoint any number of Trustees, not exceeding seven nor less than five, to whom, and to whose successors, to be appointed in the manner specified in the Deed of Conveyance, the real property requisite for such school may be conveyed.

Powers of Trustees of School Sites.

And such Trustees, and their successors in perpetual succession, by the name expressed in such deed, may take, hold and possess such real property, and commence and maintain any action at law or in equity for the protection thereof, and of their right thereto; but there shall not be held in trust as aforesaid more than ten acres of land at any one time for any one school; and this section shall not extend to Public Schools.

School Deed to be Registered.

29. The Trustees shall, within twelve months after the execution of any such Deed, cause the same to be registered in the Office of the Registrar of the County in which the land lies.

Certain cases provided for if site be not suitable.

30. In case any lands in Ontario have been or after the passing of this Act be surrendered, granted, devised or otherwise conveyed to the Crown, or to the Trustees of any County High School, or to any other Trustees, in trust for the purposes of or as a site for any such High School, or for any other Educational Institution established in any County or place therein for the benefit of the inhabitants thereof generally, and in case such lands be found not to afford the most advantageous site for such school or institution, or there be no school or institution bearing the precise designation mentioned in the deed of surrender, grant, devise or other conveyance, or in case it may be for the benefit of such School or Institution that such lands should be disposed of, and others acquired in their stead for the same purpose, or the proceeds of the sale applied thereto.

Such Lands may be surrendered to the Crown.

The Trustees in whom any such lands are vested in trust as aforesaid, may (with the consent of the Municipal Council expressed at a legal meeting and certified under the hand of the head and the corporate seal of the Municipality in which such School or Institution has been or is to be established), surrender and convey such lands to the Crown unconditionally, and such conveyance shall vest the lands absolutely in the Crown, without formal acceptance, by the Crown, the Governor, or any other Officer or person for the Crown.

Such Land to be Sold for the benefit of such School, etc.

31. Any lands surrendered, granted, devised or otherwise conveyed to the Crown for any such purpose as aforesaid, may be sold by order of the Governor in Council, and the proceeds applied to the purchase of other lands to be vested in the Crown for the purposes of the same School or Institution, or in the case of there being no School bearing the precise designation intended as aforesaid by the person who granted or devised the lands to the Trustees, from or through whom the lands so sold came to the Crown, then for the purposes of the High School or other Public Educational Institution established for the benefit of the inhabitants of the Municipality generally, which in the opinion of the Governor in Council, comes nearest in its purposes and designs to that intended by such person as aforesaid.

Lands Purchased with Proceeds.

32. If such proceeds be applied to the purchase of lands for Grammar School purposes, the title to such lands may be vested in the Board of Trustees for any High School, by their corporate name; and if there be any surplus of such proceeds after such purchase, or if it be found that no lands are required as a site for, or for other purposes of such School or Institution, then such surplus or proceeds (as the case may be) may be invested or applied for the purposes of such School or Institution, in such manner as the Governor in Council deems most for the advantage thereof.

Purchaser not to see to Trusts.

33. No purchaser of land from the Crown under this Act shall be in any way bound to see to the application of the purchase money.

Private Rights Protected.

34. Nothing in this Act shall impair the rights of any private party in or upon any lands, in so far as such rights would have existed and could be exercised without this Act.

Crown may grant such Lands, &c.

35. The Crown may grant to the Trustees of any High School, or of any other Public Educational Institution established for the benefit of the inhabitants of the Municipality generally, any lands which have been or may, after the passing of this Act, be surrendered, granted, devised or otherwise conveyed to the Crown as aforesaid.

CIRCULAR TO THE BOARDS OF TRUSTEES OF HIGH SCHOOLS IN THE PROVINCE OF ONTARIO.

EDUCATION OFFICE,

Toronto, 13th August, 1871.

Gentlemen,—I herewith transmit the Programmes of Studies under the new School Act. Most of the Regulations in respect to the duties of Masters and Pupils, and for all purposes of Discipline, (and which will appear in the *Journal of Education* in a few days), are the same in the High Schools as in the Public Schools; the few particulars in which they differ are noted and provided for in the Regulations, which I trust will remove many causes of past misunderstandings and facilitate the management of the schools on the part of both Trustees and Teachers.

2. What were heretofore known as Common Schools are now called Public Schools, and what were formerly called Grammar Schools are now termed High Schools. The Programmes of Studies for both these classes of schools were vague and indefinite, and no sufficient agencies existed to give them effect, imperfect and general as they were; but under the new Act, (providing as it does for the efficient inspection of schools and

means to enable Trustees of High Schools, as heretofore of Public Schools, to provide and pay a sufficient staff of qualified teachers) the schools are not only classified, but also the subjects taught in them. Hitherto the Grammar Schools have been considered as almost exclusively Classical Schools, and the programme of studies for them was chiefly formed with that view; but under the new Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for girls as well as for boys. When it is provided in the Act that in each High School, "provision shall be made for teaching to both male and female pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower or elementary branches of an English Education should not be taught in the High Schools, but in the Public Schools. It was also intended that all pupils to be eligible for admission to the High Schools for the study of classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commissions on Education in England, but strangely overlooked hitherto, as little boys six and seven years of age have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English education. This anomaly is provided against by the new Act in the future education of Canadian youth, at least so far as the Public High Schools are concerned. Accordingly the 38th Section of the new Act, which became law on the 15th of last February, provides as follows:—

ADMISSION OF PUPILS TO HIGH SCHOOLS.

"38. The County, City or Town Inspector of Schools, the Chairman of the High School Board and the head master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School according to the regulations and programme of examination provided according to law; and it shall be the duty of the Inspector of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools; Provided nevertheless, that the pupils already admitted as Grammar School pupils according to law, shall be held eligible without further examination for admission as pupils of the High Schools; And provided furthermore, that pupils from any part of the county in which a High School is or may be established shall be admitted to such school on the same terms as pupils within the town or village of such school."

4. In accordance with this provision of the Act, the Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the *first four classes* of the Public Schools." It will be seen from the explanatory remarks preceding the programme, that some subjects of the fourth class of the Public School programme are omitted in regard to pupil candidates for the *classical course* of the High School. The examinations for admission to the High School must be *on paper*, and the examination papers with the answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of pupils as to whether the regulations have been duly observed in the examination and admission of pupils.

5. It is to be observed also, that though pupils are eligible for promotion from the Public to the High School, after passing a satisfactory examination in the subjects of the first four classes of the former, it is quite at the option of the parents or guardians of pupils, whether they shall enter the High School or not before they complete the whole programme of studies in the Public Schools, when they can then enter an advanced class in the High School.

6. The prescribed programme of studies for the High Schools is not intended to be obligatory before the commencement of

1872, except in as far as Boards of Trustees and Head Masters may think proper to introduce it this current half-year, and except in as far as it relates to *admission* to the High Schools — the conditions of admission of new pupils taking effect immediately. I may also remark, that as the Senate of the Toronto University contemplate (as is understood) some change in the Matriculation curriculum, it is probable some modifications of the classical course of the High Schools may be required and made before the commencement of 1872.

7. While the 34th section of the new Act provides that each Board of High School Trustees shall make provision for teaching "the Latin, Greek, French and German languages to those pupils whose parents or guardians desire it;" the same section also provides, that "the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient funds to provide the necessary qualified teachers, from the obligation to teach the German and French languages."

8. As to Collegiate Institutes, provided for by the 41st section of the new Act, I shall not be in a position to submit to the Lieutenant-Governor in Council the recognition and payment of any High School as a Collegiate Institute, until I receive the Inspector's special report, in connection with the application and statement of the Board of Trustees, as to whether the conditions of the Act are fulfilled in regard to the number of "masters teaching the subjects of the prescribed curriculum, and the average number of male pupils studying the Latin or Greek language." But in each case of satisfactory report and application, I shall recommend that the recognition of the High School as a Collegiate Institute take effect from the first of July.

9. The Legislature, at its last Session, added \$20,000 to the High School Grant, exclusive of Collegiate Institutes; and with the greatly increased powers of High School Boards of Trustees, and the improved regulations and programme, I trust the efficiency and usefulness of High Schools will be immensely promoted. I therefore conclude this circular by reminding you again of the province of High Schools as a part of our system of Public Instruction; and I cannot better do so than in the words employed by the Council of Public Instruction, in the explanatory memoranda, prefatory to the programme of the course of studies for the High Schools.

"The fundamental principle of our system of Public Instruction is, that every youth, before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a Public School education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency in the subjects of the first four classes of the Public School programme, by passing a satisfactory examination.

"The objects and duties of the High Schools are two fold:

"*First*, commencing with pupils who (whether educated in either a public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public offices in the service of the country.

"The *Second* object and duty of the High Schools (commencing also with pupils qualified as above,) is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools."

I have the honour to be,
Gentlemen,

Your obedient servant and fellow-labourer,

E. RYERSON,
Chief Superintendent.

PROGRAMMES OF COURSE OF STUDY FOR THE HIGH SCHOOLS.

Prescribed by the Council of Public Instruction for Ontario, under the authority of the School Laws of Ontario.

NOTE.—The programme is published for the information of the Trustees and Head Masters, but will not be obligatory until January, 1872. In consequence of changes being contemplated in the curriculum of the University of Toronto, modifications may be made in the classical programme before it comes into force.

EXPLANATORY MEMORANDA.

The fundamental principle of our system of public instruction is, that every youth before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a public school education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency, by passing a satisfactory examination in the subjects of the Public School programme.

The objects and duties of the High Schools are two fold :
First, commencing with pupils who (whether educated in either a public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honor and usefulness the duties of Municipal Councillors, Legislators, and various public offices in the service of the country.

The *Second* object and duty of the High Schools (commencing also with pupils qualified as above, is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

ADMISSION OF PUPILS TO THE HIGH SCHOOLS.

The thirty-eighth section of the School Law of 1871 provides for the admission to the High Schools as follows:—

“The County, City or Town Inspector of Schools, the Chairman of the High School Board, and the Head Master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School, according to the regulations and programme of examination provided according to law ; and it shall be the duty of the Inspectors of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools.”

ADMISSION OF PUPILS.

The admission of pupils by the Board of Examiners constituted by the thirty-eighth section of the Act of 1871, shall be regarded as subject to the approval of the Inspectors of High Schools. Admissions shall take place immediately after the Christmas and summer vacations, and pupils admitted at other times will not be reckoned for that half-year in the apportionment. The questions and replies of candidates for admission shall be preserved for the examination of the Inspectors.

The subjects of examination for admission to the High Schools are the same as those prescribed for the first four classes in the Programme of Studies for the Public Schools but for pupils intended for the classical course, the entrance test in *Arithmetic* is the standard prescribed for the third class in the public schools, and omitting from the subjects of the fourth class Christian Morals, Animal Kingdom and Elements of Chemistry and Botany. It shall, however, be entirely at the option of the parent or guardian of a pupil whether he shall enter the High School on being able to pass the entrance examination, or continue his studies throughout the whole course of the Public School programme, and then enter an advanced class of the High School.

Pupils entering the High Schools must take either the English or classical course of studies.

Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class, and each pupil shall be advanced from one division or class to another, with reference to attainments, without regard to time, according to the judgment of the Head Master ; and if any difference take place between the parent or guardian of a pupil and the Head Master, in regard to the advancement of such pupil, the Inspector of the High School shall decide.

No departure from the prescribed programme is allowable. Where *options* are authorized, the permission must not be given to any pupil without the recommendation of the Head Master and the sanction of the Board of Trustees.

Pupils who have been admitted to the High Schools under the previous regulations, must be taught those subjects of the first four classes of the Public School Programme with which they are not acquainted.

I.—ENGLISH COURSE.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
ENGLISH GRAMMAR & LITERATURE.	English Grammar, including Etymology. Advanced or Sixth Reader and Collier's English Grammar, including Etymology. History of English Literature.	Collier's History of English Literature. Collier's English Grammar, including Etymology.	English Classics (critically and analytically read), Selection No. 1.	English Classics (critically and analytically read), Selection No. 2.
COMPOSITION	Practice in writing familiar and business letters.	Practice in composition.	Practice in composition.	Practice in composition.
READING, DICTATION & ELOCUTION	Practice in reading and writing to dictation from first four reading books.	Practice in writing to dictation.	Same as Form II., with elocution.	Elocution.

PROGRAMMES OF COURSE OF STUDY FOR THE HIGH SCHOOLS—Continued.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
PENMANSHIP	Practice in Penmanship.	Practice in penmanship.		
LINEAR DRAWING.....	Free hand and map drawing. Outlines of plain and solid figures.	For boys, mathematical drawing, and for girls, shading and landscape.	Drawing of animals, human form, mathematical projection, shading & colouring.	
BOOK-KEEPING, &C	Single and double entry.	Single and double entry, commercial forms and usages.	Banking, Custom House, General Business Transactions.	Subject of Form III., with Telegraphy.
ARITHMETIC.....	Practice, Proportion, Interest, simple and compound.	Discount, Stocks, Exchange, Involutions and Evolution, Scales of Notation.	General Review.	
ALGEBRA.....	Definitions and first 17 exercises of authorized text-book.	To end of quadratic equations.	Authorized text-book, to end of Section XIV.	To end of authorized text-book.
GEOMETRY.....	Euclid, Book I.*	Books II. and III.†	Book IV., with principles of Book V.	Book VI., with review of whole subject.
LOGIC.....	.....	.....	Easy lessons in Reasoning, Part I. to p. 71.	Easy lessons in Reasoning, completed.
TRIGONOMETRY.....	.....	.....	Plane Trigonometry, to solution of triangles (inclusive).	Application of Plane Trigonometry.
MENSURATION.....	Definitions, Mensuration of surfaces.	Definitions, Mensuration of Surfaces and Solids.	.....	.....
HISTORY.....	Outlines of English and Canadian History.	Elements of Ancient and Modern History, English and Canadian History continued.	Outlines of History of Greece and Rome.	Outlines of Modern History.
GEOGRAPHY AND ASTRO- NOMY.....	Political geography, products, &c., of principal countries of the world. Modern (Mathematical, Physical and Political).	Physical Geography of the continents generally. Ancient Geography.	General review of subject. Use of Terrestrial Globes.	Outlines of Astronomy—Celestial Globe.
NATURAL PHILOSOPHY.	Nature and use of the mechanical powers.	Composition and Resolution of Forces; Centre of Gravity; Moments of Force; Principle of Virtual Velocities and Hydrostatics (Tomlinson).	Pneumatics and Dynamics.	Elements of Electricity and Magnetism.†
CHEMISTRY AND AGRICULTURE.....	Ryerson's Agriculture, Part I.	Text-book (Ryerson) completed.	Elements of Chemistry.	Elements of Chemistry.
NATURAL HISTORY	"How plants grow," (Gray).	Animal kingdom.	General review.	
PHYSIOLOGY.....	.....	Human Physiology (Cutler's).		
CHRISTIAN MORALS	Christian Morals.			
ELEMENTS OF CIVIL GOVERNMENT.....	.....	.....	.....	"Elements of Civil Government."

* Girls not in Geometry will take in Form I. Easy Lessons in Reasoning, Part I.

† Girls not in Geometry will take in Form II. Easy Lessons in Reasoning, Part II.

‡ The subjects of Electricity and Magnetism may be taken up earlier in the course, at the discretion of the Head Master.

II.—CLASSICAL COURSE, WITH FRENCH AND GERMAN.

Prescribed by the Council of Public Instruction for Ontario, under the authority of the School Laws of Ontario.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
ENGLISH GRAMMAR & LITERATURE	English Grammar, including Etymology. Advanced or Sixth Reader.	Collier's History of English Literature.	English Classics (critically and analytically read). Selection No. 1.	English Classics (critically and analytically read). Selection No. 2.
COMPOSITION	Practice in writing familiar and business letters.	Practice in composition.	Practice in composition.	Practice in composition.
PENMANSHIP	Practice in Penmanship.	Practice in Penmanship.		
LINEAR DRAWING	Map and free hand drawing. Outlines of plain and solid figures.	For boys, mathematical drawing, and for girls, shading and landscape.	Drawing of animals, human form, mathematical projection, shading and colouring.	
ARITHMETIC	Practice, Proportion, Interest, simple and compound.	Discount, Stocks, Exchange, Involutions and Evolution, Scales of Notation.		
ALGEBRA	Definitions and first 17 exercises of authorized text-book.	To end of quadratic equations.	Authorized text-book, to end of Section XIV.	To end of authorized text-book.
GEOMETRY	Euclid, Book I.*	Books II. and III.†	Book IV., with principles of Book V.	Book VI., with review of the whole subject.
TRIGONOMETRY			Plane Trigonometry, to solution of triangles (inclusive).	Application of Plane Trigonometry.
HISTORY	Outlines of English and Canadian History.	Elements of Ancient and Modern History.	Outlines of History of Greece and Rome.	Outlines of History of Greece and Rome. Continued.
GEOGRAPHY AND ASTRONOMY	Political geography, products, &c., of principal countries of the world. Modern (Mathematical, Physical and Political.)	Outlines of Ancient Geography, (Pillans.)	Ancient Geography continued.	
NATURAL HISTORY	"How plants grow," (Gray).	Animal kingdom.	General Review.	
CHRISTIAN MORALS	Christian Morals.			
ELEMENTS OF CIVIL GOVERNMENT				"Elements of Civil Government."
FRENCH		†Pujol, Part I.; or De Fivas' grammar, with exercises.	Pujol, Part II., with selections from Part IV., or De Fivas' Grammar and Exercises, with Collet's Conversations, and De Fivas' Elementary Reader.	Pujol, Part III., with selections from Part IV., or De Fivas' Grammar and Exercises, with conversations. Voltaire, Hist. de Charles XII., Chaps. VI., VII., VIII. Corneille, Horace, Acts I., II.

PROGRAMMES OF COURSE OF STUDY FOR THE HIGH SCHOOLS—Continued.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
GERMAN §		Grammar (Ahn).	Grammar (Ahn), Adler's Reader.	Goethe, Hermann and Dorothea, Canto II.
LATIN	Latin Grammar commenced. Harkness' Introductory Book, or Smith's Principia Latina, Part I.	Latin grammar (continued). Arnold's 2nd Latin Book, or Smith's Principia Latina. Harkness' Latin Reader.	Cæsar, Virgil, Æneid, Book II. commenced. Latin Prose Composition. Prose commenced.	Cicero (for the Manilian Law). Horace, Odes Book I. Latin Prose Composition. Prose continued.
GREEK		Greek grammar commenced. Harkness' 1st Greek Book, or Smith's Initia Græca.	Greek Grammar continued. Harkness or Smith continued. Lucian, Charon.	Lucian, Life. Homer, Iliad, B. I.

* Girls not in Geometry will take in Form I. Easy Lessons in Reasoning, Part I.
 † Girls not in Geometry will take in Form II., Easy Lessons in Reasoning, Part II.
 ‡ It is proposed that before its being introduced into the schools, the Pujol shall be published in separate parts.
 § The German and French languages are optional.
 Provision is not made in the programme for the Honor work in the Universities, as pupils intended for honors will require special arrangements.

REGULATIONS FOR HIGH SCHOOLS.

Prescribed by the Council of Public Instruction.

POWERS AND DUTIES OF THE HEAD MASTER AND TEACHERS.

The Regulations published for Public School Masters are extended to High School Masters, and the following additional regulations are also prescribed:
 Examinations for scholarships, exhibitions and prizes, which may have been instituted, shall be conducted by the Head Master, but the High School Board may, if they shall think proper, associate other persons with the Head Master in the examinations for such scholarships, exhibitions or prizes.
 A Report of the progress and conduct of each pupil shall be furnished to his parent or guardian, monthly, by the Head Master.

DUTIES OF PUPILS.

The Regulations published for Public School Pupils are extended to High School Pupils, except that No 11 shall read as follows:
 "The fees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have the right to enter or continue in the school until he shall have paid the appointed fee. Regulation No. 7, under the same head, is inapplicable to High Schools.

SCHOOL ACCOMMODATIONS.

No High School shall be entitled to receive any grant unless suitable accommodations shall be provided for it.
 The school should have
 (1.) A site of an acre, in extent, but not less than half an acre.
 (2.) A school house (with separate rooms where the number of pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each room, for at least one hundred cubic feet of air for each child. It shall also be sufficiently warmed, and ventilated, and the premises properly drained.
 (3.) A sufficient fence or paling round the school premises.
 (4.) A play ground, or other satisfactory provision for physical exercise, within the fences, and off the road.
 (5.) A well, or other means of procuring water for the school.
 (6.) Proper and separate offices for both sexes, at some little distance from the school house, and suitably enclosed.
 (7.) Suitable school furniture and apparatus, viz.: desks, seats, blackboards, maps, library, presses and books, etc., necessary for the efficient conduct of the school. (See also note to (4) of regulation 4, of the "Directives of Inspectors.")

a heaving up, the houses shaking; sound passed W to E. Thunder, lightning and rain, 25th. Large wide lunar halo at 9 P.M. on 2nd. Narrow solar halo on 16th. Frost, 2nd, 7th—12th, 14th—16th, 18th, 19th, 24th, 25th, 28th. Rain, 4th, 5th, 6th, 16th, 25th, 31st. The greater part of month cold and chilly, especially after 6th, on which day the wind went round from E by N to West. The last few days were very sultry and oppressive. Crops all promising well, especially fall wheat. Very little rain. Woods and open country very dry, and serious fires occurred.

BELLEVEILLE.—Lightning and thunder with rain, 25th, 31st. Wind storm, 3rd. Rain, 1st, 4th, 5th, 6th, 25th, 31st. Exceedingly dry weather. Much damage to timber in the back townships.

GODERICH.—On 10th, cherry trees begin to blossom; maple trees putting forth leaves. 15th, plum trees begin to blossom. 20th, plum trees in full bloom; woods quite green. 25th, apple trees and lilacs in full bloom; at 6 and 7 P.M., wind N; low scuds NW rapid; higher clouds due W slow; highest stratum of clouds SW rapid; the four currents carefully noted. Thunder with rain on 16th. Lightning with thunder and rain, 21st. Thunder, 30th. Frost, 9th, 10th, 18th. Wind storms, 3rd, 7th, 13th, 25th. Fog, 26th. Rain, 3rd, 4th, 5th, 16th, 21st, 25th, 26th. Month very clear and dry. Temperature of last few days very high, especially 29th, when the mercury stood at 88°.8—a high temperature even for July at this station.

STRATFORD.—On 11th, wild plum trees in bloom. 13th, cultivated plum trees in bloom. 20th, apple trees in bloom. Lightning and thunder with rain, 25th, 30th. Frost, 7th—10th, 14th, 18th, 23rd. Wind storms, 3rd, 16th. Rain, 3rd, 4th, 5th, 16th, 25th, 26th, 30th. The excess of mean monthly temperature over average of 10 years +3.39.

HAMILTON.—The following dates of blossoming were noted: 1st, cherry trees. 3rd, dandelion. 6th, strawberries. 16th, apple trees. 20th, lilacs. 29th, roses. The leaves of pollonia just opening on 29th. Bees first noticed, 8th. Shock of an earthquake felt on 22nd. Thunder, 25th, at 7 P.M.; lightning with thunder at 7.30; lightning and thunder with rain at 8 P.M. Frost (slight), 8th, 9th, 18th. Fogs, 4th, 5th. Rain, 3rd, 4th, 6th, 7th, 16th, 25th, 26th. Month exceedingly dry.

SIMCOE.—Frost, 8th, 9th, 10th. Wind storms, 4th, 25th. Rain, 4th, 16th, 25th, 26th. The blossoms of fruit trees and young clover seriously injured by frost of 8th, 9th and 10th. High temperature and great want of rain at end of month, the average temperature of the last four days of May exceeding that of the ordinary July temperature by several degrees.

WINDSOR.—On 7th, meteor in NE towards N. 11th, meteor in SE towards H. 18th, two meteors in S towards NW. Lightning and thunder with rain, 25th. Frost, 7th—11th, 14th, 18th. Wind storms, 2nd, 3rd, 25th. Rain, 3rd, 4th, 5th, 16th, 25th, 28th.

I. Educational Intelligence.

—UNIVERSITY OF TORONTO.—The recent Convocation of the University of Toronto took place on the 8th of June. Hon. Joseph C. Morrison, Chancellor, presiding. Vice-Chancellor Crooks called up the following gentlemen, and presented them to the Chancellor for the degree of M. A.:—W. Armstrong, G. Baptie, G. Brunel, A. F. Campbell, E. B. Edwards, T. E. Ewen, J. Fisher, W. Fitzgerald, R. D. Fraser, G. Gibson, R. Harcourt, J. S. Johnston, W. Kay, R. E. Kingsford, T. Kirkland, T. Langton, J. L. McDougall, W. Mulock, A. E. Richards, G. H. Robinson, H. H. Ross, J. Scrimger, A. Sinclair, E. H. Smythe. Dr. Oldright presented the following gentlemen for the degree of M. B.:—W. S. Black, G. Buchanan, J. J. Clement, H. J. Cole, G. H. Cowan, R. H. Delamatter, J. Donaldson, J. Eakins, W. Forrest, W. H. Graham, A. Groves, N. P. Henning, G. W. Jackes, A. McKinnon, C. Y. Moore, S. P. Richardson, A. Taylor, S. M. Wells, S. P. Ford, Graham, and Webb. Mr. T. A. McLeam, M.A., presented the following gentlemen for the degree of B. A.:—H. Archibald, W. H. Ballard, W. R. Burnham, G. E. Casey, J. Crozier, W. Dale, E. H. Dickson, H. Fletcher, W. D. Foss, T. F. Fotheringham, J. Henderson, H. M. Hicks, D. H. Hunter, M. Kew, W. H. Kingston, J. S. Ledyard, Z. C. McCormick, H. McPherson, W. C. Middleton, T. W. Mills, J. G. Robinson, J. R. Teefy, J. R. Wrightman. Dr. Oldright presented the following gentlemen as successful candidates in the Faculty of Medicine:—Gold Medal, W. Forrest; Silver Medal, 1st, C. Y. Moore; 2nd do, N. P. Henning; 3rd do, R. H. Delamatter; Starr Gold Medal, C. Y. Moore; Starr Silver Medal, 1st, N. P. Henning; 2nd, do, W. Forrest. The Chancellor, in handing the prizes to the recipients, said it gave him the greatest pleasure to do so, for he had not the slightest doubt that they deserved them. Rev. Dr. McCaul presented the following gentlemen:—*Classics*, gold medal, W. Dale; silver medal, J. Henderson; silver medal, M. Kew. Mr. Dale first of all obtained the rudiments of a common school education, then he went to St. Mary's Grammar School, then to the Upper Canada College, and next to the Toronto University. Mr. Henderson was the first person, in his (Dr. McCaul's) knowledge, that had ever obtained the present distinction under the same circumstances—because he was almost wholly

self-instructed. Mr. Kew went first to the Beamsville Grammar School, then to the Upper Canada College, and next to the University. He (Rev. Dr. McCaul) had the strongest expectation that these gentlemen would succeed in life. The Chancellor, in a few congratulatory remarks, presented each of the candidates with their prizes. Mr. London presented Mr. W. H. Ballard for the gold medal, and Mr. J. R. Teefy for the silver medal. He adverted to the utility of a course of mathematical study, and stated that two of the most distinguished graduates of the University—one of whom was an eminent engineer, and the other an assistant director in the most important Observatory on this continent—had attributed their success to the wide range of subjects in the department of mathematics they had pursued in the University of Toronto. Professor Wilson presented Mr. H. Fletcher for the gold medal, and Mr. J. G. Robinson for the silver medal, for modern languages, and alluded in a few words to the importance of that branch of study. He observed that the University was sending out men thoroughly educated for the purpose of dealing with what seemed the greatest question of modern times—namely, to guide nations by intellect in times of difficulty and danger. Professor Croft presented Mr. T. F. Fotheringham for the gold medal, and Mr. H. Fletcher for the silver medal, in natural sciences. The Professor observed that the audience were probably aware that the highest authority in the province had stated that natural sciences were not taught in the University. But the fact that they were taught in the University was proved by these gentlemen, who had obtained prizes for them. Rev. Dr. Bevan presented Mr. J. R. Wightman for the gold medal, and Mr. W. H. Kingston for the silver medal, for metaphysics and ethics. A number of gentlemen were presented for scholarships in the faculties of law, medicine and art. Dr. Oldright presented Mr. W. Houston, who received the prize for the English essay. Mr. Herschfelder presented the following gentlemen for prizes:—*Oriental Languages*—1st year, I. Barr, C. D. McDonald, equal; 2nd year, J. Torrance; 3rd year, S. J. McKee. Mr. London presented Mr. T. F. Fotheringham, who received the prize for meteorology. Mr. Langton presented Mr. H. Fletcher for the Prince of Wales' prize—a beautiful silver inkstand. Mr. Langton observed that Mr. Fletcher, after a successful course in the Upper Canada College, had passed four years in the University, and had now concluded an honourable scholastic career in receiving two medals at the hands of the Chancellor. He (Mr. Langton) had very great pleasure in renewing his relations with the University, in presenting, to the Chancellor for the Prince's prize a gentleman who had distinguished himself so much. The Chancellor, amid applause, presented Mr. Fletcher with the Prince's prize. Mr. T. B. Browning, M.A., University of Glasgow, was admitted *ad eundem gradum*. The Chancellor rose and said it was his duty to make a few remarks, but they would be very few, because he had nothing particular to say. He had no doubt that those whom he addressed would be gratified to learn that the University, and University College—both institutions were so closely connected that he could not separate the one from the other—were most prosperous in every point of view. The progress of the late examinations had shown that the gentlemen examined had evinced great industry and assiduity, and had proved themselves in every way worthy of the University, its College and the various colleges in which they had been trained. The numbers this year stood 68; last year 69. The matriculants in 1870 were 54; of these 51 were in Arts. This year the matriculants were 50; and of this number 48 were in Arts. In 1869 the matriculants in Arts were 40; this year they were 48; and so it would be seen there was an increase in Arts. He might remark that, having had for more than eight years the honour of filling this chair, it was becoming a matter rather irksome to him to have to make the same observations and utter the same congratulations every year. The Vice-Chancellor should have relieved him of the trouble of presiding, for from that gentleman's knowledge of both institutions he could furnish much more information than he (the Chancellor) and could put it in much better language. But he (the Chancellor) could

not prevail on the Vice-Chancellor to accept the chair; he put this down, however, not to his obstinacy, but to his native modesty, though that quality did not belong to the learned profession of which the Vice-Chancellor was such a distinguished member. He might now observe that both these institutions were carrying out most effectively the intentions of their founders, and of those who contributed to their existence. These institutions were carrying out to the full the injunctions of the King's charter to give to the youth of this Province education in the higher branches of science and literature. These were the words used in the King's charter, and they were well deserved. He would say to these gentlemen, who were now going forth to embark on the voyage of life, that he trusted that they would never forget their *Alma Mater*; and that whatever their career they would keep this in view—that their lives would bring credit or discredit on the University. He would thank those present, on behalf of the officers of the University and himself, for the interest they had taken in its progress; and in doing so would declare the Convocation closed. Three cheers having been given for the Queen, the Chancellor, and the ladies, the proceedings terminated.—*Globe*.

—**ALBERT COLLEGE.**—The Annual Convocation of Albert College was held on Tuesday, the 20th ult., in the Ontario Hall, Belleville. The Chancellor (Rev. J. Carman), accompanied by Bishop Richardson and Mayor Halden, followed by the Professors and Undergraduates in procession, having taken their seats on the platform, to which several leading citizens of Belleville were invited; the venerable Bishop opened the proceedings with prayer. The Chancellor then delivered an oration, giving a brilliant sketch of ancient philosophy and other subjects. Next in order was the presentation of W. G. MacLachlan, who had, by hard study, won the bursary founded last year by the generosity of Hon. J. S. Macdonald, Premier of Ontario. Mr. MacLachlan also received first class honours in mathematics. Mr. Blair obtained the prize of the Mayor for proficiency in English; Mr. Cook, for a thesis on the degree of B.A., read by Mr. Dorland, was a very able production, showing deep research in historic lore. The conferring of degrees was next witnessed by the audience with much interest, the recipients of which received rounds of plaudits. St. Geo. B. Crozier, kneeling before the Chancellor, and joining hands, received the hood of his degree as Musical Doctor—the second degree of the kind conferred in Ontario. Dr. Crozier is very popular here, and is an accomplished and excellent musician. Mr. P. S. Dorland was, after the reading of his elaborately written thesis, admitted to the degree of B.A.—the first conferred in Albert College. Seven other gentlemen were presented with prizes. Mr. Palmer has won another bursary, given by the munificence of our Premier, in addition to that referred to.

—**ST. MICHAEL'S COLLEGE.**—The distribution of prizes at Saint Michael's College took place yesterday morning in the grove, in the rear of the college building. There was a good attendance of ladies and gentlemen interested in the progress of the students. His Grace Archbishop Lynch, Bishop Farrell, of Hamilton, and several of the fathers were present. After a selection by the College Band, Master Merrick played a solo on the piano. This was followed by a debate upon the relative superiority of the calling of farming, the learned professions generally, and the clerical profession. The young gentlemen supported their respective positions by strong arguments, and in a way that displayed ability on their part and careful training in this important branch of education. After some more music, one of the students read an address in Latin from the students to His Holiness the Pope, which was handed to the Archbishop. Rev. Father Ferguson announced that the students had requested the professors to send the money that was to have been expended in prizes as a contribution to the Pope. The professors had acceded to this request, and the money would accompany the address. In place, therefore, of prizes, certificates would be distributed to those to whom prizes would have been awarded. Father Ferguson then read

the list of the successful competitors. After the reading of the list, the Archbishop addressed a few words to the students, expressing his gratification at the progress they were making, and counselling them as to their future course. Alluding to the debate of the students, he spoke of the dignity and high mission of the clerical profession, and said the Church in this country was very much in need of more young men who would devote themselves to the profession of the priesthood. At the close, the students gave three cheers for the Archbishop, and three more for Bishop Farrell.—*Globe*.

—**UPPER CANADA COLLEGE.**—The annual distribution of prizes at Upper Canada College took place on the 27th ult. In presenting the Lieut-Governor's prize, Mr. Cockburn referred in most flattering terms to the successful boy, J. W. Elliott. Elliott, he said, came from Kentucky. The ceremony of presentation being over, Mr. Cockburn made a few brief remarks. He announced that Mr. McLellan, the assistant mathematical master was about to leave the College to accept the position of Inspector of Grammar Schools for Ontario, to which position he had been recently appointed. During that gentleman's term of service in the College, he had always found him to be zealous in the discharge of his duties, and he felt very sorry that the institution was to lose him. Mr. C. H. Connon was also about retiring from the College, but he was happy to state that he intended remaining at his post in the boarding house. The Rev. Mr. Sweatman, head master of Hellmuth college, had accepted the position of 2nd Mathematical Master in Upper Canada College, and would enter on his duties after the vacation. This new appointment would enable the authorities of the College so to arrange the scheme of studies that mathematics would receive more attention for the future than they had been able to devote to them in the past. The College roll this year showed an average of 307 pupils, being 3 less than last year. At the University, the success of College boys has been very marked. The Prince of Wales' prize and four out of five gold medals have been taken by old College boys. Mr. Cockburn said he had but to announce that the college vacation now commenced, and that he hoped the boys would enjoy their holidays. Business will resume on the 1st of September next, when he hoped to see the boys all in their places.—*Express*.

—**MODEL SCHOOLS.**—The annual public examination of the pupils attending the Model School took place as usual, and proved in every respect a gratifying success. The forenoon was devoted to the examinations in the male and female apartments, and it is not too much to say that the pupils acquitted themselves in a manner of which the teachers may well feel proud. Rev. Dr. Ryerson occupied the chair, and seated on the platform were Chief Justice Draper and Mrs. Draper. The scholars presented a nice appearance, especially the girls, who were nearly all attired in white muslin, and round the waist of each was sash, indicative of the division to which the wearer belonged—the colours being blue, pink and mauve; the boys of the respective divisions wearing rosettes of the same colours. Mr. Sefton, the popular music teacher, presided at the piano, and conducted the pupils in singing the various pieces which followed, and the execution of which clearly proved that their teacher's efforts had not been made in vain. The proceedings were commenced by singing "God Bless the Dominion," after which an interesting programme was proceeded with, including dialogues, songs and choruses, recitations, solos, &c. Dr. Sangster then delivered a brief address, in which he complimented the pupils upon the creditable character of the day's proceedings. The pupils to whom prizes were awarded were then called in front of the platform and presented with a choice selection of books—Dr. Ryerson and Chief Justice Draper assisting in the distribution of the valued gifts. At the close of the distribution of prizes, Dr. Ryerson referred to the year 1844, when he received his appointment to the office he now occupied at the hands of the Government, of which his friend, Chief Justice Draper, was then Prime Minister and Attorney-General, and who had introduced the Bill

into Parliament, upon the authority of which the present Public School system of Ontario was founded. He expressed the pleasure he felt upon this occasion by the presence of his friend the Chief Justice, and trusted that his valuable life would long be spared to enjoy the distinguished honours he had so justly won. He made a general reference to the removal of Dr. Carlyle from the Model to the Normal School, and spoke of that gentleman's abilities for his present and future positions in the most gratifying manner. By the recent action of the Legislature of Ontario the Model School would be enlarged sufficiently to allow of one hundred additional pupils being taken into the male and female departments respectively, and he stated that the cost of enlargement would amount to about eight thousand dollars. The Chief Justice also addressed the meeting briefly, expressing the degree of pleasure he experienced by being present on that occasion, and giving the whole credit of the admirable school law to his friend Dr. Ryerson, he (the Chief Justice) being merely the instrument by which the law was carried through Parliament. He gave the pupils some good advice, trusting that each would endeavour to rise to the highest position in whatever profession he or she might adopt by which to make a livelihood in future. The girls he might be permitted to say owed much to their teachers, who were preparing them for positions of usefulness and honour as the future matrons of Canada, and he trusted that when they reached that position they would discharge their duties with credit to themselves and advantage to the country at large. Rev. Dr. Ryerson having intimated that the boys desired to present an address to Dr. Carlyle, before his retirement from the school, a committee of boys presented themselves in front of the platform, and one of them read the following address:—"DEAR SIR,—It is one of the saddest thoughts of the human mind that we must part from all we love on earth. Childhood must forsake the toys which have amused it to find other and stronger ties at school; youth must break these bonds to enter upon the responsibilities of life, manhood must leave the home, around which cluster the sweetest remembrances of bygone days, to find amongst new friends a substitute for the tender love of a sister, the gentle affection of a mother and the kind care of a father; and even age finds itself unable to form any earthly connection which is not doomed to be torn asunder by the 'ruthless hand of time.' Yet, while our hearts must learn to relinquish their most cherished associations, it is pleasing to reflect that the remembrances of these associations are treasured up by our memories, and influence us forever. To-day we sever the relationships which have existed between you as teacher and ourselves as pupils. Long and happily have these relationships been maintained, and it seems hard indeed to part from one whom we have ever found to be an able and faithful teacher, a true friend and an earnest Christian counsellor; but it is to us a gratifying thought that the change will be beneficial to you and a most pleasing recognition of the talent and diligence which you have ever displayed as our teacher. We greatly rejoice also to learn that our intercourse is not altogether to cease, but that we may often enjoy the pleasure of seeing you in our midst and hearing your kindly words of counsel and cheerful encouragement. We are deeply pained to think that our waywardness must have often been a source of trouble and regret to you, but we sincerely ask your forgiveness for this and assure you that your kind and patient forbearance will influence us during our whole lives. In conclusion, we desire to convey to you our heartfelt wishes for your continued success and happiness. May the Giver of all good spare you to enjoy a life of usefulness, and may the affectionate feelings which have hitherto existed between us ever remain unchanged." Dr. Carlyle briefly returned thanks for the kind expressions contained in the address, and hoped that the same friendly feelings which had heretofore existed between himself and the pupils of the Model School would always continue.—*Leader.*

—GALT GRAMMAR SCHOOL.—On the morning before the school broke up, the following address was presented to Dr. Tassie, by the pupils boarding with that gentleman:—"It is with much pleasure we (the house

boarders) have learned that you are about to take a trip to the Old Country for your health and pleasure. We are all fully aware how unremittingly and zealously you have laboured for our good, and it is our most earnest hope that you will have a very pleasant voyage, and that you will come back greatly invigorated and thereby enabled to perform, if possible, still more vigorously, your arduous duties. We regret that Mrs. Tassie is not to accompany you, but we trust that on our return we shall find her, as well as yourself, not less benefited by our absence than we shall be happy to welcome you back. And returning our warmest thanks both to you and Mrs. Tassie for all your kindness to us, we desire to remain your grateful PUPILS AND BOARDERS. The address was read by W. G. Eakins on behalf of the boarders, and Dr. Tassie replied in a few suitable words.

III Departmental Notices.

SUPERANNUATED SCHOOL TEACHERS' FUND.

The attention of Inspectors is specially called to Regulations Numbers 10 and 25 of the *Duties of Inspectors*, by which they are required to remit to the Department the half-yearly subscriptions to the Superannuated Teachers' Fund. That for the last half year has only been received from a few of the Municipalities. The law was passed on the 15th February and applies to the whole of this year.

LEGISLATIVE APPORTIONMENTS TO COUNTY RENFREW.

The grants to the undermentioned townships were wrongly printed in the *Journal of Education* for July, and should have appeared as follows:

Pettawawe, \$80.
Relah, Wallis, Bushman, and McKay, \$60

Advertisements.

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